TRAINING OF TRAINERS

EDUCATIONAL STRATEGIES IN STEM INFORMATION LITERACY

BRAIN @ WORK

INFORMATION COMPETENCE AS BOOSTER FOR PROSPECTIVE SCIENTISTS

Group 1

How to write a systematic literature review (SLR)

DISCIPLINE: Information Literacy Education

Target audience: Advanced students, post-graduate, Researchers

Idea (how to pose the problem):

- Too much literature about many topics
- To make a statement about where we are, the state of the art
- To be able to find a way to organize knowledge
- To have a starting point for future studies in that topic
- Important competence in the companies too, not only in academic world
- It is necessary for a researcher to publish for his/her career

Authentic problem:

XY is a researcher (she)

- needs to publish for her career
- she works in Health Department…
- she is specialized in pandemic
- she has little time, need for publishing as soon as possible
- it's easier to write a systematic review then to write an original article

How to write a systematic literature review (SLR)

E-tivities:

- difference between systematic review and non-systematic review: hide the title “systematic review” on a number of articles and students have to decide which is systematic and which is not. Difference in the description of the work. Output: checklist “Main characteristics of a SLR”

- what are the instruments (charts) to write the systematic review: which databases search in. Ask the students what was the research question of the articles we gave them in the E-tivity 1, to ask that question in different databases

RESOURCES:

- Prisma statement
- Pico
- others

Learning outcomes

- At the end of this learning unit learners will be able to:
- know the difference between SLR and literature
- to know how to question correctly a database
- to use the appropriate instruments to write a SRL

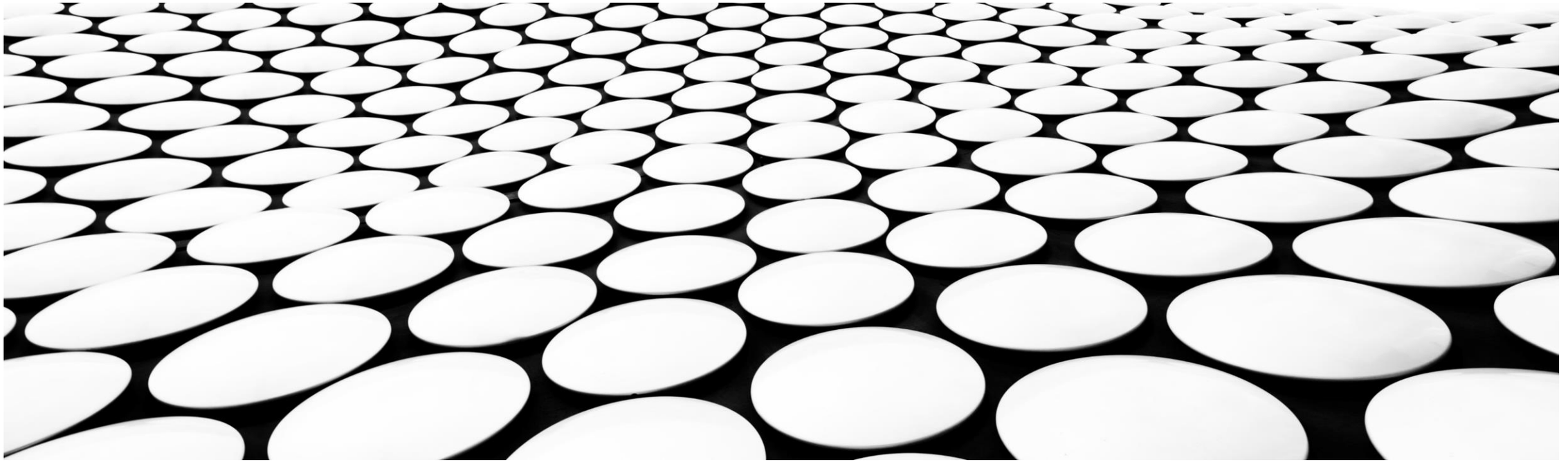
Assessment strategies:

- Rubric to assess the SLR produced by students
- Questionnaire for assessing knowledge

Group 2

GROUP 2

STEFANIA, LORENZO, ALICE, JURIS



BRAINSTORMING – LEARNING UNIT TOPICS

- How to choose a postgraduate path?
- How to make a real Carbonara?
- How to organize a study trip?
- How to chose a Training Course for Professionals (skills empowerment)?

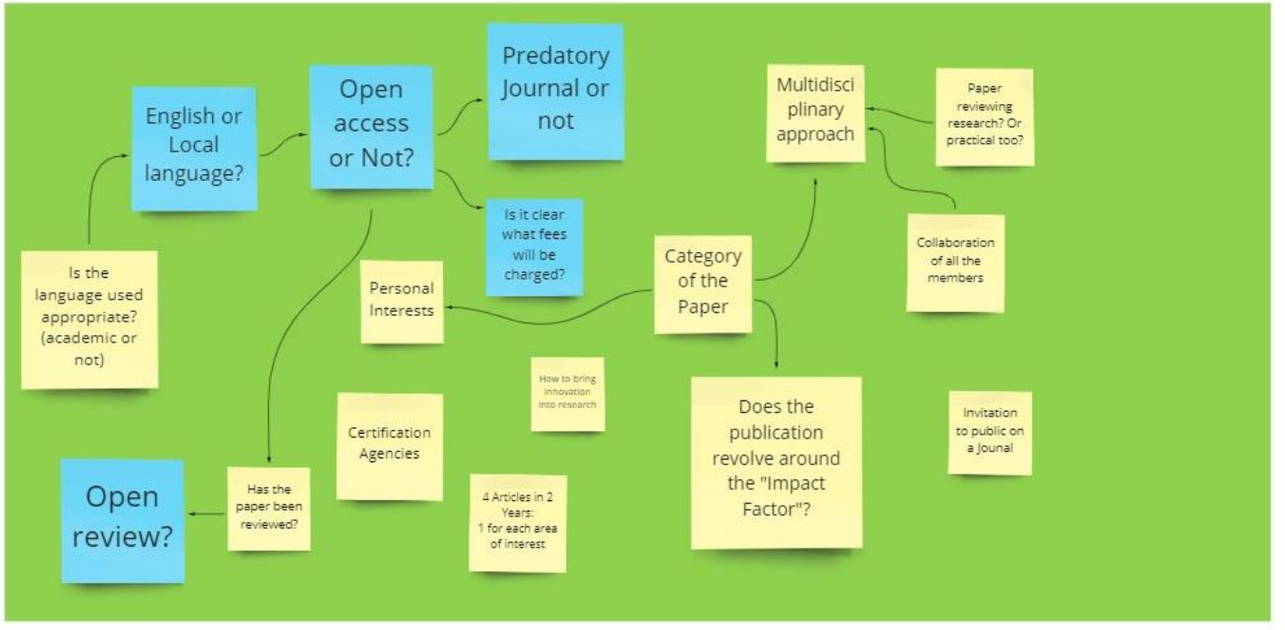
THE CRITERIA TO SELECT THE BEST TOPIC

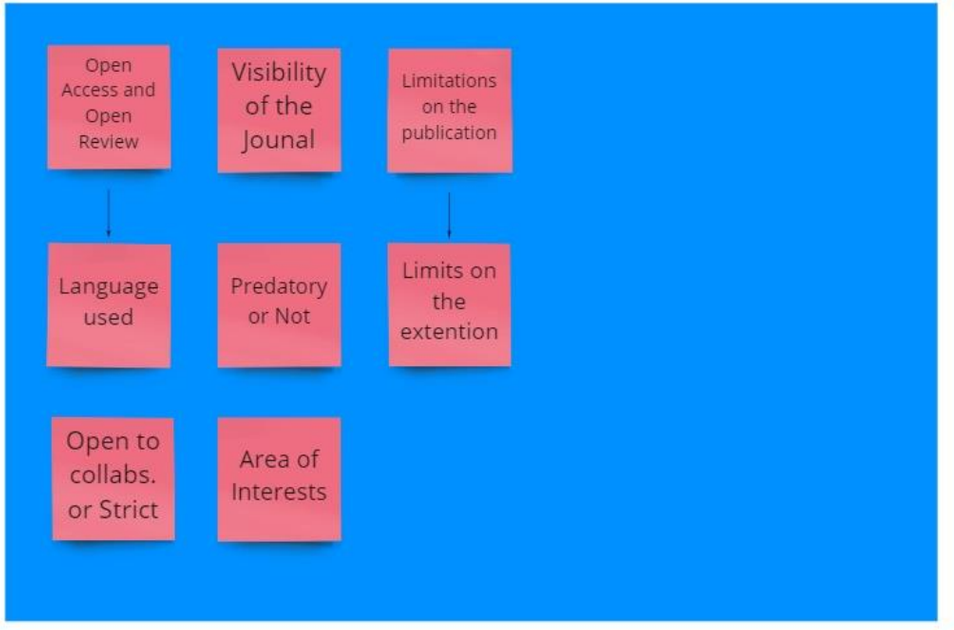
- We all agree about the challenge students face every day when they have to choose their professional future.

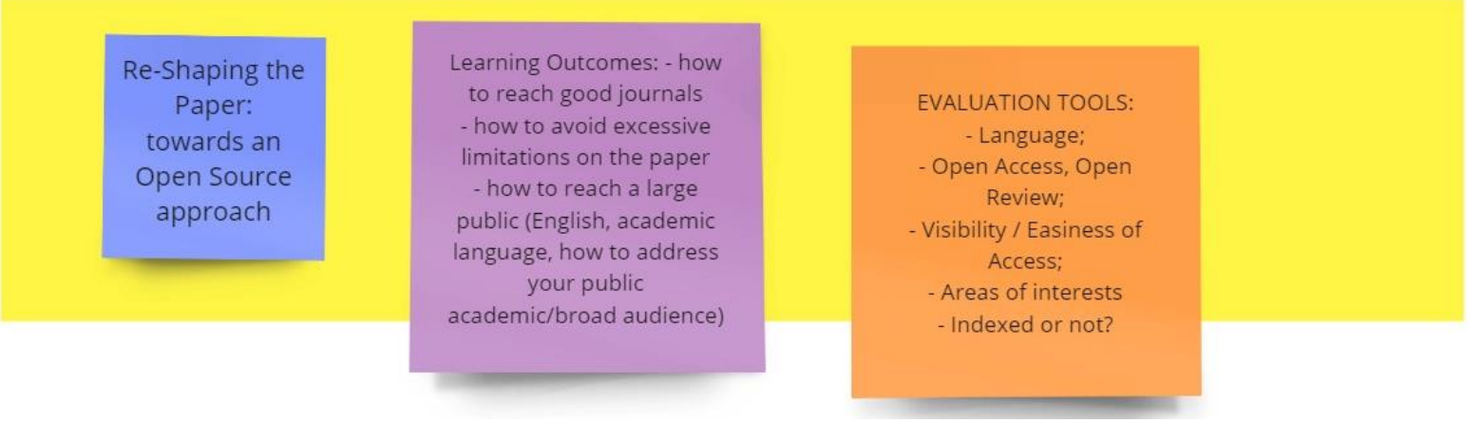
LERNING UNIT: HOW TO CHOOSE A POSTGRADUATE PATH?

- Authors: group 2
- Disipline: HR - Professional Orientation
- Target: graduate students
- Idea: Creation of an effective way to better select a postgraduate path, basing on your aspiration as a future professionist.
- Authentic Problem: Alan and Beatrice are 24 years old studens, both graduated in foreing languiges. They are lookink for a job but they noniced that it’s not easy as they thought. Most of the jobs aren’t related to their education backraunds, eventhought languagies are useful. So they need further skills to be spent in the job market.

Group 3


English or Local language?
Open access or Not?
Predatory Journal or not
Is the language used appropriate? (academic or not)
Is it clear what fees will be charged?
Personal Interests
Category of the Paper
Multidisci plinary approach
Paper reviewing research? Or practical too?
Collaboration of all the members
How to bring innovation into research
Certification Agencies
Does the publication revolve around the "Impact Factor"?
Invitation to public on a Jounal
Open review?
Has the paper been reviewed?
4 Articles in 2 Years: 1 for each area of interest


Open Access and Open Review
Visibility of the Jounal
Limitations on the publication
Language used
Predatory or Not
Limits on the extention
Open to collabs. or Strict
Area of Interests


Re-Shaping the Paper: towards an Open Source approach
Learning Outcomes: - how to reach good journals - how to avoid excessive limitations on the paper - how to reach a large public (English, academic language, how to address your public academic/broad audience)
EVALUATION TOOLS:
- Language;
- Open Access, Open Review;
- Visibility / Easiness of Access;
- Areas of interests
- Indexed or not?

Group 3

BRAIN@WORK

INFORMATION COMPETENCE AS BOOSTER
FOR PROSPECTIVE SCIENTISTS

Ideas developed by the working groups during the Training of Trainers "Problem-Based Learning in Information Literacy"

of the EU project

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