A Teacher’s Guide to...

Incorporating Information Literacy Skills Into the Curriculum

Authored and Designed by Janine Weston
LIBR 295, Spring 2009
What is Information Literacy and why is it important?

- **Information Literacy Skills** = when and how to locate, evaluate and effectively use information

- **Information Literacy** creates:
  - Responsibility
  - Self-motivation
  - Creativity
  - Effectiveness
Are Information Literacy Skills essential to our students’ success?

Your students need more than just a knowledge base, they also need **techniques** for exploring it, **connecting** it to other knowledge bases, and making practical use of it.
Are there Information Literacy standards?

YES.
Standard 1: Access information efficiently & effectively

- 1.1 Know library procedures for circulation & care of equipment
- 1.2 Know parts of books & digital resources
- 1.3 Know types & location of library materials
- 1.4 Know how to use library book classification systems
- 1.5 Know how to alphabetize by author’s last name
- 1.6 Use the automated library catalog
- 1.7 Use other digital resources to access information
- 1.8 Select appropriate library materials
- 1.9 Use a developmentally appropriate research process to access information
Standard 2: Evaluate information critically & competently

- 2.1 Locate relevant information from appropriate fiction and non-fiction sources in print & digital formats
- 2.2 Evaluate authority, credibility, & currency of information
- 2.3 Select relevant information during research process
Standard 3: Use information accurately & creatively

- 3.1 Use pre-writing techniques to extract & organize relevant information
- 3.2 Compose & revise drafts
- 3.3 Communicate and synthesize idea in logical and creative or novel ways
Standard 4: Pursue information related to personal interest

• 4.1 Use school LMC & public library resources to pursue personal interests
• 4.2 Use information literacy skills independently to pursue personal interests
Standard 5: Appreciate literature and other creative expressions of information

• 5.1 Learn about age appropriate literature, authors, and illustrators
• 5.2 Appreciate literature & other creative expressions of information
Standard 6: **Strive for excellence in information seeking and knowledge generation**

- 6.1 Evaluate the research process & product
- 6.2 Reflect upon the process to improve information-seeking skills
Standard 7: Recognize the importance of information to a democratic society

- 7.1 Understand that a free flow of information is essential for a democratic society
- 7.2 Seek & use information from diverse sources, viewpoints, and cultural backgrounds
Standard 8: Practice ethical behavior in regard to information & information technology

- 8.1 Respect copyright and fair use
- 8.2 Understand the reasons and methods for citing sources
- 8.3 Understand & respect principles of intellectual freedom
- 8.4 Follow school requirements regarding responsible use of information and communication technologies
Standard 9: Participate in groups to pursue & generate information

- 9.1 Collaborate in formal & informal study & research groups
- 9.2 Respect views of others in study & research groups
What is the best way to teach Information Literacy Skills?

- Information Literacy Instruction is most useful to your students when integrated into the existing curriculum.
- When library-use is important and relevant to the student’s coursework, the student is motivated to incorporate the library into the learning process.
Who is responsible for teaching Information Literacy Skills?

You are. However, there is no one more qualified to teach information literacy skills than a librarian.
The collaboration process is as simple as 1-2-3:

1. Select an appropriate unit of instruction.
2. Schedule your class(es).
3. Submit your completed Library Class Visit Form.
What difference will our collaboration make?

Student assessments indicate that the teaching role of libraries and the connections between library use and learning environment are closely connected to student learning outcomes.

-- Gratch-Lindauer, 2002
What strategies can I use in my own classroom to incorporate information literacy skills?

- **Big6**
- **Super3**

The Big6 Skills

1. **Task Definition**
   - Define the information problem
   - Identify information needed (to solve the information problem)
     - What is my current task?
     - What are some topics or questions I need to answer?
     - What information will I need?

2. **Information Seeking Strategies**
   - Determine all possible sources (brainstorm)
   - Select the best sources
     - What are all the possible sources to check?
     - What are the best sources of information for this task?

3. **Location and Access**
   - Locate sources (intellectually and physically)
   - Find information within these sources
     - Where can I find these sources?
     - Where can I find the information in the source?

4. **Use of Information**
   - Engage (i.e. read, hear, view, touch)
   - Extract relevant information
     - What information do I expect to find in this source?
     - What information from the source is useful?

5. **Synthesis**
   - Organize from multiple sources
   - Present the information
     - How will I organize my information?
     - How should I present my information?

6. **Evaluation**
   - Judge the product (effectiveness)
   - Judge the process (efficiency)
     - Did I do what was required?
     - Did I complete each of the Big6 Stages efficiently?
The Super3 Skills

1. Plan (Beginning)
   - When students get an assignment or a task, BEFORE they start doing anything, they should think:
     - What am I supposed to do?
     - What will it look like if I do a really good job?
     - What do I need to find out to do the job?

2. Do (Middle)
   - In the Middle the students DO the activity.
   - This is where they read, view, tell, make a picture, etc.

3. Review (End)
   - Before finishing the product and turning it in, students should stop and think:
     - Is this done?
     - Did I do what I was supposed to do?
     - Do I feel ok about this?
     - Should I do something else before I turn it in?
Do I have time for this?

YES. Start with 30 minutes of READ each day.
Why should I spend extra time promoting reading? My district is writing based!

“We do not learn to write by writing, but by reading. Reading quality writing instead of writing quantity, is the best way for a student to improve their writing. Language acquisition comes from input, not output—from comprehension, not production.” --Krashen, 2004
I have some suggestions for the Library Media Center. How can I provide feedback?

- Complete our yearly survey.
- We need your input for selecting, using, and evaluating our services, resources, technology and facilities.
At a time when students and teachers are facing higher standards for specific educational outcomes, the proper incorporation of **Information Literacy Skills** into the curriculum is essential.

Together, we can move forward to further grow and develop student achievement in an effort to fulfill our district-wide mission to **educate, challenge, and inspire** our students.
This presentation, *A Teacher’s Guide to Incorporating Information Literacy Skills Into the Curriculum*, may be used for your library or organization without further request from the author. Please feel free to use it in whole or in part, incorporate it into another presentation, quote from it, snag the images, etc. A citation to this presentation, *A Teacher’s Guide to Incorporating Information Literacy Skills Into the Curriculum*, with credit to the original author, Janine Weston, would be greatly appreciated.
References


