GEOC Program Plan For Information Literacy

- For instructions, see "GEOC competency requirements; Information Literacy Instruction Sheet" at: http://www.sp.uconn.edu/~wwwsenat/GEOC.htm

- To be completed by each Major Program. See the Undergraduate Catalog for a list of Major Programs.

- Plans must be approved by the School/College

- Plans are not approved by GEOC but are archived by GEOC for future oversight.

- Return the completed form by e-mail to GEOC at geoc@uconn.edu no later than Oct. 15, 2004 AFTER approval by the School/College)

- Submit revised catalog copy for major requirements to marianne.buck@uconn.edu by Nov. 1, 2004.

Major Program Psychology

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

In Psychology, Information Literacy consists of (1) students understanding historical and contemporary theoretical perspectives and conceptual problems in our discipline, (2) how these problems have been addressed empirically, and, (3) what new questions might be posed toward further elucidating these problems and perspectives. Posing such research questions and engaging in literature searches using PsycINFO and other databases provide students with a direct means of gaining Information Literacy in our discipline. The main avenue by which all majors obtain Information Literacy is PSYC 202QW, but there are other Psychology courses that provide similar experience:

PSYC 132 (General Psychology I.): Students collect data in the weekly computer-based laboratory associated with this course and also participate in ongoing research being conducted by faculty and graduate students. This introduces them to psychological research from the perspectives of experimenter and subject. PSYC 132 fulfills ACRL Standard II by introducing students to empirical studies in scientific psychology journals. Students learn how to read and interpret journal articles and learn how to search and retrieve psychological content relevant to laboratory exercises.

PSYC 135 (General Psychology II Enhanced): Students engage in experiential exercises of psychological phenomena and discuss psychological research in weekly discussion groups and continue to participate in ongoing psychological research. PSYC 135 fulfills ACRL Standard III. Students meet for 50 min each week to discuss and critically evaluate information covered in the course, which leads to heightened competency in evaluating empirical psychological research. Students write three insight papers that often involve additional library research based on these experiential exercises. These papers emphasize critical thinking and analysis of major psychological topics, and students receive feedback related to how well they are thinking about issues "like a psychologist," rather than merely providing personal opinions.

PSYC 202Q/202WQ (Principles of Research in Psychology):   Students learn how to use PsychINFO and engage in literature searches. They also learn how to write laboratory reports using the APA style as prescribed by the *Publication Manual of the American Psychological Association*. As one of the course requirements, students, working in small groups of 4 or 5, design their own experiments, conduct a literature search using PsychINFO and other relevant databases, collect and analyze their data, prepare a research report using APA style, and present their research results at a poster session that we call "An Evening of Psychological Science: The Next Generation," which is attended by most of the psychology faculty and graduate students, as

well as University administrators. PSYC 202Q/202WQ fulfills ACRL Standards I, II, III, IV, and V. Standard I is addressed by identifying a research problem and designing a means of investigating that problem. Standards II and III are addressed as students perform literature searches on their research problem and proceed to critically evaluate the results of their searches and identify those articles that relate to their own research problem. Standard IV is addressed as students report their own data, and how it relates to data obtained in their literature searches, both in the form of a written manuscript and in the form of a poster presentation. Standard V is addressed because students must learn how to cite their sources properly and avoid all forms of plagiarism in the written and poster versions of their research paper.

Eight advanced research laboratories courses in Cognition (PSYC 210W), Psycholinguistics (PSYC 211W), Sensation and Perception (PSYC 215), Developmental (PSYC 232W), Social (PSYC 242W), Personality (PSYC 244W), Animal Behavior and Learning (PSYC 263W), and Physiological (PSYC 267W). Typically six of these several advanced laboratory courses are offered each year, with enrollment capacities in these courses limited to 12 to 19 students per course. In each of these courses, students learn specialized methodological and data analysis techniques, engage in research, and write-up their research in the form of laboratory reports, research posters, and/or research papers. In doing so, students use PsychINFO and do extensive literature searches, and use the APA style as prescribed by the *Publication Manual of the American Psychological Association* in all of their written products.   These six courses fulfill ACRL Standards I, II, III, IV, and V. Standard I is addressed by identifying a research problem and designing a means of investigating that problem. Standards II and III are addressed as students perform literature searches on their research problem and proceed to critically evaluate the results of their searches and identify those articles that relate to their own research problem. In addition to PsychINFO, students learn to use a variety of sophisticated databases as part of their searches, such as PubMed and the Social Sciences Citation Index. Standard IV is addressed as students report

Three individualized research courses including Undergraduate Research (PSYC 297); Independent Study (PSYC 299); and Senior Thesis in Psychology (PSYC 296W) have annual enrollments of approximately 300 students per year. Students taking these research intensive courses gain first-hand research experience under the supervision of a faculty member by enrolling in one or more of these research courses.   A major component of these research experiences is conducting a literature search using PsycINFO and other databases. PSYC 297 fulfills ACRL Standards I, II, and III; and, PSYC 299 and 296W fulfill Standards IV and V in addition to I, II, and III. Standard I is addressed by identifying a research problem and designing a means of investigating that problem. Standards II and III are addressed as students perform literature searches on their research problem and proceed to critically evaluate the results of their searches and identify those articles that relate to their own research problem. Standard IV (PSYC 299 and 296W only) is addressed as students report their own data, and how it relates to data obtained in their literature searches, both in the form of a written manuscript and in the form of a poster presentation. Standard V is addressed because students must learn how to cite their sources properly and avoid all forms of plagiarism in the written and poster versions of their research paper.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

PSYC 202QW (Principles of Research in Psychology), sometimes

offered as PSYC 202Q at regional campuses, is required of all Psychology majors and minors.   The Information Literacy component described above occurs in both 202QW and 202Q.

While our eight advanced laboratory courses and our three individualized research courses are not required, virtually all of our majors take at least one of the courses during their UConn careers, and our more advanced undergraduates take several of these courses during their UConn careers. Typically each year, over 50 research products (papers or posters presented at regional or national conferences, papers published in research journals) have as co-presenters/authors or as sole-presenters/authors undergraduate students enrolled in one or more of these advanced and individualized research courses.

Date of Approval by Faculty or Appropriate Faculty Committee April 30, 2004

Date of Approval by School/College C&C Committee___October 12, 2004____

Major Program contact person   David B. Miller

Date Submitted to GEOC _____October 13, 2004_____