



Hands-On Literacy 2012

Teaching Information Literacy to All Students, K-12

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Download the handout at <http://tinyurl.com/HOL12>

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My Background

- Head of Learning Resources, German European School Singapore
- 10+ years of experience
 - Teacher – IT, Informational Literacy, Math
All grades PreS -> GradS
 - Administrator
- Educational Doctorate in Educational Leadership
- Worked in private schools, international schools, universities

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Let's define

- Literacy
- What does it mean to be literate?
- Information Literacy?
- ...are there similar connections to being Information Literate?

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Why do we teach information literacy?

- **It's an omni-content skill**
- **It's a life skill**
- **It's applicable to multiple media**
- **It develops cognitive abilities**
- **It has value for all age levels**

California State University notes several specific reasons for students to be information literate:

- * So they can successfully navigate through proliferating information resources
- * To improve their quality of education
- * To learn additional tools to reinforce course content
- * To enhance lifelong learning.

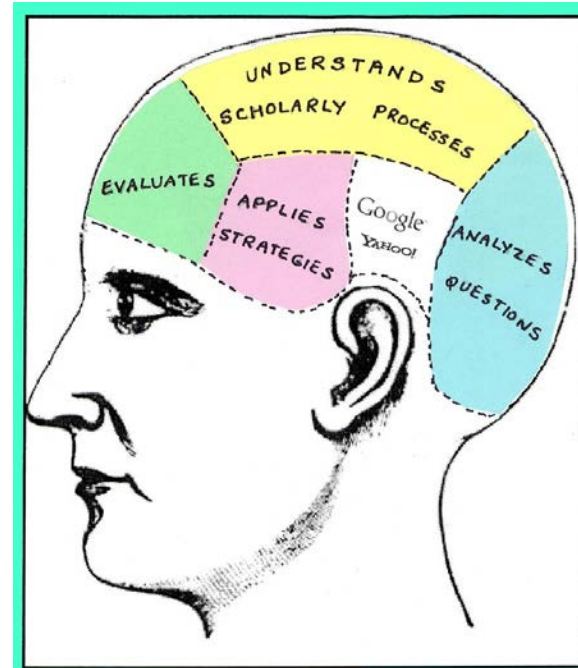


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Key Elements of Information Literacy – Big6

- **Task**
- **Seek**
- **Access**
- **Use**
- **Synthesize**
- **Evaluate**
- **...what are we missing?**
- **VALIDATE and REFERENCE**



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Revised Information Literacy Steps

1. Define your task and articulate your question
2. Identify your sources
3. Access, collect, and record information
4. Validate your sources
5. Synthesize your findings
6. Draw a conclusion
7. Use or present your solution/answer(s)
8. Reference your materials
9. Evaluate

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Age appropriate learning

- <http://www.ischool.utexas.edu/~bjansen/Agenda.htm>

	Grades K-2	Grades 3-8	Grades 9-12
Big6 One—Task Definition "Did you ask a good question today?"	Super3 TD Higher-level thinking Super3 Poster	Strategies Big6 chart with subskills Big6 chart—no sub skills Big6 chart—question form	Strategies Topic Selection for students Data chart for selected students Big6 chart
Big6 Two—Information Seeking Strategies Selecting good Web sites using subject directories and virtual libraries	Super3 strategies The 5 Ws of Web Evaluation by Diane Lauer	Strategies Web evaluation (gr. 6-8) The 5 Ws of Web Evaluation (grades 3-5) by Diane Lauer	Strategies for students (includes Big6 #3) Web evaluation Choosing sources
Big6 Three—Location & Access Google	Super3 strategies	Strategies	Grades 9-12 beginning if needed More advanced strategies Locating sources
Big6 Four—Use of Information	Super3 strategies	Strategies Types of note taking Note taking site Paraphrasing (6-8) Citing sources (6-8) Note taking form (pdf) Note taking form (Word) Data chart Higher level question form (Word)	Strategies for students Types of note taking Note taking form (Word doc.) Note taking ideas Citing sources
Big6 Five—Synthesis	Super3 strategies	Strategies Copyright	Strategies Plagiarism site Copyright Presentation guidelines
Big6 Six—Evaluation	Super 3 strategies Evaluation instrument	Strategies Evaluation instrument (3-5) Evaluation instrument (6-8)	Strategies Evaluation instrument
Big6 Assignment Organizers		Grades 3-6 Grades 7-12	Grades 7-12

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Pre-School to Grade 2

1. Define your task and articulate your question
2. Identify your sources
3. Access, collect, and record information
4. Validate your sources
5. Synthesize your findings
6. Draw a conclusion
7. Use or present your solution/answer(s)
8. Reference your materials
9. Evaluate

Pre-School to Grade 2 (cont'd)

1. PLAN
 2. DO
 3. REVIEW
- ...Super 3



**Focus on question, process,
and product – Cognitive development**

Create activities that allow students to from beginning to end.

Make sure to contextualize!

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Grades 3-5

1. **Define your task and articulate your question**
2. Identify your sources
3. **Access, collect, and record information**
4. Validate your sources
5. Synthesize your findings
6. **Draw a conclusion**
7. **Use or present your solution/answer(s)**
8. **Reference your materials**
9. **Evaluate**

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Grades 3-5 (cont'd)

- Follow the Big6 Model
 - Task Definition
 - Information Seeking Strategies
 - Location and Access
 - Use of Information
 - Synthesis
 - Evaluate
- Focus on process
- Meta-cognition is key
- Use the word RESEARCH
- Less important to contextualize because the message can be lost
- Very important to discuss the importance of each step



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Grades 6-10

- 1. Define your task and articulate your question**
2. Identify your sources
- 3. Access, collect, and record information**
- 4. Validate your sources**
5. Synthesize your findings
- 6. Draw a conclusion**
- 7. Use or present your solution/answer(s)**
- 8. Reference your materials**
9. Evaluate

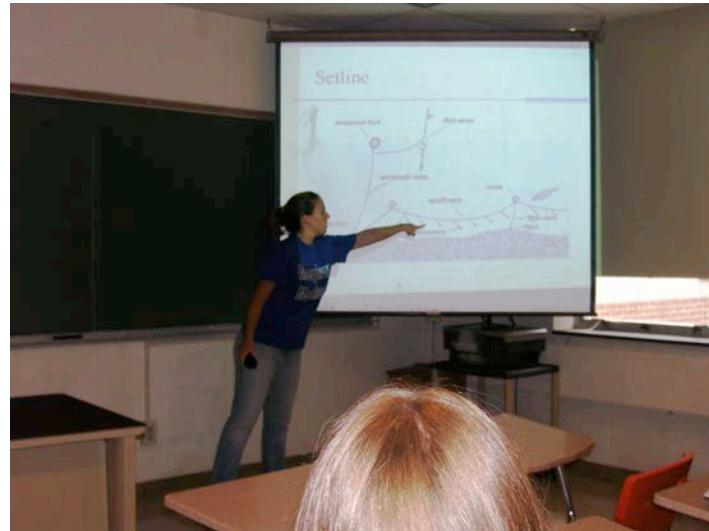
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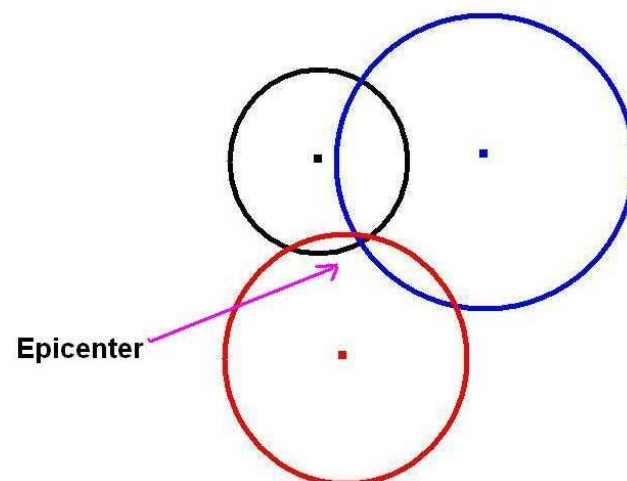
Grades 6-10 (cont'd)

- Use both contextualized and de-contextualized activities
 - Emphasize that these processes are not only academic
- Focus heavily on validation (next slide)
- Introduce the idea of triangulation
- Create a set of reference and articulation standards for students
- Encourage use of multiple media
- Work on developing meta cognition, analysis, and critique skills
- Introduce many presentation techniques, both formal and informal



Validation and Triangulation

- Validation
 - Who is the author of the information?
 - What do we know about the author or organization? Is that person an expert?
 - Is that organization respected by others?
 - Why was this information written? Is the author trying to persuade you to buy something?
 - Does the information present fact or opinion?
 - Is the information recent? When was it published?
- Triangulation
 - Using three separate sources, methods, analyses, etc. to validate a conclusion





Grades 11-12

- 1. Define your task and articulate your question**
2. Identify your sources
3. Access, collect, and record information
- 4. Validate your sources**
- 5. Synthesize your findings**
- 6. Draw a conclusion**
- 7. Use or present your solution/answer(s)**
8. Reference your materials
- 9. Evaluate**

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Grades 11-12 (cont'd)

- Treat this as a university level research course
- Practice triangulation
- Make sure to include activities that introduce:
 - Conflicting information
 - Confounding information
- Use an escalating schedule of assignments that culminate in a large project (such as the EE)
- Feedback, review, and discussion are key
 - Peer review
 - Teacher review
 - Honest, relevant, and actionable feedback

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Discussion

- How can you create learning activities that work in your classes?
- Do you have a set of people/resources inside of your school to help build these skills and activities?
 - Outside of school?
- Is this a discrete skill or one you try to integrate into other lessons?
- How do you emphasize the critical nature of information literacy to:
 - Students
 - Administration
 - Parents
- Where do you go from here?

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Resources

- <http://www.edu.pe.ca/bil/>
- <http://www.readingrockets.org/article/50315/>
- <http://www.learnquebec.ca/en/content/pedagogy/cil/InfoLit/>
- <http://www.the-preschool-professor.com/preschool-literacy-activities.html>
- <http://www.ischool.utexas.edu/~bjansen/Agenda.htm>
- <http://www.slideshare.net/bogeybear/super-3-for-kids>
- <http://www.waynecountyschools.org/Page/13865>
- <http://big6.com/pages/about/big6-skills-overview.php>
- <http://www.isd77.org/page/4106>
- <http://www2.lhric.org/libsys/publications/CURRICULUM.PDF>
- <http://www.csulb.edu/~lfarmer/infolitwebstyle.htm>
- <http://curriculum.bsd405.org/C19/InfoLiteracy/default.aspx>

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Resources

- http://www.stma.k12.mn.us/curriculum/content_area/information_literacy.php
- http://www.fl DOE.org/bii/Library_Media/pdf/introduction.pdf
- <http://www.wssu.k12.vt.us/curriculum/docs/CH04Information%20literacy%20LF.pdf>
- <http://www.sldirectory.com/libsf/resf/infoskill.html>
- <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/hottopics/index.htm>
- <http://www.trails-9.org/about2.php?page=about>
- <http://greatlibs.wikispaces.com/Curricula+fo+School+Libraries>