Doctoral Students Becoming Researchers
A Study of an Innovative Literature Review Course

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In the beginning... Course concept.
Initial Assumptions

• Literature Review was understood as an iterative process.

• Lit Reviews being produced were of high quality.

• Library workshops were sufficient support.

• Research competencies and methodology were taught prior to Doctoral work.

• The Lit Review is inherently an individual activity.
We Were **WRONG.**  What to do?
Create Something New

COURSE:
Researching & Writing a Critical Literature Review
Initial Intent - 2007

- **Yearlong** methods seminar
- **Iterative process** of constructing a literature review
- **Two-pronged approach:**
  - **Create** a meaningful conceptual research framework.
  - **Develop** sound information literacy competencies
- **Use the student’s own work**
The Art of Asking Questions

- What is a literature review?
- What is researcher identity?
- How to research disciplinary fields?
- How to develop researcher competencies?
- Why do a concept map?
- Why information literacy?
Course Strategies

- **Role** of Lit Review
- Researcher **Identity**
- Concept **Mapping**
- Writing & Reading **Strategies**
- Build **Community**
Our Research

- **6 years** of student evaluations (2007-2012)

- **72** student evaluations

- **96%** participation rate

- **Open-ended** questions
  - Written, anonymous weekly feedback
  - Read/ themes/ coded

- Student perception
“The lessons in information gathering and how to be a conscious consumer of information were the most helpful.”
“I love that **I know how to use the library** well...”
What did we learn?

Scaffolding is essential.
Scaffolding

• Developmental **Process**

• Key **Practices**

• Researcher **Identity**

• Making learning **whole**

  • we are still learning...
New Questions:

Is there take away?
Is there scalability?
Is there universal truth?
Shoshin (初心)

"In the beginner's mind there are many possibilities, in the expert's mind there are few."
Be Open

- **To define** information literacies/fluency
- **To tailor** IL for higher education community
- **To identify** and examine IL assumptions
- **To communicate** and collaborate as librarians/educators
- **To continue to be present as teachers and learners**

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Information Literacy is the Cornerstone when building an intellectual home.
Thank you.