

Introduction

Welcome to a module designed to meet information literacy standards through student instruction, inquiry, and reflection. The project itself also contains the necessary tools surrounding the module to learn more about the topic, adapt and implement it in different contexts, and demonstrate understanding of the facets of information literacy research and development.

This module was created after considering a specific audience – 8th grade students – and the best teaching and learning approaches to adapt to their diverse needs; in the seminal text, *Information Literacy Instruction: Theory and Practice*, authors Grassian and Kaplowitz (2009) discuss methods of “doing – the behaviorist model...thinking – the cognitive model...[and] feeling – the humanist model” (pp. 28-36), and go on to explain that “the constructivist and the humanist approaches both contend that creating new ways of connecting to the material is as important as forming new mental representations of it. In addition, both of these schools of learning emphasize diversity of approaches to learning” (p. 33). The student-centered nature of the inquiry section of the module mixed with the guided instruction at the beginning and end of the module means that it should be facilitated by “flexible and effective teachers [and librarians], who are quick on their feet and can adjust their methodologies and approaches on the spot” (p. 43). Additionally, written pre- and post-tests were developed, which fits with Grassian and Kaplowitz’ (2009) emphasis on the importance of metacognition and writing (p. 36). All of this background knowledge has been incorporated into the design of this instructional module. This project contains the following five elements:

1. Rationale
2. Information Literacy Module
3. Assessment/Evaluation
4. Annotated Resources
5. References/Bibliography

1. Rationale

8th grade students are developing their concepts of time, building their questioning abilities, practicing research skills, and learning about topics in more depth. This module is meant to help them pay attention to the concept of *who* and *when* as they conduct source evaluation. Although they studied college students, in their article “Teaching Information Evaluation with the Five Ws,” Radom and Gammons (2014) state,

Without knowledge of publishing jargon and processes, students may find criticism and opinion pieces, such as book reviews and letters to the editor, indistinguishable from their research-based counterparts in a list of database search results...The other challenging criterion, the “when” questions, proved difficult to students for two reasons. First, one “when” question asked students whether they needed to cite something recently published for their assignment or if a historical piece was suitable for their topic. Because students were not reviewing this document in connection with a particular research assignment, the question was irrelevant and confusing in this context. Second, and more significant, were student difficulties regarding *when* the events discussed in the document occurred...The value of situating a publication in its appropriate context was a discussion

point at the end of the library session... To effectively prepare students for a lifetime of learning, it is essential that information literacy instruction sessions develop skills, such as source evaluation, that transfer beyond classroom walls. (pp.344-5).

Students can often gain motivation from knowing that teachers trust them with higher-level thinking and work, and the fast-paced expectations of high school and beyond mean that beginning information literacy instruction on *who* and *when* in 8th grade is a useful endeavor.

Beyond the rationale for the content of the module, there is a rationale for the design, which is meant to reflect the idea to “listen to your learners...engage your learners...and inspire your learners” (Grassian & Kaplowitz, 2009, pp. 224-230). Inquiry and collaboration is important because “active ILI has a very powerful effect in terms of its initial impact and sustaining influence...just one active ILI session may be sufficient to yield desired results” (Detlor, B., Booker, L., Serenko, A., & Julien, H., 2012, p. 156). Furthermore, the module is meant to be fun so that information literacy is an invigorating subject for both the instructor and the students. The topics and subjects used to study authorship and timeframes can change based on student interest. The examples in the guided instruction section can also be changed to show the instructor’s interests. In discussing his own information literacy modules, Butler (2014) states, “creating the framework for this program, for me, was the fun part. I wanted to re-energize student and faculty interest in the library...The framework developed was thus called bookMARKS. ‘MARKS’ is an acronym for Meaningful, Authentic, and Relevant for Knowledge and Skills” (p. 20). Students will learn the most from the module if the instruction is delivered with passion, if the materials used are relevant to students, and if the level of discussion and inquiry is authentic.

Part of my rationale was also developed from my “Information Literacy Needs Assessment” assignment, which I have included below.

What are the Information literacy needs of your audience? This will form the basis of your information literacy module.

As Grassian and Kaplowitz (2009) state, “[the] dual role of consumer and creator impacts not only how we view IL but also how we teach it” (p. 6) and that we must “begin to teach IL in a broader, more conceptual way” (p. 8). My audience’s learning needs are to distinguish who creates content and who consumes it, especially in an era when there are multiple creators contributing to one story or researching or writing about one topic. Students in my audience need to be able to investigate the trajectory of a story’s development through different creators and different consumer bases, seeing how different perspectives can change a story. They also need to consider when age and time are benefactors for information literacy and when it can be a hindrance; for instance, when is older, more tested and scholarly research better than a recent opinion piece published online? Are there any situations in which the latter would be a more appropriate choice? Why or why not? Students need critical thinking skills in their information literacy development, learning to ask good questions and consider the material from a creator/consumer standpoint and thinking conceptually.

Why plan an instructional module of this type? Goals and Objectives? Rationale? What theory/ies of learning approaches will you tap to develop your instruction? (See Chapter 4)

This module is beneficial to students because it enhances their understanding of inquiry and investigation, which fits with ideals like “Susanne Bjorner[‘s], [who] contributed a few more attitudinal or personality traits to the mix. She included not only recognizing but also accepting a need for information. The information literate individual responds positively to the need for investigation” (Grassian & Kaplowitz, 2009, p. 4). It delves in and slows down the process of information creation and consumption, which is important because, as the text states, “in a world so thoroughly dependent upon finding fast, if not always accurate, answers to all of life’s questions, being information literate can give people (and nations) the competitive edge” (p. 6). I will have these quotes to share with students as a clearly labeled rationale that links to their goals and objectives. I include a variety of options for texts, topics, and engagement with the material, with the class, and with me because “the constructivist and the humanist approaches both contend that creating new ways of connecting to the material is as important as forming new mental representations of it. In addition, both of these schools of learning emphasize diversity of approaches to learning” (p. 33). I believe differentiated instruction is important not only in reaching all students, but also in fostering and modeling the spirit of inquiry, independence, and critical and creative thinking.

What kind of instructional module will this be? In other words, how will your learners be guided through the instruction? What activities will your learners engage in...reflection, cooperative learning, active engagement?

Learners are guided through instruction initially through a short digital presentation (PowerPoint, Prezi, video, etc) that explains the premise – “What’s in a Name? What’s in an Age?” This will have screenshots of names from different sources, such as a scholarly biography with “Ph D” in the name from an online access journal and a “first name only” byline with a headshot or a name that links to a person’s Twitter account from online articles. There will be images of sources and documents that have gained credibility or importance with time (American founding documents; early psychological studies; MLK Jr. speech, etc) and those that have lost credibility with time (*other* early psychological studies, news stories in their first publications before facts were corrected, first editions of heavily edited books, etc). After this preview, learners will have time to respond to a write-pair-share about the presentation and the rationale quotes and objective. After sharing, they will explore different sets of books and materials on a subject, looking for the names and ages of those involved in its creation and considering its audience for consumption. These sets will include tablets with online articles, print magazines, printed scholarly articles or print journals, books, and newspapers. An example of a set may include a middle-grade print biography of Marilyn Monroe (<https://www.amazon.com/Marilyn-Monroe-Jeanes-Newsmakers-Biographies/dp/0822549301>), an online article (<http://hellogiggles.com/honor-marilyn-monroes-birthday-recreated-iconic-makeup-look-way-ahead-time/>), newspaper articles from her life, and scholarly articles (Esther Sonnet’s (2010) *Girl in the canoe: history, teleology and the work of star construction in the early roles of Marilyn Monroe* at <https://proxy.library.kent.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=f3h&AN=52552878&site=eds-live&scope=site> Mervyn’s (2012) *The Marilyn Monroe effect: the postmortem right of publicity's property interests must survive a personality's death in jurisdictions worldwide*, <https://proxy.library.kent.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=f3h&AN=52552878&site=eds-live&scope=site>

[hType=ip&db=edsggo&AN=edsgcl.345181248&site=eds-live&scope=site](#)). They can learn cooperatively as they complete an inquiry-based sheet with questions to record their exploration. At the end of the instructional module, students can share with everyone what they learned; sheets are collected and used for wrap up and synthesis as well. An overview and conclusion presentation is shown and students complete an exit slip evaluation.

What kind of format? (F2F; online;)

This is a F2F module, although it could be adapted for online learning as well.

Who will participate? Describe your intended audience.

The intended audience is for 8th grade students learning information literacy as part of an instructional curriculum by a middle school teacher-librarian; it would also work for 9th and 10th graders at a high school. The audience is a grade level of students who attend in small groups or classroom-sized groups based on schedule or collaboration with an English or Social Studies teacher.

When and/or how often will the instruction be provided? (Always it is an online tutorial; at specific venues, or at specific times within a larger program of instruction) Consider resources you have available in the setting of your choice. Physical space, technology, virtual space, etc. (This can be based on an actual or ideal setting as mentioned above.)

Instruction will be provided in the library at specific times that are designated in students' and school schedules. The library will be designated for instructional use in these times so that students can spread out and use the technology and resources available in the library space.

Who will create, manage and implement the instruction? Consider your preferences as a creator/manager and instructor. (We will explore this further in Session 3...knowing thyself is critical to be effective at instruction!)

I create many of the options for exploration during the instructional module, although I make it clear that students can brainstorm their own topics and share their own ideas. I manage the module's implementation but again let students take leadership on in their work.

What connections to the library, community or educational institution, collections or resources will need to be established?

I will need to gather materials from our own library, as well as partnering with community or educational institutions for supplemental materials. Resources such as Smart Boards or tablets that provide access to digital content are needed as well.

What will it cost to create or implement and who will pay for it?

Cost of implementation is free, besides the salary of the teacher-librarian and the technology already purchased by the school or district, especially as resources are found from our own library and borrowed from other community and educational institutions.

Will it work? (Do you have a plan for evaluation and ongoing improvement planned ?

I will evaluate this program with a paper questionnaire that is an exit ticket to gather understanding, but I will also have a link online to a Qualtrics survey that has more in-depth questions and responses to scenarios and examples. The exit survey will ask them to answer content questions, rate their growth in understanding and rate their learning experience and overall enjoyment, and have a space to provide open feedback and write any questions they may have.

How will your audience know about this instruction?
(Marketing, publicity, awareness building)

This lesson will be implemented in collaboration with other teachers and leaders in the school, so it will be discussed and marketed in many classes, including by the English and Social Studies teachers. Administrators will be aware of the instructional plan, and if possible, it will be showcased on the school and library website and on teachers’ individual websites as well. It is possible that after successful initial implementation, future students and/or teachers can share the instruction with parents, other students, community members, or at conferences.

2. Information Literacy Module

The slide presentation for the introduction and conclusion can be accessed here:
<https://docs.google.com/presentation/d/1t86IEcUjyvaEgIb2sLUq1eoF-6FdKmEsNh-XPujnV8/edit?usp=sharing>

Inquiry Worksheet

What resources do you have at your station? How many resources are there?

Resource: _____
 Author: _____
 Age: _____
 Credible? Yes No Maybe
 Explain: _____

Resource: _____
 Author: _____
 Age: _____
 Credible? Yes No Maybe
 Explain: _____

Resource: _____
 Author: _____
 Age: _____
 Credible? Yes No Maybe
 Explain: _____

What is their range of differences? How are they the same?

What questions do you have about a resource or the resources as a whole?

3. Assessment/Evaluation

I have included the assessments included in the module. The evaluation process that was created from an “Action Research Worksheet” is included below as well.

Write-Pair-Share

What is your reaction to the presentation? Did anything stand out to you? How do you think you either fit or do not fit and agree or do not agree with the idea that “the information literate individual responds positively to the need for investigation...[and] in a world so thoroughly dependent upon finding fast, if not always accurate, answers to all of life’s questions, being information literate can give people (and nations) the competitive edge” (Grassian & Kaplowitz, 2009, p. 4-6).

Entrance Slip

Author’s credibility is important to consider when choosing a resource to read or use.

(Circle your response) Agree Disagree
Why? _____

Age can impact a source’s credibility and an author’s credibility is many different ways.
(Circle your response) Agree Disagree
Why? _____

Exit Slip

Author’s credibility is important to consider when choosing a resource to read or use.
(Circle your response) Agree Disagree
Why? _____

Age can impact a source’s credibility and an author’s credibility is many different ways.
(Circle your response) Agree Disagree
Why? _____

Rate your growth in understanding (1 low, 5 high).

(Please circle your response)

- 1 -I knew this before and did not learn anything new.
- 2 -I knew some of this before but still learned something new.
- 3 -I knew some of this before and learned many new things and thought about it in new ways.
- 4 -I knew none of this before and learned something new.
- 5- I knew none of this before and learned many new things and thought about it in new ways.

Rate your learning experience and overall enjoyment (1 low, 5 high).

- 1 -I did not enjoy this activity.
- 2 -I did not enjoy most of this activity, but there were some parts that I enjoyed.
- 3 -I enjoyed about half of this activity.
- 4 -I enjoyed most of this activity.
- 5- I enjoyed the whole activity.

Use this space to provide open feedback and write any questions you may have.

In addition to the write-pair-share pre-test and exit slip evaluation, I have created a rubric for the entire lesson, which can be accessed here:

https://docs.google.com/a/kent.edu/document/d/1A02upRjdGqK1XgtFbIqFc4L-1OVdtnwwf67NK3_hhZI/edit?usp=sharing

I have included my work from the planning process as well. In my “Evaluating a Tutorial” assignment, I wrote the following about my assessment process:

“Go to the following link: http://health.usf.edu/publichealth/eta/rubric_tutorial and answer **questions #1-5** only for your intended IL module that you are designing. (Review the brainstorming assignment should help with these steps as well.)

From the website:

“We have divided the task of creating a grading rubric into 6 steps:”

1. Record the performance objective

As I wrote in the brainstorming document for the IL module I am designing, I have set the following performance objective: Students will demonstrate critical thinking skills in their information literacy development, asking good questions and considering the material from a creator/consumer standpoint. Students will complete an inquiry-based sheet with questions to record their exploration and “[respond] positively to the need for investigation” (Grassian & Kaplowitz, 2009, p. 4). Their work delves in and slows down the process of information creation and consumption, which is important because, as the text states, “in a world so thoroughly dependent upon finding fast, if not always accurate, answers to all of life’s questions, being information literate can give people (and nations) the competitive edge” (p. 6).

2. Identify the dimensions/tasks comprising the performance

Students will have a pre- and post-assessment to complete in the form of a write-pair-share and an exit slip evaluation, respectively, as well as the inquiry-based worksheet. They will be expected to listen to the introduction and conclusion presentations, write and discuss their thoughts, explore the resources, and turn in their final worksheet and exit slip.

3. Identify the potential gradations of quality

I will follow The University of South Florida Health Information Systems’ “Creating a Rubric: Tutorial... example of a 3 level gradation: poor, average, excellent” (2017).

4. Assign a point value to each gradation, and a total point value for the assessment

The write-pair-share pre-assessment is worth 5 points, 3 points, or 1 point based on quality; the inquiry worksheet is worth 15, 10, and 5 points respectively based on quality. The exit slip evaluation is worth 5 points, 3 points, and 1 point based on quality. Students can earn a maximum of 25 points and a minimum of 7 points.

5. Identify the criteria for each level of quality within a dimension/task”

Students’ write-pair-share quality may vary, with five or more sentences showing excellent quality and full points, three or four sentences showing average quality and partial points, and one or two sentences showing poor quality and few points. Their worksheets may vary in quality

in terms of completion and level of written response, as well as the level of critical thinking shown in their responses. The exit slip evaluation will also show potential gradation of quality in their answers. Level of participation and collaboration during student inquiry may vary as well.

Part of the evaluation also comes from my “Worksheet: Steps of Action Research” assignment, which is included here.

1. Identify the purpose of study and problem statement.

What are the issues in your library?

Students in our school have difficulty evaluating sources. They are developing their sense of time and their understanding of author’s credibility. They do not use the full scope of potential sources on a topic when they research and have difficulty explaining the strengths or weaknesses of the authorship and age of a specific source. The purpose of this action research would be to see how this problem manifests itself in students’ work and experiences and how an information literacy module and other interventions addresses this concern.

2. Collect background information on topic based on problem statement.

**What has caused the problem? Informal analysis, observation, anecdotal responses?
How do you know?**

The root cause of the problem will be analyzed through curriculum review and pre-tests, as well as through informal analysis done in collaborative discussions with colleagues and recorded observations of students’ needs.

3. Review current literature on this topic.

**Identify possible sources of information. Information literacy is the overarching topic.
What subtopics are informing your thinking about this information literacy issue?**

4. Formulate questions based on problem statement.

What information do you need to gather?

How long has this concern been going on? How many students does it affect? How much does this concern affect their work on a daily/monthly/yearly basis? Are students aware of their development in this area? Are teachers and other staff aware?

5. Collect data from more than one source (triangulate data).

Who (library stakeholders) should be involved? How will you find out? Best source of information gathering about information literacy in your setting? Information literacy assessment tools in place or available?

Teachers and school administrators should be involved. I can find out through a survey or through informal conversation. The library itself may already have information literacy

assessment tools in place, such as the TRAILS assessment. The library resources should be considered for module implementation and action research design, and any interested library stakeholders should be involved. The action research can be shared via the school library website, newsletter, or blog.

6. Organize data.

Create reports and charts. Identify what issues, factors, & variables that have emerged in this initial research gathering. What data could be gathered at your setting and how would the information be most effectively presented?

Data can be gathered in the form of student pre- and post-test answers, and they can be analyzed and visualized in succinct writing or as a graph or chart. Photographic data can also be used, and student written responses can be saved and used as samples.

7. Interpret data.

What are commonalities among data results? Disconnects? What do you think you will find out?

I expect to find commonalities and disconnects among the data results. I believe I will find variation among student responses. I may see a positive or negative trend in the data, which would lead to further research or adapted module design.

8. Draw conclusions and plan for future.

What additional questions were unanswered or emerged during the action research study? How can the information be used to inform information literacy initiatives & education? Build awareness? Create change? Identify connections to overall library or institution service.

The conclusion of the action research would inform not only the module design and implementation but also the way it is connected to the school's curriculum as a whole. There is the opportunity to develop far-reaching lessons in these skills for earlier and later grades. The data can be shared with students, teachers, parents, and other school stakeholders to instill value in the library program and create a love of learning about information literacy.

9. Start process again with new information.

What have you learned from the process? Implications for the future? What do you hope to learn from evaluating the use of your information literacy module?

The action research process is an intentional way to approach teaching and learning, as it ties a lesson to a specific problem and to specific outcomes. I appreciate that it tracks growth and helps identify the relationship between student needs and student success after implementation. It helps create a reflective and analytical mindset that strengthens programs for the future. I hope to see my own strengths, the library's strengths, my students' strengths, and the school's strength by evaluating the use of the information literacy module using action research.

4. Annotated Resources

Faithfull, B. (2017) Four reads: Learning to read primary documents. *TeachingHistory.org*, Roy Rosenzweig Center for History and New Media at George Mason University. Retrieved from <http://teachinghistory.org/teaching-materials/teaching-guides/25690>

This resource contains a rationale, description, teacher preparation, and downloadable handouts. Its focus on understanding primary documents relates to the information literacy module goal of discussing age when evaluating a source. It could be used in classroom curriculum before or after the module for extension and further application of students' skills.

Gardner, L. (2016). Teaching information literacy now. *School Library Journal*. Retrieved from <http://www.slj.com/2016/11/industry-news/teaching-media-literacy-now/>

Gardner's article covers concepts such as "reading laterally" and "[talking] about social media more," which relates to the scope of source evaluation in this module. She discusses her own information literacy units and resources, which can complement this module.

The U.S. National Archives and Records Administration. (2017). *Teaching with documents*. Retrieved from <https://www.archives.gov/education/lessons>

The National Archives' educator resources include a section on document analysis, DocsTeach, and related lesson plans. These connect to the module's intention to help students evaluate sources, and again provide students with the opportunity to practice their information literacy skills in engaging ways. These lessons can be taught by the librarian, by classroom teachers, or can be co-taught. Students can also explore these resources at their own pace.

University of Alabama University Libraries. (n.d.). *Guide on the side: Investigating author credibility: Scholarly articles*. Retrieved from http://www.lib.ua.edu/guide_on_the_side/tutorial/32

This covers author's credibility at a higher level, which can be used to extend the information literacy module for students who show advanced understanding on the pre-test, or as an extension of student learning once the objectives have been met after analysis of the post-test. This, and other resources like it, can be used as a link to high school curriculum to help bridge student learning and application of the information literacy skills from this module.

In addition to these annotated resources, the presentation includes the following resources.

References for “Names” photos in presentation

Craven, A. (2002). Beauty and the belles: Discourses of feminism and femininity in Disneyland. *European Journal of Women's Studies*, 9(2), 123-142.

doi:10.1177/1350682002009002806 Retrieved from

<https://proxy.library.kent.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f3h&AN=BFLI000855310283385&site=ehost-live>

Downey, S. D. (1996). Feminine empowerment in Disney's "Beauty and the Beast.". *Women's Studies in Communication*, 19, 185-212. Retrieved from

<https://proxy.library.kent.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f3h&AN=BFLI000855310283385&site=ehost-live>

Kirby, M. (2017). The table read of Beauty and the Beast was literally a full fledged show stopping musical. *HelloGiggles*. Retrieved from <http://hellogiggles.com/table-read-beauty-beast-literally-full-fledged-show-stopping-musical/>

References for “Ages” photos in presentation

Correction. (2016). *Science News*, 190(8), 30. Retrieved from

<https://proxy.library.kent.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rgm&AN=118456977&site=ehost-live>

Library of Congress. (n.d.). Phrenological chart [Photo]. Retrieved from

<http://www.loc.gov/pictures/item/2003689349/>

New York World-Telegram and the Sun Newspaper Photograph Collection (Library of Congress). (n.d.). John Lewis with Ralph Abernathy, and Martin Luther King, Jr. at a press conference during freedom rides [Photo]. Retrieved from

<http://www.loc.gov/pictures/item/2011648213/>

5. References

Butler, W. (2014). Is my info lit program effective? Answers from our assessments. *Library Media Connection*, 33(1), 20-23.

Detlor, B., Booker, L., Serenko, A., & Julien, H. (2012). Student perceptions of information literacy instruction: The importance of active learning. *Education for Information*, 29(2), 147-161.

Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice*. Second edition. New York, N.Y.: Neal-Schuman Publishers, Inc.

Radom, R., & Gammons, R. W. (2014). Teaching information evaluation with the five Ws. *Reference & User Services Quarterly*, 53(4), 334-347.