

ProQuest Flow Citation Management Tutorial

Analyze

A) Goals

The goal of this tutorial is for participants to develop skills using ProQuest Flow, in order to streamline the research process and alleviate some of the stress associated with citing sources.

B) Learner Profile

The intended audience of this tutorial is, in a general sense, researchers. Not only will undergraduate students benefit from learning this material, but faculty researchers will develop skills to better streamline their own research process. These participants should be able to do the following before participating in this tutorial:

- Display competency in navigating to and searching within online databases (e.g. EBSCOhost, JSTOR, etc.) from the library website;
- Display competency in a word processing suite (e.g. Microsoft Office, iWork Pages, etc.), including but not limited to copying and pasting material and inserting citations;
- Display competency in navigating the Internet by using a next-generation, accessible browser such as Firefox, Chrome, and/or Safari.

Ideally, the workshop component of this tutorial package would be open to experienced undergraduate researchers who have completed the beginning IL training available to LANG 120 students. The online tutorial component would be open to all library website users.

C) Location

This set of tutorials are intended to be presented as an in-person workshop in Ramsey Library's Kimmel Lab or in a wireless/SMARTboard enabled classroom and then as a LibGuide with embedded video tutorials as both a refresher for students and as additional practice materials for instructors who cannot attend the workshop.

D) Format

As mentioned in Subset C, this is a multi-part tutorial collection. The workshop component will feature an introductory PowerPoint and transition to utilizing the LibGuide with embedded video and an assessment component as an additional instructional tool, while the online tutorial component will feature the LibGuide with embedded video content and assessment component built in. As mentioned above, the LibGuide will also be utilized as a continuing education tool for all of the potential users to refer to for instructional and troubleshooting purposes.

Design

A) Student Learning Outcomes (SLO)

At the end of this tutorial, students will be able to:

- Explain the differences between citation generators and citation managers;
- Successfully import scholarly documents into ProQuest Flow from a variety of sources and, when applicable, add notations to said documents;
- Export a bibliography and/or Works Cited page in the citation style preferred by their field of expertise.

B) Teaching/Instructional Style

This tutorial will employ a mix of teaching styles. Each section of the face-to-face workshop will be dedicated to an introduction to their library liaison and the functionality of citation managers. It will then transition into utilizing the LibGuide for a visual (both print and video) tutorials of how to activate accounts, import materials, and export bibliographies, and then interactive time for each participant to test their skills. During the experimental portion of each section, the instructor will circulate, giving feedback and troubleshooting issues. Given that this module can be deployed as a strictly online component as well, the short video tutorials embedded in the LibGuide will further facilitate cognition and understanding.

C) Assessment

The “exit ticket” from the workshop portion of the tutorial package and for each section of the LibGuides online tutorial will be that each student must find a three (3) articles and one (1) book on the Spanish American War (or another general example), import the materials into their Flow library, export a bibliography in their field’s preferred citation style, and e-mail that document to an e-mail address provided. Participants will also be asked to fill out a brief survey on their experiences either in person or, if time is prohibitive, within a specific time period online.

D) Accessibility

Part of the beauty of this module is its accessibility. LibGuides is a remarkably accessible-ready platform, and the goal for the video tutorial component is to have it fully closed-captioned upon deployment.

Develop

A) Outline

In this module, we will outline what defines a citation manager versus a citation generator, briefly outline the various tools available to our student/researcher population, provide instruction on how to set up and use ProQuest Flow, and allow participants to experiment with the tools to find the one that best suits their needs as a researcher.

B) Deployment

This tutorial package will utilize a variety of technological tools. They include:

- Microsoft PowerPoint/iWork Keynote (for visual presentation of materials)

- LibGuides (for the online tutorial and assessment components)
- Captivate/Jing (for the short video tutorial components)

C) Theory and Methodology

Since this module is introducing a technical concept and developing a skill, it is more constructivist at its core than humanist. The instructor is an “expert” in the field, but is out to impart the knowledge to the participant so that they may become the “expert” in time.

Implement

A) Availability

This is designed to be a partnered workshop/online tutorial set. The workshop can be offered either directly to a classroom or held as a stand-alone workshop available to participants that sign up. The online tutorials, given that they are available through LibGuides, will be available to all library users.

B) Duration

The workshop component is designed to take between fifty minutes to an hour, with equal time spent on lecture/instruction and hands-on exploration with the instructor serving as a troubleshooter/facilitator. The online tutorial component, designed to be used in conjunction with the workshop, will take up a similar amount of time, dependent on the learner’s own speed/comfort with the material.

Evaluation

A) Knowledge Assessment

(Taken from Design, Subsection C) The “exit ticket” from the workshop portion of the tutorial package and for each section of the LibGuides online tutorial will be that each student must find a three (3) articles and one (1) book on the Spanish American War (or another general example), import the materials into their Flow library, export a bibliography in their field’s preferred citation style, and e-mail that document to an e-mail address provided. Participants will also be asked to fill out a brief survey on their experiences either in person or, if time is prohibitive, within a specific time period online.

B) Teaching Assessment

At the close of the workshop (as a part of the “exit ticket” mentioned above), participants will be asked to fill out a brief survey form, using two ranking questions and a brief short-answer section, asking them to rate their comfort with the system and likelihood to recommend this tutorials to others. The instructor will take the assessments and analyze them for both strengths and weaknesses, and work to address these in the future.