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Information Literacy for Music Graduate Students: A Framework Application

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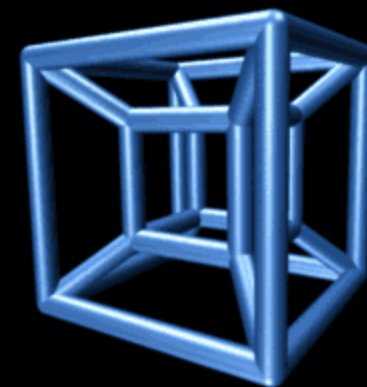
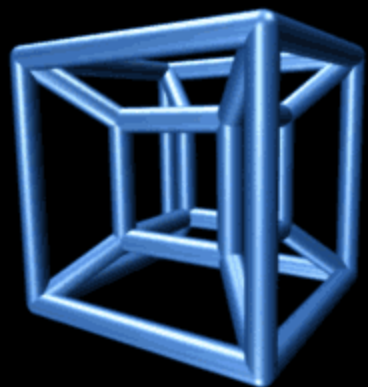
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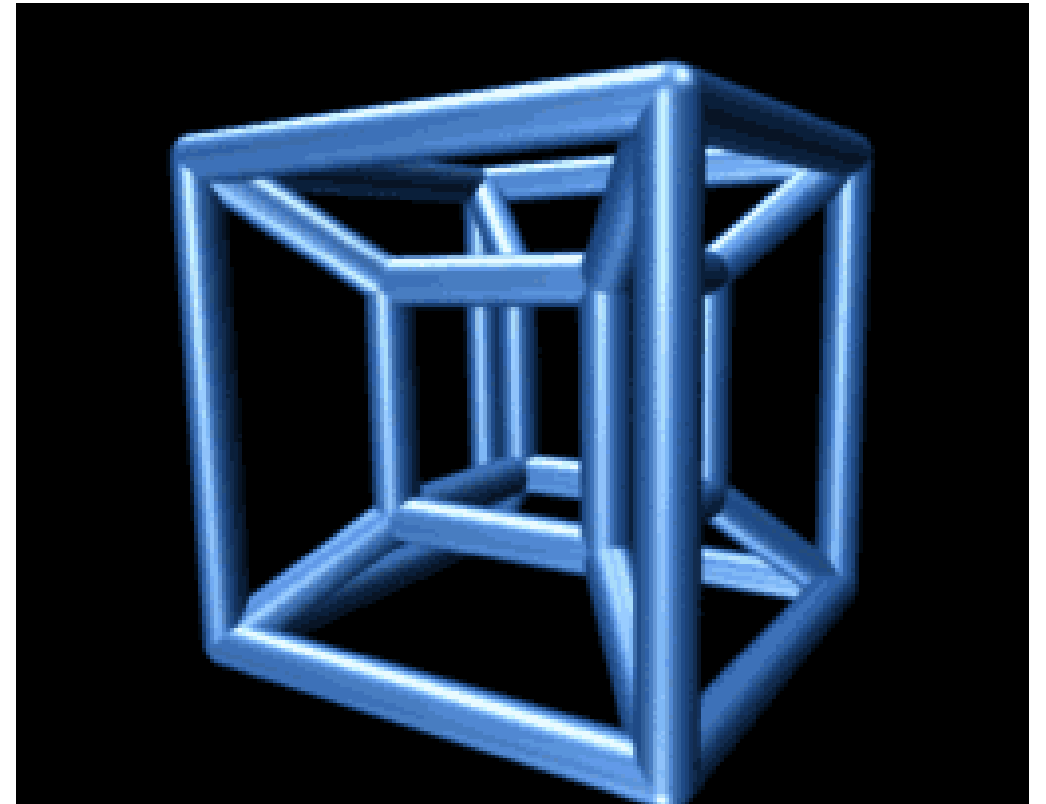
Information Literacy for Music Graduate Students: A Framework Application

Michael J. Duffy IV, Western Michigan University
Music Library Association Annual Meeting, Portland, OR
February 1, 2018



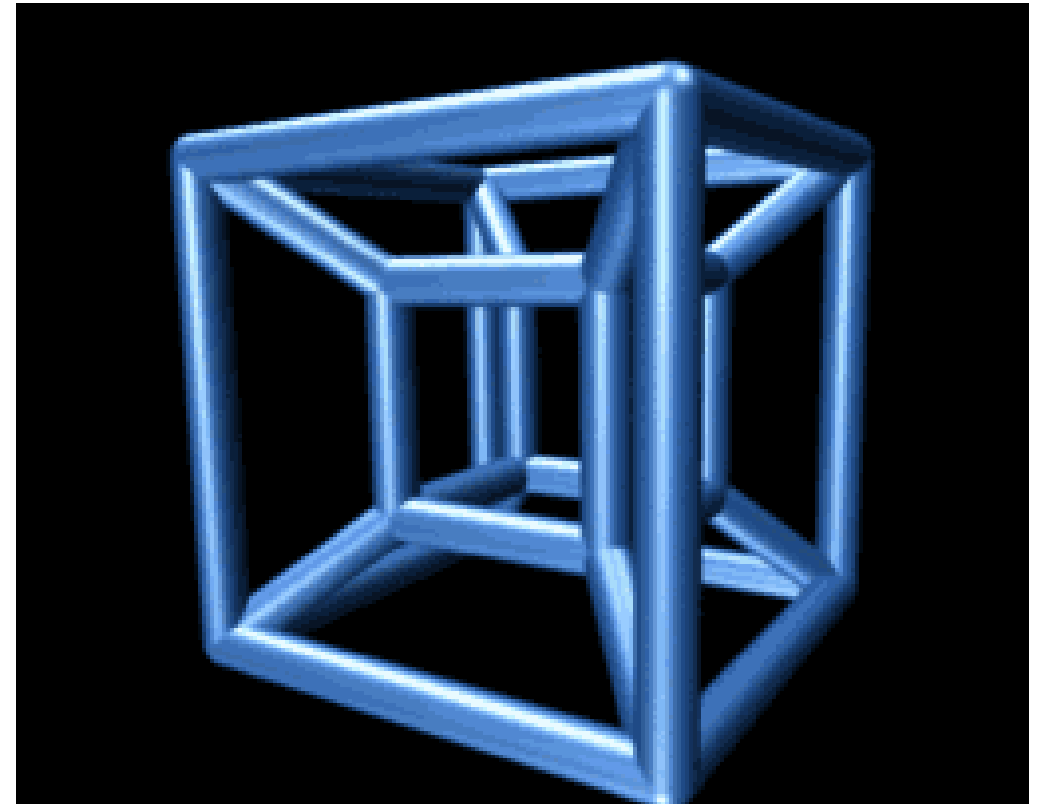
MUS 6100: Introduction to Research in Music

- Relating:
- Frames of the ACRL *Framework for Information Literacy for Higher Education*
- Western Michigan University Information Literacy Core Competencies
- To introductory bibliographic research course for graduate students in music



MUS 6100: Introduction to Research in Music

- Model of Application of Frames and local Information Literacy Curricular statements to a research course
- A method of planning and evaluating your own approach to work with research courses



MUS 6100: Introduction to Research in Music

- M. Duffy was instructor of record 5 times since 2015
- Perspective on course
- Opportunity to examine and work with syllabus
 - Map components of frames to elements of course
 - Framework language not yet included in syllabus itself

From the Introduction to the *Framework*

- “Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines.”
- “Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.”
- (*Framework for Information Literacy for Higher Education*, Association of College & Research Libraries, <http://www.ala.org/acrl/standards/ilframework>).

Literature: *Framework* and Music

- Applied the *Framework*:
- Erin Conor, “Engaging Students in Disciplinary Practices: Music Information Literacy and the ACRL Framework for Information Literacy in Higher Education,” *Notes* 73 (September 2016): 9-21.
 - “Scholarship as Conversation”
 - “Authority is Constructed and Contextual.”

Literature: *Framework* and Music

- Plan to apply the *Framework*:
- Carolyn Doi, “Applying the Flipped Classroom Methodology in a First-Year Undergraduate Music Research Course.” *Music Reference Services Quarterly* 19, no. 2 (2016): 114-35.
- Amanda Myers and Yusuke Ishimura, “Finding Sound and Score: A Music Library Skills Module for Undergraduate Students,” *Journal of Academic Librarianship* 42 (May 2016): 215-21.

Literature: *Framework* and Music – Hot off the Press!

- Kathleen A. Abromeit, ed., *Music Information Literacy: Ideas, Strategies, and Scenerios*. Middleton, WI: A-R Editions, 2018.
 - “The ACRL Framework: A New Paradigm for Music Information Literacy, in the Context of Performance and Composition,” by Laura Snyder, Laurie Sampsel, and Lesley Farmer
 - “Embedding the Framework: Using Embedded Librarian Techniques to Facilitate Music Information Literacy,” by Sara J. Beutter Manus

Literature: *Framework* and Graduate Students

- Samantha McClellan, Robert Detmering, George Martinez, and Anna Marie Johnson, “Raising the Library’s Impact Factor: A Case Study in Scholarly Publishing Literacy for Graduate Students,” *portal: Libraries and the Academy* 17 (July 2017): 543-68.
 - Non-credit-bearing instructional workshop program
 - No fine arts students participated

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Information Literacy Core Competencies



STRATEGIZE RESEARCH

Explore topic, create research plan, ...

[Learn more](#)



SEARCH AND EVALUATE

Use research techniques, ...

[Learn more](#)



THINK CRITICALLY AND SYNTHESIZE

Synthesize and interpret, ...

[Learn more](#)



USE INFORMATION ETHICALLY

Consider ethical and legal issues, ...

[Learn more](#)

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Strategize Research



STRATEGIZE RESEARCH

Level 1- Emerging

Students explore topics of interest broadly in order to develop and refine research questions.

- Create and modify a research plan as needed until sufficient information is gathered.
- Browse and freely explore search engines, textbooks, encyclopedias, and wikis to gather background information on a topic.
- Develop a preliminary question, opinion, or thesis on a topic.

Level 2- Developing

Students engage with deeper questions on specialized topics, including original research that contributes to the field of study.

- Revise question, opinion, or thesis as necessary in response to new information, including conflicting or alternate viewpoints.
- Develop an original research question which contributes to the body of knowledge in the discipline, profession, or community.

[Back to all core competencies](#)

Western Michigan University Information Literacy Core Competencies

- ILCCs for the entire University, not just the University Libraries
- Vision for what students should know and be able to do by graduation, with regard to information literacy
- Most emphasis in development and practice on undergraduate students

Information Literacy Core Competencies and Graduate Students

- Most local attention on undergraduate students and curricula
- Graduate application of Information Literacy Core Competencies and *Framework* concepts to share with professional library community

MUS 6100: Fast Facts

- Bibliographic research course
- Required for M.M. students in
 - Composition
 - Conducting
 - Performance
- Required for all M.A. students in Music
- Introduction to crucial research requirements
 - Preparation for graduate seminars
 - Recital program notes
 - Thesis research

MUS 6100:

Description from Graduate Catalog

“A course in the general methods and techniques of research in the field of music. This course will provide practical experience in research for scholarship and performance, including the use and evaluation of important source materials, comparison of editions, and modes of presentation (e.g., written research, program notes, oral presentations, grant writing). Students will complete a comprehensive bibliography and a research paper in the area of concentration of their graduate program of study.” (Course Descriptions: MUS 6100 – Introduction to Research in Music,” in *Graduate Catalog 2017-18*, Western Michigan University, <http://bit.ly/2GIbE2P>).

Core elements of MUS 6100 Syllabus

1. Comparative analysis of articles from *Die Musik in Geschichte und Gegenwart* and *New Grove Dictionary of Music and Musicians* or *Grove Music Online*
2. Program notes for mock performance program
3. Comparison of at least 2 different score editions of same musical work
4. Mock job application
5. Mock grant application (pointing out institutional and local funding resources)

Core elements of MUS 6100 Syllabus, cont.

6. Term Paper Project

- Topic statement
- Abstract
- Outline or Storyboard
- Annotated Bibliography
 - Preliminary Check-in
- Draft of Paper
- Final Paper
- Oral Presentation

7. Final Exam

Comparative analysis of *MGG* and *New Grove/Grove Music Online* articles

WMU Information Literacy Core Competencies

- Search and Evaluate, Emerging
 - Evaluate information to determine whether, why, and how it addresses the research question
 - Evaluate the authority of a source given the context in which the information was created and is being used

References to the *Framework*

- Research as Inquiry
- Authority is Constructed and Contextual

Program Notes

WMU Information Literacy Core Competencies

- Think Critically and Synthesize, Emerging and Developing
 - Appropriately interpret, synthesize, and communicate information to integrate new ideas in a format and context appropriate to an intended audience
 - Collaborate and participate in scholarly, professional, or creative communities to utilize and contribute to the knowledge of collective groups

References to the *Framework*

- Scholarship as Conversation
- Authority is Constructed and Contextual

Grant Application and Job Application

WMU Information Literacy Core Competencies

- Think Critically and Synthesize,
Emerging
 - Use information in context to
analyze questions, solve problems,
and make decisions

References to the *Framework*

- Information Creation as a
Process

Editions Report

WMU Information Literacy Core Competencies

- Search and Evaluate, Emerging and Developing
 - Evaluate the authority of a source given the context in which the information was created and is being used
 - Choose primary, secondary, and tertiary sources of information as appropriate

References to the *Framework*

- Authority is Constructed and Contextual
- Scholarship as Conversation

Term Paper Project: Topic Statement, Abstract, and Outline or Storyboard

WMU Information Literacy Core Competencies

- Strategize Research, Emerging and Developing
 - Develop a preliminary question, opinion, or thesis on a topic.
 - Create and modify a research plan until sufficient information is gathered.
 - Revise question, opinion, or thesis as necessary in response to new information, including conflicting or alternate viewpoints.

References to the *Framework*

- Research as Inquiry
- Searching as Strategic Exploration

Term Paper Project: Annotated Bibliography

WMU Information Literacy Core Competencies

- Search and Evaluate, Emerging
- Search and Evaluate, Developing
- Use Information Ethically, Emerging
 - Cite sources and contributing works of others appropriately

References to the *Framework*

- Searching as Strategic Exploration
- Research as Inquiry
- Scholarship as Conversation
- Information Has Value

Term Paper Project: Draft and Final Paper

WMU Information Literacy Core Competencies

- Think Critically and Synthesize, Emerging and Developing
 - Use information in context to analyze questions, solve problems, and make decisions
 - Collaborate and participate in scholarly, professional, or creative communities to utilize and contribute to the knowledge of collective groups
- Use Information Ethically, Emerging
 - Use quotations, paraphrasing, and summarizing to integrate information appropriately into communications

References to the *Framework*

- Information Creation as a Process
- Information Has Value
- Authority is Constructed and Contextual
- Scholarship as Conversation

Term Paper Project: Oral Presentation

WMU Information Literacy Core Competencies

- Think Critically and Synthesize, Emerging and Developing
 - Use information in context to analyze questions, solve problems, and make decisions
 - Collaborate and participate in scholarly, professional, or creative communities to utilize and contribute to the knowledge of collective groups

References to the *Framework*

- Scholarship as Conversation
- Authority is Constructed and Contextual



M. Duffy, Information Literacy for Music Graduate Students

Questions?

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Brown-Eyed Susan: By Michael Duffy

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