Library and Information Literacy for the Millennials

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20 April 2017 – Library & Information Literacy for the Millennials
I hope to leave this session with the following knowledge:

I hope to leave this session with the following skills:

I want to improve the IL instruction/IL program in our school by:
Outline of the Presentation

- Information Literacy
- Learning theories
- Learning styles
- Learning environment
- Instructional methods
- Instructional style
- Collaboration
- Lesson planning
What is Information Literacy?

Set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

(American Library Association, 1989)
IL instruction should help “raise the level of complexity of the questions that remain” (Grassian and Kaplowitz 2001).
Brief History of IL instruction

Bibliographic instruction

Library instruction

Information literacy instruction

Came into use in the 1980s

The concept of the value of library skills changed.
Library instruction was in German universities as far back as the 17th century (Lorenzen 2001).

In the US, Harvard was doing library instruction in the 1820s (Salony 1995).

Melvil Dewey – first to express in 1876 that the “library is a school, and the librarian is in the highest sense a teacher” (Grassian and Kaplowitz 2001).
Brief History of IL instruction

In 1912, William Bishop – “literary deluge” (Grassian and Kaplowitz 2001)

In 1939, Carter Alexander saw the need for projects that “require the use of a great many library materials.”
Theories of Information Literacy

Practice Theory
Information Behavior Wheel Theory
Activity Theory
“It is through practice that understanding and intelligibility occur” (Lloyd 2010).
“The order of information seeking tasks may be reversed, and includes dead-ends, changes of direction, iteration, abandonment, and beginning again” (Godbold 2013).
Theories of Information Literacy

Activity Theory

Uses the ideas of motivation, goal, activity, tools, objects, outcome, rules, community, and division of labor to examine a behavior (Wilson 2006).
Learning theories

Behaviorism
Cognitivism
Constructivism
Humanism
Learning theories

Behaviorism

Learning happens “when prompted by a stimulus and shaped by repetition/reinforcement” (Giustini 2008)

Associated with the traditional lecture method of teaching.
Learning is “an internal mental acquisition of knowledge, stressing the acquisition of knowledge, mental structures, and processing of information” (Eryaman and Genc 2013)

Student-centered learning model
Learning theories

Cognitivism

Learning is “an active process built upon prior knowledge, experience, and observation” (Kaplowitz 2008).
Learning theories

Constructivism

“Learners are active creators of their own knowledge”  (Eryaman and Genc 2013)
John Dewey believed that teachers should help students “think for themselves.”

He focused on experiential learning and reflection on the experience to deepen the learning (Giustini 2008).
Learning theories

Humanism

Recognizes that feeling and emotional states affect learning.

self, motivation, and goals (Humanism 2013)
Buzz Groups

The learning theories coexist.

The IL theories examine our motivation to seek information.

No one theory is completely correct.

Each theory has its own strengths and weaknesses.
Learning theories and IL theories
Who are the Millennials?

born during the early 1980s and the early 2000s

Internet generation, iGen and/or the Net generation

constant access to modern technology

Generation Y

Generation Next

Generation Me
Want to Reach Millennials?

OMG
JOMO
FOMO
YOLO
totes

jelly
BAE
perf
legit

JK
V
G

besh

F

LEGGO
Learning styles

5 R’s for engaging Millennial Students (Price, 2011)

- Research-based methods
- Rapport
- Rationale
- Relaxed
- Relevance
Learning environment

Face-to-face instruction  LMSs  Online learning

Flipped VS Traditional

**Flipped**
- Teacher instructs lesson at home (video / podcast / book / website)
- Students work in class.
  - Deeper understanding of concepts, applications, and connections to content are made.
  - Students receive support as needed.

**Traditional**
- Teacher instructs
- Students take notes
- Students follow guided instruction
- Teacher gives assessment
- Students have homework

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Advantages of flipping

- Promotes peer interaction and collaboration skills
- Makes learning central
- Fosters independent learning
- Provides increased individualized attention
- Encourages higher student engagement

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### Teaching for Inquiry, Small et al. (2012)
- Questioning
- Practice
- Discussion
- Brainstorming
- Role-playing
- Gaming
- Lecture

### Teaching strategies for millennials:
- Integration of technology
- Web-based topics
- Group projects
- Role-playing
- Flexible learning environments for multitasking

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www.edmodo.com

A free online platform that emphasizes collaboration and social media to customize learning. This platform has tools for homework, assessment, discussion, and mobile learning.
• manages online discussions
• collaboration features allow educators to share materials and integrate public content
• assessment tools generate tests, provide direct student feedback, and track progress

https://www.schoology.com/
Free, customizable Web site templates with settings for accessing and sharing information. Provides seamless integration with Google Docs and Google Calendar.
Courses are the spaces on Moodle where teachers add learning materials and activities for their students. Courses may be created by admins, course creators or managers. Teachers can then add the content and re-organise them according to their own needs. The links below the image will provide more information about creating, organising and managing courses.

www.moodle.org

A free web application that educators can use to create effective online learning sites.
An intuitive platform for managing instructional content, grade books, assessments, and collaboration. Includes an e-portfolio application and rubric builder with real-time student progress reporting.

www.rcampus.com
Collaborize Classroom is a free, online learning platform for teachers and students to create structured discussions.

http://collaborizeclassroom.com

Download Free Teacher Resources - http://collaborizeclassroom.com
What is **Collaborize Classroom**?

Collaborize Classroom is a website that teachers can use to increase student participation and collaboration. It provides a platform for discussions, student voting/polling, debates, practice tests, and student-created projects. It also has a library of ideas, topics, and lessons that are peer-reviewed that teachers can use, all for free! There is even a free iPhone app that students and teachers can download to participate in class discussions from anywhere and at any time. Below are two images of the free iPhone app that is available from Collaborize Classroom. (Democrasoft, 201) It took me about 2 minutes to create an account and it provides a print-out or email instructions for students to join a class page.
Other LMSs

Toontastic

padlet

Nearpod

Kahoot!

Book Creator

popplet
Instructional style

Carla List-Hanley (2008)

“Teaching as Performance”
# Types of IL instruction

<table>
<thead>
<tr>
<th>Single instruction session</th>
<th>Course of IL instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-shot instruction session</td>
<td>Any planned IL instruction that spans more than one session.</td>
</tr>
</tbody>
</table>
SCOPE

IL instruction

IL program

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Foundational Pieces in the Collaboration Process

- Marketing
- Building Professional Relationships
- Knowing the Core Curriculum
- Relevant Quality Resources and Services

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Take a look at the 4 foundational pieces of collaboration: 
marketing, professional relationships, knowledge of core curriculum, and gathering the resources. Are you strong in all four areas?
Examine your skills, goals, practices regarding collaboration to see where you can improve and make the foundation strong and functional in your school.
Lesson Planning

Teacher Librarian

What am I teaching?

How will I teach it?

Who am I teaching?

How will I know if students understand?
Lesson Planning

- Overview
- Objectives
- Grade level
- Skills
- Estimated lesson time
- Activities
- Assessment
The Media and Information Literacy Program of the Ateneo De Manila Grade School

- Competent users of print & non-print media
- Appreciation for literacy
- Independent learning

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The Media and Information Literacy Program of the Ateneo de Manila Grade School

METHODOLOGY

Grade 5 students N=251 → pre-test → MIP modules → post-test → Improved IL skills

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Respondents

• 251 Grade Five students (pre-test)

• 238 Grade Five students (post-test)
Multiple choice type

BIG 6 model

TRAILS (Tool for Real-time Assessment of Information Literacy Skills)

The Media and Information Literacy Program of the Ateneo De Manila Grade School

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1. Task Definition
2. Information Seeking Strategies
3. Location & Access
4. Use of Information
5. Synthesis
6. Evaluation

Eisenberg & Berkowitz, @1987
<table>
<thead>
<tr>
<th></th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest score</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Number of students who passed the test</td>
<td>151 (63.3%)</td>
<td>235 (98.7%)</td>
</tr>
<tr>
<td>Mean score</td>
<td>10.28</td>
<td>16.34</td>
</tr>
</tbody>
</table>
## Technology in a BIG6 Context

<table>
<thead>
<tr>
<th>Task Definition</th>
<th>Students use e-mail, chat, web-conferencing and other online communication methods to clarify assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Seeking Strategies</td>
<td>Students identify and assess e-resources to address the problem.</td>
</tr>
</tbody>
</table>

(Eisenberg & Berkowitz 2010)
### Technology in a BIG6 Context

<table>
<thead>
<tr>
<th>Location &amp; Access</th>
<th>Students use search engines and other e-searching tools to find sources within sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Information</strong></td>
<td>Students engage information in online or locally stored e-information sources.</td>
</tr>
</tbody>
</table>

(Eisenberg & Berkowitz 2010)
## Technology in a BIG6 Context

<table>
<thead>
<tr>
<th>Synthesis</th>
<th>Students organize and communicate the results using appropriate presentation software or LMSs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Students evaluate their web-based products as well as the impact, effectiveness and efficiency of the technology they used.</td>
</tr>
</tbody>
</table>

(Eisenberg & Berkowitz 2010)
<table>
<thead>
<tr>
<th></th>
<th>Education 1.0</th>
<th>Education 2.0</th>
<th>Education 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning is...</td>
<td>Dictated</td>
<td>Socially constructed</td>
<td>Socially constructed and contextually reinvented</td>
</tr>
<tr>
<td>Technology is...</td>
<td>Confiscated at the classroom door (digital refugees)</td>
<td>Cautiously adopted (digital immigrants)</td>
<td>Everywhere (digital universe)</td>
</tr>
<tr>
<td>Teaching is done...</td>
<td>Teacher to student</td>
<td>Teacher to student and student to student (progressivism)</td>
<td>Teacher to student, student to student, student to teacher, people-technology - people (co-constructivism)</td>
</tr>
<tr>
<td>Schools are located...</td>
<td>In a building (brick)</td>
<td>In a building or online (brick and click)</td>
<td>Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)</td>
</tr>
<tr>
<td>Parents view schools as...</td>
<td>Daycare</td>
<td>Daycare</td>
<td>A place for them to learn, too</td>
</tr>
<tr>
<td>Teachers are...</td>
<td>Licensed professionals</td>
<td>Licensed professionals</td>
<td>Everybody, everywhere</td>
</tr>
<tr>
<td>Hardware and software in schools...</td>
<td>Are purchased at great cost and ignored</td>
<td>Are open source and available at lower cost</td>
<td>Are available at low cost and are used purposively</td>
</tr>
<tr>
<td>Industry views graduates as...</td>
<td>Assembly line workers</td>
<td>As ill-prepared assembly line workers in a knowledge economy</td>
<td>As co-workers or entrepreneurs</td>
</tr>
</tbody>
</table>

use advanced Google commands.

choose between an encyclopedia and a magazine for information on climate change.

assess the presentation of other students.

reflect on personal information skills that need to be improved.

find word definitions in a dictionary.

answer questions with the use of a textbook.
Big6 Skills Drills

- select a specific topic for a science fair project.
- use PowerPoint to create a multimedia show about holiday celebrations.
- evaluate the effectiveness of different specific media
- interview a long-time community resident about local history
Big6 Skills Drills

- analyze information from a variety of sources
- use LMSs to exchange information and ideas
- identify problems and define their scope and elements
- use rubrics to assess final products
- students take notes using a graphic organizer
- select a biography to read for their assignment
- complete a self-assessment sheet and attach it to the final draft of their book report
## Big6 Skills Drills

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<tr>
<th>Big6 Skills</th>
<th>Activities</th>
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</thead>
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<tr>
<td>1. Task Definition</td>
<td></td>
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<tr>
<td>2. Information Seeking</td>
<td>Strategies</td>
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<td>3. Location &amp; Access</td>
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FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)

**LAW 1**
Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

**LAW 2**
Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally - and a nexus of human rights.

**LAW 3**
Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

**LAW 4**
Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

**LAW 5**
Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.
“We can’t solve problems by using the same kind of thinking when we created them.”

-Albert Einstein
Thank you

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References


