Information Literacy in Practice: Teaching Section

AMICAL 2019 pre-conference workshop

Stella Asderi, ACT
Tatevik Zargaryan, AUA
Cairo, EG

Teaching Perspectives Inventory (TPI)

What do you value in teaching?
Is it coherent with what you actually do in practice?
What would you change in order to become a more effective teacher?

Transmission Perspective: "The masters of the content"

What was learned, is more important than what was taught.

Effective Transmission Perspective teachers demonstrate their commitment to that principle by attending to the three keys to engagement:

- Foster active, rather than passive, engagement.
- Avoid content overload.
- Use advance organizers, like questions, Threshold concepts, issues to motivate and challenge students.

Tip: The dominant elements are the teacher and the content; and the dominant relationship between elements is represented by line Z (content credibility)
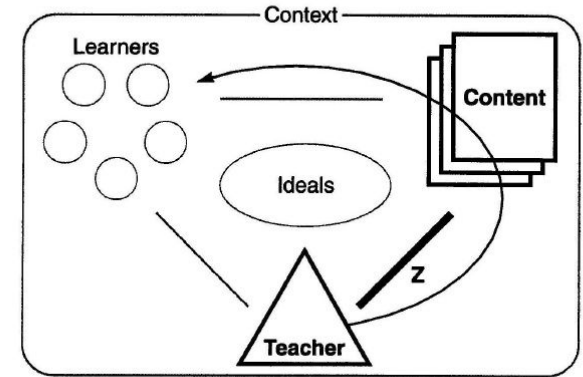
A Transmission Perspective
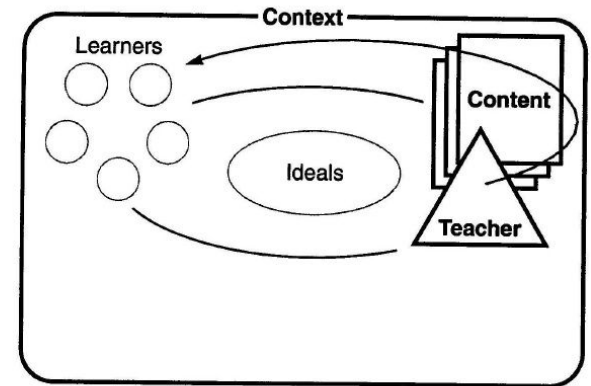Pratt, D. 1998, p., 220.

Apprenticeship Perspective: "The expert practitioners"

Knowledge is best learned when it can be applied and used within context.

Effective Apprenticeship Prospective teachers

- Teach for transfer of learning
- Knowledge is best learned when applied to practice
- Provide coaching

Tip: dominant elements are the teacher, content, and context. However, in this perspective, the content and teacher are fused as one, signifying the inseparability of teacher and content, within context.

An Apprenticeship Perspective

Pratt, D. 1998, p., 227.

Developmental Perspective: "The facilitators of ways of thinking"

Teaching must be planned and conducted "from the learner's point of view".

Effective Developmental Perspective teachers

- Foster deep approaches to learning
- Provide more questions than answers
- Challenge students' understanding of content

Tip: content moves to the background and learners come to the foreground, making it a "learner-centered" philosophy of Teaching. Line X is acting as "conversational inquiry".
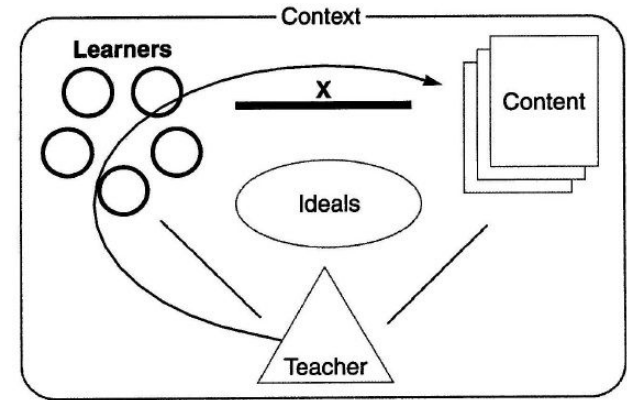

A Developmental Perspective

Pratt, D. 1998, p., 236.

Nurturing Perspective: "The facilitator and friend"

Longterm, hard, persistent effort to achieve knowledge comes from the heart, not the head.

Effective Nurturing Perspective teachers

- Challenge people, while also caring about them
- Engage empathetically with individual needs
- Guide students through content to build confidence

Tip: the dominant elements are the teacher, the learner, and particularly the relationship (line Y) between them.
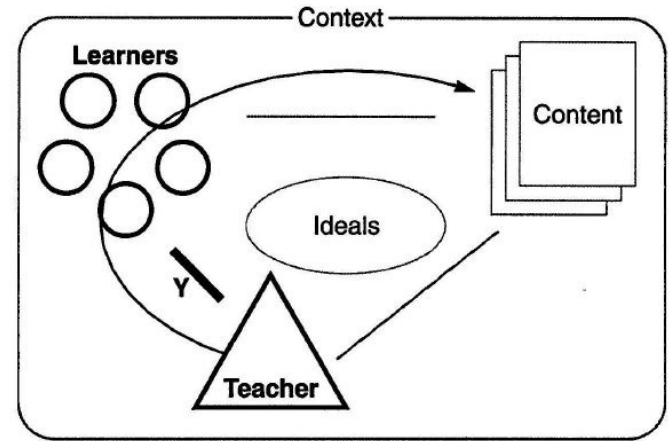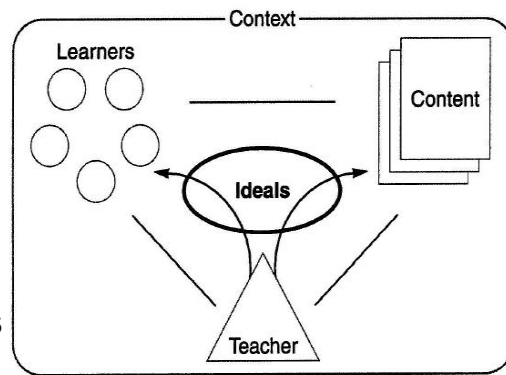

A Nurturing Perspective

Social Reform Perspective: "Advocate for an ideal"

Ideals seek to change society in substantive ways.

Effective Social Reform Perspective teachers

- Focus on ideal as social, political, or moral imperative
- Demonstrate relationship and connection between ideal and content
- Move individuals toward commitment and action

Tip: the dominant element is ideals, they overshadow all other elements within the General Model of Teaching. Emphasis is on social, cultural, political,or moral imperatives that determine, how each of the other elements and relationships are understood.

A Social Reform Perspective

Pratt, D. 1998, p., 248.

TPI survey results

Dominant Perspectives

Developmental
15.4%

Nurturing
30.8%

Apprenticeship
23.1%

Transmission
30.8%
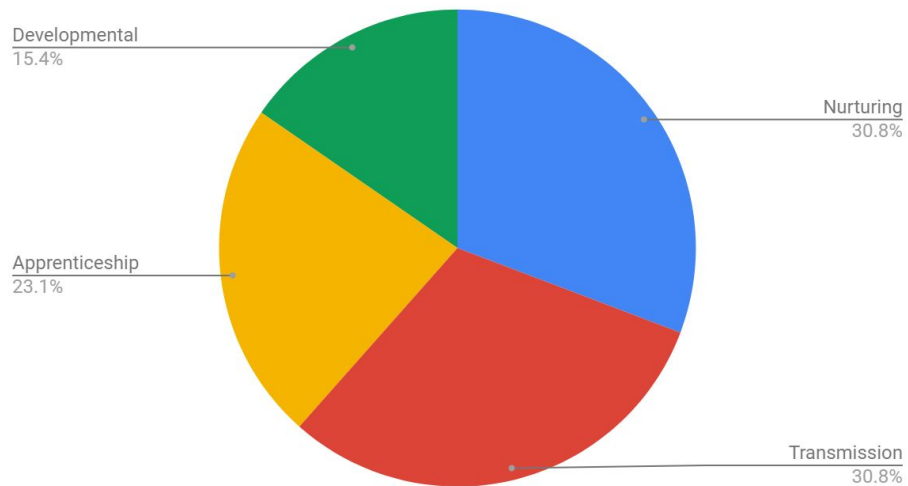
Recessive Perspectives

Transmission
9.1%

Developmental
9.1%

Social Reform
81.8%
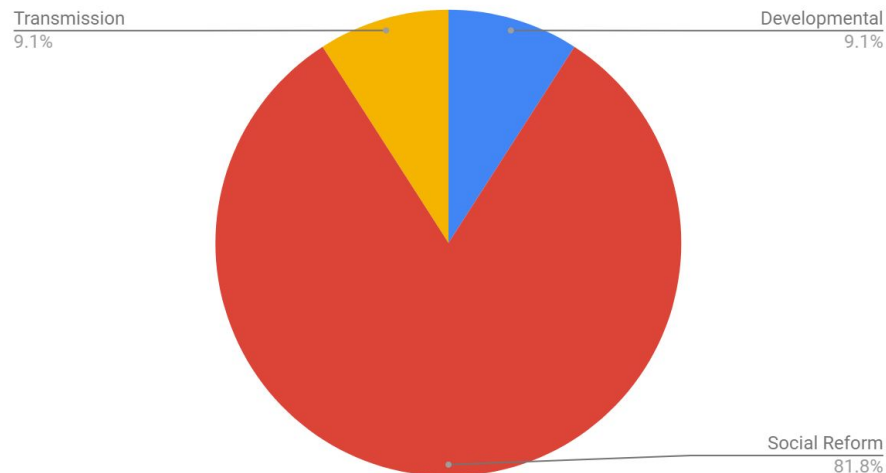
ACTIVITY

1. Reflect on your teaching - Activity 1 - 2 minutes

2. Discuss with a colleague - Activity 2 - 5 minutes
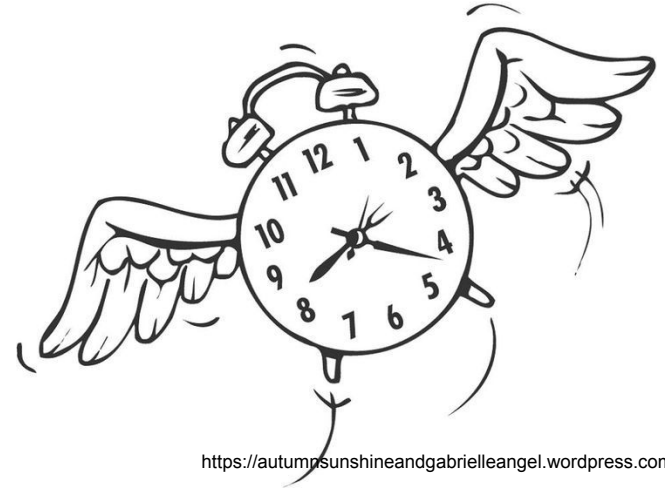
TPI Takeaways

- TPI is not an indicator of an effective teacher
- Each perspective can represent both effective and ineffective teaching
- No perspective is inherently or universally better than any other perspective
- Some perspectives fit better to some teaching contexts than others

TPI should be used as **a discussion tool to promote reflection, discussion, clarification,** and, most important, respect for the **intellectual, relational, moral, and cultural aspects** that are essential to understanding what it means "to teach."

Highly effective teachers:

- Know their content area very well and know the essential questions, debates, and issues that characterize their discipline or field of practice
- Do not try to "cover" a lot of material
- Know how to engage students in addressing the big questions, issues, and debates

GeST windows: Evaluating Information Critically

Generic Window

Generic - General skills and processes for finding and managing information.

external, objective & codified

using search strategies

text

tangible

images

evaluate, manage & organise

information is ← we use information to

GENERIC skills & processes

information is evaluated by →

examining currency, authority, bias, provenance

we find information by

info lit is taught by

info lit is learned by

audio

video

search strategies, evaluation checklists, ICT skills, citing & referencing

practising search skills & following a process

Lupton, M

Situated Window

Situated - Information practices that are situated within a specific context . Students should be able to be involved in subject related social practices, such as field work, community involvement, and professional practicum experience.

Lupton, M
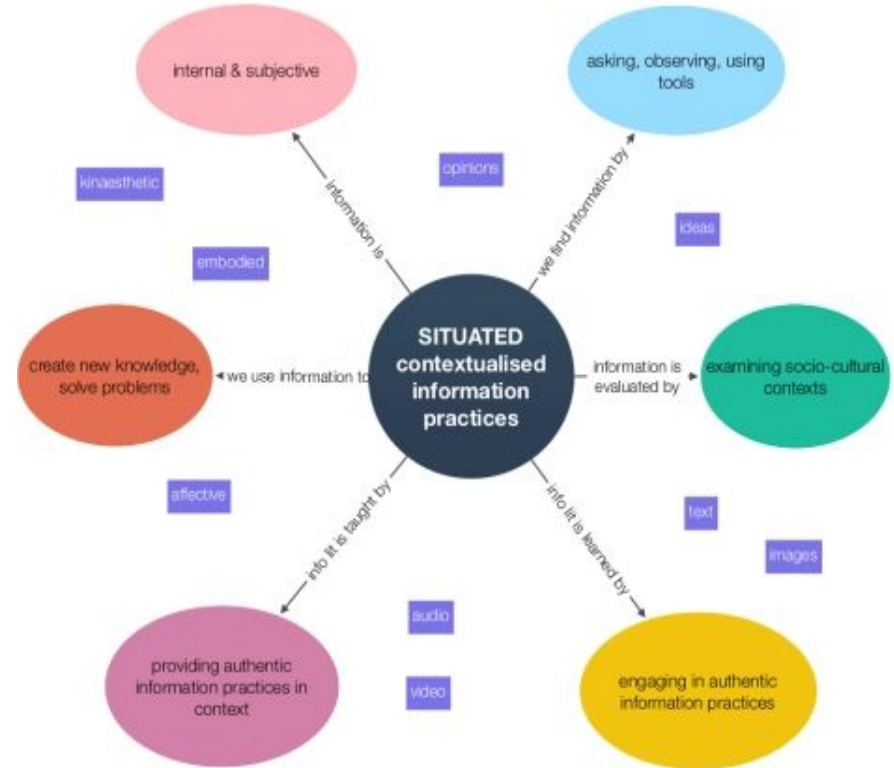
Transformative Window

Transformative - Information practices used to transform oneself or society. Students should be empowered to be able to challenge and question social norms, governments and employers.

Lupton, M
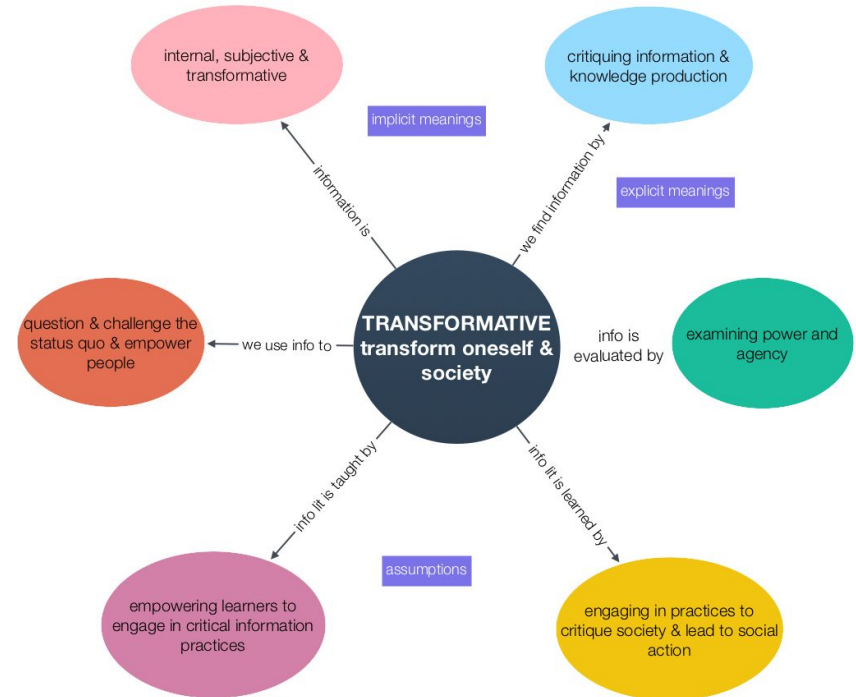
Think Pair Share

1. Discuss with your pair the worksheet questions? - ACTIVITY - 15 minutes

Reflecting on the use of GeST windows

Let's reflect and discuss together this questions and understand at what point we have all considered or applied these statements in our teaching practices ….

1. What information finding and using skills and processes do students need to learn in order to succeed at the university?

2. What information and knowledge need to be created to identify and solve disciplinary, professional, individual and community problems?

3. What teaching and learning activities can be used to question the assumptions inherent in information, to ask whose interests are served, how and why the information has been produced, to question the nature of knowledge in the discipline/professional practise and community, and ask who is silent?

GeST Windows Takeaways

- To achieve holistic Information Literacy education, all three windows should be present in curricula

- GeST Windows are inclusive models of critically analysing information.

- Acknowledge that by applying the ACRL Standards you are using the Generic Window

- GeST Windows can be used separately or together with the ACRL Framework

- Depending on the activities the ACRL Frames may be applied at any of the GeST Windows

Kairos and IL Frameworks

KAIROS AND IL

How would you define Kairos within your IL instruction context?

Why Frameworks are considered to be kairotic towards Standards?

Example : Political essays and op-eds are almost always kairotic – or at least they attempt to be. Read any opinion piece in your local newspaper and you'll find that the writers are trying to integrate their message with the day's news and thus show the relevance of their opinions.

"*This is the right time, and this is the right thing.*"
– Sir Thomas Moore

Backward Design

> " "
>
> *To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction*

Stephen R. Covey, *The 7 Habits of Highly Effective People* (1989), 98.

AMICAL CONSORTIUM

Knowledge Versus Understanding

Knowledge	Understanding
• The facts	• The meaning of the facts
• A body of coherent facts	• The "theory" that provides coherence and meaning to those facts
• Verifiable claims	• Fallible, in-process theories
• Right or wrong	• A matter of degree or sophistication
• I know something to be true	• I understand why it is, what makes it knowledge
• I respond on cue with what I know	• I judge when to and when not to use what I know

Wiggins, G. and McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. 2nd ed. Alexandria: ASCD, p.38.

Backward Design Process

Identify desired results	Determine evidence	Plan learning activities

Identify desired results

What do I want students to understand, know, and be able to do?

Determine evidence

How will students **demonstrate** desired understandings?

By what **criteria** will their performance be judged?

Plan learning activities

W = **Where** is the unit going? **What** is expected?

H = **Hook** students & **hold** interest

E = **Equip** students

R = Provide opportunities to **rethink** & **revise**

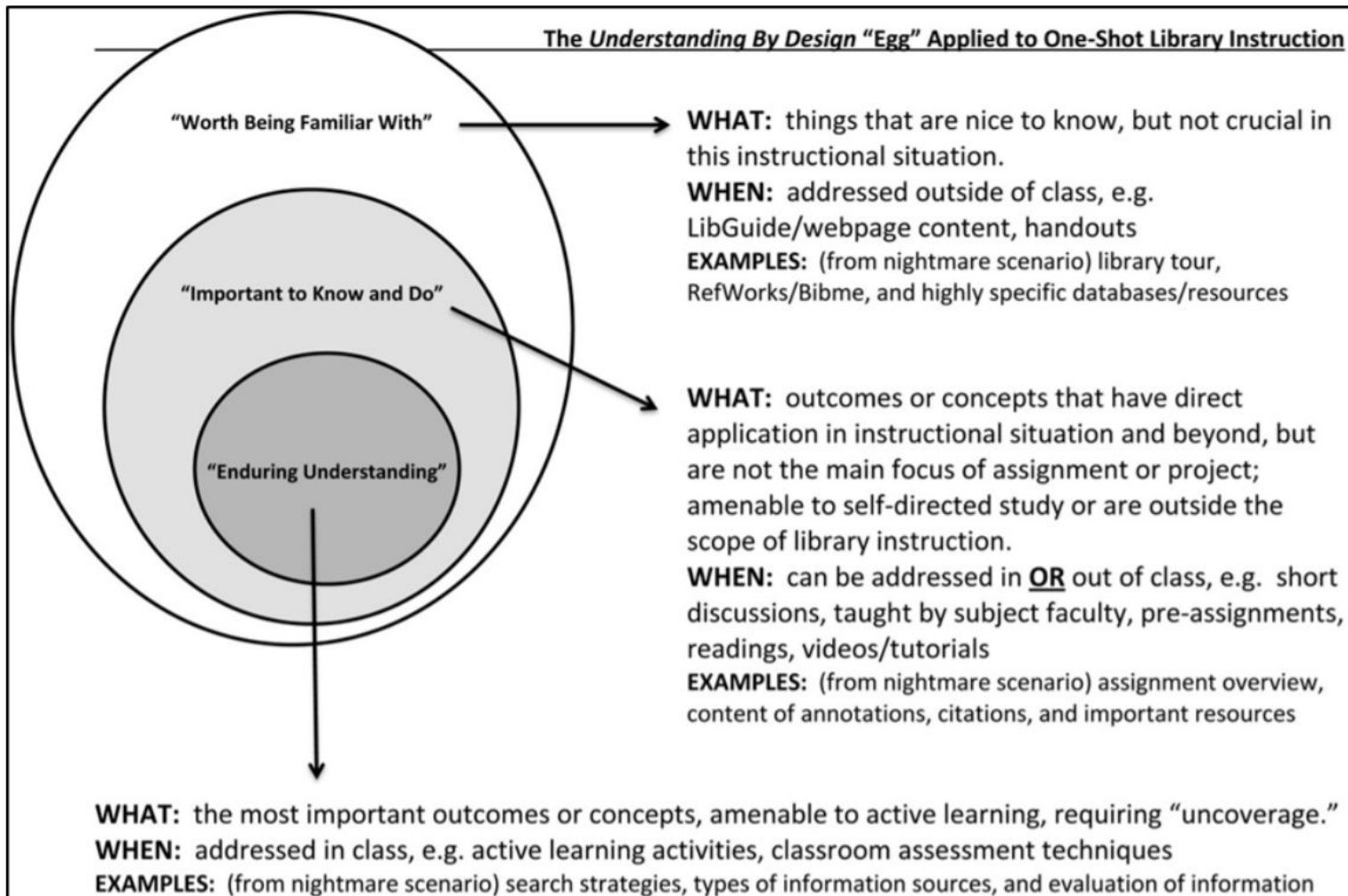E =Allow students to **evaluate** their work

T = **Tailor** activities to different needs, interests & abilities

O = Be **organized**

AMICAL Consortium (2018). *Backward design for digital project-course integration*.

AMICAL CONSORTIUM

"Worth Being Familiar With"

"Important to Know and Do"

"Enduring Understanding"

WHAT: things that are nice to know, but not crucial in this instructional situation.
WHEN: addressed outside of class, e.g. LibGuide/webpage content, handouts
EXAMPLES: (from nightmare scenario) library tour, RefWorks/Bibme, and highly specific databases/resources

WHAT: outcomes or concepts that have direct application in instructional situation and beyond, but are not the main focus of assignment or project; amenable to self-directed study or are outside the scope of library instruction.
WHEN: can be addressed in **OR** out of class, e.g. short discussions, taught by subject faculty, pre-assignments, readings, videos/tutorials
EXAMPLES: (from nightmare scenario) assignment overview, content of annotations, citations, and important resources

WHAT: the most important outcomes or concepts, amenable to active learning, requiring "uncoverage."
WHEN: addressed in class, e.g. active learning activities, classroom assessment techniques
EXAMPLES: (from nightmare scenario) search strategies, types of information sources, and evaluation of information

Oakleaf, M, Hoover, S, Woodard, B, Corbin, J, Hensley, R, Wakimoto, D, Hollister, CV, Gilchrist, D, Millet, M & Iannuzzi, P 2012, 'Notes from the field: 10 short lessons on one-shot instruction' *Communications in Information Literacy*, vol. 6, no. 1, pp. 5-23.

ACTIVITY

Fill out the worksheet based on the instructions -
ACTIVITY - 10 minutes

Backward Design Takeaways

- You can start at anywhere, even in Stage 3. It doesn't matter where you *enter* the design process and how you proceed; it only matters that you *end* with a coherent product.

- UbD can be used for creating new designs but for improving existing ones as well. A key resource or a planned assessment may remain as the core element, but with UbD they are embedded in a more meaningful set of issues related to packaging and map-making.

Active Learning and Assessment

Kolb's Learning Cycle and Library Instruction
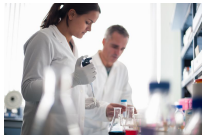
Concrete Experience - Feeling
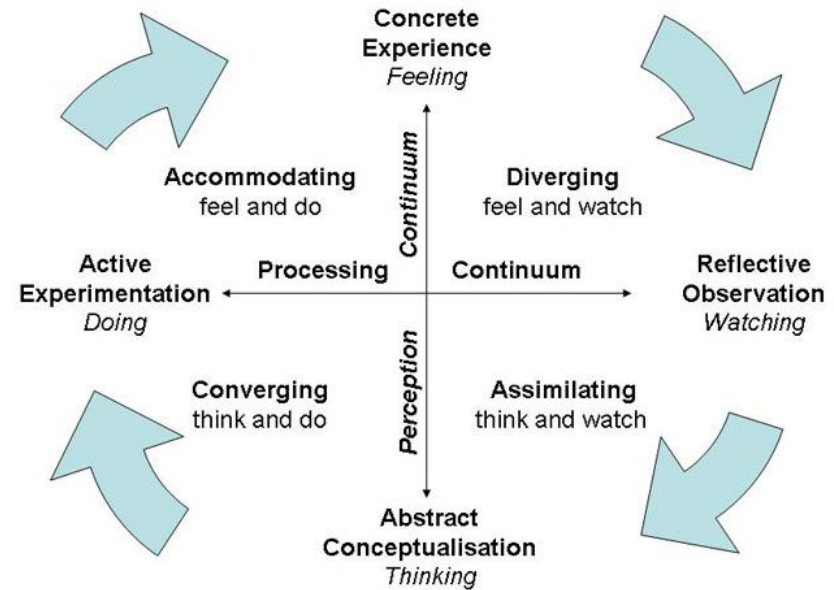
Reflective Observation - Watching
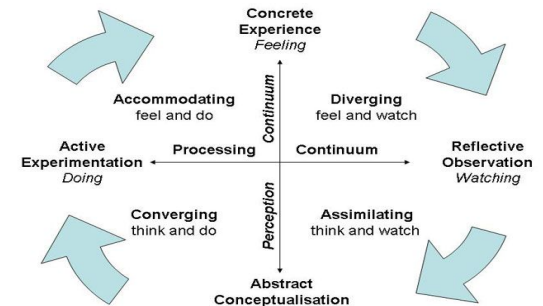
Abstract Conceptualization - Thinking

Active Experimentation - Doing

ACTIVITY

1. What is wrong with the following example considering the Kolb's Learning Cycle?

   Learning to ride a bicycle:

   o Reflective observation - Thinking about riding and watching another person ride a bike.
   o Abstract conceptualization - Understanding the theory and having a clear grasp of the biking concept.
   o Concrete experience - Receiving practical tips and techniques from a biking expert.
   o Active experimentation - Leaping on the bike and have a go at it.

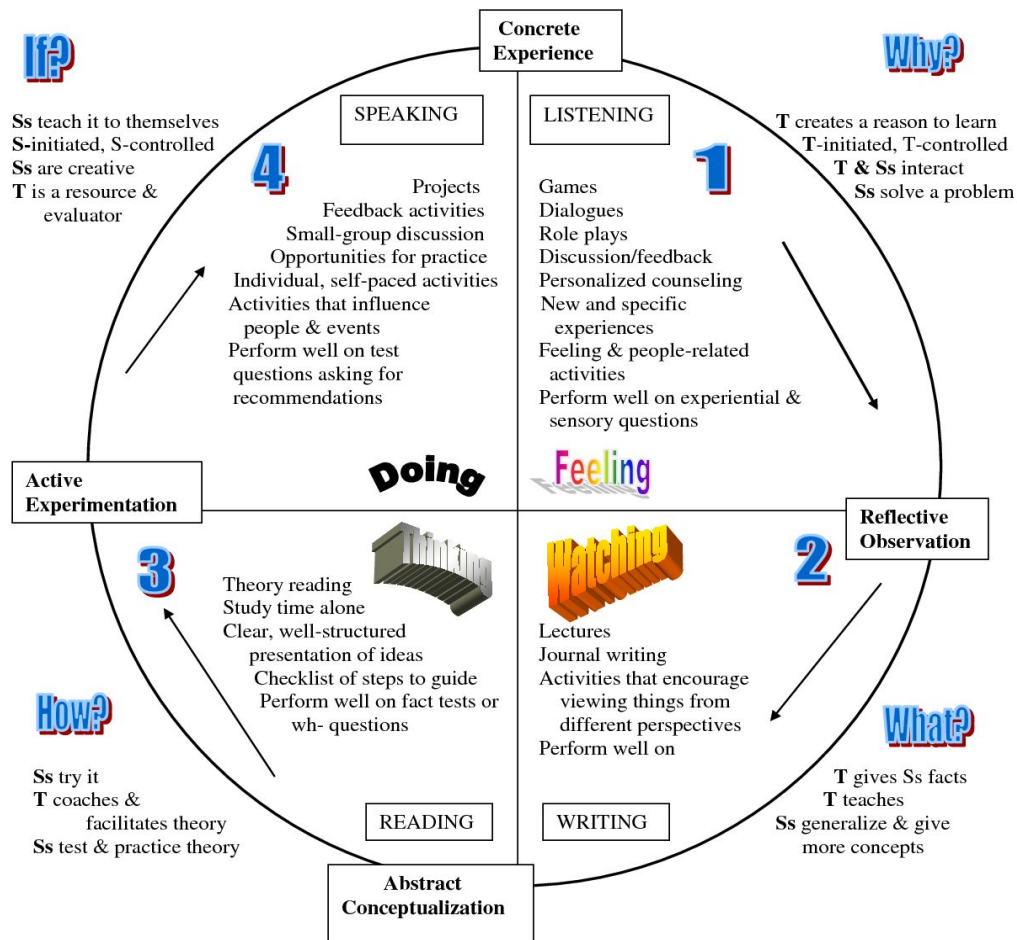2. For the next 2 minutes try to apply the Kolb's cycle in pairs.

   TOPIC: Web evaluation criteria

Takeaway
Depending upon the situation or environment, the learners may enter the learning cycle at any point and will best learn the new task if they practice all four modes.

Cycle of Kolb's learning styles & class activities

Kolb's Learning Cycle: Summary of Learning Activities[2]

Cycle Diagram

Concrete Experience

If?
Ss teach it to themselves
S-initiated, S-controlled
Ss are creative
T is a resource & evaluator

Why?
T creates a reason to learn
T-initiated, T-controlled
T & Ss interact
Ss solve a problem

4

SPEAKING
Projects
Feedback activities
Small-group discussion
Opportunities for practice
Individual, self-paced activities
Activities that influence people & events
Perform well on test questions asking for recommendations

LISTENING
Games
Dialogues
Role plays
Discussion/feedback
Personalized counseling
New and specific experiences
Feeling & people-related activities
Perform well on experiential & sensory questions

1

Doing   **Feeling**

Active Experimentation

Watching

Reflective Observation

3

Theory reading
Study time alone
Clear, well-structured presentation of ideas
Checklist of steps to guide
Perform well on fact tests or wh- questions

Lectures
Journal writing
Activities that encourage viewing things from different perspectives
Perform well on

2

How?
Ss try it
T coaches & facilitates theory
Ss test & practice theory

What?
T gives Ss facts
T teaches
Ss generalize & give more concepts

READING   **WRITING**

Abstract Conceptualization

Summary of Learning Activities

WHAT IF?	WHY?
Open-Ended Problems	Motivational Stories
Capstone Design	Simulations
Open-Ended Laboratories	Class Discussion
Socratic Lecture	Group Discussion
Group Discussion	Journal Writing
Student Lectures	Interactive Lecture
Role Playing	Group Problem Solving
Field Trips	Formal Lecture, feeling tone
Student Presentations	Field Trips
Subjective Exams	Role Playing
Training	Socratic Lecture
Think Tanks	Discussional Lecture
Problems Prepared by Students	Group Projects
Quality Circles	Group Experiments
Simulations	Subjective Tests
Group Problem Solving	
Group Project Report	

| HOW?	WHAT?
Homework Problems	Formal Lecture, thinking tone
Guided Labs	Lecture with Visual Aides
Computer Simulations	Lecture with Programmed Notes
Field Trips	Textbook Reading Assignment
Objective Exams	Problem Solving by Instructor
Laboratory Test	Demonstrations by Instructor
Individual Report	Example Problems from Instructor
Computer-Aided Instruction	Professional Meeting
Lecture with Demonstrations	Large Seminar
Example Problems Worked by students	TV Demonstrations
	Independent Research
	Objective Exams
	Library Search
	Gathering Data

[2] Harb, JN; Terry, RE; Hurt, PK; and Williamson, KJ. "Teaching Through the Cycle", 1991, Brigham Young University Press, Provo, Utah.

Learning Outcomes: teaching IL with Bloom

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives).

How does IL connects with Bloom's taxonomy

- Sessions are interactive and student centred.

- The stress is more on practising acquired skills within context.

- Revision of the previous knowledge through tests, quiz.

Creating

Evaluating

Analysing

Applying

Understanding

Remembering
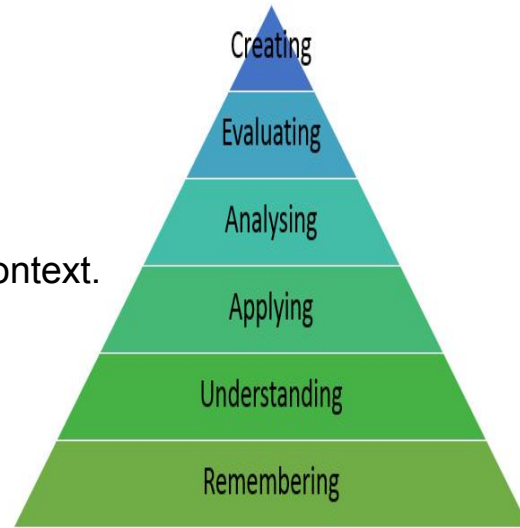
Higher order skills – require more complex cognitive processes such as establishing connections between existing knowledge and creating new meaning.

Lower order skills – learners can recall and reproduce without context.

Bloom's taxonomy (1956)
Revision by Anderson and Krathwohl (2001)

Learning Outcomes: ACRL Formula

Verb or Action Phrase   +   "in order to"   =   [What you want your students to be able to do?]
(Bloom's Taxonomy)

Ex., <u>Distinguish</u> between general and specialized databases <u>in order to</u> select the most appropriate database and maximize relevancy

Good Learning Outcomes

- Measurable / "Judgeable"

- Clear to the student, faculty, and librarian

- Integrated, developmental, transferable

- Matches the level (course, session length, program...)

- "In order to" get to the uniqueness of the learning - they are "balanced" statements

- Use a variety of levels of Bloom's Taxonomy

Bad Learning Outcomes

- Balancing the two phrases
  - "Evaluate websites in order to choose good resources"
- Using broad phrases
  - "Search periodical databases in order to retrieve reliable information"
- Multiple verbs
  - "Define, identify, and formulate controlled vocabulary in order to conduct successful online searches"
- Transferability
  - "Find 2 scholarly articles in order to write a 10 page paper in psychology"

ACTIVITY

In pairs, write down on a board sheet one or two learning outcomes using the Bloom's taxonomy and the ACRL Learning Outcome Formula. - ACTIVITY - 5 minutes

Assessment

DISCUSSION TIME

"When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment."

Paul Black

How would you interpret Paul's Black quote?

Assessment Types

- Summative assessment is evaluating *student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

- Summative assessments are gradable. Examples of summative assessments include:
  - a midterm exam
  - a final project
  - a paper
  - a multiple-choice quiz

http://clipart-library.com

- Formative assessment is *monitoring student learning* and providing ongoing feedback that can be used by instructors to improve their teaching.

- Formative assessments do not provide mark.

https://adwcollaborators.weebly.com

ACTIVITY

1. Discuss the types of formative assessment that you may practice already at your teaching.

Types of Formative Assessment

- **Plus-Delta technique**
- **RSQC^2 (Recall, Summarize, Questions, Comments, Connect)**
- Through student response to activities/worksheets
- **3-2-1 countdown**
- Quick nod for understanding
- Watch body language
- Thumbs up, middle, or down
- Online form for comments/questions/suggestions (e.g. Padlet, Poll Everywhere)
- Voting (e.g. Clickers or Twitter)
- And many many more

Assessment Takeaways

- Ongoing assessment is vital to performance success. (Wiggins, 268)
- Use the formative assessment not for grading purposes but to help students shape and document their learning

FEEL LIKE A STUDENT...

Fill out the RSQC^2 worksheet for our workshop

Through the Lenses of Appreciative Inquiry

What was your <u>best experience</u>, when working with your group during these pre-workshop?

What do you <u>value</u> about yourself and your work?

If you had <u>three wishes</u> for AMICAL's engagement in the Information Literacy course development processes, what would that be?

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