Teaching with the Framework

Diane Fulkerson
USF Sarasota-Manatee
FLVC Talking Tech Presentation
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Creating One-Shots

- Use course assignments/syllabus
- Determine appropriate frame or frames to use
- Identify desired outcomes
  - Use knowledge practices/dispositions
- Develop materials—including worksheets
- Create assessment methods
  - Formative, summative or a combination
FYE/FTIC Classes

- Component of class critical thinking
- Developed a “zombie” related theme for classes
- Students will identify non-scholarly & scholarly sources
- Evaluate one of the sources they find
- Frames selected:
  - Authority is Constructed and Contextual
  - Research as Inquiry
Hospitality & Marketing Courses

• Students assignments focused on:
  • Developing recruiting methods
  • Developing a new product
  • Frame used: Searching as Strategic Exploration
• In-class activity answer two questions:
  • What information do you need to find?
  • Where will you find the information?
• Students used answers to develop search strategy
• Identified resources to use
Physics Class

• Student assignment is:
  • Develop a physics research question based on surroundings at Mote Marine
  • Create a presentation and paper similar to article in Science
• Frames Selected
  • Information Creation as a Process
  • Research as Inquiry and/or Searching as Strategic Exploration
• Use popular media to find primary scientific sources
Public Speaking

- Student assignments five speeches & a special topics paper
- Frame Selected:
  - Searching as Strategic Exploration and/or Information Creation as a Process
- In class activity
  - Identify sources (scholarly and non-scholarly) to support their speeches
  - Turn a failed search into a successful search
Assessment

- Worksheets
- Class discussions
- One-minute paper
- Open-ended questions
Skills vs. Knowledge Based Learning

- Classes taught include both
- Skills will always be part of instruction
- Determine skill level of students
- In-class activities
Understanding by Design

- *Understanding by Design* (Wiggins & McTighe, 2005)
  - Also known as Backward Design
    - Three stages of Backward Design
      - **Stage 1**: Desired Results based on essential questions
      - **Stage 2**: Evidence of student ability to…
      - **Stage 3**: Learning Activities need to…
Stage 1 Desired Result

• If your desired result is for students to search effectively/efficiently
  • Determine information need
  • Develop a search strategy
  • Use database resources to find other articles
  • Use citations to find additional articles
  • Identify scholarly and non-scholarly sources
Stage 2 Student Evidence of ability to...

- Develop a search strategy
- Use search limiters to expand or narrow results
- Find information from different sources
Stage 3 Learning Activities

• Provide students with a search scenario
  • Develop a search strategy based on keywords
  • Turn a failed search into a success
  • Databases vs. Search Engines
Assessment

- Two questions to ask when developing assessment
  - How will you know students achieved the outcome?
  - How will students demonstrate they achieved it?
Examples

• Using the Frames for One-Shot Classes
Authority is Constructed & Contextual

- **Big Questions**
  - What makes someone an authority on a topic?
  - What are some indicators of authority?
  - How does bias privilege some sources over others?

- **Understandings/Learning Outcomes**
  - Evaluate a source in order to determine if it meets their information need
  - Define or identify different types of authority
  - Identify ways authority can limit diverse ideas

- **Instruction Activities**
  - Provide student with three different sources/formats on the same topic
    - Ask them to explain why the articles are authoritative
  - Ask students evaluate/analyze social media posts for a current event and
    - Determine why the post is or is not credible
  - Ask students to find movie reviews from different sources and identify biases, authority, and format
Information Creation as Process

- **Big Questions**
  - Does the format indicate credibility and/or quality?
  - How does one match information need with the information creation process?

- **Understandings/Learning Outcomes**
  - Distinguish between different formats and their limitations
  - Identify how the creation process impacts the way the information will be used

- **Instruction Activities**
  - Use a Wikipedia article to discuss how information is created
  - Provide sources in different formats—students will try to determine if they are primary, secondary, or tertiary
Information has Value

- **Big Questions**
  - How can powerful interests use the value of information to marginalize certain interests?
  - What is the impact of open access publications on the value of information?
  - Why is it important to cite sources in research?

- **Understanding/Learning Outcomes**
  - Explain the value/importance of citing sources
  - Identify why some groups are marginalized through the production and dissemination of information
  - Determine how the personal information shared online has value

- **Instruction Activities**
  - Use the recent court case between the estate of Marvin Gaye and Robin Thicke and have students discuss/explain issues of copyright, plagiarism, and intellectual property.
  - Have students demonstrate how their online information has value to others
  - Identify issues that impact access to information
Research as Inquiry

- **Big Questions**
  - In what ways is research an iterative process?
  - How does the research need determine the questions to be answered?
  - How can information gaps be found through the research process?

- **Understandings/Learning Outcomes**
  - Students will develop research questions based on information need
  - Use research questions to identify key concepts to create a search strategy
  - Apply various research methods based on need and type of inquiry

- **Instruction Activities**
  - Use mind mapping software such as Google to identify search terms
  - Ask them to list the type of information and where they would find it to purchase an item such as a car
Scholarship as Conversation

- **Big Questions**
  - How does someone become part of the scholarly conversation?
  - Why is it important to find more than one perspective about a topic?
  - How do authority structures limit the ability to enter into the scholarly conversation?

- **Understanding/Learning Outcomes**
  - Citing sources in the creation of information
  - Become a contributor at the appropriate level
  - Identify the contribution of scholarly materials to disciplinary knowledge

- **Instruction Activities**
  - Provide reference page from an article
  - Ask students to find one of the articles listed using the citations provided
  - Divide students into group
  - Ask them to search for different types of information and peer teach how to search
  - Peer review of their evaluation of a scholarly article
Searching as Strategic Exploration

- **Big Questions**
  - What role does serendipity play in the search process?
  - How does the research need determine the type of search strategy to use?
  - Why is it necessary to search a variety of sources to find the needed information?

- **Understandings/Learning Outcomes**
  - Use brainstorming and other techniques when searching
  - Match information need with search strategy.
  - Use previous search results to expand or refine search strategies

- **Instruction Activities**
  - Concept Maps
  - Use bibliography to find another source
  - Jigsaw method to develop a search strategy
  - Identify the types of sources needed
Sources

ACRL Framework for Information Literacy for Higher Education [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework)


CARLI Framework Toolkit [http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage](http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage)
Sources


ACRL Crossing the Threshold Workshop Outcomes http://guides.library.unlv.edu/content.php?pid=655776&sid=5494090

Nicole Pagowsky's Outcomes http://pumpedlibrarian.blogspot.com/2014/12/acrlilrevisions-next-steps.html

Threshold Concepts & Information Literacy http://www.ilthresholdconcepts.com/


USC Libraries Information Literacy Outcomes for Undergraduates http://libguides.usc.edu/id.php?content_id=10093239

ACRL Framework List http://lists.ala.org/wws/info/acrlframe


Contact Information

Diane Fulkerson
Director of Information Commons/Library Services
dfulkerson@sar.usf.edu
Investigating the Threshold Concept of Format: Creating Instruction Kits to Engage Students

Elana Karshmer and Jacalyn Bryan
Saint Leo University

2015 Florida Virtual Campus – “Tech Talk”
## Project Description

### Biology Boot Camp
- Freshmen majors

### Instruction Request
- Library resources

### Session Parameters
- 30 minutes
- 30 students
SLU 101: Introduction to the University Experience

Video
- Introduction to places in library, catalog, and databases
- Video worksheet

Visit
- Map activity
- Review of video topics
- Library Jeopardy

Activity
- Independent follow-up library worksheet
- Graded assignment
Framework for Information Literacy for Higher Education

Frames:
- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Knowledge Practices
Dispositions
Threshold Concepts

“those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline” (ACRL)

- Framework for IL for Higher Education

- Frame: Format as Process
  (Information Creation as a Process)

- Knowledge Practice: identify which formats best meet particular information needs
Learning Outcomes

- Differentiate formats
- Evaluate critically
- Create positive connection
Brainstorming

LABS

EXPERIMENTS

STATIONS

SCIENCE KITS
Biology Kits

Materials:

• Pencil boxes
• Labels
• Plastic insects
• Instructions for:

  Library Catalog  
    (e-book)
  Science Direct  
    (journal article)
  Access Science  
    (encyclopedia)
  [ProQuest]  
    (journal article)
Lesson Plan

- Introduction
- Assigned groups
- Reviewed instructions
- Timed group activity
- Discussion
Biology Boot Camp
Library Activity: Formats/Resources

- Each member of your group will select a colored worksheet from the insect box.

- On your own, follow the instructions to find information on your assigned insect.

- Then, work with your group to answer the questions on the worksheet.

- If time permits, look at the Biology Subject Research Guide.

- Be prepared to share your findings.
Questions to Consider

1. Which resource provided an overview of your insect?
2. Which resource provided the most current, up-to-date information?
3. Which resource provided the most in-depth information on your insect?
4. Which resource had the narrowest focus in terms of information on your insect?
Reflections

Student Engagement

- Active learning
- “Fun” factor

Observations

- IL experience
- IL aptitude
Revisions

- Extend time
- Revise directions
- Implement formal assessment
- Create biology brochure
Assessment

- Which resource best provides a brief overview of information?
- Which resource provides the most current, up-to-date information?
- Which resource provides the most in-depth information?

*Encyclopedia, Journal Article, E-book, Database*

- The Biology Boot Camp Library Session helped me to understand the different types of resources available for research.

*Strongly Agree > Strongly Disagree*
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<thead>
<tr>
<th>Subject Area Description and Threshold Concept</th>
<th>Create Your Own Library Instruction Kit</th>
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<tbody>
<tr>
<td>(use this space to describe the general subject area/topic and threshold concept you'd like to cover during your instruction session)</td>
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<tr>
<th>Learning Outcomes/Session Goals/Take-Aways</th>
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<td>(what do you want your target group to learn during the session? Be as specific or general as you'd like)</td>
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<th>Possible Activities</th>
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<td>(brainstorm ways that you might get your participants to engage with the topic)</td>
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<th>Ideal Group Size &amp; Logistics</th>
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<td>(describe the ideal size for your activity; consider space issues, amount of time needed, and other planning details like approvals)</td>
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<tr>
<th>Materials Needed</th>
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<td>(make a list of the materials you will need and where you might be able to find them; include notes about things you already have and the cost of what you need to buy)</td>
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<th>Contingency Plans</th>
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<td>(think about potential problems that might arise in terms of planning and execution; include things like weather, group turn-out, material and/or technology failure, etc., and how you will handle these issues)</td>
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<th>Activity for Kit</th>
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<td>(choose one of the ideas from above and describe it in more detail)</td>
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<th>Assessment and Evaluation</th>
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<td>(how will you assess the success of the lesson/kit)</td>
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Instruction Kit Examples

- Global Warming
- Music History
- Literature
- Criminal Justice
Contact Information

Publication:

- Elana Karshmer
  Instruction Program and Information Literacy Librarian
  elana.karshmer@saintleo.edu

- Jacalyn Bryan
  Reference and Instructional Services Librarian
  jacalyn.bryan@saintleo.edu