

Collaboration & Replication:

How the LILAC Project and the Citation Project are working to further understanding of student research and writing"

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Georgia International Conference on Information Literacy, Savannah, GA.

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The LILAC Project

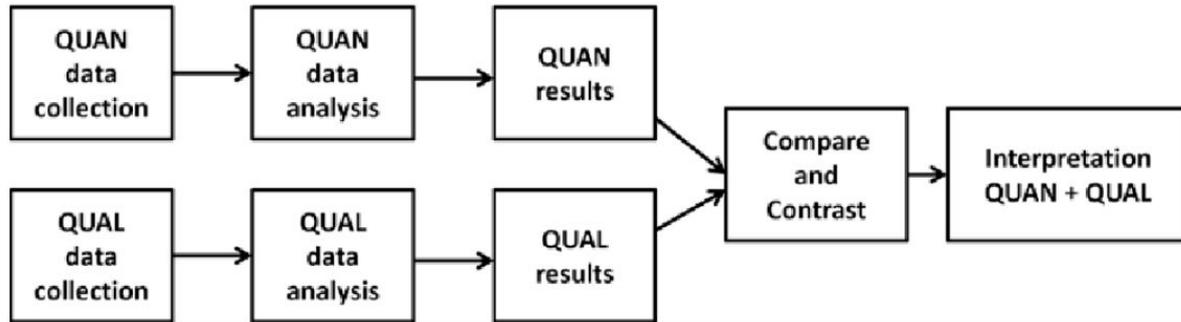
Learning Information Literacy Across
the Curriculum

- The problem
 - Critiques of “the research paper” (Howard & Jamieson, 2014)
 - Project information literacy (Head & Eisenberg, 2009)
- Guiding questions
 - Reported information-seeking skills
 - Actual information-seeking behavior
 - Information literacy in writing instruction and curriculum

Methods

- Triangulation mixed methods design (Creswell & Plano Clark, 2007)

Perceived information-seeking skills



- Strengths and weaknesses
- Writing instruction and curriculum

Actual information-seeking behavior

Methods

- Participants (N = 469)

<i>Participants</i>	
<i>Age</i>	18 – 22 years old: over 79%
<i>Gender ratio</i>	Close to 1:1
<i>Native language</i>	English: Other languages \approx 5:1
<i>Level of education</i>	Freshman 34.33%
	Sophomore 19.74%
	Junior 24.03%
	Senior 19.74%
	Graduate student (master's level) 0.43%
	Graduate student (doctoral level) 0.43%
	Other 1.29%
<i>Majors represented</i>	Nursing, information technology, business, social sciences, humanities, & education

Methods

- Data collected
 - Questionnaire results from 469 participants
 - 422 videos from screen recording sessions based on research-aloud protocol (RAP)

Questionnaire

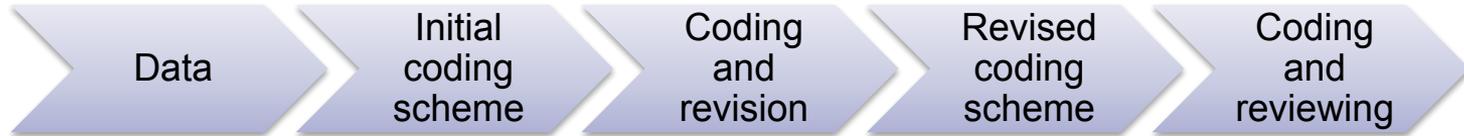
- Demographic information: 6 items
- Previous instruction: 3 items
- Other experience: 2 items
- Self-assessment of information literacy skills: 48 items

RAP videos

- Recording of screen activity
- Students' voice narrative while conducting online research on a topic of their own choice
- Average length: 10-15 minutes

Methods

- Data analysis
 - Questionnaire results: Descriptive statistics
 - RAP videos: inductive thematic coding



Results: Perceived Information-seeking Skills

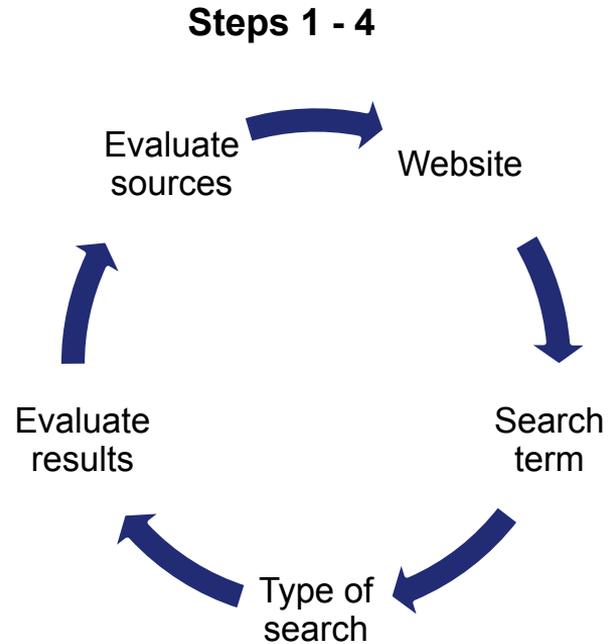
- To locate information
- To identify and distinguish different types of information
- To evaluate information

Table 1. Descriptive statistics of selected questionnaire items: To evaluate sources
Scale: 1 – 5 (1 = Strongly Disagree; 5 = Strongly Agree)

Questionnaire Item	Mean	SD
1. My library research skills are adequate to my needs.	3.43	0.96
2. My online research skills are adequate to my needs.	3.95	0.87
3. I do most of my research on the Web using search engines (e.g. Google, Bing, etc.)	4.27	0.93
4. I do most of my research using library resources (e.g. library catalog, online library databases, etc.)	2.82	1.28
5. I know how to evaluate information I find on the Web.	3.98	0.76
6. I know how to evaluate information I find through the library.	3.59	0.93
7. Research is about finding information to support my opinions.	3.18	1.27
8. If information is posted on a government Web site (.gov), it is accurate.	3.30	0.98
9. If information is posted on a commercial Web site (.com), it is not credible.	2.64	0.92
10. I understand what a “scholarly peer-reviewed journal article” is.	3.68	1.10

Results: Actual Information-seeking Behavior

1. Website
2. Search term(s)
3. Type of search
4. Evaluating search results
5. Evaluating sources
6. Information processing
7. Process management



Purpose	Categories	Guiding Questions	First search	(Revisit the same search results and select another source)
	Website	Where did the search start?		
	Search term(s)	What search term did the student use?		
	Type of search	What type of search is this?		
	Evaluating search results	Were the search results evaluated?		
		How were the search results evaluated?		
	Evaluating sources	Was a particular source selected for further review?		
		Was the source evaluated?		
		How was the source evaluated?		
	Information processing	Did the student seem to have reading comprehension problems?		
		Was there evidence that the student misunderstands the information?		
	Process management	Did the student try to keep track of the search process?		
		How did the student keep track of the search		
		How likely would the search lead to		
		How would you describe the search process?		

#10013

Purpose	Categories	Guiding questions	First search	(Possible iteration when more sources are selected and reviewed)	(Possible iteration when more sources are selected and reviewed)	(Possible iteration when more sources are selected and reviewed)
To do research on video game violence for a public speaking class	Website	Where did the search start?	Google			
	Search term(s)	What search term did the student use?	"youth violence with video games			
	Type of search	What type of search is this?	keyword			
	Evaluating search results	Were the search results evaluated?	yes			
		How were the search results evaluated?	title;			
	Evaluating sources	Was a particular source selected for further review?	yes	yes	yes	yes
		Was the source evaluated?	no, source not available	yes	yes	yes
		How was the source evaluated?		publication types; author; credibility;	website types; publication types; currency; reference cited;	website types; author; currency; credibility; reference cited; opposing arguments;
	Information processing	Did the student seem to have reading comprehension problems?	no			
		Was there evidence that the student misunderstood the information?	no			
	Process management	Did the student try to keep track of the search process?	yes			
		How did the student keep track of the search process?	note-taking; citation URL;			
How likely would the search lead to plagiarism?		not likely				
How would you describe the search process?		ease of use; experience in evaluating the credibility of sources; awareness of different perspectives in the s				

#21038

Purpose	Categories	Guiding questions	First search	search	Third search	Fourth search	Fifth search	Sixth search	
To search for information related to vvegetarian	Website	Where did the search start?	Google scholar	New York Times website	TED talk video	University library	University library	University library	
	Search term(s)	What search term did the student use?	vegetarian	vegetarian	vegetarian	vegetarian	vegetarianism health benefit	vegetarianism health	
	Type of search	What type of search is this?	keyword	keyword	keyword	keyword	keyword	keyword	
	Evaluating search results	Were the search results evaluated?	Yes		Yes	Yes			
		How were the search results evaluated?	source availability		relevance to topic	relevance to topic			
	Evaluating sources	Was a particular source selected for further review?	Yes						
		Was the source evaluated?	Yes						
		How was the source evaluated?	relevance to topic						
	Information processing	Did the student seem to have reading comprehension problems?	no						
		Was there evidence that the student misunderstood the information?	no						
	Process management	Did the student try to keep track of the search process?	not really; the student seemed to be looking for quick answers						
		How did the student keep track of the search process?							
		How likely would the search lead to plagiarism?	very likely; the student did not seem to have a specific purpose in the search process, and was only interested in sources that were directly relevant to the topic.						
		How would you describe the search process?	looking for quick answers; didn't know how to use keyword search; jumping around without a clear purpose or how to relied on drop-down menu suggestions for search terms						

Results: Actual Information-seeking Behavior

- How do students actually locate, identify, and evaluate information?

- **Scope and depth** of the search

Total number of searches

- Characteristics of **search terms** used

Average number of sources consulted for each search

- Type of search

Average number of steps involved in each search

- Evaluation of search results and sources

- Methods of keeping track of the search process

- Characteristics of the search process

Number of search term used
General, specific, or question

Scope and Depth of the Search

	Number of searches	Average number of sources consulted	Average number of steps involved in each search
Mean	4.46	1.63	3.17

- 45 RAP videos
- 1 student had 10 searches
- 3 students had only one search
- Most typical number of searches: 4
- Most typical number of sources consulted for each search: 1

Search Terms

	Keyword – general topic	Keyword – specific topic	Natural language query	Browsing texts under a give topic
Percentage	71%	15%	12%	2%

- General: “ISIS Iraq”, “football players now and then”, ...
- Specific: “historical chronological path ISIS regimes existence”, ...
- Natural language query: “Is weight loss healthy”
- Boolean operators
- Author
- Title
- ...

Search Terms

- Source type mixed in with search term
 - “scholarly articles on global warming”
 - “global warming effects articles”
 - “scholarly analysis of global warming”

Search Terms

- Search terms are too general and they tend to stay general throughout the search process.

- 
- Is weight loss healthy
 - What about healthy weight loss
 - Is weight loss healthy
 - Weight loss being unhealthy
 - Arguments for weight loss
 - How would losing weight affect your health

- Zuckerberg vs Winklevoss 2004
- Non disclosure agreement non compete template
- Intellectual property by workstation
- Intellectual property in regards to workstations
- Who owns the intellectual property of code from a computer

- Soil restoration
- Soil nutrients
- Soil nutrients AND succession AND restoration
- Food insecurity in developing nations

Background Knowledge

- Problems?
- Solutions?

The image shows a screenshot of a PDF document titled "Limiting Workstation-to-Workstation Communication" from the NSA website. The document is displayed in a web browser window. The title is in large, bold, white text on a dark blue background with a globe and network lines. Below the title, there are two columns of text. The left column discusses the risks of workstation compromise and the need for a defense-in-depth strategy. The right column discusses the benefits of limiting workstation-to-workstation communication and the risks of lateral movement. At the bottom of the document, there is a network diagram showing nodes and connections. The browser window shows the URL "https://www.nsa.gov/ia/.../files/factsheets/443V_Slck_Sheets/Slcksheet_LimitingWWWCommunication_Web.pdf" and the system tray at the bottom shows the date and time as 8:13 AM on 9/16/2004.

Limiting Workstation-to-Workstation Communication

Compromise of just one user workstation can lead to the loss of an entire network. All it takes is an unsuspecting user to click on a malicious email attachment or visit an infected website for an adversary to obtain access to a single workstation. Once the workstation is compromised, the attacker uses the newly gained privileges to scan and traverse the network. This leads to additional accesses and the attacker moving from one workstation to another obtaining intellectual property, critical information, and user credentials along the way. Once privileged credentials are obtained, the attacker has full control over the network and the sensitive information it contains.

Network security professionals must assume that a determined adversary will eventually breach a workstation on the network. Therefore, preventing the spread and extent of compromise by limiting workstation-to-workstation communication is a critical component of a defense-in-depth strategy.

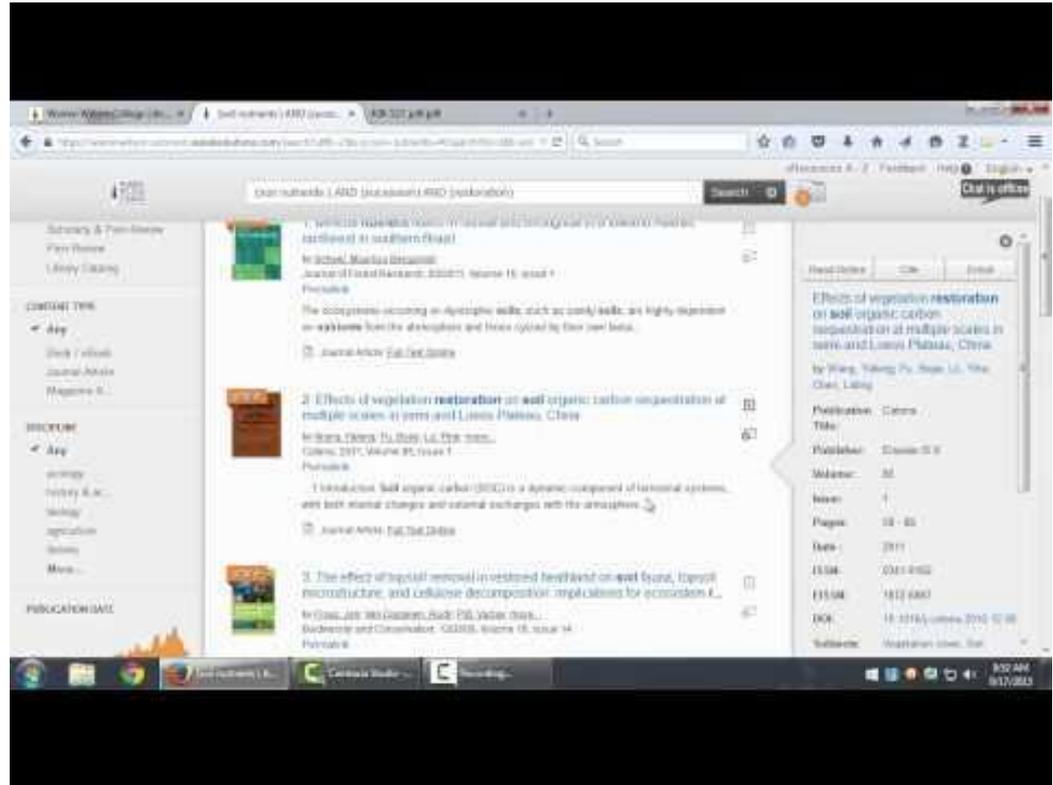
files faster and more securely than sharing files directly between workstations. Therefore, within most enterprise environments, workstation-to-workstation communication is rarely used and does not provide any significant benefit. In fact, workstation-to-workstation communication actually creates serious vulnerabilities. Enabling workstation-to-workstation communication can allow a network intruder to easily spread to multiple systems and establish an effective "beach head" within the network. Once a beach head is established the attackers can setup multiple communication paths out or backdoors into the network to maintain persistence.

High-value systems may be more secure and harder to access and exploit, so the attacker will then attempt to move laterally (hop from one workstation to the next within a network) to find an avenue to these targets. Attackers can move laterally through the network using a variety of methods, for example by connecting to open, or poorly protected shared directories on workstations, or, more commonly for Microsoft® Windows® networks, via a particularly damaging method called pass-the-hash (PtH).

PtH and other forms of legitimate credential reuse are serious vulnerabilities existing in all environments that implement Single Sign-on whether it is Windows, Linux®, or Mac®. PtH allows an attacker to reuse legitimate administrator or user credentials to move from system to system on a network without ever having to crack a password. Once an attacker compromises a single host, he will typically reuse stolen hashed credentials

Google may be a good place to start!

- General search on Google
- Background information (subject matter + keywords)
- Search through library database



Information Processing

- Problems?
- Solutions?



The image is a screenshot of a web browser displaying a YouTube video. The video player is the central focus, showing a man in a dark polo shirt standing next to a large black camshaft. The Summit Racing logo is visible in the top right corner of the video frame. Below the video player, the title "5.0L Ford Mustang Camshaft Selection - Summit Racing Quick Ficks" is displayed, along with the Summit Racing logo and a view count of 7,834. To the right of the video player, there is a vertical list of recommended videos, each with a thumbnail and a title. The browser's address bar and search bar are visible at the top, and the Windows taskbar is visible at the bottom.

5.0L Ford Mustang Camshaft Selection - Summit Racing Quick Ficks

Summit Racing 12

7,834

Long Yoder vs. Shorty Hoekstra - Summit Racing Quick Ficks

Road Camshaft, Street Cars, Hi Camshaft: 50psi to 6psi Differences

Automotive Pistons - Summit Racing Quick Ficks

8 Plan to 8 Plan - Summit Racing Quick Ficks

How To Upgrade a Ford Mustang Engine

How to Install a Camshaft to a Small Block Ford 302 V8 (E10)

Camshaft Designing the Easy Way RPM

Information Processing

- Curiosity
- Research as an iterative process

The screenshot shows a web browser displaying a product page for the Solace 210 hyperbaric chamber. The page features a large header image of a woman sitting inside the chamber, with the text "Solace 210 - 21 inch 1.3 ATA hyperbaric chamber" overlaid. Below the header, there is a "Request Additional Info" button. The main content area includes the Solace logo, a product image, and a detailed description of the chamber's features and specifications. The page also has social media sharing options and a list of additional options.

Solace 210 - 21 inch 1.3 ATA hyperbaric chamber

Solace 210

The most popular model in our 1000 Hyperbaric Chamber line, the Solace 210 has a one foot and eight inch wide, 100% newly refined nylon parts that take the labor of durability and safety, the regulated, clean style of the Solace 210 provides superior and superior. Priced to be practical and designed to last, the Solace 210 responds to our fundamental goal -- Making Hyperbarics Work For You.

The Solace 210 package:

- 4 jet portable with hyperbaric chamber—41 sq. inches
- Designed for maximum airflow through chamber
- Temperature regulated pressure regulator
- Temperature regulated pressure regulator
- Medical flow through— facilitates external medical feeding
- Clean air compressor—double tank, 40 liter, dual valve flow
- High efficiency in-line filtration system—filters to 0.1 microns
- Safety air—(12 liter and 12 liter) chamber, auto inflated
- Specifications—height: 94" diameter (inflated): 20"
- Inflated circumference: 31"
- Chamber (open top)

Additional options:

Download the Solace 210 Spec Sheet

Information Processing

- "Um, that's unique. They are bringing in law of physics. And it says ... [reading the information on the screen] That is unique and seems to have something to do specifically with how the oxygen reacts with the human body. **I am going to [copy and paste]... I think I'm just going to remember henrys law of physics. I'm going to back up and I'm going to google henry's law of physics and see if it is a real law and if it does have any bearing on the hyperbaric chamber.** [start typing in key words in Google, but time was up for the session.]" (#10005, @16:40-17:36)

Rhetorical Intertextuality: Teaching after the Citation Project



Sandra Jamieson

Georgia International Conference on Information Literacy,
Savannah, GA. February 22, 2020



The Citation Project

Reframing the conversation about plagiarism

[OVERVIEW](#)

[PLAGIARISM](#)

[DEFINING "PATCHWRITING"](#)

[THE CITATION PROJECT](#)

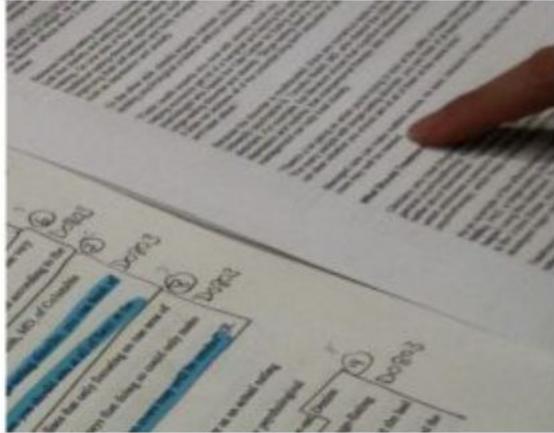
[STUDIES ▾](#)

[PUBLICATIONS](#)

[RESOURCES](#)

The Citation Project is a series of research studies on source use. Their purpose is to provide data and analyses that can help with educators' questions about plagiarism, information literacy, and the teaching of source-based writing.

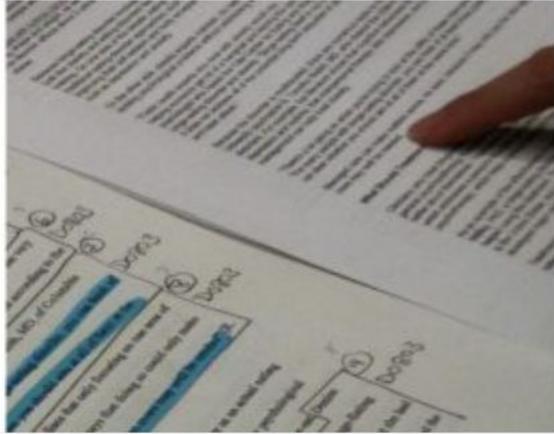
By collecting data and replicating or adapting the methods of other studies to analyze it, ongoing Citation Project research builds on and extends the work of other scholars, generating deeper and more nuanced understanding of source-based writing.



Basic research questions

How do writers incorporate words and ideas from researched sources into their own texts?

- How frequently do college undergraduates successfully quote, summarize, or paraphrase cited materials?
- How frequently do they copy word strings or patchwrite?



Basic research questions

How do writers incorporate words and ideas from researched sources into their own texts?

- How frequently do college undergraduates successfully quote, summarize, or paraphrase cited materials?
- How frequently do they copy word strings or patchwrite?

What impact do source characteristics have on intertextuality practices?

- What impact does textual difficulty have on intertextuality practices?
- What impact does source type or genre have on intertextuality practices?
- What kinds of sources do students select, and do they depend on one kind of source over others?

12 states:

- Alabama
- Colorado
- Georgia
- Idaho
- Indiana
- Kansas
- Massachusetts
- New Hampshire
- New Jersey
- New York
- Texas
- Washington

Method

Researched papers from first-year writing courses at
16 US colleges & universities

8 kinds of institution:

- ✓ Community colleges
- ✓ Ivy League institutions
- ✓ Liberal arts colleges
- ✓ Religious colleges
- ✓ Private colleges
- ✓ Private universities
- ✓ State colleges
- ✓ State universities

174 papers

800 pages of prose

930 unique sources

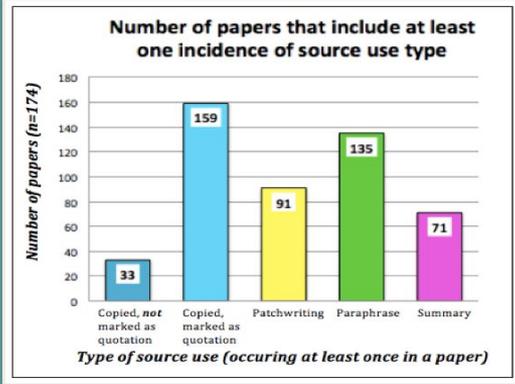
1,911 citations

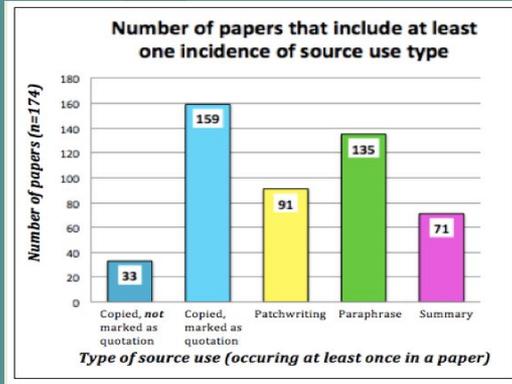
Citation context coding of
source integration; coded by
reading difficulty & source type

Results

How do writers incorporate words and ideas from researched sources into their own texts?

FINDING: better and worse than we expected





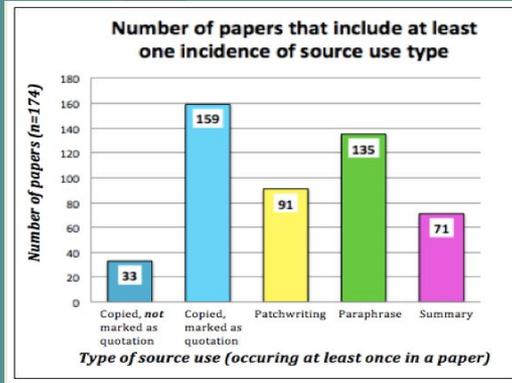
Results

How do writers incorporate words and ideas from researched sources into their own texts?

FINDING: better and worse than we expected

What impact do source characteristics have on intertextuality practices?

FINDING: reading difficulty, type, or genre makes no significant difference



Results

How do writers incorporate words and ideas from researched sources into their own texts?

FINDING: better and worse than we expected

What impact do source characteristics have on intertextuality practices?

FINDING: reading difficulty, type, or genre makes no significant difference

SURPRISE FINDING: 46% of the citations came from page 1, and 56% of the 930 sources were only cited once

Page in source		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Page 1	885	46.3	46.3	46.3
	Page 2	443	23.2	23.2	69.5
	Page 3	151	7.9	7.9	77.4
	Page 4	100	5.2	5.2	82.6
	Page 5	73	3.8	3.8	86.5
	Page 6	48	2.5	2.5	89.0
	Page 7	31	1.6	1.6	90.6
	8 +	180	9.4	9.4	100.0
Total		1911	100.0	100.0	



Researching:

Survey, screen capture,
and speak aloud protocol
gathered as students
begin their research
(LILAC methodology)

The LILAC project
tells us about how
students select
sources



Final papers
collected and
source-use coded
(Citation Project
methodology)

The Citation Project “Writing
from Sources” study tells us
about how students incorporate
words and ideas from sources



Researching:

Survey, screen capture, and speak aloud protocol gathered as students begin their research (LILAC methodology)

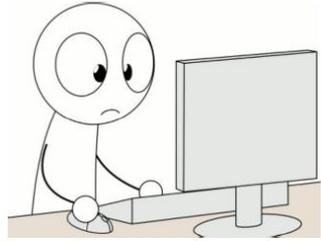
The LILAC project tells us about how students select sources

What happens between these two points?



Final papers collected and source-use coded (Citation Project methodology)

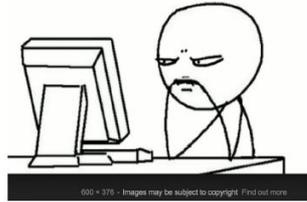
The Citation Project “Writing from Sources” study tells us about how students incorporate words and ideas from sources



Drafting: Screen capture, and speak aloud protocol gathered as students work on a draft using sources

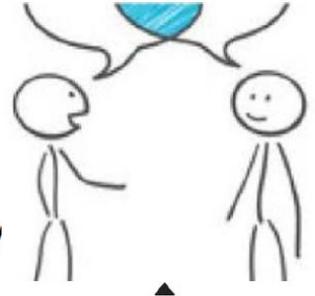
How do college undergrads work with sources as they draft papers?

How do those same students handle source integration as they revise papers using feedback from teachers or peers?



Revising: Screen capture, and speak aloud protocol gathered as students revise using feedback

Reflecting: Final interview once the paper is submitted (using Olsen & Diekema methodology)



How do they talk about the research and writing process once the paper is submitted?

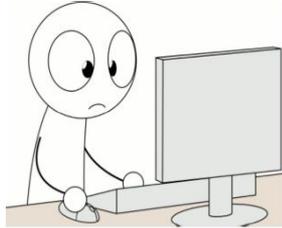
SATS research moments in the research and writing process

From research  to finished paper

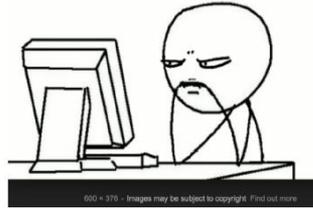


Researching:

Survey, screen capture, and speak aloud protocol gathered as students begin their research (LILAC methodology)



Drafting: Screen capture, and speak aloud protocol gathered as students work on a draft using sources



Revising: Screen capture, and speak aloud protocol gathered as students revise using feedback



Final papers collected and source-use coded (Citation Project methodology)

Reflecting: Final interview once the paper is submitted (using Olsen & Diekema methodology)



<http://www.citationproject.net/studies/sats/>

Students
and their
Sources
(SATS)
new
Citation
Project
research



The Citation Project

Reframing the conversation about plagiarism

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[PLAGIARISM](#)

[DEFINING "PATCHWRITING"](#)

[THE CITATION PROJECT](#)

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[RESOURCES](#)



Students and Their Sources - NEW RESEARCH!

This single-site, mixed-methods study replicates and builds on other trancontextual studies of student source selection and use, and their understanding of these processes. By following the research and writing of a group of undergraduates from the first library search to the submission of final papers, researchers hope to gain deeper understanding of student information literacy and engagement with source materials, expanding the understanding provided by data collected in previous studies. Follow-up multi-site studies will be developed once this study is complete.

[DETAILS AND IRB FORMS](#)



Writing from Sources

Citation Project researchers studied researched papers written by 174 first-year students at 16 US colleges and universities and collected in the Citation Project Source-Based Writing Corpus (CPSW). Intertextual analysis of these students' work produced a data-based portrait of student reading and source-use practices, presenting an image of students moving into their sophomore year of college while only sometimes demonstrating expert reading, summary, and citation practices. The findings can guide source-use and plagiarism policies and pedagogies.

[FINDINGS & RELATED
PUBLICATIONS](#)



Teaching the Teachers

This single-site mixed-methods study of graduate students explores what future teachers know about citation practices and how they apply that knowledge in their own work. By using a design-based approach that engaged research subjects in analysis of their own writing, this study enhanced participants' understanding of source integration and helped them develop strategies for teaching, while also generating data for others to study. These pedagogical methods can be adapted to other contexts, and the findings can guide revision of graduate and teacher education.

[FINDINGS & RELATED
PUBLICATIONS](#)

Read
more on
our
website-
& see
results
when we
have
them



First page of each 3-page coding lexicon

What student is doing (what we see)

Main term	sub-terms
Searching	Searching (for assignment)
	Searching (for google drive for file)
	Searching (for new words)
	Searching (for definitions)
	Searching (for text)
	Searching (for new resource)
	Searching (for known resource)
Retrieving	Retrieving (previously consulted source)
	Retrieving (feedback)
	Retrieving (previous draft)
Returning	Returning (to the google doc)
	Returning (to the assignment)
	Returning (to other course documents/instructions)
	Returning (to prewriting/previously written text)
Opening	Opening (google doc)
	Opening (prewriting)

What student is saying (what we hear)

Main term	sub-terms
Searching	Searching (for file)
	Searching (for new resource)
	Searching (for known resource)
	Searching (for textual evidence, quotations, statistics)
	Searching (for textual counterevidence)
	Searching (for images, sound files)
	Searching (for definitions)
	Searching (for new words)
Retrieving	Retrieving (course artifacts— assignment/instructions/handout)
	Retrieving (previously consulted source)
	Retrieving (instructor or peer feedback)
	Retrieving (previous draft)
Returning	Returning (to the google doc)
	Returning (to the assignment)
	Returning (to other course documents/instructions)
	Returning (to prewriting or earlier draft)

student code	AA04002	Coder name: Sandra Jamieson
video code	draft	Date: June 10, 2018
	event [-ing verb]	event [-ing verb]
time	what student can be observed DOING	what student is SAYING about what they are doing
00:00.	reading instructions	I'm going to read over the instructions for assignment
00:10.	reading instructions	reading instructions for assignment (aloud)
00:20.	toggling to another screen	
00:30.	opening sources (selecting from multiple documents)	i'm opening some of the sources I am going to use
00:40.	opening sources (selecting from multiple documents)	
00:50.	scrolling	
01:00.	opening document made by "Big Time Rush" (group project for class)	opening list of sources I am going to use (five, on a google doc)
01:10.	scrolling to annotation	
01:20.	scrolling	identifying list of sources previously used, so I am going to incorporate this first source--a gallup research poll
01:30.	scrolling	
01:40.	opening draft document (with title)	commenting on her uncertainty about whether she will stick with the genre she has selected (online petition). will start writing and see what happens
01:50.	returning to assignment	

Process coding of student moves in video (by hand); capture what we see the student do and she says she is doing

EDUCATION MARCH 16, 2018

PRINT



Most U.S. Teachers Oppose Carrying Guns in Schools

TEACHERS: OPOSE IDEA OF TEACHERS AND STAFF CARRYING GUNS IN SCHOOLS

73%

GALLUP PANEL, MAR 5-12

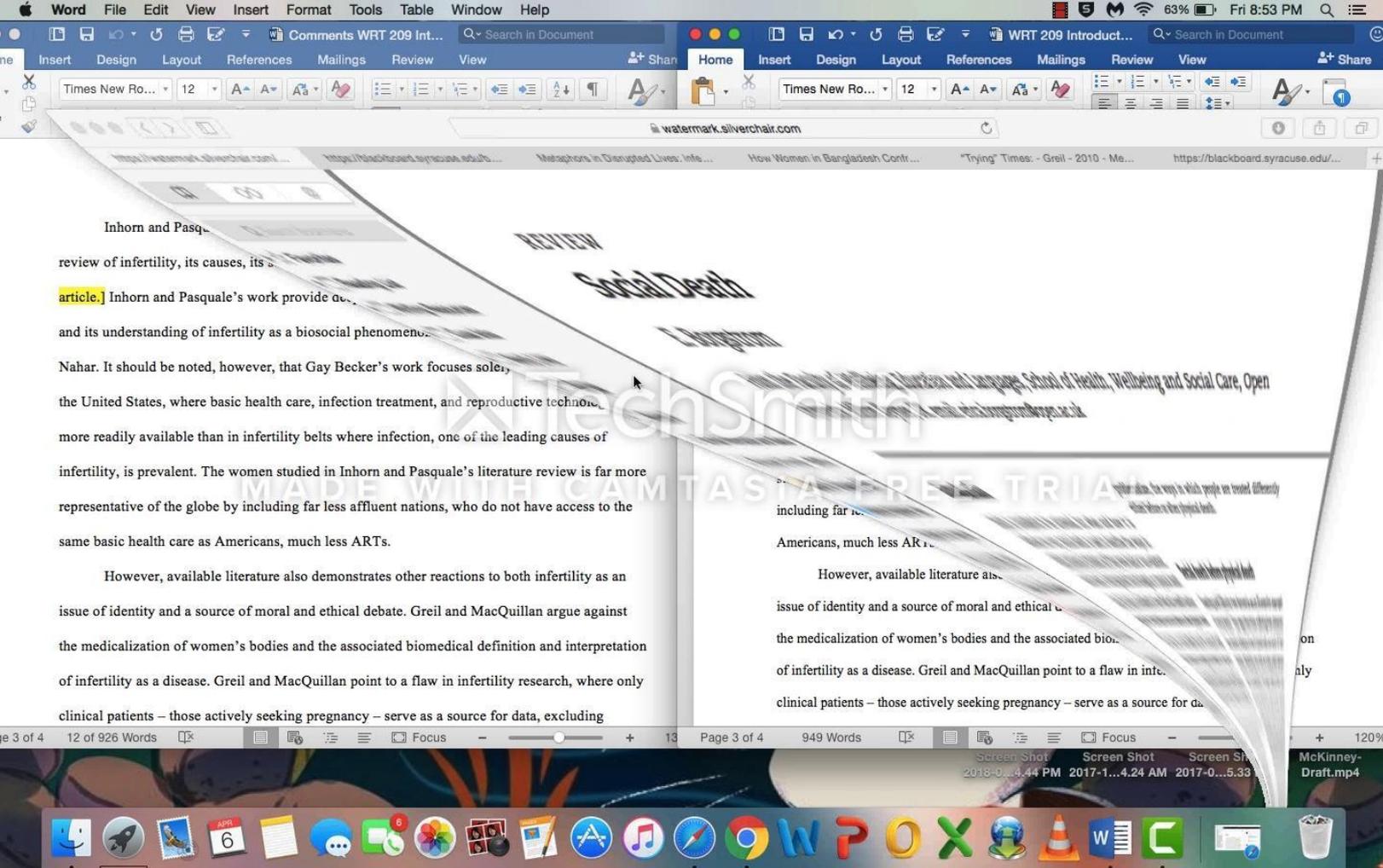
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Audience,
purpose,
& writing
from
sources--
extract
from a
SATS
drafting
protocol



When research gets exciting (but the teachers never realizes) -- extract from a SATS revision protocol

Preliminary “eyeball” findings:

- The students engage with sources in much more complicated --and thoughtful--ways than we thought
 - The final papers do not reflect the amount of work we see students doing in the videos or the sophistication with which they select material to incorporate as evidence
- The researching process does not end once the students start writing, and they struggle to identify helpful sources as they draft and revise, just as the LILAC project found them doing in the initial stages of the research

SATS research methods - studies being (approximately) replicated

THE LILAC STUDY

Blackwell-Starnes, Katt, and Janice R. Walker. **“Reports From The LILAC Project: Designing a Translocal Study,”** In *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods*. Ed. Tricia Serviss & Sandra Jamieson. Utah State UP, 2017. 62-82. DOI: 10.7330/9781607326250.c002

SPEAK ALOUD PROTOCOL

Emig, Janet. *The Composing Processes of Twelfth Graders*. NCTE Press, 1971

INFORMATION LITERACY INTERVIEWS

Olsen, M. Whitney, and Anne R. Diekema. **“Asking the Right Questions: Using Interviews to Explore Information-Seeking Behavior.”** In *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods*. Ed. Tricia Serviss & Sandra Jamieson. Utah State UP, 2017. 209-226. DOI: 10.7330/9781607326250.c007

THE CITATION PROJECT

Jamieson, Sandra, and Rebecca Moore Howard. **“Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension In College Writers’ Researched Writing”** in *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*. Eds. Randall McClure and James P. Purdy. Medford, NJ: American Society for Information Science and Technology, 2013. 111-133.

By way of a
works cited
list...

Questions for discussion

What are the pedagogical implications of these findings

- for librarians?
- for writing teachers?
- for administrators?

How can we use the research or data as we work with students?

Thank you for coming

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Citation Project website: <http://CitationProject.net>