CoP – Undergraduate Researcher/RSD Framework
Final Report – Jessy Polzer, Consulting Librarian

- A description of the RSD Framework-based resources you shared with our CoP cohort. Be sure to include samples (extra attachments) of the resources.

As a librarian-consultant, I have not yet developed any RSD based resources. Instead, I provided information literacy resources and support as CoP participants developed RSD-based applications and research. Information literacy resources emphasized included the Information Literacy Competency Standards for Higher Education (available from http://www.ala.org/acrl/standards/informationliteracycompetency) and the new Framework for Information Literacy for Higher Education (available at http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf).

- Your personal insights and reflections about this yearlong project and what you gained from participating in it.

The language and meaning surrounding the term “research” is more varied than I originally thought. Or perhaps this was my closest brush with research in other disciplines, and I am unnerved by what it means for a teaching librarian. I always had a hunch that the term “research” was vague as to be almost useless when trying to communicate it to the “uninitiated” within a disciplinary culture. It can’t really be taught; it’s more like a craft that is imparted. This can introduce interesting synergies when collaborators across disciplines take extra time to establish shared meaning and methodology. It poses significant issues at the institutional level, where quick assumptions are favored for the sake of efficiency, further entrenching our “silos.” And for a teaching librarian who is brought into myriad classes to champion research skills without disciplinary expertise, it feels like a landmine. Implementing RSD institution-wide as a rudimentary shared language in regards to research could ameliorate some of that disconnect. Aligning disciplinary-specific information literacy paradigms and learning objectives with the RSD framework could be a powerful tool for scaffolded, transformative, collaborative teaching and learning. Future steps will include an analysis of information literacy standards and alignment with the RSD framework.

Participation in this yearlong project was invaluable to me. It facilitated rare insight into disciplinary language and practices, interdisciplinary tensions, and possible solutions. It also provided the kind of relationships that are the Holy Grail, so to speak, of librarian-faculty collaboration – deep, collegial, investigative, goal-orientated. I’m grateful for the opportunity.
• Your personal insights regarding what long-term lessons have been learned from being part of this experience. What would you like future cohort members to know about implementing the RSD Framework into their courses? This information will be very helpful to us as we attempt to create information to pass onto future cohorts.

  o Take the time and use the RSD to define and develop shared language. Don’t be afraid to revisit this step.
  o Familiarize yourself with the Framework for Information Literacy for Higher Education from the Association of College & Research Libraries (ACRL). Information literacy and RSD together create a robust synergy for program, class, or assignment analysis or development.
  o Keep in mind - you will not address every facet of research listed on the (left side of the) RSD in every class; you don’t need to. And you may stay on levels 1 or 2 of student autonomy for your entire teaching career. Accept these facts early on, and you’ll see the RSD Framework is infinitely useful, applicable and scalable.
  o Working with colleagues across disciplines in long-term, exploratory and goal-orientated projects makes my job fun.