Threshold Concepts
as Foundation for
Librarian + Teaching Faculty Collaboration

Lauren Young
Library Instruction Tennessee 2019 Conference
June 3, 2019
Austin Peay State University
Understanding and Teaching Information Literacy

Samford University
University Library

ACRL
Advancing learning
Transforming scholarship

Association of College & Research Libraries

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
INFORMATION LITERACY

ORAL COMMUNICATION

SAMFORD UNIVERSITY TRANFORMATIONAL LEARNING STRATEGIES

QUANTITATIVE LITERACY

WRITTEN COMMUNICATION

DATA FLUENCY DIGITAL LITERACY
• Longitudinal qualitative data point
• Administered every 3 years to compare the performance of a given class in their first semester vs. their senior year.
• Provides data re: class years and majors internally, and aggregate external benchmarking.
• New Frames-based TATIL does not offer same format; still considering which instrument to use in the Fall.
Taken together, these findings suggest that colleges and universities are turning out graduates who are **specialized, employable, and relatively proficient information seekers**.

Yet, our results also reveal a **failure of higher education to prepare lifelong learners** who leave college experienced at framing and asking their own questions rather than responding to questions that had been assigned to them.
Total number of Websites

1,921,560,791
Websites online right now
10/16/2018

Total number of Websites

1,690,125,618
Websites online right now
5/30/2019

<table>
<thead>
<tr>
<th>Year (June)</th>
<th>Websites</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1,630,322,579</td>
<td>-8%</td>
</tr>
<tr>
<td>2017</td>
<td>1,766,926,408</td>
<td>69%</td>
</tr>
<tr>
<td>2016</td>
<td>1,045,534,808</td>
<td>21%</td>
</tr>
<tr>
<td>2015</td>
<td>863,105,652</td>
<td>-11%</td>
</tr>
<tr>
<td>2014</td>
<td>968,882,453</td>
<td>44%</td>
</tr>
</tbody>
</table>
Invitations received from potential predatory publishers and fraudulent conferences: a 12-month early-career researcher experience.

Müller E1,2, Tarif PhD2, Moore L2, Le Sage N1,2, Cameron PhD3

Abstract

PURPOSE OF THE STUDY: This study aims to describe all unsolicited electronic invitations received from potential predatory publishers or fraudulent conferences over a 12-month period following the first publication as a corresponding author of a junior academician.

STUDY DESIGN: Unsolicited invitations received at an institutional email address and perceived to be sent by predatory publishers or fraudulent conferences were collected.

RESULTS: A total of 502 invitations were included of which 177 (35.3%) had subject matter relevant to the recipient’s research interests and previous work. Two hundred and thirty-seven were invitations to publish a manuscript. Few disclosed the publication fees (32, 13.5%) but they frequently reported accepting all types of manuscripts (167, 70.5%) or emphasized on a deadline to submit (165, 69.6%). Invitations came from 39 publishers (range 1 to 87 invitations per publisher). Two hundred and ten invitations from a potential fraudulent conference were received. These meetings were held in Europe (97, 46.2%), North America (65, 31.0%), Asia (20.4%) or other continents (5.2%). They came from 16 meeting organization groups (range 1 to 137 invitations per organization). Becoming an editorial board member (30), the editor-in-chief (1), a guest editor for journal special issue (6) and write a book chapter (11) were some of the roles offered in the other invitations included while no invitation to review a manuscript was received.

CONCLUSIONS: Young researchers are commonly exposed to predatory publishers and fraudulent conferences following a single publication as a corresponding author. Academic institutions worldwide need to educate and inform young researchers of this emerging problem.

Keywords: dissemination of research; predatory conferences; predatory journals; publication ethic; young researcher

Figure 1

Number of electronic invitations from predatory entities received monthly.
# Table 1. Various types of retracted articles and the time mean time interval between publication and retraction of articles

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of retractions</th>
<th>Original</th>
<th>Review</th>
<th>Case reports</th>
<th>Others</th>
<th>Mean time interval between publication and retraction (in months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>69</td>
<td>24</td>
<td>14</td>
<td>29</td>
<td>2</td>
<td>40</td>
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<tr>
<td>2005</td>
<td>71</td>
<td>26</td>
<td>08</td>
<td>35</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>2006</td>
<td>133</td>
<td>60</td>
<td>15</td>
<td>54</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>2007</td>
<td>140</td>
<td>56</td>
<td>26</td>
<td>52</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>2008</td>
<td>235</td>
<td>86</td>
<td>50</td>
<td>91</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>2009</td>
<td>270</td>
<td>114</td>
<td>54</td>
<td>94</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2010</td>
<td>258</td>
<td>116</td>
<td>42</td>
<td>94</td>
<td>6</td>
<td>14</td>
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<tr>
<td>2011</td>
<td>377</td>
<td>174</td>
<td>71</td>
<td>120</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>388</td>
<td>192</td>
<td>82</td>
<td>106</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>402</td>
<td>208</td>
<td>76</td>
<td>108</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>2343</td>
<td>1056</td>
<td>438</td>
<td>783</td>
<td>66</td>
<td>208</td>
</tr>
</tbody>
</table>
Food research articles retracted by leading medical journal

By LINDSEY TANNER  September 19, 2018

CHICAGO (AP) — A leading medical journal has retracted six food research articles by a Cornell University marketing professor, saying the results can't be verified.

The papers under question include a 2005 study that said people eat more when served food in large bowls and a 2013 article that said hungry grocery shoppers buy foods with more calories but not more food. They appeared in journals published by the JAMA Network, which include the Journal of the American Medical Association.

But there were also plenty of retractions that caught our notice this year. Here are our picks of the 10 most notable retractions of 2017, in no particular order.

1 It seems that every year, an old record falls. This year saw the shattering of the record for the most retractions issued by one journal in a single day, when Springer retracted 107 papers from Tumor Biology after discovering all had been tainted by fake peer reviews. You read that right—107 papers. In one day.

As fallout, an investigation by the Chinese government determined that nearly 500 researchers were guilty of misconduct; a government news agency reported that hundreds had been temporarily banned from their institutions. The journal has since been delisted from Web of Science, a database of citation metrics.

2 2017 was a rough year for Brian Wansink, a consumer behavior researcher at Cornell University. After researchers raised questions about his work following a blog post he published at the end of 2016, the notices began piling up. He ended the year with five retractions (including one paper that was retracted twice, after the revised version was also retracted), and 18 corrections. Although Cornell initially determined his research was tainted by mistakes, not misconduct, the institution recently told Buzzfeed it was re-investigating.

3 Second time wasn't the charm for a study linking vaccines to autism and other neurodevelopmental disorders. After the paper was quickly retracted from a Frontiers journal in 2016, it was republished in the Journal of Translational Science in May, 2017—then retracted again only days later. (Strangely, a version of the paper reappeared online; we asked the journal for an explanation but never heard back.)
WHAT DOES AN INFORMATION-LITERATE STUDENT LOOK LIKE?
[placeholder for AAC&U Information Literacy VALUE Rubric]
2017-2018

- 223 instruction sessions online, face to face, Canvas, YouTube, evening classes, weekends
- 238 hours teaching/154 hours preparing
- 4,275 students reached (includes duplicates)
- 32 campus schools/departments
- 13 QEP courses – UCCP, UCBP

CLAS 200  Identify work of art/DB
CHEM 311  Lab; ChemDraw => SciFinder
EDLD 739  Discussion Board w/librarian monitor
HIST (various)  Lou Wooster; 12+ primary sources
HIST 300  Global focus – foot binding
HIST 495  Evaluating primary; bias is cultural
IARC 400s  Find a Victorian chair
NURS 422  Clinical research question
SOWK 605  Policy note
UCCA 102  Multimedia/web-authoring
UCCP 101/2  Expert opinion presentation

Overviews to discipline research:
- Graduate Education
- Graduate Health Sciences
- Graduate Nursing
- Graduate Divinity

Overviews on specific databases:
- Access Medicine
- Joanna Briggs Institute
- ChemDraw
- SciFinder
Aligning an assignment to the Framework

Scholarship as Conversation: What are the Modes of Discourse in Your Field? (Bucknell University)

Chimamanda Adichie TED Talk: The Danger of a Single Story (3 min cut)
INFORMATION LITERACIES IN YOUR COURSE?

INFORMATION LITERACIES IN YOUR DISCIPLINE?
WHERE CAN I LOCATE EVIDENCE FOR EBP RESEARCH?

NURS 422
WHERE CAN I FIND COMPANY DATA AND INDUSTRY PROFILES?

BUS 100
“A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something.”


Elon University's 2011 Teaching and Learning Conference
controlled vocabularies | discipline databases | citation crawling

scholarship as conversation
THRESHOLD CONCEPTS IN YOUR COURSE?

THRESHOLD CONCEPTS IN YOUR DISCIPLINE?
WHERE DO YOUR LISTS CONVERGE?

WHAT CAMPUS PARTNERS COULD HELP?
Framing information literacy: teaching grounded in theory, pedagogy, and practice / edited by Mary K. Oberlies and Janna Mattson.

©2018
Request


West Lafayette, Indiana : Purdue University Press, [2015]
©2015

Teaching information literacy reframed : 50+ framework-based exercises for creating information-literate learners / Joanna M. Burkhardt.

Burkhardt, Joanna M., author.
©2016
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• Samford University Transformational Learning Strategies. https://www.samford.edu/arts-and-sciences/learning-strategies

• Project SAILS. https://www.projectsails.org/site/


Found in: “Staying Smart: How Today’s Graduates Continue to Learn Once They Complete College,” Alison J. Head, Project Information Literacy, Passage Studies Research Report, January 5, 2016. (Two different versions available: Full report with appendices, 112 pages, PDF, 6.9 MB or report without the appendices, 71 pages, PDF, 6.5 MB). An open access survey dataset, including the survey instrument, frequency codebook, and user guide, is available through OpenICPSR.

• Internet Live Stats. www.internetlivestats.com


• AAC&U VALUE Rubrics. https://www.aacu.org/value-rubrics

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• The danger of a single story. Chimamanda Ngozi Adichie TEDtalk. Published on YouTube October 7, 2009. https://www.youtube.com/watch?v=D91hs245zeq


• Cave Threshold photograph. By EMeczKa - Own work, CC BY-SA 3.0. https://commons.wikimedia.org/w/index.php?curid=2949810

• Library Instruction and Assessment LibGuide. Samford University Library. https://samford.libguides.com/instruction