

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
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 • White board • Dry erase markers • Handouts • Worksheets • Syllabus from FRESH 101 class • Extra writing utensils • 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 • Syllabus from FRESH 101 class
Preparation for Class	<ul style="list-style-type: none"> • Review lesson plan • Review syllabus • Create handouts and worksheets • Update LibGuide (SU Productive Researcher) for the class: https://library.syr.edu/services/getting_help/instruction/productive_researcher/index.php
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. After this class, students should be able to identify their information need and begin the initial stages of the research process by starting to formulate a topic for their research papers.
Learner	The population I am teaching is a class of community college students. This is a night class, so it a

<p>Assessment</p>	<p>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 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: Determine their information need for a particular class assignment.</p>	<p>ACRL Information Literacy Competency Standards for Higher Education Standard 1, Performance indicator 1, outcome a, e, f.</p>	<p>The student will identify particular requirements of the assignment they must fulfill and they will begin to articulate the various facets and directions the given topic will go. I am looking for the students to understand the difference between a natural disaster and an environmental disaster in terms of the direction they would like to take for their topic. I want the students to be able to articulate, through writing on the board, different words or ideas they come</p>

		up with related to environmental or natural disasters. I will articulate this verbally and on the handout.
2.SWBAT: Narrow down a topic or concept from a broad or general idea.	ACRL Information Literacy Competency Standards for Higher Education Standard 1, Performance indicator 1, outcome a,b, f. And Standard 3, Performance indicator 3, outcome a.	The students will be able to tell me in one sentence their topic idea or concept. I will model for them how to narrow down their ideas into concepts and allow them to take some time to do this for themselves. The students should be able to perform this task in a few minutes, just enough to get a rough idea for them to be able to do this on their own in this and other classes. I am looking for lists of ideas on their worksheets.
3.SWBAT: Articulate their topic in the form of a research question.	ACRL Information Literacy Competency Standards for Higher Education Standard 1, Performance indicator 1, outcome a, c, d, f. And Standard 2, Performance indicator 2, outcome a.	The students will be able to tell me in sentence form their research question. They will also be able to discuss how they got to this question with a classmate. This question will not have to be set in stone, as the students will continue to develop them over the next week. I want the students to gain in class experience so they can ask questions of both their peers and me. I am looking for a general sentence, nothing too advanced. I will communicate this with the students by talking to them about what makes a good research question in the comprehension check. The students will advance their learning and start to think about future classes by talking about how to take the next step in the research process.

<p style="text-align: center;">Introduction</p>	<ul style="list-style-type: none"> • Welcome the students back to class. • Talk about the previous session (why information is relevant to you/your education/your life) and talk about this class’s learning objectives: starting the research process, discussing the assignment, how to narrow/define the topic, and develop a research question. • “We are going to start working on the assignment for your research and writing class – your research paper. We will talk about the research process, and how to start researching by first developing a research question and some search terms.” <ul style="list-style-type: none"> ○ Break the ice by asking if anyone has thought about their topic yet, and let them know it is okay if they haven’t. 	<p style="text-align: center;">Time 5 mins</p>
<p style="text-align: center;">Teaching Strategy 1</p>	<ul style="list-style-type: none"> • Go over the research assignment with the students. • Call out and/or maybe write on the board the types of information needed. <ul style="list-style-type: none"> ○ What is the general topic? ○ How long is the paper? ○ How much information do you need? ○ What type of information do you need? • Break the students into buzz groups to discuss the general topic, and pass out handouts. • Have the students discuss the differences between environmental and natural disasters, the controversies, and other aspects of the topics. • Have them write down what they discussed on their handouts. • After 5-7 minutes have the students write down their answers on the white board. • Look at the student contributions on the board. • Talk about what the students wrote down and some of their opinions. <ul style="list-style-type: none"> ○ I will steer the discussion towards the questions the students should ask themselves when determining an information need. 	<p style="text-align: center;">Time 10- 12 mins</p>
<p style="text-align: center;">Comprehension Check</p>	<ul style="list-style-type: none"> • Reinforce the discussion, by again bringing up the questions to ask when determining an information need, and discuss any remaining thoughts on the general topic. • Provide feedback on some of the topics they teased out for their own papers. • “What questions do you have for me about recognizing your information need?” 	<p style="text-align: center;">Time 2 mins</p>
<p style="text-align: center;">Transition</p>	<p>“Now that we have these various topics written down on the board, we are going to discuss the next step, which is how to narrow down a topic for our own research needs.”</p>	<p style="text-align: center;">Time 1 min</p>
<p style="text-align: center;">Teaching Strategy 2</p>	<ul style="list-style-type: none"> • “Looking at what we have written down from our small group discussion, let us take the time to put these ideas into categories and develop a concept map for the general topic. “ <ul style="list-style-type: none"> ○ As a group we will talk about the different ideas students wrote on the board. We will start to create brief concept map, and I will model, with student input, how to put the concepts 	<p style="text-align: center;">Time 15 mins</p>

	<p>together into different groups.</p> <ul style="list-style-type: none"> ○ I will then demonstrate, with student input, how to formulate a research question based off of a concept map. ○ After some class discussion, the students will work on their own. <ul style="list-style-type: none"> ▪ Each student will have a worksheet in front of them, and they will take a topic they are interested in from our previous discussion, and start to develop their own concept map with categories. ▪ Based on the terms they identified, they would start to develop their research question. ▪ The students will write a one-sentence research question as practice. The students will further develop this question on their own and turn it back into me at the beginning of the next class. 	
Comprehension Check	<ul style="list-style-type: none"> • I will walk around the room to monitor student progress on the independent activity. • After the students are finished, I will have volunteers call out their developing research topics and/or tips for formulating their questions. • Reinforce any positive results and fill in the gaps. • “What questions do you have for me about this exercise?” 	Time 2 mins
Transition	<p>“The next step in this process is to start your research. We will cover this in the next class, but I want you to start thinking about where or how you might start your search for information. So I’d like you to pair up with a classmate and interview each other about the topics you picked.”</p>	Time 1 min
Teaching Strategy 3	<ul style="list-style-type: none"> • Students will pair up with a classmate to interview them about their research questions. • They will discuss how they developed the question, and where they might be headed next in terms of research. • I will have a handout available for the students with questions to ask. For example: <ul style="list-style-type: none"> ○ What are the main concepts they chose for their topic and what headings or categories did these fall under? ○ How they mentally formed the questions? ○ Where will the other student start their research (Google, wikis, etc)? ○ They can discuss their favorite websites ○ Discuss how they start research on other topics, ○ Talk about the library website, etc. • Halfway through, the students will switch roles to give everyone a chance to talk about their experience. • After about 8-9 minutes I will call for volunteers to shout out some of the tips they thought were helpful from their classmates. 	Time 10 mins
Comprehension Check	<p>The comprehension check for this activity will be the students revealing the tips and tricks their classmates divulged to them. I will reinforce positive</p>	Time 1

	tips and tricks their classmates divulged to them. I will reinforce positive tips, and fill in any gaps.	min
Closing	<ul style="list-style-type: none"> • “We discussed the budding research process – how to think about the general topic you will write about, we wrote down and discussed some ideas for narrowing down the topic, and we talked about developing a research question.” • “What questions do you have for me before we wrap up our session?” • If time allows, I will then have the students write a muddiest point paper on what they might be unclear about when developing a research question. • “I will review your muddiest point papers this week, and at the beginning of next class we will talk about anything you might still be confused about in developing your research question. You will turn in your research questions to me to look over, and your professor and I will approve them. We will also address any questions you might have before we start the next step in the research process.” • “So this next week, further develop your research topic and come to the next class with a solid research question in hand. We will talk about search terms and using various resources like Google and library databases to find resources for your project.” • “As always, here is my contact information, and please don’t hesitate to contact me during the week about your topic or questions. I look forward to seeing you again next week!” 	Time 2-3 mins

Formative Assessment Results	<p>Students participated in various in class assessments including buzz groups, concept mapping, and interviews. I had the students write on the board during the buzz group activity, and will assess this along with their individual practice and group discussions.</p> <p>What did the students learn? (TBD) What do students have left to learn? (TBD)</p>
Anticipated Summative Assessment	<p>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.</p>
Wrap Up	<p>Close down the room; take pictures of the white board as evidence of student learning. Students will keep their handouts for their own benefit, but I will collect their muddiest point papers to review for student learning, and to assess what they are still unclear about. I will follow up with the instructor on the class’ progress and what she is witnessing in her section that I may need to follow up on.</p>

Things to Remember for Next Time	What parts of the lesson worked well? (TBD) What do I need to do differently? (TBD) What did the students respond to? (TBD) What negative feedback did they give? (TBD)
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