Section Name: Beyond Your Paper

Learning Objectives for Section:

• Articulate the difference between data, information, and knowledge
• Identify research methods appropriate for research need

Related ACRL Standards Addressed:

STANDARD ONE: The information literate student determines the nature and extent of the information needed.
Performance Indicator 2 - The information literate student identifies a variety of types and formats of potential sources for information.

STANDARD TWO: The information literate student accesses needed information effectively and efficiently.
Performance Indicator 1 - The information literate student selects the most appropriate investigative method or information retrieval systems for accessing the needed information.

STANDARD THREE: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Performance Indicator 2 - The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
Performance Indicator 4 - The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Multimedia:

Video: Information, Knowledge, Primary and Secondary Research (7:24)
Quiz: Beyond Your Paper Section (5 questions)

Introduction (real world relevance):

Some research needs cannot be met solely by referencing existing resources, and require primary research, which can take a number of forms.

Topics for Discussion:

Data/Information/Knowledge
• Definitions of data, information and knowledge
• Process of transforming data to knowledge
• Why knowledge is important

Research Methods
• Explicatory
• Interviews and focus groups
• Fieldwork
• Laboratory experiments
• Observational Studies
• Surveys
• Quantitative vs. Qualitative
• Primary/secondary research
• Ethics

**Literature review – part of most research**

**Activities**

Poll class: Has anyone done primary research? Have students share experiences about how experience was valuable and/or what they wish they knew at the beginning of the process.

Give students the same simple matrix of data and ask them to make up a story explaining the data. This builds upon the example in the class video with the same label and different videos.