Common student problems with the research project:

1) Couldn’t choose good topics
2) Didn’t know where to find information
3) Couldn’t evaluate sources
4) Didn’t know how to convert information into evidence
5) Couldn’t help plagiarizing
6) Didn’t know how to revise
What is ProQuest Research Companion?

An intuitive, self-paced, and self-guided research learning environment

Developed by writing instructors and librarians to help students who are overwhelmed with too much information and data in the research process

Supports

• Information literacy
• Writing
• Research skills instruction in libraries, classrooms, and online learning environments
What’s Inside ProQuest Research Companion?

Ten learning and discussion modules available in 152+ minutes of --

- Video
- Text

Focus on every aspect of the research process –

- Finding information
- Evaluating information
- Using information
What Support Tools Are Provided in ProQuest Research Companion?

- **Search Aid** – suggestions and connections to viable resources
- **Periodical Evaluator** – providing background from ProQuest UlrichsWeb serials directory on thousands of periodical sources
- **Book Evaluator** – providing background from ProQuest Bowker on book resources
- **Website Evaluator** – insights on web-based sources
- **Citation Generator** -- custom media-specific generated citations
- **Revision Aid** – writing and grammatical evaluator
Aligned to ACRL and CCSS

Association of College & Research Libraries Framework for Information for Higher Education

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This Document reproduces the Literacy Frames section of the Framework. Each Frame is followed by a list of the ProQuest Research Companion modules and tools which most closely address the knowledge practices and dispositions outlined.

Literacy Frames

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of inquired skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' workloads, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognizes that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on visible indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).
- Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.
- Understand that many disciplines have acknowledged authorities in the form of well-known scholars and publications that are widely considered 'standard'. Even in these situations, some scholars would challenge the authority of those sources.
- Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.
Training and Support

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