

Mapping Landmarks in the Territory

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Discussion notes and quotes from participants

- Can't distinguish between research as inquiry and searching as strategic - curiosity/enthusiasm might be a marker for Research as Inquiry
- Authority is Constructed and Contextual overlaps with Information Creation as a Process
- Session a wonderful exercise to figure out thresholds - what they are, what they look like
- Interesting to see what senior students say – how they're navigating academic life
- I take a pragmatic approach to TC's – "feminism" quote – shows what TCs suggest – transformative – hard to make the tacit explicit and to identify the actual learning moment – learning is fumbling in the dark – this moment often only seen in retrospect
- Copyright quotation speaks to Authority is Constructed and Contextual, seen by student as a barrier to Research as inquiry and Scholarship as a Conversation
- Theme of in many quotes of students seeing selves as outsiders to the conversation (Scholarship as a Conversation)
- A number of quotes were BINGOs – some evidence of all six concepts
- Much rustling in the shrubbery – There's something going on when students realize they have to read articles more than once...
- Reading – progression through the academic life of students
- Other progressions: – terminology is disempowering (Scholarship as Conversation) leads to questioning assumptions about where students are – They are not always really scared - sometimes excited in first year, but see inversion – students who are further along seem more daunted by processes; may have– different motivations. Could be seeing cycles of disempowerment – start to learn what they don't know. Could be the point where they're getting into majors
- "Critical thinking skills have improved" – in conjunction with analyzing media - seems to be part of every frame – where does it fit?
- New-ish frame – perspectivism? - internalizing, synthesizing, extending – not specific to one of the six (Student quotation on taking the perspective of someone from the Renaissance)
- Availability/unavailability of resources – couldn't get everything right away, and ILL is frustrating – but student recognized their own pickiness about that – ideal vs real – perhaps shows lack of understanding of process and access – Some students were amazed at wealth of info – may not understand what it takes to make that available - - link to Information has Value - and maybe to statement about copyright as barrier - interpreting it differently from a librarian

Ideas for teaching sparks –

- Interesting to consider lifesaver model of teacher/librarian - linked to not fully entering the conversation - . A struggle – we want to help and be the lifesaver – helpful guides – but still a distance – student being shown what's over the threshold, not necessarily discovering for self

- Lots of statements on meaning making that might inform instruction
- Could use this info as a training tool to prompt looking at student work, being more creative
- Could use this kind of info with faculty members, librarians
- Losing sight of the student voice can happen – anything we can do to help students reflect on their process and use these reflections to improve o practice is a good thing
- - wouldn't it be cool to have a common reflection across writing assignments (see tweets by @zoe_zoe
- Thinking about how to incorporate Wikipedia – look at their topic, find 10 related wikipedia articles – use those to help strategic exploration
- Can use this to develop stepping stones – not teach/learn everything at once – Show that understanding happens over time
- Is there a way to probe student experience by asking for structured reflection, asking specific, affective questions – metacognition - -use @zoe_zoe's work on reading as model...

THANK YOU!!!! I really enjoyed the session and our discussion – hope you did too!