Teaching InfoLit to school age Children

By Mr. Jude Gorospe
For PASLI workshop August 17, 2012
Activity 1

Think of a question about any information

ANSWER 1
Include name and position of respondent

ANSWER 2
Include name and position of respondent

ANSWER 3
Include name and position of respondent

ANSWER 4
Include name and position of respondent
The Information Environment
Information in various materials and forms
Information Overload

When a person finds it hard to understand, make sense of, organize immense number of info on a given topic.
There are 23,800,000 pages related to the term ‘information overload’.
And at the top of the search result is a page from Wikipedia.
Quantity vs. Quality Info

(Powis-Dow, 2006)

Overwhelming Quantity

Underwhelming Quality
Quantity vs. Quality Info

- SPAM
- Advertising
- Wikis
The time span from when knowledge is gained to the time when it becomes obsolete is shortening.

Knowledge is expanding and exploding.

(Kapp, K. M. & McKeaguea, C. , 2002)
Shrinking Half-life of Knowledge

Pluto as a dwarf planet (2006)

Plasma as a state of matter (2001?)

Kepler 22b: earth-like planets (2011)
Shrinking Half-life of Knowledge

Bloom’s Taxonomy revised

(1956)

(1994)
Schools’ Management of Challenges in Information Environment

- Textbook/Teacher as source of content?
- Discourage web use?
- Provide less number of technology?
- Pre-select resources?
- Filter web content?

- Information Literacy Instruction
Why teach information literacy?

• To enable the kids to
  – effectively handle information and organize data into a coherent form or research (information overload);
  – evaluate authenticity of information materials and use those information relevant to the need at hand (quantity vs. quality info);
  – Be kept updated with latest validated information from reliable sources (half-life of knowledge).
Our School Children and Teens
21st Century Learners

Google Gen
Kids google everything in their information search

e-Text Readers
Kids use the F pattern when reading web content.

Mobile Learners
Kids have access to information anywhere 24/7

Digital Creators
Kids can present information in multimedia format.
21st Century Learning Divide

(Grassian, E.S. & Kaplowitz, J.R., 2009)

Lost in the vast array of information

Knows where to go and what to do with information

Information

Literacy Divide
Our school library/info users

Beginner:
Lost, can’t find info, needs help constantly, distracted, uninterested

Intermediate:
Self-starting, needs support, has moments of insight, will take advice, interested

Advanced:
Independent learner, knows where to go and how to get there, asks advice to monitor progress

(Loertscher, D. V., 2001)
# Information Styles

(Steinerova, J., 2010)

<table>
<thead>
<tr>
<th></th>
<th><strong>Pragmatic Information Style</strong></th>
<th><strong>Analytic Information Style</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching style</td>
<td>Horizontal or surface search</td>
<td>Vertical or explorative search</td>
</tr>
<tr>
<td>Value in Information</td>
<td>Quantity and time spent in info gathering</td>
<td>Quality and relevance of info gathered</td>
</tr>
<tr>
<td>Motivation in info search</td>
<td>To come up with fast solution</td>
<td>To understand contexts of info</td>
</tr>
<tr>
<td>Reading Behavior</td>
<td>Not extensive</td>
<td>Extensive</td>
</tr>
</tbody>
</table>
Why teach information literacy?

• To bridge the information literacy divide among our information users.
• To enable the kids to succeed in the 21st century environment.
### Students’ Info Needs

(Thomas, 2004)

<table>
<thead>
<tr>
<th>Intervention level</th>
<th>Area of Students’ Need</th>
<th>Librarian’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>No Assistance</td>
<td>Organizer</td>
</tr>
<tr>
<td>Level 2</td>
<td>Introduction to the library; reference assistance</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Level 3</td>
<td>Locating and using relevant resources</td>
<td>Instructor</td>
</tr>
<tr>
<td>Level 4</td>
<td>Identification and use of relevant resources in a sequence</td>
<td>Tutor</td>
</tr>
<tr>
<td>Level 5</td>
<td>Understanding the process, in the development of search strategies, in the formulation of a focus and determining relevance of retrieved items</td>
<td>Counselor</td>
</tr>
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</table>
Activity 2

• Do the Library Assessment Exercise
About Information Literacy
**Brief History of ILI**

- **Personal Assistance**
  - Promoted by Melvil Dewey
  - Individual instruction & ‘Just in time’ delivery

- **Bibliographic Instruction**
  - Begun to do group instruction
  - Focus: Locating resources

- **Library/Media Instruction**
  - Included AV resources
  - Focus: Use of Library/AV resources
Brief History of ILI

Information Literacy Instruction
- Covers info resources beyond the library
- Focus: Building Skills in identifying, locating, evaluating, using information

Information Fluency?
- Focus: Extends Info skills applications to any personal or academic learning situation—B. Stripling

What do we call it now?
- This is a question of coverage/content defined further by global issues, trends in the profession and your vision for students
Information Literacy is about...

- What information am I looking for?
- How good is the information?
- How will I ethically use the information?
- Where will I find the information?
- How will I get there?
Inquirers, think critically, and gain knowledge.

Pursues personal and aesthetic growth.

Shares knowledge ethically and productively in the society.

Draws conclusions, makes informed decisions, creates new knowledge.

Inquiry & Critical Thinking

Synthesis and Making Decisions

Personal Growth & Creativity

Democratic and Ethical behavior

(AASL, 2007)
A good Information Literacy Program combines the learning of the three skills.

(Gorman, 2000)
The 4 R’s of Library Literacy

- Observe proper research skills
- Use the card catalog, indexes, OPAC and search engines to locate materials
- Identify and recognize the librarian and his/her roles
- Use references, other books, journals, newspapers, AV, digital files, etc.
Technology Literacy

(Partnership for 21st Century Skills, 2003)

Learn to use digital media to:

- Communicate and work collaboratively with others;
- Gather, evaluate, and use information;
- Conduct research, solve problems and make informed decisions.
Present Practices by School LMCs

- No InfoLit or Library Instruction Program
  ---Library as a warehouse of materials

- InfoLit as a stand-alone subject
  --Independent from other subject areas

- InfoLit as integrated into other subject areas.
**Approaches to Information Literacy Instruction** *(Loertscher, 2000)*

**Stand-Alone Course**
- All students receive the same instruction.
- Instruction is systematic.
-Disconnected to what students need
- Students bored; waste of time

**Course-integrated Instruction**
- Students learn quickly when skill is used right after it is taught.
- Students get help from two adult experts.
- Students are not at the same skill level.
- Librarian has to be more flexible.
Instructional Designs of IL

**Content driven**
- Stand alone ILI tends to be like this
  - Teacher-centered
  - Knowledge based
  - Passive learning

  Example:
  Lecturing on the cataloging system of books

**Process driven**
- Integrated ILI tends to be like this
  - Student-centered
  - Skill based
  - Active learning

  Example:
  Students identifying info sources for I.P.
Effectivity Diagram of InfoLit Instruction

(Loertscher, 2003)

Effectivity

<table>
<thead>
<tr>
<th>InfoLit CONTENT</th>
<th>InfoLit PROCESSING</th>
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<tbody>
<tr>
<td>Poor</td>
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</tr>
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<tr>
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IL Instruction as Stand-Alone
FINDING INFORMATION

Library
- Library Catalog
  - Card Catalog
  - Books & other materials owned

Internet
- Search Engines
  - Electronic Databases
    - Print Indexes
      - Articles in journals, newspaper, magazines
        - Evaluate, select and use info
    - Webpages

- Indexes/Abstracts
  - OPAC

(Loertscher, 2003)
FINDING INFORMATION

Library
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- Indexes/Abstracts
- Search Engines
- Electronic Databases
- Articles in journals, newspaper, magazines

Evaluate, select and use info
- Webpages
Stand-Alone IL Instruction Content-Process Combination

SAMPLE 1:

Teacher orients the students regarding sources they can find in the library.

Students will indicate the library collection on the floor plan as they explore around.
Teacher describes the books found in the reference section.

Students will extract the info about birds found in the following reference books: dictionary, encyclopedia, thesaurus.
Integrated Information Literacy
How do we integrate LIP to other subjects?
InfoLit Instruction Models

- REACTS Model (Stripling & Patts, 1988)
- Information Search Process (Kuhlthau, 2003)
- Pathways to Knowledge (Pappas & Tepe, 1997)
- I-Search Process (Joyce & Tallman, 1997)
- Loertscher’s IL Model (2000)
- Big6/Super3 (Eisenberg & Berkowitz, 1988)
IL Process: Super3 Model

(Information Literacy Model by Eisenberg & Berkowitz, 1988)

**Plan**
- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

**Do**
- Students take notes, read, draw a picture, write a report, perform tasks to deliver learning output

**Review**
- Did I do what I was supposed to do?
- Do I feel ok about this?
- Should I do something else before I turn it in?
• Do the Super3 Exercise
Exercise: Understanding the Super3

1. Views a video on whales
2. Looks over a worksheet to make sure it’s all done
3. Chooses a topic for a project
4. Listens to a story

(Eisenberg & Berkowitz, 2011)
Exercise: Understanding the Super3

(Eisenberg & Berkowitz, 2011)

**PLAN** 5. Realizes that one’s not sure what to do

**PLAN** 6. Decides that one needs a book about bees

**DO** 7. Goes to the library to use a computer

**DO** 8. Uses the MS Paint program to create an image
IL Process: Big6 Model

Information Literacy Instruction Model by Eisenberg & Berkowitz (1988)

S1: Task Definition

S2: Info-seeking strategies

S3: Location and Access

S4: Use of Information

S5: Synthesis

S6: Evaluation
IL Process: Big6 Model

Information Literacy Instruction Model by Eisenberg & Berkowit (1988)

S1: Task Definition
- Define the task;
- Identify the information requirement of the problem;

S2: Info-seeking strategies
- Determine the range of possible sources;
- Evaluate the possible sources to determine priorities;

S3: Location and Access
- Locate sources;
- Find information within sources;
S2: Determine the range of possible sources

Which is the better source of information for the topic on World War II?

Book or Newspaper
### InfoLit Activities

<table>
<thead>
<tr>
<th>Super3 Skills</th>
<th>Big6 Skills</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>S1: Task definition</td>
<td>Brainstorm; create concept – map; webbing of questions;</td>
</tr>
<tr>
<td></td>
<td>S2: Info-seeking strategies</td>
<td>List down possible sources of information; Distribute tasks among groupmates;</td>
</tr>
<tr>
<td></td>
<td>S3: Locate and access</td>
<td>Search through catalogs, indexes, OPAC, internet, databases; Collate all relevant materials and make a list of them noting their bibliographic information.</td>
</tr>
</tbody>
</table>
### IL Process: Big6 Model

**Information Literacy Instruction Model by Eisenberg & Berkowitz (1988)**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
</table>
| **S4: Use of Information** | • Engage with the information in the source/s;  
• Extract information from the sources; |
| **S5: Synthesis** | • Organize the information from multiple sources;  
• Present information; |
| **S6: Evaluation** | • Judge the product (effectiveness);  
• Judge the information search process. |
## InfoLit Activities

<table>
<thead>
<tr>
<th>Super3 Skills</th>
<th>Big6 Skills</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO</td>
<td>S4: Use of info</td>
<td>Gather all info resources; browse or sift through them;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read, view, listen to information from chosen resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scavenger hunting; note-taking;</td>
</tr>
<tr>
<td>Super3 Skills</td>
<td>Big6 Skills</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>REVIEW</td>
<td>S5: Synthesis</td>
<td>Organize notes taken through outlining, webbing of ideas, essay writing, drafting the report/research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make and present the final output: research paper, video, poster, photo-essay, creative exhibit, song, persuasive speech, investigatory project, oral defense, etc.</td>
</tr>
<tr>
<td></td>
<td>S6: Evaluation</td>
<td>Self-evaluation; peer-evaluation; critiquing of work by others (using rubrics)</td>
</tr>
</tbody>
</table>
• Do the Big6 exercise
### Answers to the Exercise #2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>1. Ask relevant questions to narrow the topic for research.</td>
</tr>
<tr>
<td>S3/S4</td>
<td>2. Instruct them on how to read and use the card catalog.</td>
</tr>
<tr>
<td>S3</td>
<td>3. Give them the list of keywords to use for a more effective info search in the OPAC.</td>
</tr>
<tr>
<td>S2</td>
<td>4. Clarify concepts surrounding the problem or issue.</td>
</tr>
<tr>
<td>S8</td>
<td>5. Teach them how to design an effective PowerPoint presentation of their report.</td>
</tr>
<tr>
<td>S3</td>
<td>6. Help students identify which are authoritative sources from the non-authoritative sites in the web.</td>
</tr>
</tbody>
</table>
7. Show the difference between information from popular magazine articles and from scholarly journal articles.

8. Demonstrate how to keep track of resources found online.

9. Instruct them on note-taking.

10. Assist student in citing sources using the APA citation style.

11. Lead students to DDC class number of books related to their topic for research.

12. Instruct students on the advantage of using Google docs for collaborating on the making of the final output.
Levels of Integration

(Marcoux, 2009)

Consumption

Students consume library resources for photocopying, reading assignments, printing, etc.

Connection

Librarian knows a class reservation in the library but has no input into the design and timing of it.

Cooperation

Librarian knows lesson objectives & required output. Minimal consultation on types of resources available. Students consult the librarian re use of resources and how to do their research.

Coordination

Librarian is informed about lesson objectives, required output, deadlines, and evaluation criteria. Librarian facilitates the use of resources, and teaches how to develop their research.

Collaboration

Librarian and subject teacher jointly plans, executes, and assesses the library session.
Collaboration

(Loertscher, 2003)

Planning Phase:
Plan goals for the topic;
Complete preparations for the topic;

Implementation Phase:
Jointly facilitate the learning activities
- utilizing technology and LMC resources

Assessment Phase:
Assess student learning and the learning process
Library Interaction Planning Form

Check the information skill objective/s: (Adapted from the Big6 Skills)

S1: Define the task/problem
S2: Identify the information needed
S3: Determine the range of possible sources and evaluate them
S4: Locate Sources
S5: Read, listen or view the information in the sources
S6: Extract relevant info from the sources
S7: Organize the information
S8: Present the information
S9: Judge the product and the research process

Information needed: ________________________________ (leave blank if not required)

Activity Output: ___________________________________________ Deadline:__________

Student tasks:______________________________________________________
______________________________________________________
______________________________________________________

Teacher tasks: __________________________________________________   B      D      A
___________________________________________________ B      D      A
___________________________________________________ B      D      A

Librarian tasks:___________________________________________________ B      D      A
___________________________________________________ B      D      A
___________________________________________________ B      D      A

Note: Please attach inclusive dates and time periods for the library use and instruction.
Library Interaction Planning Form

Inclusive Dates & time of LMC Use: January 18, 2011

Name of Teacher: Ms. Rose Manigan
Subject & Grade Level: Reading (Grade 2)

Check the information skill objective/s: (Adapted from the Big6 Skills)

- S1: Define the task
- S2: Identify the information requirements
- S3: Determine the range of possible sources and evaluate them
- S4: Locate Sources
- S5: Read, listen or view the information in the sources
- S6: Extract relevant info from the sources
- S7: Organize the info from multiple sources
- S8: Present information
- S9: Judge the product and the research process

(Leave blank if not required)
Theme of Info needed: __________________________________

Activity Output: ________________________________________
Deadline:__________

Student tasks

Teacher tasks: (B) ______________________________________ Venue:__________
(D) ______________________________________ Venue:__________

Librarian tasks: (D) ______________________________________ Venue:__________
((D) ______________________________________ Venue:__________
Library Interaction Planning Form

Inclusive Date & time of LMC Use: August 15-19, 2011/ various time periods

Name of Teacher: Ms. Tina Oli                      Subject & Year Level: T.H.E. 2

Check the information skill objective/s: *(Adopted the Big6 Skills)*

<table>
<thead>
<tr>
<th>Student task</th>
<th>Teacher tasks</th>
<th>Librarian tasks</th>
</tr>
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<tbody>
<tr>
<td>S1: Define the task</td>
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<td></td>
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<td></td>
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<td>S9: Judge the product and the research process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Theme of Info needed: Mediterranean Cuisine ____________ *(Leave blank if not required)*

Activity Output: Mediterranean Menu

Deadline: August 15-19, 2011
### Library Interaction Planning Form

**Inclusive Dates & time of LMC Use:** July 12-16, 2011

**Name of Teacher:** Ms. April Toledo  
**Subject & Grade Level:** P.E.-3rd Year

**Check the information skill objective/s:** *(Adopted the Big6 Skills)*

<table>
<thead>
<tr>
<th>S1: Define the task</th>
<th>S4: Locate Sources</th>
<th>S7: Organize the info from multiple sources</th>
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<tr>
<td>S2: Identify the information requirements</td>
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*(Leave blank if not required)*

**Theme of Info needed:** Health

**Activity Output:** Estimate their calorie intake online.  
**Deadline:** at the end of the period

**Student tasks:** Read about Calories and healthy living

**Teacher tasks:** (B) Orient students about the objectives and required output from the activity.  
(D) Instruct students on accessing the Health links.

**Librarian tasks:** (B) Organize links to recommended sites on the school website.  
(D) Instruct students where they can check the Health books as well as on accessing the Health links online.
Library Interaction Planning Form

Inclusive Dates & time of LMC Use: _January 21-25, 2011_____

Name of Teacher: Mr. Anton Overio  
Subject & Grade Level: Biology -2nd Year

Check the information skill objective/s: (Adopted the Big6 Skills)

- S1: Define the task
- S2: Identify the information requirements
- S3: Determine the range of possible sources and evaluate them
- S4: Locate Sources
- S5: Read, listen or view the information in the sources
- S6: Extract relevant info from the sources
- S7: Organize the info from multiple sources
- S8: Present information
- S9: Judge the product and the research process

Theme of Info needed: _Designing an effective PowerPoint Presentation_ (Leave blank if not required)

Activity Output: _PowerPoint presentation of group I.P._  
Deadline: January 31, 2011

Student tasks: Listen and take note of important tips in designing an effective PowerPoint presentation

Teacher tasks: (B) Introduce the librarian to the class and the intention of the activity.-- Classroom  
(D) Maintain discipline inside the classroom.

Librarian tasks: (D) Share tips on Proper PowerPoint design and use-- Classroom.
Taxonomy of IL Instruction

(Thomas, 2004)

**Organizer**
- Develops & manages collections
- Creates policies for a self-service facility
- Central work is managerial and clerical

**Lecturer**
- Provides an overview of library resources services and policies.
- Gives orientation and group tours

**Instructor**
- Provides lessons on reference sources and types of resources related to needs arising from classroom activities

**Tutor**
- Presents info resources in ways that show the relationships among different kinds of resources and recommends a sequence for their use. Librarian plans the lesson and actively teaches.

**Counselor**
- Actively participates in the students’ information search and research activities providing cognitive, behavioral and emotional support to them.


References


References


