

Games

Shout it Out! Students were encouraged to stand up and answer questions without raising their hands. (Bowman, *The Ten-Minute Trainer*)

Find Your Match. Pictures of different information sources (billboards, television, books, etc.) were cut in half like puzzles. Students were asked to find the student who held other half of their picture. After forming a group, students discussed each source in front of the class. (Bowman)

Metaphor Magic. Each student was required to construct a metaphor that explained the use of Boolean search terms. (Bowman)

TV Commercial. Students created a 20-second commercial encouraging enrollment in their school. They were required to incorporate the concepts: intelligence, virtue, and goodwill into their project. They 'performed' commercials for their classmates. (Silberman, *Active Learning*)

Boolean Ball. Students stood in a circle, then tossed or took away balls according to a Boolean search term.

Collaboration

Students frequently worked together to complete projects. Sometimes the class would split into two teams; other tasks only required pairs. They learned from each other and had fun. Heated discussions would ensue at times. Beyond information literacy skills -- they learned to work with each other.

Life Skills

Incorporating relevant issues into the curriculum was invaluable. Students were highly interested in how daily life was affected by information literacy.

Relevance & Understanding: Active Learning Approaches to Information Literacy

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LOEX 2007

Great opportunity exists in the learning continuum of middle school student to college sophomore. Library orientation, bibliographic instruction, information literacy, transmedia fluency -- whatever you call it -- is a vital element in academic success. Content is pushed and pulled into our lives at a constant and increasing rate. Students need to be aware of their role in the cycle of information.

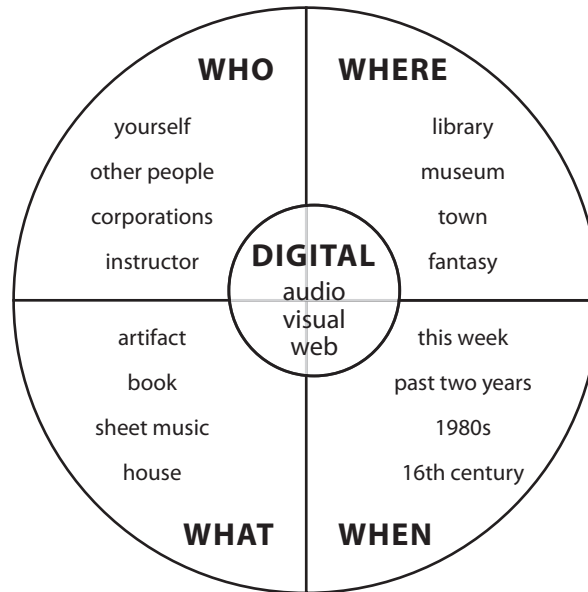
I wanted to know what younger students knew, or could know before they began college. The Capitol School (an independent, international, multiple intelligence school) allowed me to teach an information literacy class once a week for one semester. I hypothesized that creating relevance and facilitating understanding would inspire student interest, foster higher retention rates, and create a basis for future learning.

Active Learning

Student involvement was encouraged with active learning methods. I used lectures rarely, and only spoke for a maximum for 10 minutes at a time. Class discussions were frequent, and brief moments of off-topic conversation were inserted into lessons. At times the students were reluctant to do activities that called attention to themselves; some froze (and openly refused to participate) when asked. The majority of students enjoyed being active involved in their learning. Student - teacher ratios are low at the school -- about 10:1. Larger classes would require a bit more structured environment in order to be successful. Overall, student retention was enhanced through active learning.

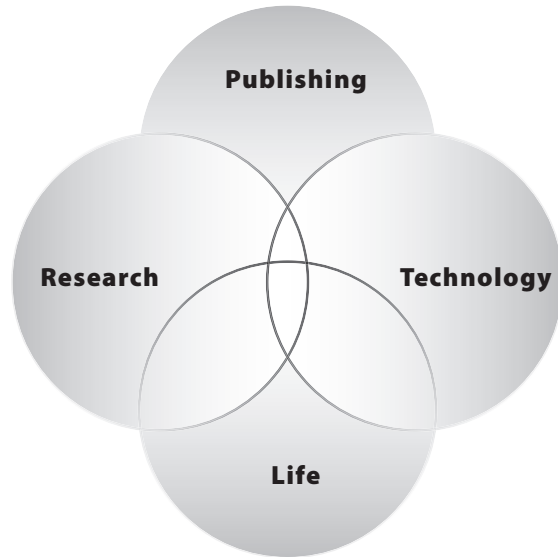
Flow These four elements created a framework for the class. Students were able to understand the cycle of information, from inception to consumption.

Information Universe



Rhetoric A visual representation of the search process helped students understand how their term choices affected results; while learning how to categorize and evaluate information.

Information Flow



PUBLISHING

Who is making the decisions? Who owns the URL?

TECHNOLOGY

What software is used to design a web page? What is a pixel?

RESEARCH

What facts are in the article? What are demographics?

LIFE

What is the best college for me? How can I find a job?

SEARCH
What kind of information do I need? How can I get information?

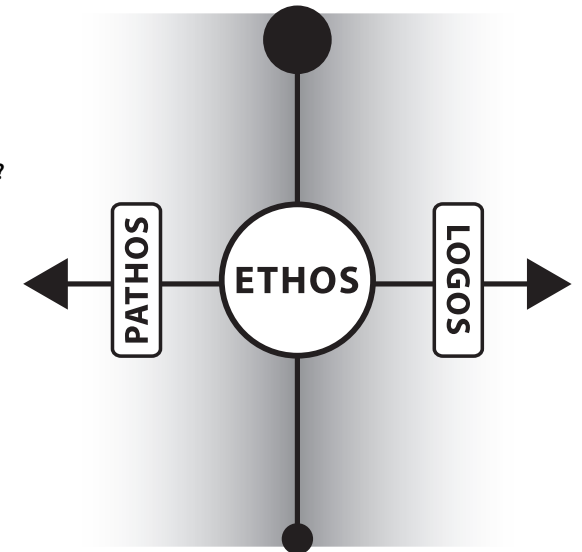
EVALUATION
Is this quality information? Is this information useful?

CITATION
Should I cite this source? How do I cite this source?

DIGITAL
How is digital and analog content different?

Universe This model served to explain what types of information are available, and provided a concise, reusable method for student information use.

Information Rhetoric



PATHOS
popular news
emotions • attitude
bias
images for effect

ETHOS
character
internal • external
context • life
evaluation

LOGOS
academic journals
logic • facts • reason
unbiased
images for evidence

How do you evaluate search results?
How do you get better search results?

AND

OR

NOT