Connecting Standards & Teaching Strategies Across K-16 Library Instruction

Cathy Mayer
Cindy Bowen
Raquelle Brennan
Questions to Explore…

- What do these standards have in common?
- How do the standards overlap and integrate?
- How do the standards connect to common assignments?
- In what ways can librarians shape instruction?
An instructor has asked you to teach research skills in an upcoming class period. S/he already wrote the assignment, you “simply” need to show the students what to do.

What content knowledge must the student have to complete the assignment?

What assumptions does the professor make about students’ knowledge of the process of research?

What attitudes or dispositions does the professor assume or expect?

“High School to College Transition” Teacher Librarian Dec. 2016. p.16
What assumptions & challenges do we have in common?
What do these standards have in common?

AASL Standards for the 21st Century Learner → Common Core

Primary Emphasis → Development of Critical Thinking Skills

AASL
- use an inquiry based research process (2.1.1)
- use strategies to draw conclusions and apply knowledge (2.1.3)
- read, view, and listen for information presented in any format (1.1.6)

Common Core
- draw evidence form literary or informational texts to support analysis, reflection, and research (11-12.W.9)
- determine central ideas of a text (11-12.R.I.2)
- integrate and evaluate multiple sources presented in different formats (11-12.R.I.7)

Explore more via this Link to the crosswalk for AASL & CC
ACRL

Information Literacy Competency Standards

Framework for Information Literacy

6 Frames
(alphabetically listed, no prioritization)

- Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.
Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher.

Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from various search strategies, depending on the sources, scope, and context of the information need.
Searching as Strategic Exploration

Knowledge Practices

Learners who are developing their information literate abilities:

- determine the initial scope of the task required to meet their information needs;
- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;
- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;
- match information needs and search strategies to appropriate search tools;
- design and refine needs and search strategies as necessary, based on search results;
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;
- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
- manage searching processes and results effectively.
Search as Strategic Exploration

Dispositions

Learners who are developing their information literate abilities:

- exhibit mental flexibility and creativity
- understand that first attempts at searching do not always produce adequate results
- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- seek guidance from experts, such as librarians, researchers, and professionals
- recognize the value of browsing and other serendipitous methods of information gathering
- persist in the face of search challenges, and know when they have enough information to complete the information task
AASL Standards ➔ Framework for Information Literacy for Higher Education

**AASL**
- Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (1.1.8)
- Reflect on systematic process, and assess for completeness of investigation. (2.4.2)

**ACRL**
- Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately -- Searching as Strategic Explorations - KP
- Understand that first attempts at searching do not always produce adequate results -- Searching as Strategic Exploration – D

*Key: KP = Knowledge Practice, D= Disposition
How do the standards overlap and integrate?

…this Framework draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces. Metaliteracy demands behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem.

Excerpted from Introduction of the Framework for Information Literacy for Higher Education
*Emphasis Added*
ACRL Framework
Knowledge Practices + Dispositions = Demonstrated Understanding of Critical Thinking Skills

AASL Standards for 21st Century Learner & Common Core Standards

K-16 Librarians Share Common Goals, Struggles & Challenges
How do the standards connect to assignments?
In SWK 370 [Community Social Action Policy Course] students were tasked with electoral advocacy in Fall 2016. They developed plans for promoting voter registration and equipped voters with information in order to encourage thoughtful civic engagement.

Searching as Strategic Exploration

Knowledge Practice: Learners who are developing their information literate abilities match information needs and search strategies to appropriate search tools.
"Why don’t my students already know how to make an argument based on evidence?

This involves knowing what a thesis is, how to support a thesis with points, and how to support points with some kind of evidence from a source. I have the idea that students should have done this at some point during high school, but I have many students that don’t really know how to do it. So I try to teach it as well as I can."

Research as Inquiry

Knowledge Practice: Learners who are developing their information literate abilities monitor gathered information and assess for gaps or weaknesses; organize information in meaningful ways; and synthesize ideas gathered from multiple sources.
“I find that my students struggle with citing information properly and understanding plagiarism. If it didn't come from your head—cite it!”

**Information Has Value**

Knowledge Practice: Learners who are developing their information literate abilities give credit to the original ideas of others through proper attribution and citation.
In what ways can librarians shape instruction?
Assessment: Description/Overview

Development of Assessment Survey
- SLO Pilot Program
- Information Literacy and Writing Skills
- Long-term research project
- Time to incorporate mid-point check
  - Could be incorporated into a smaller project
Assessment: Format

- Format - Google Survey
  - Online - easy to revise and collect/organize data

- Multiple Choice format helpful
  - Easy for students to access and complete
  - Student responses - immediate
  - Compare Pre vs. Post

- Questions - based student experience
- Citations - sources students might use
Assessment: Research Goals

- College-readiness
- Distinguish between types of sources
- Understanding diversity of sources
- Establish and utilize credibility
- Support independent, successful research
- How to use particular sources to expand and develop their research
- Foster critical thinking about how to use material to support argument
Which of the following types of sources are considered a periodical? *

- Anthology
- Blog
- Journal
- Fiction book
- General Non-Fiction book
- Image
- Library Catalog
- Magazine
- Newspaper
- Reference book
- Search engine
- Subscription database
- Web Site
- I'm not sure.

3. Another student selected poverty as a research topic. From the citation above, how did your classmate access this source/publication? *
   - Book
   - Library Catalog
   - Library Class Page
   - Magazine
   - Online – free web site
   - Online - PDF
   - Online – subscription database
   - I’m not sure.

6. A student had to add citation information to her list quickly before the end of class. Using the citation above, what does the student need to edit - add/remove/change - to complete the citation correctly?*

- [ ] Nothing needs to be edited. It’s correct.
- [ ] Title of source
- [ ] Title of article
- [ ] Page numbers
- [ ] Editors
- [ ] Publisher
- [ ] City of publication
- [ ] Date of publication
- [ ] Edition
- [ ] Format
- [ ] I’m not sure.
Assessment: Results, Visual Example

- Visual results Librarian and Teacher could view.
- Helped to analyze data, focus instruction, and identify growth.
- Citations as image to upload (challenge)

A student found the source cited above using Google. In the citation above, what is the title of the web page?

- Fanslow, Robin A. 0 0%
- "The Migrant Experience." 5 27.8%
- Library of Congress 7 38.9%
- American Folklife Center 6 33.3%
- http://locweb2.loc.gov 0 0%
- I'm not sure. 0 0%
Mid-Point Check - Annotated Citation

Required annotated citations:

1A. **Type of source** (reference source, magazine, website, etc.)

1B. Write a short summary of the article/piece in 2-3 sentences.

2. **Significance**: In what way is the information useful to your research or, possibly, to a potential argument?

3. **How does this material relate to other sources?**

   --In what way(s) do the authors/information support/refute other information/findings?

   --Include title of article(s) to which this source agrees/refutes
Data indicated where instruction was

- Needed (pre),
- To be reinforced (mid-point), and
- Beneficial (post) OR
- Further development needed (post).

Used data to help focus and change instruction in the future.
Post-Assessment: Evaluation

- Assessment –
  - Based on **specific aspect** of standards or curriculum
  - Selected/Created something manageable
    - Start small
    - “Experiment,” pilot, student feedback
  - Used to create awareness of information literacy skills
  - Tailored to any grade level or course
Assessment: How to incorporate

- Incorporate
  - Existing collaborative projects
  - New student orientations
  - Freshman seminars
  - “Common” courses or requirements
  - Lunch and Learns or other programming
  - Discuss to create awareness of Information Literacy Skills
Start where you are.

Use what you have.

Do what you can.

–Arthur Ashe

Celebrate & Build Upon

- Single Student Success Stories
- Established Relationships with Faculty
- New Opportunities to Connect with the Curriculum, Students, Faculty, Administrators
AASL Standards – Revision 2017?

- Will the new AASL Standards mirror ACRL’s Framework?
- How will the varied approaches affect the desired outcomes for student learning?
  - Open Discussion & Comment (ACRL)
  - Selective Group (AASL)
Works Consulted


New Trier Assessment project
Cathy Mayer:
cathy.mayer@trnty.edu

Cindy Bowen:
cynthia.bowen@trnty.edu

Raquelle Brennan:
brennanr@nths.net