

INTEGRATING INFORMATION LITERACY

DIANE ZWEMER

KARLA SPENCE BLUESTONE

DR. ELIZABETH TREBOW (ABSENT TODAY)







- College of Liberal Arts
- School of Architecture
- School of Business
- School of Media Culture & Design

3000 DOLLARS

8 PARTICIPANTS

2 WORKSHOPS

2 LIBRARIANS

MAKE 1 CHANGE

Workshop 2

Making the change

Elizabeth T Graduate Instructor, Leadership

Symptom

Plagiarism.

Trouble distinguishing scholarly journals versus popular press.

Provide summary versus synthesis of others' work.

Eschew the value of information.

Cure

Turned an annotated bibliography assignment into a step by step lit review assignment.

Elizabeth T's results

- “Students (working adults) were resistant to learning IL concepts and practices.”
- “Students had trouble understanding the connection between IL and completing their degree.”
- “Some students did exceptionally well.”

Reading Summary Assignment

What should a Reading Summary contain?

- 1. Synopsis.** 1 paragraph overview of the article's main ideas.
- 2. Difficult Concepts.** Identify 1-2 concepts that were difficult and take a guess at what you think they mean, or why you think they are hard to grasp.
- 3. Author Credibility.** 1 paragraph. This is where you articulate the author's authority and credibility on the subject.
- 4. Quotes.** 1 or 2 quotes from the article that you think encapsulate the essence of what the author is trying to say. Think about what argument the author is making that this quote (s) would support.
- 5. Citation.** Please provide the APA citation for your article.

Note: in total your summary should be $\frac{1}{2}$ to $\frac{3}{4}$ of a page long.

Nick A Writing Professor

Symptom

students have difficulty
establishing a guiding thesis for
their research

Cure

- Introduced scaffolding.
- Gave more specific instructions regarding sources for papers.
- Modified an existing annotated bibliography assignment to include more low stakes scaffolding.
- Librarian classroom visit.

Nick's Results

- “Exposing students to the library early (week 3/4) raised their awareness and gave them their ‘person’ in the library.”
- “Directing students to scholarly and peer reviewed sources gave them focus and they found better sources.”
- “Annotated bib not so good – assigned too late in the term when students are focused on their major courses. Was not “meaningful.” Plan to revisit assignment and give it earlier in the term.”

Elisabeth S.

A Literature Professor

Symptom

Thinking is hard.

Lack of time; students want to devote their time to major courses. My courses seem irrelevant and time-consuming.

Students want to hear the voice of authority give them the answers.

Cure

New library-centered assignments.

Scaffolding & feedback that allow for uncertainty.

Turn class into studio for research.

Librarian visit class.

Included “consult a librarian” blurb on assignment.

Elisabeth's Results

- “Students found better sources.”
- “Students commented on how much they learned about research and the library.”
- “Students seem genuinely appreciative of this new knowledge.”

Vivian An Inter-Disciplinary Professor

Symptom

lower- and upper- division students struggle to find relevant, reliable information sources.

Difficulty incorporating others' ideas and build upon them via reflection and analysis.

Prior education may have emphasized the "right answer."

Cure

Directed students to find materials in their majors from both library and non-library sources.

Scaffolded steps to critical analysis.

Included "consult a librarian" blurb on assignment.

Vivian's Results

- “Trouble at first – even with scaffolding students had trouble with the basics – comprehension and summarizing.”

(Librarian Note: this was a 100 level freshman course)

(Librarian Note: Vivian continues to simplify her scaffolded steps and may try a graphic organizer to help students visualize their thinking.)

GRAPHIC ORGANIZER

Thesis Statement:

Reason 1:

Reason 2:

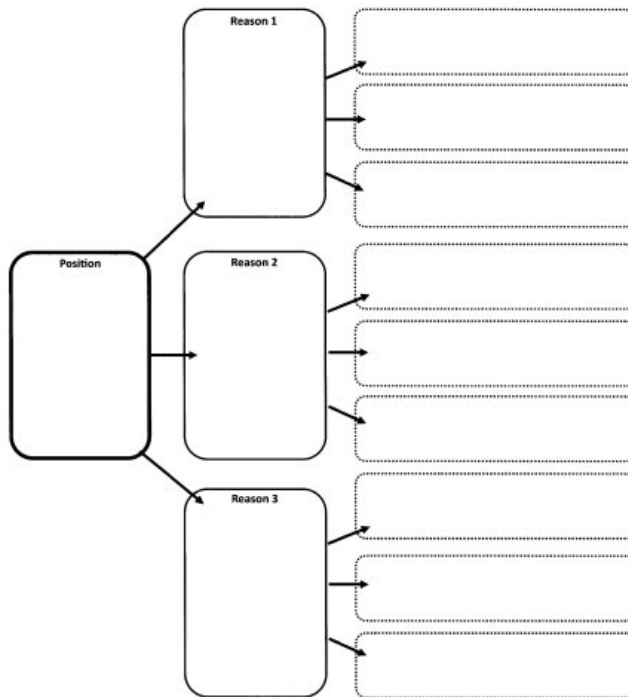
Support (Quote):

Support (Quote):

Name _____ Date _____ Class Period _____

Persuasion Map

Directions: Write your position and the reasons that justify it in the boxes as indicated. Then, write the facts, details, and examples that support each reason in the dotted boxes. Draw and connect more boxes if needed.



Armen A Film Studies Professor

Symptom

Students mostly write plot summaries or reviews.

They don't bring in any real analysis into their papers.

Students don't dig very deep.

Cure

approach the paper a few times by scaffolding the steps of critical analysis

Incorporate low stakes assignments

Armen's Results

“By having them approach the paper a few times, building on my notes, and rewriting it each time, I saw a great deal of improvement.”

“I really feel like this minor adjustment is what this class was missing and this opportunity really helped me see our class assignments in a new light.”

