



Independent Study | in Idaho

**LIBS433 Information
Literacy for the
Teacher Librarian**

Providing independent study opportunities for more than 40 years.



The University of Idaho in statewide cooperation with
Boise State University — Idaho State University — Lewis-Clark State College

Course Guide

Independent
Study | in Idaho

Self-paced study. Anytime. Anywhere!

Library Science 433 Information Literacy for the Teacher Librarian

University of Idaho
3 Semester-Hour Credits

Prepared by:

Diane Prorak, MLIS
Associate Professor and Reference Librarian
University of Idaho

RV: 07/2016
LibS 433
Copyright Independent Study in Idaho/Idaho State Board of Education

Table of Contents

Welcome!.....	1
Policies and Procedures	1
Course Description.....	1
Course Materials.....	1
Course Delivery	1
Course Introduction	1
Course Objectives	2
Lessons.....	2
Exams	3
Grading.....	3
About the Course Developer	3
Contacting Your Instructor.....	3
Lesson 1: Information Literacy: What and Why	4
Lesson 2: Information Processes and Teaching Methods.....	9
Lesson 3: Learning Theory	15
Lesson 4: Information Literacy Standards.....	20
Lesson 5: Other Standards	25
Midterm Project: Covers Lessons 1-5	30
Lesson 6: Research Models and Information Seeking Behavior	35
Lesson 7: A Closer Look at Teaching the Research Process	40
Lesson 8: Information: Source Types, Cycle and Searching.....	45
Lesson 9: Teaching the Critical Evaluation of Sources	50
Lesson 10: Assessment of Information Literacy Instruction.....	56
Final Project: Covers Lessons 6-10	62

LibS433 Information Literacy for the Teacher Librarian **3 Semester-Hour Credits: UI**

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Explores the role of the Teacher Librarian in providing information literacy instruction. Defines information literacy, as well as places it in a national, state and local framework. The research process as it correlates with information literacy and relevant educational theory is covered. Prerequisite: LibS 413, LibS 414, LibS 418/518; or Permission; Co-requisite: LibS 433.

*Required: Internet access,
10 graded lessons, 2 graded projects*

Students may submit up to 3 assignments at a time. Students may submit up to 3 assignments in one week. Before taking exams, students **MUST** wait for grades and feedback on assignments, which may take up to two weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

Thomas, Nancy P, Sherry R. Crow and Lori L. Franklin. *Information Literacy and Information Skills Instruction: Applying Research to Practice in the 21st Century School Library, Third Edition*. Santa Barbara: ABC-CLIO, 2011. 1598844903

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

This course will introduce you to the role of and methods for the Teacher Librarian in teaching information literacy. You will learn why it is important to include information literacy instruction as part of a school library program, what the educational and psychological bases for such a program and related activities are, what standards are used as guidelines for such programs, and what steps you can take to propose and plan a program. Collaboration with teachers is an essential component of a successful program, so the course will cover the roles of teachers and teacher librarians. Finally, all programs must be assessed, so evaluation of student learning and information literacy units is covered.

The course has required readings from the textbook and from online professional journals. You will be required to read and respond to the readings in various ways -- for example, writing an essay answer or perhaps creating and describing a class activity. You will sometimes be asked to do some online searching of your own to find articles or information. Reliable, fast Internet access will be essential for this course.

Course Objectives

The primary objective of this course is to provide you with the information and skills to successfully implement and assess an information literacy instruction unit or program in a K12 educational setting.

Lessons

Overview

Each lesson includes lesson objectives, an introductory lecture, and a reading and writing assignment. The readings include sections of the textbook as well as online articles from the professional literature. The written assignments consist of essay questions (worth 10 points each unless otherwise noted). All answers are to be written in essay form using complete sentences. Students should write in their own words when referencing authorities and all quotations must include complete citations of the work from which they are taken. Do not copy from the textbook or any other book.

Each lesson includes the following components:

- lesson objectives
- reading assignments
- important terms
- a brief lecture
- written assignment, project, or activity

Study Hints:

- Keep a copy of every lesson submitted.
- Complete all reading assignments before answering the written questions. The readings are linked in each lesson. If a link is not working, please contact your instructor.
- Set a schedule allowing for course completion one month prior to your personal deadline. An *Assignment Submission Log* is provided for this purpose.
 - Use the UI Library online article databases at <http://www.lib.uidaho.edu/find/articles.html> to search for reviews and other supplementary information requested in the written assignments. You will need to log in with your University of Idaho Net ID to do this.
- Set a schedule allowing for completion of the course one month prior to your desired deadline.

- Web pages and URL links in the Internet are subject to change. If you cannot access a link that has been listed in this course guide, use a search engine (such as Google) to locate the site. To seek further assistance or provide any updated information, contact your instructor.

Refer to the **Course Rules** in Canvas for further details on assignment requirements and submission.

Exams

There are no exams in this course, but two projects, one midterm (150 points) and one final project (250 points) take the place of exams. The midterm and final project each require that you bring together knowledge from earlier in the course as well as demonstrate information literacy skills (searching for articles) and instruction skills (lesson planning) in a variety of ways.

Grading

The course grade will be based upon the following considerations:

10 Lessons: 60 points each for written assignments

54-60 points = A

48-53 points = B

42-47 points = C

36-41 points = D

below 36 points = F

Total for written assignments = 600 points

2 Projects : midterm, 150 points; final, 250 points = total 400 points

(See detailed grading rubrics at the midterm and final)

Grand total points: 1000

Grading:

- A = 90 to 100 percent
- B = 80 to 89 percent
- C = 70 to 79 percent
- D = 60 to 69 percent
- F = 59 percent and lower

The final course grade is issued after all lessons and projects have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Diane Prorak, MLIS, is a reference and instruction librarian and associate professor at the University of Idaho. She coordinates the University of Idaho Library's information literacy program and teaches many college level information literacy sessions, as well as some to visiting high schools.

Contacting Your Instructor

Instructor contact information is posted on your Canvas site under *Course Rules*.

Lesson 1

Information Literacy: What and Why

Lesson Objectives

After successfully completing this lesson, you will be able to:

- Compare and contrast different definitions of information literacy (IL) and compare IL to critical thinking and other literacies
- Understand the basic history of information literacy and school libraries

Reading Assignment

Thomas, Crow and Franklin

- Chapter 1 : “Reference Traditions: From Personal Assistance to Instructional Intervention,” pp. 1-14
- Chapter 2: “ The School Library Idea: From Dream to Reality,” pp. 15-32

Important Terms

information literacy	media literacy	bibliographic instruction
critical thinking	library use instruction	instructional integration

Introductory Lecture

Welcome to *Information Literacy for the Teacher Librarian*. In this introductory lesson we will look at the history of the information literacy movement and examine some of the many definitions of information literacy.

History

It is believed that the term “information literacy” was first used in 1974 when Paul Zurkowski, then president of the Information Industry Association, described information literates as “people trained in the application of information resources to their work...They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information-solutions to their problems.”¹

In the context of libraries, information literacy was not a widely-used phrase until the late 1980s. The 1980s saw library instruction change from an orientation of library and research tools to a broader, more process-based framework commonly referred to as bibliographic instruction. In 1987, the ALA Presidential Committee on Information Literacy was appointed and given three expressed purposes: (1) to define information literacy within the higher literacies and its importance to student performance, lifelong learning, and active citizenship; (2) to design one or more models for information literacy development appropriate to formal and informal learning environments throughout people's lifetimes; and (3) to determine implications for the continuing education and development of teachers. The committee's *Final Report* notes:

“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. Producing such a citizenry will

¹ Paul G. Zurkowski, *The Information Service Environment: Relationships and Priorities* (Washington, D.C.: National Commission on Libraries and Information Science, 1974), 6.

require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent within the information society. Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”²

School librarians have long been at least minimally involved in instruction, although historically their primary focus was collection development. In 1925 ALA distributed the *Elementary School Library Standards* which said, “the school library shall serve an integral part of the daily life of the school” and “clerical work of the elementary school in the nature of office work shall not be demanded of the librarian.”³ In 1938 Carter Alexander published an article suggesting library instruction criteria for different grade levels and general criteria such as “Each elementary grade (or room) should have a list of specific library knowledges [sic] and skills needed by the pupils in the work of that grade and in their outside life” and “All teachers in any elementary school should, in all their instruction, give reasonable attention to creating lifelike situations requiring library knowledges [sic] and skills.”⁴

In her book on the importance of collaboration, Carol Doll summarizes early school library standards. Although her summary is focused on the history of collaboration between the teacher and school librarian, note how the instructional role becomes more active over time.

1945: *School Libraries for Today and Tomorrow* (by American Library Association)

- Participation in curriculum studies and development
- Membership on teacher committees, both local and state
- Preparation of bibliographies for all reading levels and subject interests
- Planned instruction in the use of materials
- Cooperative guidance in development of good study habits
- Assistance in remedial programs, especially those related to study and reading skills
- Stimulation and assistance in group and individual investigation

1960: *Standards for School Library Media Programs* (by American Association of School Librarians, in cooperation with the American Association of Colleges for Teacher Education)

- Collection development to support the curriculum
- Collection of professional materials for teacher use
- Acquisition of materials requested by teachers
- Guidance for teachers in how to teach library skills
- Notification of new materials
- Helping teachers prepare bibliographies on selected topics
- Providing information and materials as needed
- Serving as a resource consultant to teachers
- Delivering in-service training about library materials

² ALA. Presidential Committee on Information Literacy, “Final Report,” (January 10, 1989), <<http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm>>.

³ Davies, Ruth Ann. *The School Library Media Program*. 3rd ed. New York: Bowker, 1979, 401-403.

⁴ Carter Alexander, “Criteria for Evaluating Instruction in the Use of Library Materials,” *Elementary School Journal* 40, no. 4 (1938): 271.

1969: *Standards for School Media Programs* (by American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association)

These standards articulate an active role for the media specialist in lesson planning.

“[Teachers] look to the media specialist...to assist them in keeping informed about recent developments in their subject areas and in educational trends; to channel information to them regarding students’ progress and problems;...to instruct students in the use and resources of the media center as the needs of the curriculum indicate; and, increasingly, to assist in the analysis of instructional needs and the design of learning activities.”⁵

1975: *Media Programs: District and School* (by American Association of School Librarians and Association for Educational Communications and Technology)

The index has only four entries under “teachers”

- Informing about media program
- Involving in school media program
- Professional resources for
- Staff development programs for.⁶

In 1988, a major shift in the standards occurred with the publication of *Information Power: Guidelines for School Library Media Programs*. For the first time, their role of information specialist, teacher and instructional consultant was unambiguously described. *Information Power* clearly stated that the unique responsibility of the school library media specialist was “to ensure that students and staff are effective users of ideas and information.”⁷ New standards, *Information Power: Building Partnerships for Learning*, were published a decade later with an increased focus on collaboration and learning, as evidenced by the title. This is the first time the term “information literacy” shows up in school library standards and is defined as “the ability to find and use information—[and] is the keystone of lifelong learning.”⁸

Standards for the 21st-Century Learner published in 2009 “expands the definition of information literacy to include multiple literacies, including digital, visual, textual, and technological, that are crucial for all learners to acquire to be successful in our information-rich society.”⁹ In Lesson 4, we will begin to examine the 2009 standards in more detail, though these standards are being revised and a new version will be released in 2017.

An examination of the evolving standards clearly illustrates the growing focus on a robust instructional program where teachers and media specialists collaborate. The 1988 publication of *Information Power* was considered a real milestone in the development of information literacy instruction. Interestingly, Nancy Pickering Thomas’ review of the literature on the development of school libraries notes that the high hopes many librarians had when *Information Power* was first published were not immediately

⁵ American Library Association and National Education Association, *Standards for School Media Programs* (Chicago: American Library Association and National Education Association, 1969), 3-4.

⁶ Carol A. Doll, *Collaboration and the School Library Media Specialist* (Lanham, MD: Scarecrow Press, 2005), ix-xi.

⁷ AASL and AECT, *Information Power: Guidelines for School Library Media Programs* (Chicago: American Library Association, 1988).

⁸ AASL and AECT, *Information Power: Building Partnerships for Learning* (Chicago: American Library Association, 1998), 1.

⁹ Loertscher, David. *Information Literacy: A Review of the Research*. 2nd ed. Salt Lake City: Hi Willow Research & Publishing, 2002, p5.

realized. There were no research studies done in the 1980s that proved definitively “that library skills instruction contributes to student academic achievement.” Instead research indicated that skills taught in elementary school were not transferring to new settings. Thomas concludes, “Although exceedingly disappointing, this research provided evidence for what many librarians had suspected all along: that the scope and sequence approach to instruction and the creation of stand-alone lessons that lack follow-up activities in the library or classroom do not translate into usable information skills.”¹⁰

Fortunately, progress has been made. Even though there are barriers to implementing successful information literacy programs in schools, there are success stories as well. Research is showing that there is a strong correlation between academic success and a strong school library program.

Written Assignment

Helpful Hints

- Number your answers according to question number.
- In many questions, I am not looking for a specific answer. I am looking for thoughtfulness and evidence that you have read the material and are applying it.
- You will be citing sources throughout the course and are expected to use a standard citation format. You should use MLA citation format.
- All questions are worth 10 points unless otherwise noted.

1. Write a short essay telling me about yourself, your background in libraries, your education (particularly as it pertains to library science), and most importantly, your current work situation.
2. Reflect on your own experiences with library instruction. You may approach this from the perspective of a librarian, a teacher or a student. Think about the reading material that describes the shift from occasional instruction in the use of the library to bibliographic instruction to information literacy instruction. Share your reflections in a short essay (one page or less).
3. Find five different definitions for information literacy. These may come from your readings, from other books or articles, or from the Web. Look for definitions from the introduction of information literacy to its current state.
 - a. Directly quote the definitions and provide a complete citation.
 - b. Which of the five different definitions do you prefer and why?
 - c. What element(s) do all the definitions have in common?
 - d. In what ways are the definitions different?
4. Define the following concepts, then compare and contrast, or explain the relationship to “information literacy:”
 - Media literacy
 - Critical thinking
 - Visual literacy
 - Digital literacy
 - Metaliteracy

Cite sources for your definitions.

¹⁰ Nancy Pickering Thomas, *Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center*, 2nd ed. (Westport: Conn.: Libraries Unlimited, 2004), 23-24.

5. Provide the approximate dates and a brief summary and significance of the work or writings related to library instruction of the following librarians:

- a. Winsor
- b. Dewey
- c. Bishop
- d. Salmon
- e. Shores
- f. Eadie
- g. Knapp
- h. Farber

6. Briefly describe five events (in chronological order) that were significant in the development of school libraries in the U.S., particularly those that had an impact on the role of teacher librarians in the educational process.