

INFORMATION LITERACY IN THE ASEAN REGION AND BEYOND

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IFLA Information Literacy Section Satellite Meeting

Welcome and Introductions

My Approach

Respect Mutual Expertise
Informal and Conversational
Ask Questions
Responsive and Flexible
If I Don't Know, I'll Find Out
Your Colleague Forever



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The Information Literacy Mission

I want learners to be able to ...



with information so that they can ...



in order to ...

“Regular, wise use of best-suited information to build, change, and/or challenge knowledge in support of decision-making, problem-solving, and growth.”

“Not just an ability or a skill, but also a practice and a mindset.”

Dianne Cmor, (Then at Hong Kong Baptist University)

As a Way of Life ...

“That is what I want for my students – for them to become habitual askers of questions, seekers of new knowledge, critical thinkers, and informed decision makers.”

Lisa Janicke Hinchliffe,
“Information Literacy as a Way of Life,”
Research Strategies, 18(2)

“To be information literate ... a **person** must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Final Report of the American Library Association Presidential Commission on Information Literacy. 1989. <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>



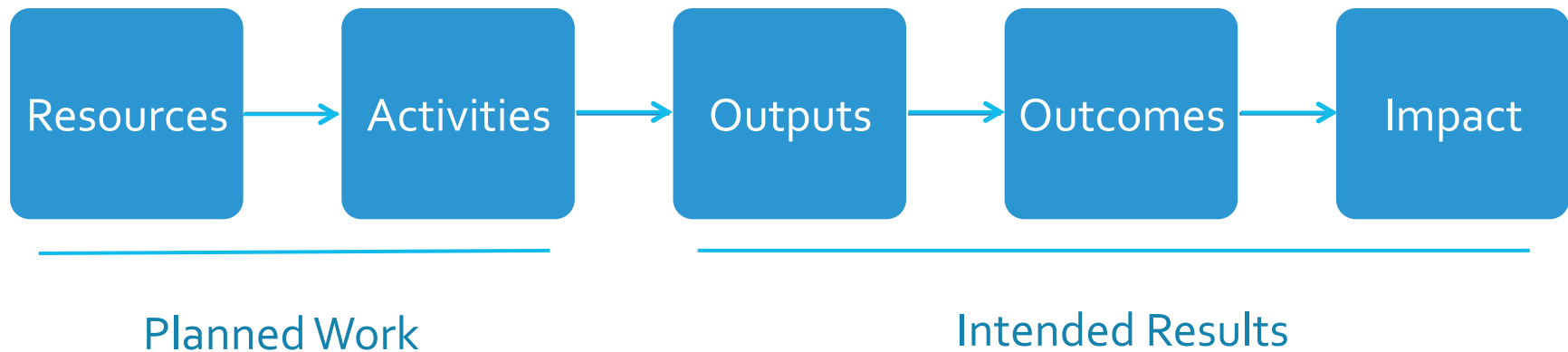
What's an
Information
Literacy
Program?

Comprised of?

Targeted to?

Delivered by?

Basic Logic Model



Basic Logic Model



Planned Work

Intended Results

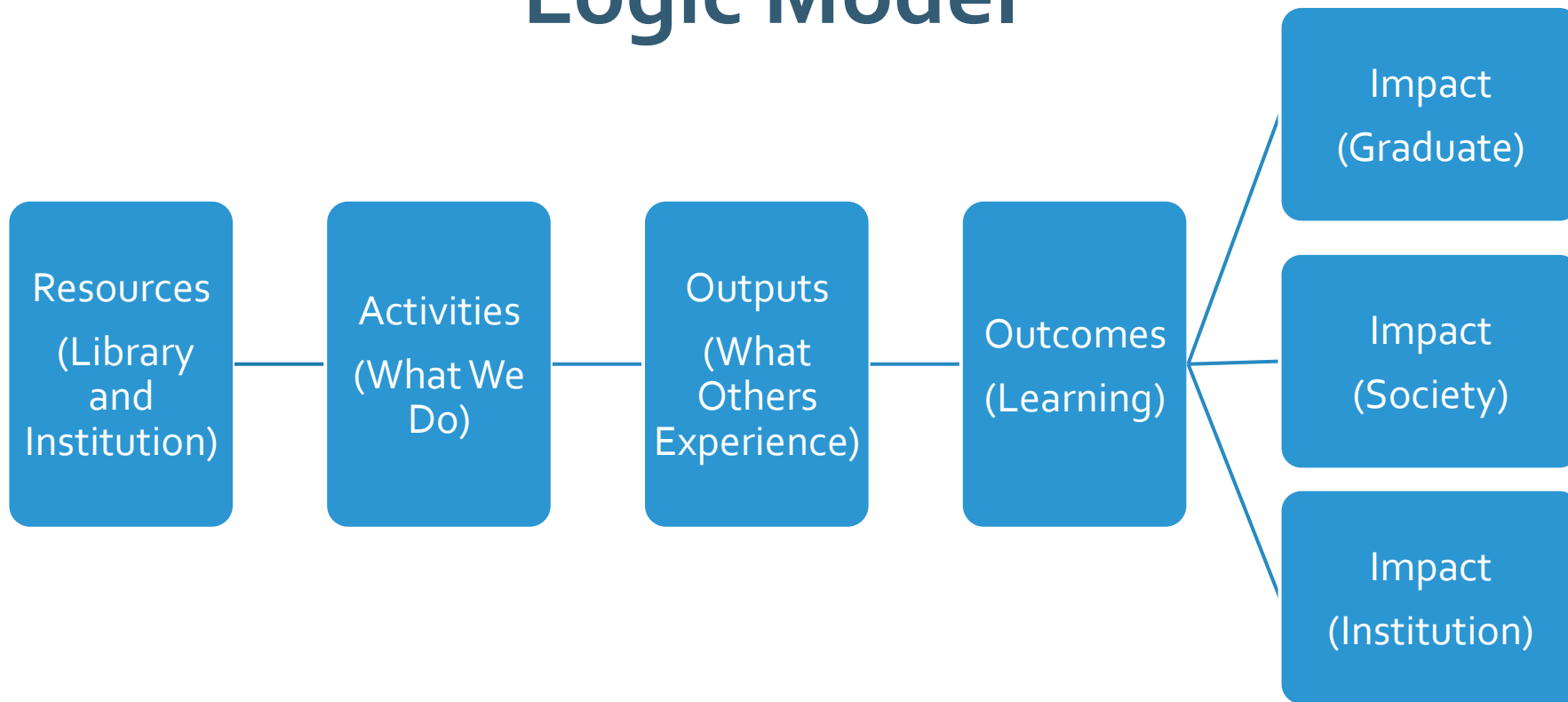


ITERATION AND ALIGNMENT

Basic Logic Model



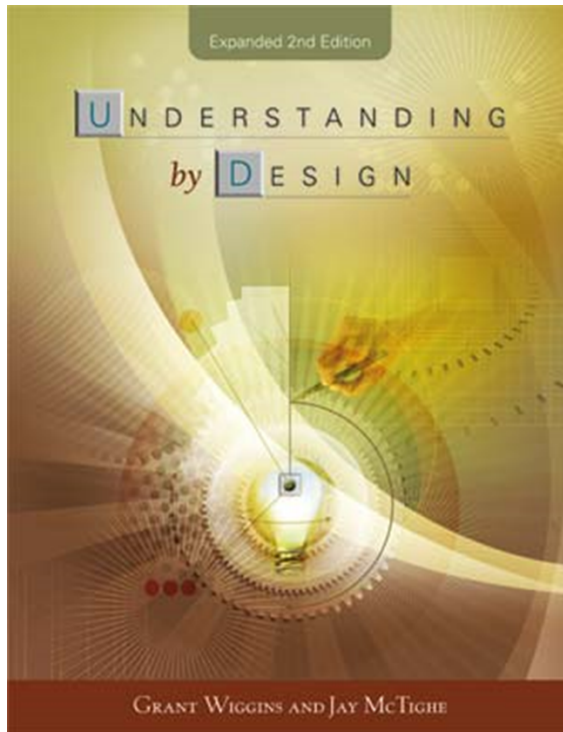
Information Literacy Program Logic Model



Your Planned Work

Your Intended Results

When we truly understand we ...



- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

As experts, we understand ... but we must not fall into thinking we can transfer our understanding directly to others.

Learning Goals/Teaching Roles

ACQUIRE	MAKE MEANING	TRANSFER
<p>This goal seeks to help learners <i>acquire</i> factual information and basic skills.</p>	<p>This goal seeks to help students <i>construct meaning</i> (i.e., <i>come to an understanding</i>) of important ideas and processes.</p>	<p>This goal seeks to support the learner's ability to <i>transfer</i> their learning autonomously and effectively in new situations.</p>
<p>Direct Instruction : In this role, the teacher's primary role is to <i>inform</i> the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.</p>	<p>Facilitative Teaching : Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.</p>	<p>Coaching: In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on- going feedback (as personalized as possible). They also provide "just in time teaching" (direct instruction) when needed.</p>
<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • lecture • advanced organizers • graphic organizers • questioning (convergent) • demonstration/modeling • process guides • guided practice • feedback, corrections • differentiation 	<p>Strategies include:</p> <ul style="list-style-type: none"> • diagnostic assessment • using analogies • graphic organizers • questioning (divergent) & probing • concept attainment • inquiry-oriented approaches • Problem-Based Learning • Socratic Seminar • Reciprocal Teaching • formative (on-going) assessments • understanding notebook • feedback/ corrections • rethinking and reflection prompts • differentiated instruction 	<p>Strategies include:</p> <ul style="list-style-type: none"> • on-going assessment • providing specific feedback in the context of authentic application • conferencing • prompting self assessment and reflection

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.



Stage 3:
Plan learning
experiences and
instruction.

Note though that the process is in actuality iterative and messy. This is the final design structure and not necessarily a linear process.

SDRAWKCAB Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine
acceptable
evidence.

Should be the focus
of discussion with
classroom faculty
for course integrated
instruction.

Stage 3:
Plan learning
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SDRAWKCAB Design Process

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Primarily the
responsibility of the
instruction librarian.

Course assignment is
context of course.



Stage 3:
Plan learning
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UbD: Stage 1 – Identify desired results.

Goals →

Understandings (Big Ideas) and Predictable
Misunderstandings →

Essential Questions (to foster inquiry, understanding,
transfer of learning) →

Learners will know and do →

Goals:

- Standards for Information Literacy Competency Standards in Higher Education
- Framework for Information Literacy for Higher Education
- General Education Learning Outcomes
- Major/Minor Learning Outcomes
- Desired Outcomes of Education (Singapore Ministry of Education)
- Graduate Attributes
- Accreditation Standards

Understandings:

Components:

- Big Ideas
- Specific Understandings
- Predictable Misunderstandings

Essential Questions:

- Stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Asked and re-asked throughout unit/year/etc.
- Demand justification and support
- “Answers” may change as understanding deepens

Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

BE ABLE TO

Information Literacy Standards
Framework for Information Literacy
Assignment
Course Goals
Curricular Goals
Certification
Accreditation

Example Instruction Scenario: Research Paper on Contemporary Issue in xyz

- ❖ Students are assigned write a 5 page position paper in which they cite at least 3 scholarly articles to support their argument.
- ❖ Professor has scheduled a library instruction session and asked that students learn to search for and retrieve scholarly articles.
- ❖ The paper is due in two weeks.

Example: Goal, Understandings, Question

Goals: ILS1.2: “information literate student identifies a variety of types and formats of potential sources for information”

Understandings:

- Big Ideas – Scholarly Communication Cycle; FW2: Information Creation as a Process; FW5: Scholarship as Conversation
- Specific Understandings – Peer Review and Formal Cited Sources as Defining Characteristic of Scholarly Articles
- Predictable Misunderstandings – Database Limiter; Reviewed = True; “Information Survivalism”

Essential Questions: If authority is constructed and contextual (FW1), what is the relationship of authority and information quality, credibility, and trustworthiness?

Example: Outcomes (Know and Do):

KNOWLEDGE AND SKILLS

- describe the peer review process as typically structured in their discipline
- explain advantages and limitations of information published through the peer review process
- describe the process for determining whether a particular article was peer reviewed
- describe reasons for their professors' requirement to cite peer reviewed sources

BE ABLE TO

- identify peer reviewed articles in a set of retrieved results from a database search
- determine whether a particular article was peer reviewed
- use peer reviewed articles as required and/or appropriate to their information-based work

Check on Session Outcomes

- ❑ Student is noun
- ❑ Possible formats:
 - ❑ Separate - knowledge/skill and application
 - ❑ Combine - understanding/skill IOT application
- ❑ Check for:
 - ❑ Acquire
 - ❑ Make meaning
 - ❑ Transfer
- ❑ Judge-able

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What is Evidence?

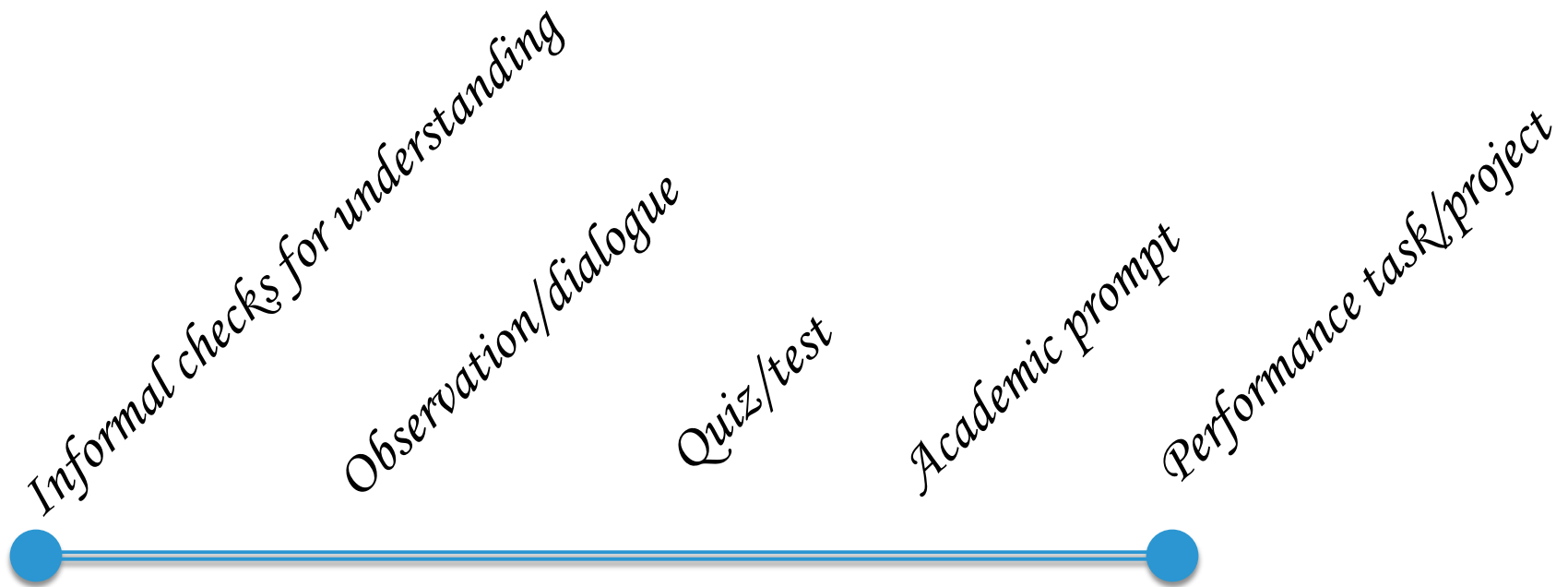
UbD: Stage 2 – Determine acceptable evidence.

- Performance tasks and criteria for judging performance
- Other evidence
- Student reflection and self-assessment

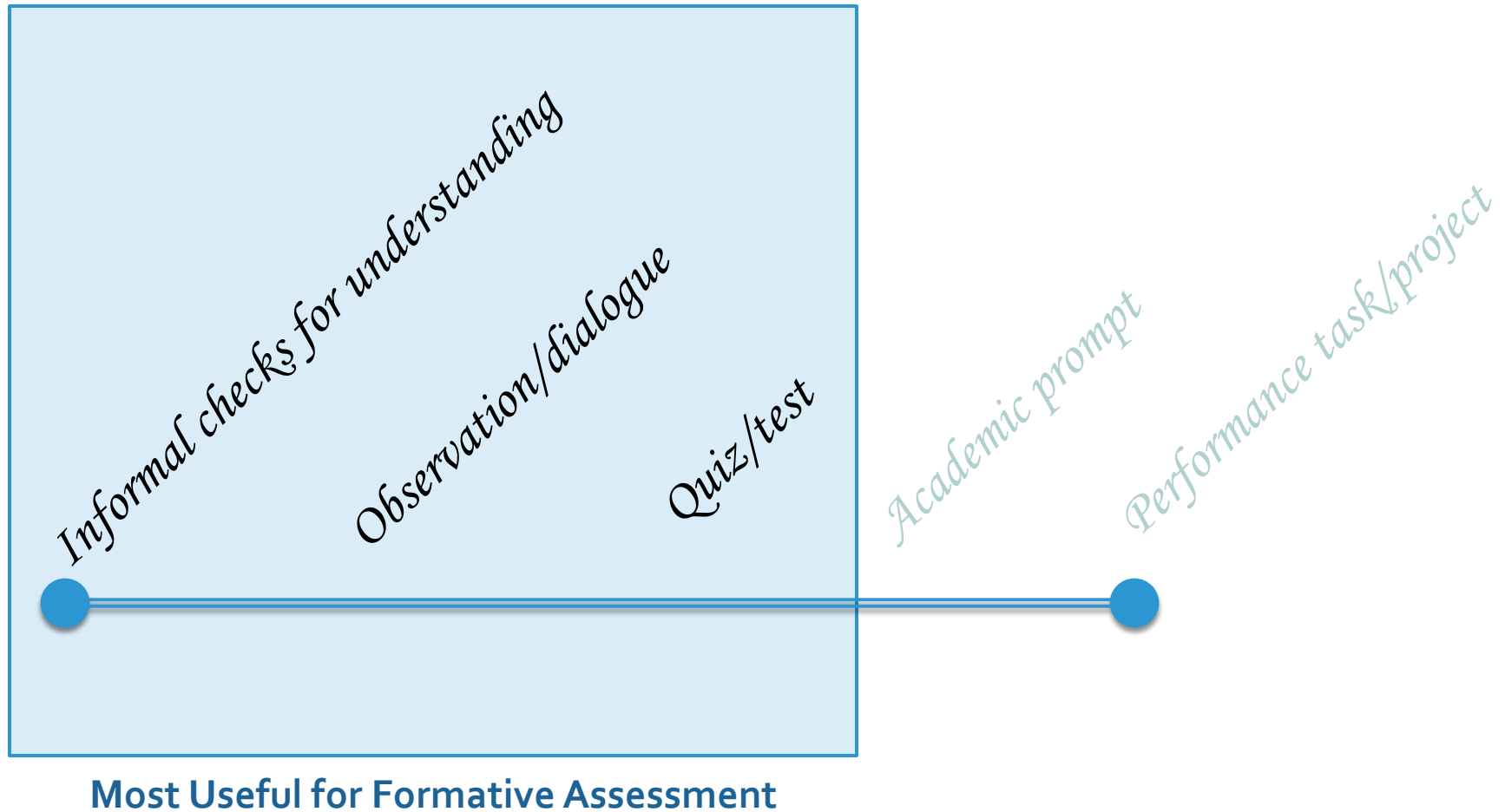
Key Questions for Assessments:

- What kind of data does this assessment collect?
- How would one analyze the data?
- What kinds of follow up could be appropriate?

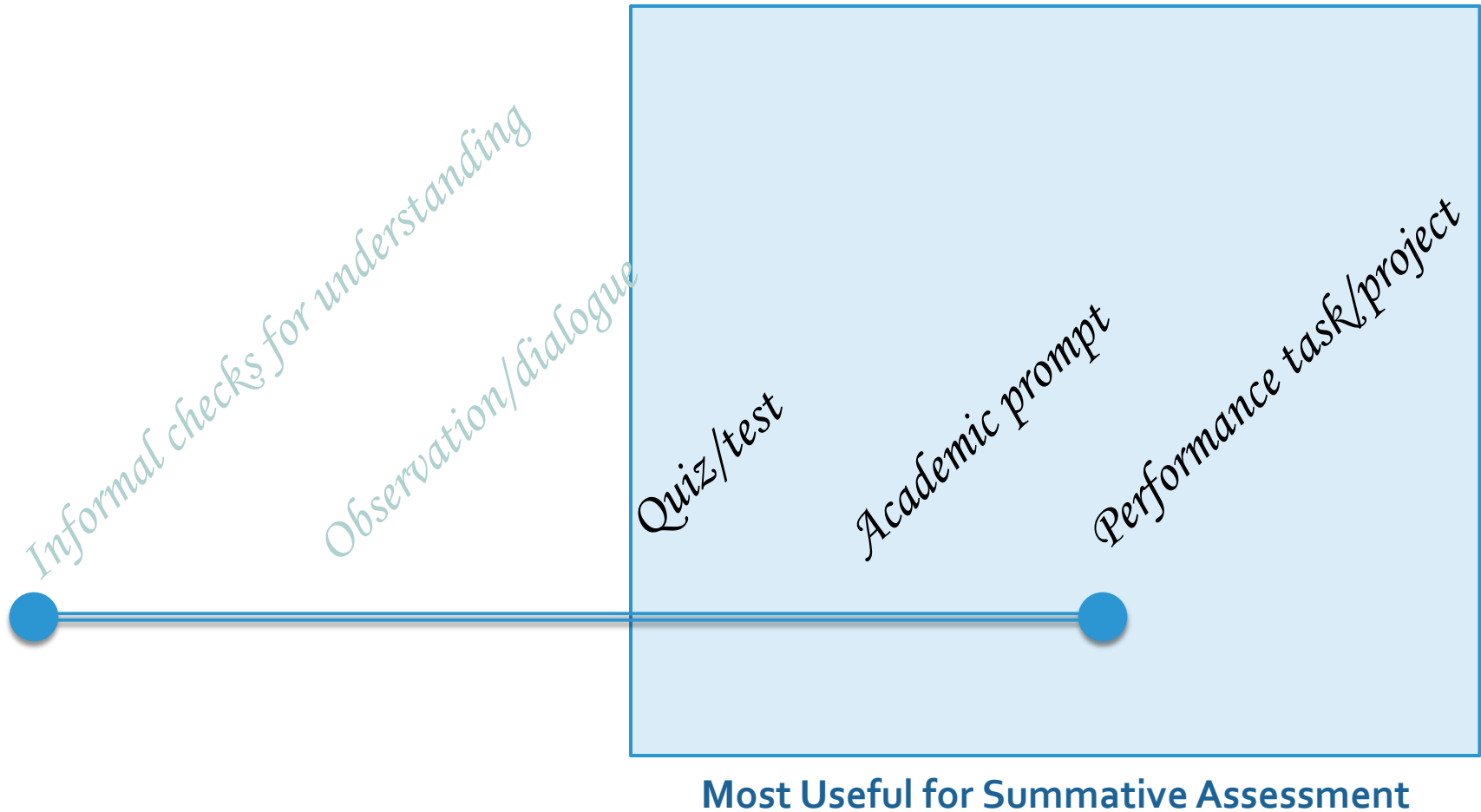
Kinds of Learning Assessments



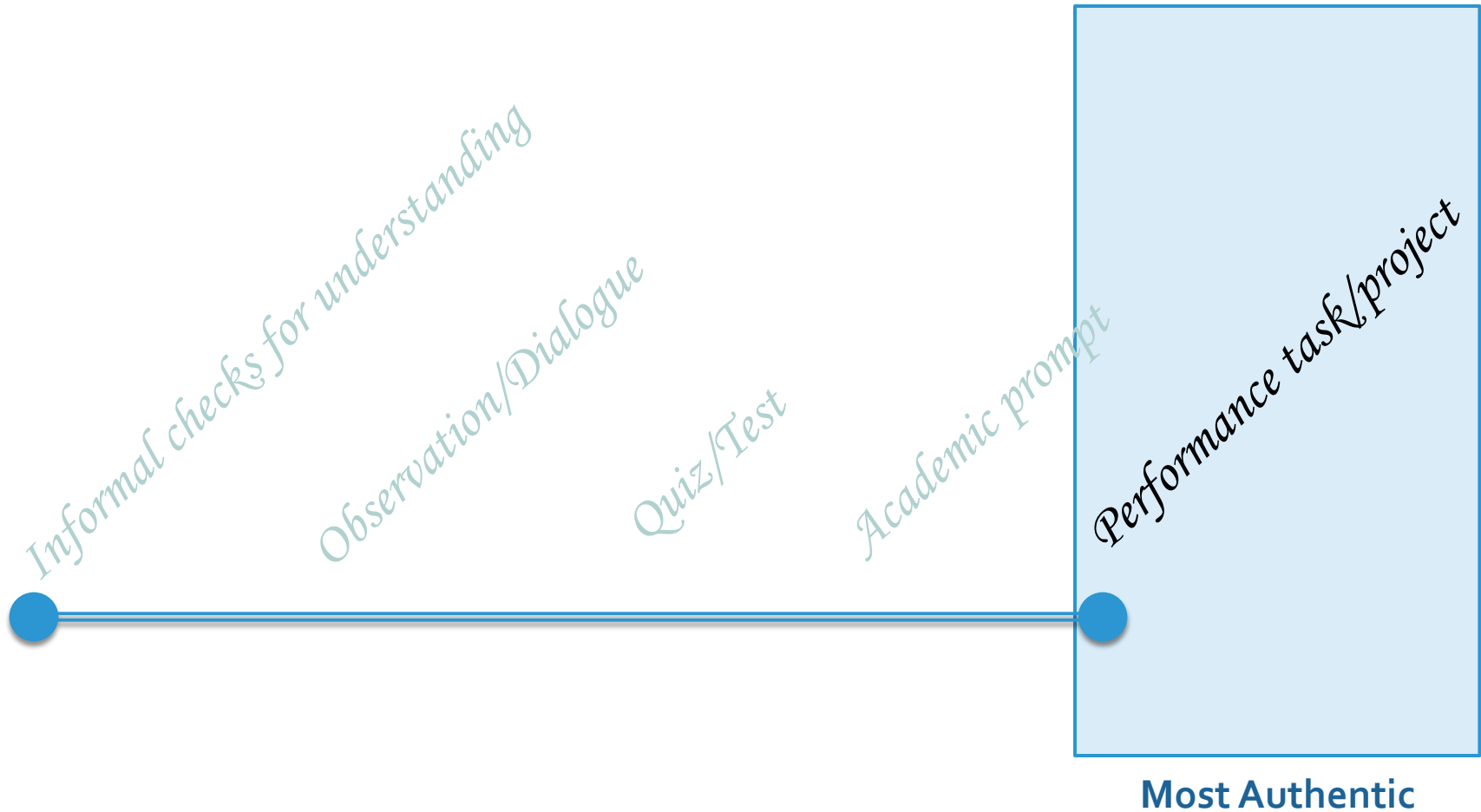
Kinds of Learning Assessments



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Kinds of Learning Assessments



Active Learning Pedagogy

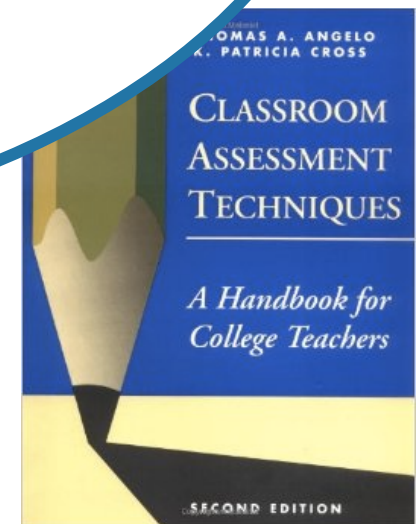
“instructional activities involving students in doing things and thinking about what they are doing”

Active Learning: Creating Excitement in the Classroom
by Charles C. Bonwell and James A. Eison
<http://www.ntlf.com/html/lib/bib/91-9dig.htm>

ACTIVE LEARNING/ FORMATIVE ASSESSMENT

“Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning ... can then use this information to refocus their teaching to help students make their learning more efficient and more effective.”

Thomas A. Angelo & K. Patricia Cross,
Classroom Assessment Techniques



Why Classroom Assessment?

- Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning. (p. 3)
- The central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom. (p. 4)

Thomas A. Angelo & K. Patricia Cross,
Classroom Assessment Techniques

Classroom assessment is:

- Learner-Centered
- Teacher-Directed
- Mutually Beneficial
- Formative
- Context-Specific
- Ongoing
- Rooted in Good Teaching Practice

Thomas A. Angelo & K. Patricia Cross,
Classroom Assessment Techniques

SUMMATIVE

GRASPS

- ✓ a real-world **Goal**
- ✓ a meaningful **Role** for the student
- ✓ authentic (or simulated) **Audience(s)**
- ✓ a contextualized **Situation** that involves real-world application
- ✓ student-generated **Products** and **Performances**
- ✓ performance **Standards** (criteria)



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WHERE TO

W = How will you help your students to know **where** they are headed, **why** they are going there, and **what** ways they will be evaluated along the way?

H = How will you **hook** and engage students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

E = What **experiences** will you provide to help students make their understandings real and to equip all learners for success throughout your unit or course?

R = How will you cause students to **reflect, revisit, revise, and rethink**?

E = How will students **express** their understandings and engage in meaningful self-evaluation?

T = How will you **tailor** (differentiate) your instruction to address the unique strengths and needs of every learner?

O = How will you **organize** learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings?

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DESIGNING YOUR LIBRARIAN LEARNING NETWORK

Areas to Consider

- Action Goals (Timelines)
- People and Relationships

QUESTIONS? COMMENTS?

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