VIRAL REFERENCE IN THE
WRITING CENTER
Towards Assessment of a Research Help Service’s Impact on Student Learning

Kathleen Collins & John Holmes
Odegaard Undergraduate Library, University of Washington
1991 ARL reference transactions 2011
Follow up to your answer "Reference"

READ Scale - Reference [help]
- 1 Least amount of effort
- 2 More effort - minimal knowledge or skills
- 3 Some effort & time; consult reference sources
- 4 Requires use of multiple resources
- 5 More substantial effort & time with research
- 6 Most effort & time expended

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**OUGL Reference Query Statistics Form**

**Day of Week & Date:**

**Codes:** Directional/Logistical Tool/Source Research Consultation

<table>
<thead>
<tr>
<th>TIME</th>
<th>In-Person Questions</th>
<th>Phone</th>
<th>Ref/La</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
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**Reference Effort Assessment Data (READ) Scale**

<table>
<thead>
<tr>
<th>1s &amp; 2s</th>
<th>3s &amp; 4s</th>
<th>5s &amp; 6s</th>
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<tbody>
<tr>
<td><strong>General information</strong></td>
<td><strong>Known item lookup</strong></td>
<td><strong>Reference</strong></td>
</tr>
<tr>
<td>- Directions</td>
<td>- Finding article from citation</td>
<td>- Subject specialist</td>
</tr>
<tr>
<td>Technical help</td>
<td>Reference</td>
<td>- Doctoral research</td>
</tr>
<tr>
<td>- Printing</td>
<td>- Ready reference</td>
<td>- Multiple sources</td>
</tr>
</tbody>
</table>

[www.readscale.org](http://www.readscale.org)
Booking Details

Research Help Appointment 2:00pm - 2:30pm, Monday, August 4, 2014
* Required

Full Name:

Email:

Please describe your research project, topic, or assignment:

Which of the following best describes where you are in your research process?

- just getting started
- choosing a searchable topic
- focusing your topic (narrowing, broadening, refining, etc)
- identifying the right kind of sources
- locating specific articles and other sources
- citing sources

Is there anything else you’d like us to know about your research?

Submit my Booking
Detail from “Community Immunity,” NIAID (2010)
## Changes in READ Code* distribution of questions at Odegaard Research Help, 2011/2014

<table>
<thead>
<tr>
<th>Distribution of Questions by READ* code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
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<td>Spring 2011</td>
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<td>28.4%</td>
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<tr>
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<td>0%</td>
<td>22.9%</td>
<td>60.2%</td>
<td>16.9%</td>
<td>0%</td>
<td>100.0%</td>
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</tbody>
</table>

*www.readscale.org
Student Learning Goals

The University Libraries collaborates with educators to instill lifelong learning skills that students can transfer and apply beyond the University to the greater good of our knowledge-driven and globally oriented society. Goals of the Libraries Teaching & Learning Program:

- Students understand the role of the university library and librarians in supporting their research needs and ongoing intellectual growth.

- Students understand research as a creative and iterative process, informed and shaped by their analytical and technological skills.

- Information literacy is integrated with course content, critical thinking, reading, writing and other forms of knowledge production.

- Students gain lifelong learning skills that they can transfer and apply beyond the University to the greater good of our knowledge-driven and globally oriented society.
UWS Undergrads: Differences Between Those Who Consulted with a Librarian and Ability to:

Source: UW Libraries 2013 Triennial Survey Data
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Submit my Booking
Citations


Citations, continued


Contact Us:

Kathleen Collins
collinsk@uw.edu

John Holmes
jwholmes@uw.edu

Odegaard Undergraduate Library, University of Washington
http://www.lib.washington.edu/ougl