



BUILDING THE *Habit*



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Welcome!

WHO'S IN THE ROOM



SCHOOL



**COLLEGE /
UNIVERSITY**



PUBLIC



**SPECIAL /
OTHER**



OUR AGENDA

- **Reflective Experiences**
- **Packaging Information**
- **The Learner & Instruction**
- **Exposing Habits**
- **Building Habits**

<https://bit.ly/ECIL23Habit>





Picturing THE EXPERIENCE

SELECT A PHOTO
from your ECIL journey

Then . . .

- show it to a partner
- share a little about why you took the photo and/or what it means to you





Attaching MEANING

to information we experience

Key factors:

- **Un-, Inter- & Re-weaving**
- **Relative & Personal**
- **Collective & Cultural**
- **Time & Experience
Dependent**



MEANING MAKING

The process of how people interpret situations, events, or objects, in light of their previous knowledge and experience to make sense of the world.

Fernandez, J. & Kurta, M. (2022). [Meaning-Making: What Does That Actually Mean?](#)

Zittoun, T. & Brinkmann, S. (2012). [Learning as Meaning Making. In Encyclopedia of the Sciences of Learning.](#)

Kegan, R. (1983). *The Evolving Self: Problem and Process in Human Development.*



Picturing THE EXPERIENCE


SHARE THE SAME PHOTO

...with a new partner
(provide no context or
commentary)

Ask your partner. . .

- what they think it communicates
- if they can interpret why it was meaningful





STATIC
INFORMATION



DYNAMIC
INFORMATION

Information PACKAGING

- > The way information is presented to aid in its distribution, identification, promotion, and usage
- > Packaging helps us recognize the information's purpose, intended audience, and timeliness
- > Learning which packaging fits different scenarios is part of becoming information literate



Dynamic & STATIC INFORMATION

Dynamic	Static
<ul style="list-style-type: none">• Does not have a formal review process• Can be easily changed• Often interactive• Often produced, manipulated, and/or shared using technology	<ul style="list-style-type: none">• Has a formal review process• Cannot be changed once published• Simply accessed and retrieved

Adair, H.F. & Crane, A.B. (2021). Information literacy. In F. Lane & H. Adair (Eds.), Foundations for College Success. Open Educational Resource. <https://www.oercommons.org/courseware/unit/8786>

Mackey, T.P. & Jacobson, T.E. (2014). Metaliterary: Reinventing information literacy to empower learners. American Library Association.





Visualizing THE LEARNER

GROUP THINK

reflect on your learners

Share . . .

- What information do they seek most often?
- Where do they seek out information?

Draw . . .

- your learners and
- outline their characteristics





Visualizing INSTRUCTION

GROUP THINK

reflect on how you instruct
learners

Focus on how you teach . . .

- information curation
- information evaluation
- information use





Because humans are meaning-making creatures, we have a tendency to create some sort of image or story.

- Bessel A. van der Kolk

Looking
DEEPER

Pause & reflect on your instruction . . .

- **Is meaning-making intentional in your instruction?**
- **How would purposefully including meaning-making impact your learners?**



Exposing HABITS

- How did the first photo activity relate to the image we have of learners and our instruction?





Exposing HABITS

- Value in learners seeing themselves perform IL in real world
- Connecting IL practice to the academic world through Habits of Mind, including:
 - Applying past knowledge to new situations
 - Thinking flexibly
 - Addressing cognitive dissonance
 - Persisting
 - Remaining open to continuous learning
- To create capable, confident lifelong learners



HABITS OF MIND

Thought processes people use when confronted with problems or situations to which the answers are not immediately apparent



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Building THE HABIT

FRAMING THE SHOT

Find a partner and share:

- The lesson or activity you brought (or one you have access to)
- Why, how, or what about it you would like to improve
- What insights have you gained to help improve it?





Building THE HABIT

EDITING THE SHOT

Collaboratively or individually,

- outline the lesson that you would like to redesign
- note where you would like to make changes - things you would like to add, remove, embellish, or change
- re-outline with the new content inserted where most appropriate

Feel free to think out-loud with a partner





Building THE HABIT

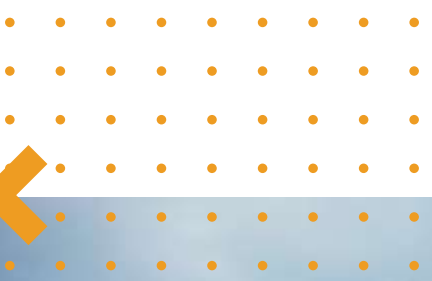
SHARING PROOF

Share your inspiration, plan,
and intended success

...or share the inspiration
you've gained from someone
else's redesigned lesson



THANK *You* FOR YOUR PARTICIPATION



Q&A

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