

Foundations of Information in an Information Literacy Course

Course Title/Section	INFO 101: Information Literacy Lab in conjunction with an FRESH 101: Freshman Experience: American Political Controversies of the 20 th Century
Course Instructor Name	Amanda B. Albert, MSLIS
Semester/Date	Fall 2013
Assignment/Task	The culminating assignment for which I am preparing the students is a research paper at the end of the class on a topic of the students' choice. The paper is 10 pages long, the students must find 3 scholarly articles and 2 popular resources, and they must cite these sources in their area of study's preferred citation style (i.e.: the English major will use MLA, the psychology major will use APA). The general topic is environmental or natural disasters and politics.
Teacher Materials	<ul style="list-style-type: none"> • Lesson plan • Computer • Internet access • Whiteboard • Dry erase markers • Handouts • Example of a faculty member's journal article, popular and scholarly resources • Worksheets • Extra writing utensils • Review Angelo, T.A. & Cross, K. P. (1993). <i>Teaching classroom assessment techniques: A handbook for college teachers</i>. (2nd Ed). San Francisco: Jossey-Bass.
Student Materials	<ul style="list-style-type: none"> • Writing utensils • (In class) Handouts • (In class) Worksheets
Preparation for Class	<ul style="list-style-type: none"> • Review lesson plan • Create handouts and worksheets • Create LibGuide for class (SU Productive Researcher Guide): https://library.syr.edu/services/getting_help/instruction/productive_researcher/index.php • Set up computer and video in class: http://youtu.be/WytNkw1xOlc
Needs Assessment	After leaving this course the students should have a better understanding of information literacy skills, and they should be able to apply these skills to their studies and their overall lives. This is the first class in an intro course and the goal of this session is to get the students to care about information and its importance. We will focus on the foundational aspects of information and the "why" instead of the how of information in this lesson. This foundation is for students to recognize what information is, where it is located, and what it means for their studies, careers, and lives. After this class students should be able to articulate the importance of information and why it is relevant to an individual's education and life.
Learner Assessment	The population I am teaching is a class of community college students. This is a night class, so it a diverse group of learners: ranging from the ages of 18 – 45. Most are employed, adult learners, and have a variety of personal commitments. Outside of the classroom, these adult

	<p>learners are dealing with taking care of children or elderly parents, they are married or in relationships, and are managing their current careers while taking on another challenging career and curriculum. Their knowledge of information is diverse and depends on each individual's experience. I will work with a wide variety of knowledge of what information is and means to each person, I will also be engaging with varying levels of reading, writing, and technical knowledge.</p>	
<p>Relevant Literature</p>	<p>Gold, H.E. (2005). Engaging the adult learner: Creating effective library instruction. <i>Portal: Libraries and the Academy</i>, 5(4), 467-481.</p> <p>Gruber, A.M., Knefel, M.A., & Waelchli, P. (2008). Modeling scholarly inquiry: One article at a time. <i>College & Undergraduate Libraries</i>, 15(1-2), 99-123. DOI: 10.1080/10691310802177085</p> <p>Moore, D., Brewster, S., Dorroh, C., & Moreau, M. (2002). Information competency instruction in a two-year college; One size does not fit all. <i>Reference Service Review</i>, 30 (4), 300-306. http://search.proquest.com/docview/200567420?accountid=14214</p> <p>Warren, L.A. (2006). Information literacy in community colleges: Focused on learning. <i>Reference & User Services Quarterly</i>, 45(4), 297-303.</p>	
<p>Learning Outcomes to be Taught & Assessed</p> <p>The student will be able to... + ACTIVE VERB.</p>	<p>Mapped Standard/Outcome/Indicator</p> <p>What standards are associated with these outcomes?</p>	<p>Formative Assessment</p> <p>How will you know the students have learned? How will I know if students have learned? What am I looking for (criteria)? How well do students need to perform? How will I communicate these expectations to students?</p>
<p>1. SWBAT: Evaluate information as an abstract concept.</p>	<p>ACRL Information Literacy Competency Standards for Higher Education Standard 3, Performance indicator 3, outcome b; Performance indicator 4, outcomes c, e, f.</p>	<p>The students will complete an empty outline and discuss information in the abstract. I am looking for the students to communicate to me where they see and use information in their daily lives, and in their studies. The outline will allow them to fill in the blanks about what information is in an abstract sense, and then talk about what it means to them. I will talk to them about where we see information, that we interact with it every single day, and that I need them to articulate how they are seeing it and using it in their lives.</p>
<p>2. SWBAT: Connect information from its abstract to concrete formats.</p>	<p>ACRL Information Literacy Competency Standards for Higher Education Standard 1, Performance indicator 2, outcomes a, b, d, e, f.</p>	<p>I will assess student learning via a memory matrix. We will move from an abstract discussion of information to talk about more concrete representations of information, including discussing popular, scholarly, and other types of resources. Students will have learned the information demonstrated by their answers on the memory matrix and their in-class discussion. I am looking for the</p>

		students to think critically about the resources they use in their own lives and categorize them according to what the resources represent and how they can be accessed. I will communicate these standards to them via instruction on the worksheet and the whiteboard.
3. SWBAT: Communicate the value of information in their own life.	ACRL Information Literacy Competency Standards for Higher Education Standard 3, performance indicators 5, 6.	Through the in class assessment Application Worksheet, the student will be able to discuss how they can apply the concepts discussed in today's class to their life. The students will need to write down two to three applications their new knowledge has in their life outside of school. I will talk about information in a way that lets them know these skills are transferable and are already present in their life. We will talk through how we can start the research process using the skills we learned today.

Introduction	<ul style="list-style-type: none"> • Welcome the students to the class; introduce myself. <ul style="list-style-type: none"> ○ I will talk about the schedule for the day, talk about why I am here and the assignments I will help with over the course of the semester. ○ I will talk about the purpose of the course – to give them a good foundation for research for the rest of their time here at the college and beyond wherever they may go. • “Today we will talk about information and its permeation in our lives, how it shows up in various concrete ways, and what it means for each of us and our studies.” 	Time 7 mins
Teaching Strategy 1	<ul style="list-style-type: none"> • “So to get a little better idea of what information is in an abstract way, I am going to pass out a worksheet to go along with a short YouTube video. When the video is over take a minute to reflect on the video and write down any new ideas you have about information.” <ul style="list-style-type: none"> ○ Video link: http://youtu.be/WytNkw1xOlc ○ Watch a short 2:43 video about the abstract concept of information. While doing this they will fill out an empty outline. ○ After the video I will give the students a couple minutes to write down what the idea or concept of information means to them. • “Where do you see information appearing or making an impact in your daily life?” <ul style="list-style-type: none"> • I will ask for a volunteer to write their ideas on the board and lead a discussion about abstract information we use everyday, i.e.: we need information about the temperature of our house, and the thermostat gives us information, our car gives us information on the amount of gas we have or if we need to add air to the tires; the ticker on the bottom of the CNN channel gives us information on what is happening in the world. • I will use this activity to determine the baseline of student’s 	Time 10 mins

	knowledge and feelings about information and structure the rest of the class and the course around this data I gather.	
Comprehension Check	Looking at the white board, I will direct the students depending on how well they are getting the concept. I will take a picture of this after we are done to provide evidence of student learning. I will quickly summarize for reiteration, and then transition to the next activity.	Time 2 mins
Transition	<p>“Before we move on, what questions do you have for me about information as a more abstract concept?”</p> <p>“Now that we have discuss what information is and what it means to us, let us talk about the different ways it shows up in our lives concretely, and how we can categorize this information.”</p>	Time 1 min
Teaching Strategy 2	<ul style="list-style-type: none"> • We will move on from the abstract to the concrete form information takes in our lives. <ul style="list-style-type: none"> ○ I.e.: We will discuss that information that is gathered by the thermostat about the temp of our house and is then displayed on the thermostat. ○ The data gathered by a scientist is put into an excel spreadsheet. ○ A faculty member produces information in the form of a journal article. • I will pass out a handout that is a memory matrix. After a discussion of the topics mentioned above, I will make the transition to categorizing information as concrete products represented by popular, scholarly, primary and secondary resources. • I will first discuss a general idea of what each concept is via power point, and then dive into a deeper discussion of the differences between primary and secondary resources, scholarly and popular. A large memory matrix will be on the whiteboard for me to fill out as we discuss. • I will have the students fill out the memory matrix hand out with concrete examples and/or characteristics of each piece of information. 	Time 10 mins
Comprehension Check	The comprehension will be checked through the discussion. As the discussion is wrapping up, I will give feedback on student learning, comment on anything that might be missing, and give positive feedback to what the students have accomplished so far. I will talk about how this can be used to evaluate information not only for academic purposes, but also for the other areas of the student’s lives.	Time 2 mins
Transition	<ul style="list-style-type: none"> • “What questions do you have for me about these concepts and how information is represented as products or in a more concrete way?” • “So we can see that we use information in its many forms every day, but what does this mean for you and your school work, your career, or even life outside of school? Let’s talk about how we use this information in our lives, and what we can do with it.” 	Time 1 min
Teaching Strategy 3	<ul style="list-style-type: none"> • Our final activity involves us thinking about how we can use some of the information we learned today not only in our class activities, but also in our daily lives, maybe at home with the kids or our parents, maybe in our full or part time jobs, or just doing some personal research for ourselves. • I will pass out the final worksheet of the day for the students to reflect 	Time 10 mins

	<p>on today's learning and knowledge they may have gained.</p> <ul style="list-style-type: none"> ○ Think about how we discussed information as a message, and evolved to information as a product or creation. ○ For example, we learned that a doctor's journal article on the latest heart procedure could be considered a primary resource. We could recognize this as such and use it to make a decision about our health or the health of a loved one in a real life situation. <ul style="list-style-type: none"> • I will give the students 5 mins to write down a few ideas of their own, maybe if they cannot think of an application, they can discuss what the information means to them. • We will come back as a group to discuss everyone's answer. <ul style="list-style-type: none"> ○ "Who would like to share one thing they learned today and its meaning in their life?" • Round robin – 5 mins or so • "So you see that we are the ones who make the information meaning as we apply it to academics, our careers, or other aspects of our lives. We do this every single day." (Comprehension check) 	
<p style="text-align: center;">Comprehension Check</p>	<p>I will reinforce that we are the ones who make information meaningful to us. I will give feedback on students' comments and point out the ways they can most usefully used the ideas learned today in their jobs or other studies.</p> <p>"Before we finish up, what questions do you have for me about anything we discussed today?"</p>	<p style="text-align: center;">Time 2 mins</p>
<p style="text-align: center;">Closing</p>	<ul style="list-style-type: none"> • I will reiterate that information is really an abstract concept made concrete by different ways of publishing, organizing, or creating products with it. It is our job to identify what type of information it is and to add value and meaning to information for our own purposes. I will start to make connections with the larger research process, which we will talk about next class and get the students to think about their 10-page research assignment due at the end of the semester. • "Last time for questions: Before we end our session today, what questions do you have for me about the concepts we discussed?" • "Here is my contact information if you need to contact me this week, and I am in Room 202 in the library if you'd like to stop by!" • "Thank you so much for your time, and I look forward to working with you this semester." 	<p style="text-align: center;">Time 5 mins</p>
<p style="text-align: center;">Formative Assessment Results</p>	<p>The students participated in various formative assessments including empty outlines, memory matrix, and a knowledge and skills application worksheet. I will assess student learning through filling in the worksheets, participating in discussions, writing on the whiteboard and so on.</p> <p>What did the students learn? (TBD) What do students have left to learn? (TBD)</p>	

Anticipated Summative Assessment	Their summative assessment will come at the end of the class in the form of a 10-page research paper. I will review this along with the professor and look at their use of resources, citations, and so on.
Wrap Up	I will take pictures of the work we did on the whiteboards for evidence of student learning. The students will keep their memory matrixes for their own learning, but I will collect the empty outline for my own assessment and evidence of student learning. I will fill out my own evaluation sheet of the session and look at what went well, and come up with solutions to what did not go well.
Things to Remember for Next Time	<p>What parts of the lesson worked well? (TBD)</p> <p>What do I need to do differently? (TBD)</p> <p>What did the students respond to? (TBD)</p> <p>What negative feedback did they give? (TBD)</p>