

# BUILDING CONNECTIONS TO INCREASE ENGAGEMENT: INVESTIGATING NONTRADITIONAL FIRST-YEAR STUDENTS' CURIOSITY

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# PRESENTATION OUTLINE

1. Introduction
2. Study Design
3. Data Analysis
4. Implications
5. Questions

# RESEARCH & TEACHING BACKGROUND

- Studied anthropology at the University of Florida
- Taught 5<sup>th</sup> & 6<sup>th</sup> grade English Language Arts in South Texas
- Distance & Instructional Services Librarian at Nova Southeastern University
- Reference Librarian at Palm Beach Atlantic University
  - Teach FYE course for traditional undergraduate day students
  - Teach Academic Research Techniques course for evening students
- Institute for Research Design in Librarianship – 2018 cohort



# PALM BEACH ATLANTIC UNIVERSITY

- Private, liberal arts university in South East Florida
- 3,118 FTE with an incoming undergraduate day freshman class of 520
- Incoming evening student class of approximately 30 per semester



# RESEARCH GOAL

Understand the role curiosity plays in the research process in order to inform:

1. How research assignments are designed
2. How topic formulation should be taught

# PRIOR RESEARCH

von Stumm, S., Hell, B., & Chamorro-Premuzic, T. (2011). The hungry mind: Intellectual curiosity is the third pillar of academic performance. *Perspectives on Psychological Science*, 6(6), 574-588. <https://doi.org/10.1177/1745691611421204>

Hulme, E., Green, D. T., & Ladd, K. S. (2013). Fostering student engagement by cultivating curiosity. *New Directions for Student Services*, 2013(143), 53-64. <http://doi.org/10.1002/ss.20060>



# PRIOR RESEARCH

Bowler, L. (2010). The self-regulation of curiosity and interest during the information search process of adolescent students. *Journal of the Association for Information Science and Technology*, 61(7), 1332-1344.  
<https://doi.org/10.1002/asi.21334>

Rempel, H. G., & Deitering, A. M. (2017). Sparking-curiosity—Librarians' role in encouraging exploration. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2017/sparking-curiosity/>



# OPERATIONAL DEFINITIONS

- Nontraditional Students
- Epistemic Curiosity
- Information Literacy
- Self-Efficacy

# NONTRADITIONAL STUDENTS

- Adult learners over the age of 26
- Take classes in the evening or online
- Typically work full-time

# EPISTEMIC CURIOSITY

“the desire for knowledge that motivates individuals to learn new ideas, eliminate information-gaps, and solve intellectual problems”

(Litman, 2008, p. 1586)

# INFORMATION LITERACY

“the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”

(ACRL Framework for Information Literacy for Higher Education)

# SELF-EFFICACY

“a belief in one’s ability to successfully perform a particular behaviour or task”

(Cassidy and Eachus as cited in Kurbanoglu, Akkoyunlu, & Umay, 2006, p. 731)

# RESEARCH OBJECTIVES

1. Determine the relationship between students' epistemic curiosity and their information literacy self-efficacy
2. Determine the relationship between students' epistemic curiosity and the quality of their research assignments
3. Describe the advantages and disadvantages of epistemic curiosity during the research process from the students' perspective

# STUDY DESIGN



# RESEARCH QUESTIONS

## Quantitative

- **RQ 1** - Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on the Information Literacy Self-Efficacy Scale?
- **RQ 2** - Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on their annotated bibliographies as rated on the Information Literacy VALUE Rubric?

## Qualitative

- **RQ 3** - How do students describe their feelings of epistemic curiosity as they relate to the research process?

# STUDY POPULATION

- Evening and online nontraditional undergraduate students in the MacArthur School of Leadership
- Fall 2018 and Spring 2019 semesters of an eight week long required academic research techniques course
- Students completed an annotated bibliography on a topic of their choice
- Census of all students enrolled in the course
  - n=59; 97% response rate

# DATA COLLECTION INSTRUMENTS

1. Survey comprised of two validated scales
  - Epistemic Curiosity Questionnaire (Litman, 2008)
  - Information Literacy Self-efficacy Scale (Kurbanoglu, Akkoyunlu, & Umay, 2006)
2. Annotated bibliography
  - rated on the Association of American Colleges & Universities (AAC&U ) Information Literacy VALUE Rubric
3. In-depth interviews with 24 students

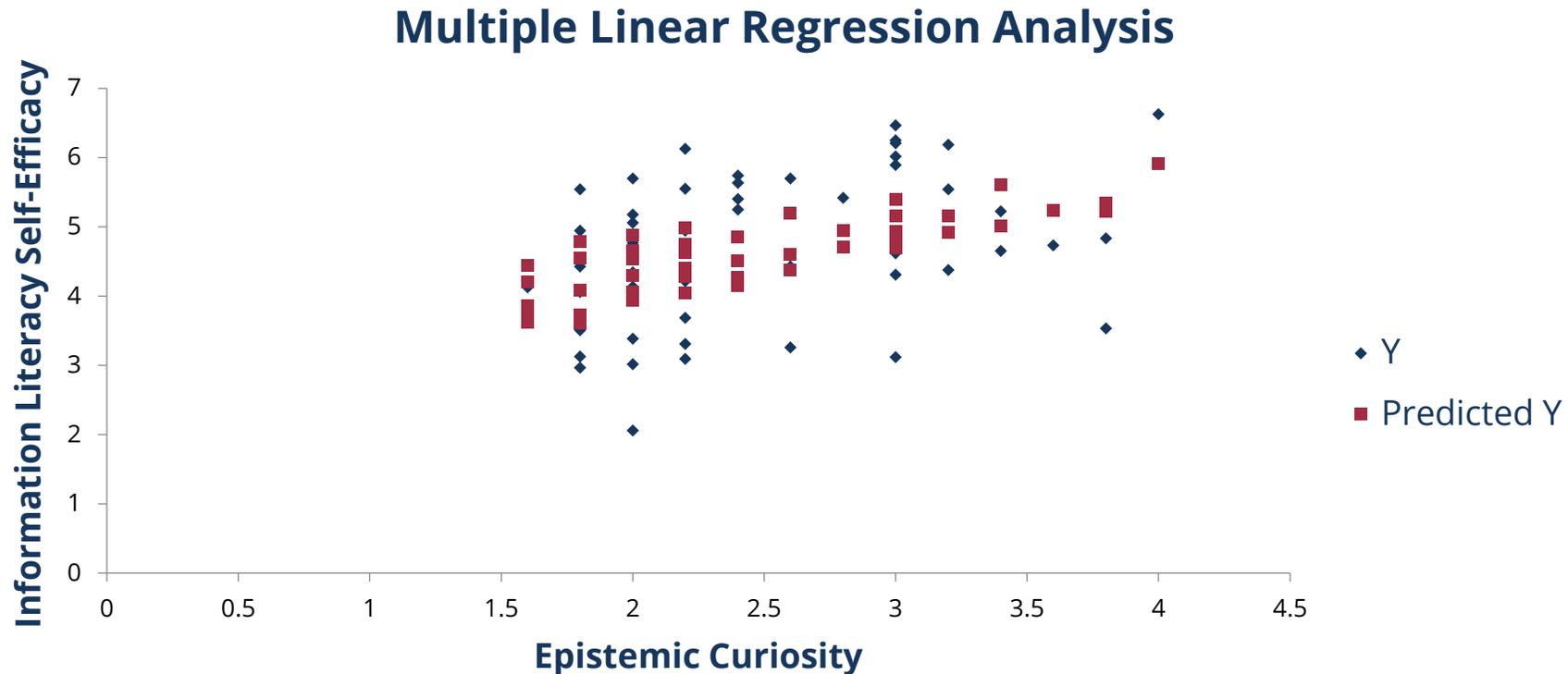
# DATA ANALYSIS



# DATA ANALYSIS TECHNIQUES

- Quantitative
  - Multiple Linear Regression Analysis
- Qualitative
  - Inductive Coding
  - Thematic Analysis

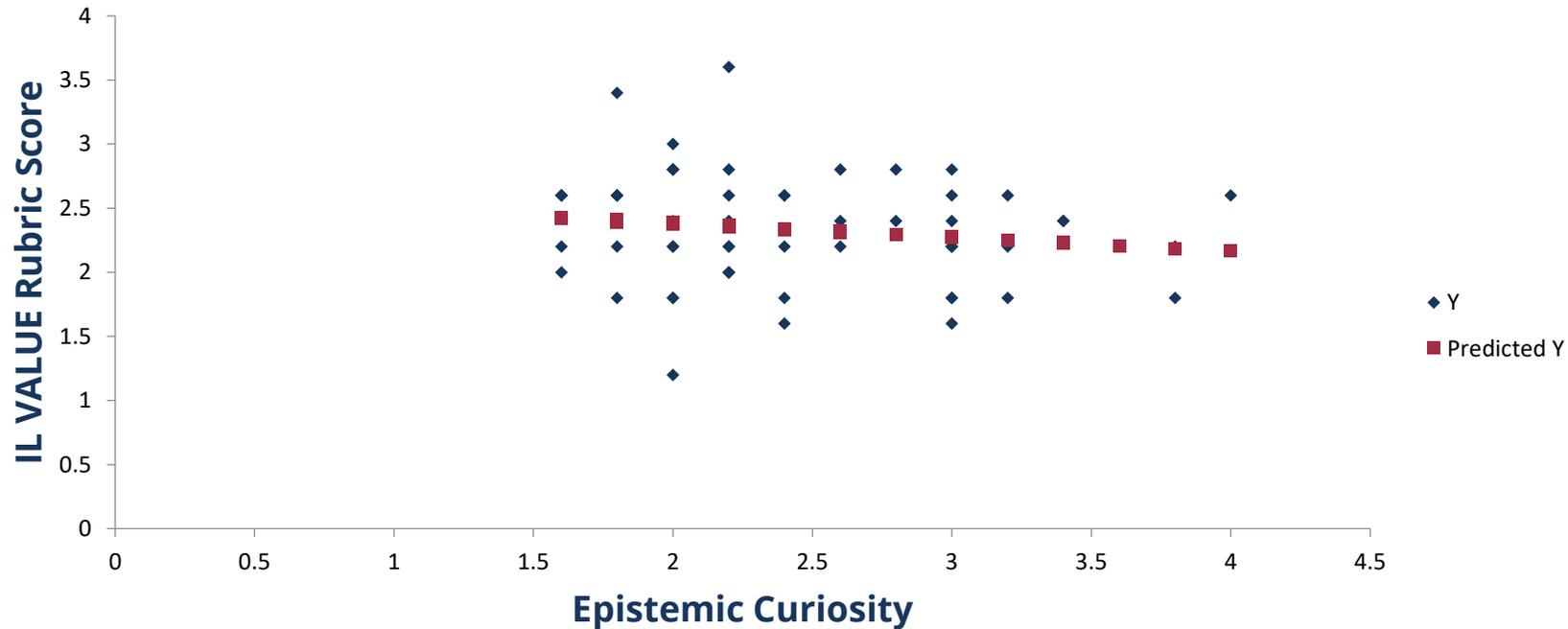
# RQ 1 - Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on the Information Literacy Self-Efficacy Scale?



R Square = 0.26, p=0.01

# RQ 2 - Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on their annotated bibliographies as rated on the Information Literacy VALUE Rubric?

## Multiple Linear Regression Analysis



R Square = 0.02, p=0.94



# **RQ 3 - How do students describe their feelings of epistemic curiosity as they relate to the research process?**

Thematic analysis revealed:

## **1. Personal connection to the research topic**

# PERSONAL CONNECTION

“I found the more I researched, the more curious I got as I was unraveling all these different layers. If it was a subject that I wasn't passionate about or personally associated with or if we had been given the research topic and it's not something I could draw any parallels with I think that it would have been a lot harder and obviously my curiosity wouldn't have been as heightened and probably wouldn't have been satisfied.”



# PERSONAL CONNECTION – PRIOR EXPERIENCE

“I work with special-needs children at church on the weekend and it helped. I wanted to learn more about it and how to redirect that behavior, how to help them, how to understand what's going on during those stages and how to help in any way and teach that to the volunteers as well so it was very interesting and it was really helpful and I would definitely continue doing more research on it after this class.”



# PERSONAL CONNECTION – FRIENDS & FAMILY

“The one I chose was about cancer and how can being a vegan decrease the probability of cancer. My grandmother died of cancer last year so it really like interests me to learn about how we can prevent it.”

“I had friends that are police officers, so I always say there are good cops and bad cops so trying to, you know, just curious, to stick up for your friends and families there in the police force, so I just wanted to just go a little bit further.”



# PERSONAL CONNECTION – VOCATION

“Because it was something dear to my heart. Like I said I worked in Headstart for one year but since then I've been volunteering because it impacted me and it was at a point in my life when I was trying to figure out my purpose.”

“I chose this topic because it is something I deal with personally. I'm now a Discipleship Pastor.”



## **RQ 3 - How do students describe their feelings of epistemic curiosity as they relate to the research process?**

Thematic analysis revealed:

1. Personal connection to the research topic
- 2. Digging deeper to satisfy curiosity**

# DIGGING DEEPER

“After I found a certain article. I was like what?? what?? I didn't know that! Then I was like not even doing my assignment. I was just reading and not worried about my assignment because it became so interesting to me.”

“I just didn't realize how involved researching could be. I never knew that I could dwell all that deep. Although I thought I had been researching deeply, I realized I could take it a step deeper.”



## **RQ 3 - How do students describe their feelings of epistemic curiosity as they relate to the research process?**

Thematic analysis revealed:

1. Personal connection to the research topic
2. Digging deeper to satisfy curiosity
- 3. Professor guidance to refine thesis statement**

# PROFESSOR GUIDANCE

“My actual original thesis statement was you know let's talk about the government shutdown. That's what I thought a thesis statement was. That was my question so right off the bat she's like that's not a thesis statement, so I had to be guided on how to formulate a better thesis because I did not understand to be honest.”

# IMPLICATIONS



# APPLICATION

- Promote personal connection to research topic
  - Brainstorming interests
  - Reviewing newspapers for current events
- Encourage students to explore their curiosity
  - Offer guidance and support

# PRACTICAL TIPS

Rempel, H. G., & Deitering, A. M. (2017). Sparking-curiosity—Librarians' role in encouraging exploration. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2017/sparking-curiosity/>

- Adopt the language of curiosity and exploration
- Encourage early exploration of different sources
- Encourage self reflection on curiosity

# PRACTICAL TIPS FROM THE FYE CONFERENCE!

CT – 59 Enhancing Library Collections as a Path Toward Lifelong Critical Thinking: Katie Hassman, Brittany Borghi, and Colin Kostelecky



We are excited to announce the opening of a newly designed space on the first floor of the Main Library, just across from the new books.

Called, 'The Perch,' the new space features a curated collection of current literary journals and magazines of news, commentary, and opinion. The area is open and available to all patrons, but we are especially excited about the possibilities this space holds for supporting the process-based research needs of new students. Indeed, the inspiration for the space is largely informed by collaborations with Rhetoric faculty. Stay tuned for more information about a grand opening event and details about how to schedule a class visit to the space.

In the meantime, if you have questions, comments, or suggestions, please be in touch with [cathy-cranston@uiowa.edu](mailto:cathy-cranston@uiowa.edu) or [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu), or you may [submit them here](#).

This guide will show you which titles are available in The Perch beginning in January 2020. InfoHawk+ has a notation in the records for these titles, but please note that it may look a little empty for a while as the new issues for the year start coming in. Previous issues for many of these titles are located on the 3rd floor on the east side.

[Many people](#) were responsible for creating this area. Their many contributions and hours of work are appreciated deeply. [Thank you to them all!](#)



# FUTURE RESEARCH

- Investigate the role curiosity plays in the research process as a state rather than as a trait
- Utilize a larger sample size of study participants across multiple universities
- Expand study to include additional student populations including traditional undergraduate and graduate students
- Evaluate the effect of curiosity building exercises on student engagement with research projects and papers



# CURIOSITY SELF-ASSESSMENT INSTRUMENT



**PBA**  
WARREN  
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# QUESTIONS?

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@MichelleKeba



**BUT WAIT,  
THERE'S MORE...**



**PBA**  
WARREN  
LIBRARY

# GOOGLE FORMS SURVEY

IRDL Academic Research Techniques Survey

Send

Questions Responses 69

Section 1 of 5

## Academic Research Techniques Survey

Dear Participant,

You are being invited to take part in a research study conducted by Michelle Keba, Reference Librarian, of Palm Beach Atlantic University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

The purpose of the study is to understand how students describe their feelings of curiosity while completing an information search task in order to inform how research assignments are designed and how topic formulation should be taught. If you choose to participate in the study, you will be asked to:

1. Respond to a survey that is expected to take 5-10 minutes to complete.
2. Release your final annotated bibliography
3. If you choose, you will also be given the option to participate in an interview conducted remotely via your choice of email or online conference software. The interview will last approximately 45 minutes.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life and your responses will remain confidential. Data from this research will be collected through Google Forms and reported only as a collective combined total. Your IP address will not be collected, and no one other than the researcher will know your individual answers to this questionnaire. While you will not receive direct benefits from this study, your participation will benefit future students through a greater understanding of the role curiosity plays in the research process.



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# VOICE RECORDER & AUDIO EDITOR



## Voice Recorder & Audio Editor 9+

Record, Dictate & Transcribe

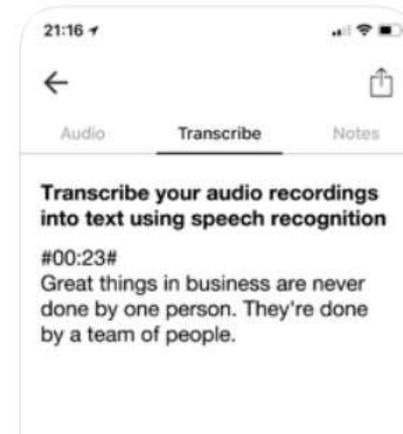
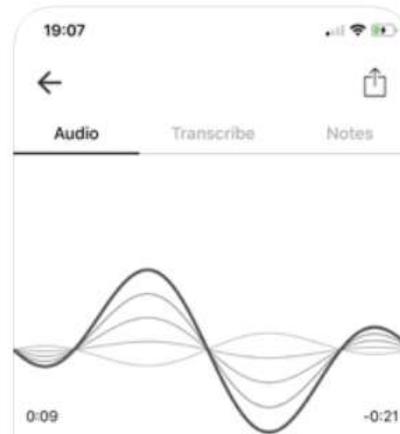
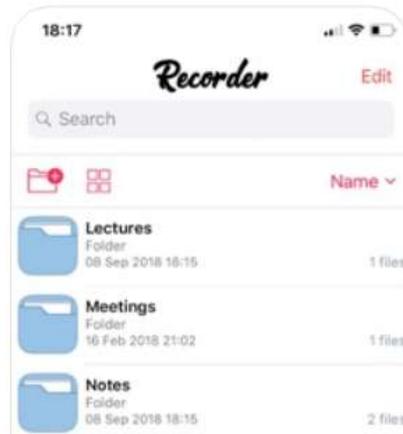
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★★★★★ 4.7, 208.8K Ratings

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### Screenshots [iPhone](#) [iPad](#)



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# YOUTUBE AUTO CAPTIONS

**View published subtitles and CC: English** Edit Unpublish

Subtitles/CC source: Michelle Keba

Actions ▾

2:12.2	about my question which I kind of got
2:12.2	into but yeah that's the difference I
2:18.5	mean just the the resources available
2:18.5	you know before I used um
2:24.0	just a lot of internet searches and
2:24.0	finding general information like Wikipedia
2:30.7	and things like that and I I didn't really use a
2:30.7	lot of books or or scholarly journals or
2:35.9	anything like that so I feel like the
2:35.9	quality of my research was much better
2:41.6	during this project AA yeah and do you
2:41.6	remember did you ever have an
2:46.0	assignment where you had to come up with your own

**Recording 10**

remember did you ever have an assignment where you had to come up with your own

2:45 / 17:07

2:46 2:47 2:48 2:49 2:50 2:51 2:52 2:53 2:54 2:55 2:56

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# QDA MINER LITE



The image shows a software interface for QDA MINER LITE v2.0.6. It features a central graphic of three interlocking hexagons in shades of yellow and orange. To the right of this graphic, the text "QDA MINER" is displayed in a large, bold, orange font, with "LITE v2.0.6" in a smaller orange font below it. A red rectangular button with the word "LITE" in white is positioned over the bottom part of the hexagonal graphic. Below the graphic, there are two buttons: a white button with a black border labeled "Use Free Edition" and a solid yellow button labeled "Upgrade". At the bottom left, the copyright notice "Copyright © 2004-2016" is visible. At the bottom right, the logo for PROVALIS RESEARCH is shown, consisting of three grey hexagons followed by the text "PROVALIS RESEARCH".

**QDA MINER**  
LITE v2.0.6

**LITE**

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