Creating Informed Learners in the Classroom

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Workshop Overview

● Part 1:
  ○ Ways of collaborating
  ○ Using informed learning design
  ○ Reflecting on your context

● Part 2:
  ○ Information literacy conversations
  ○ Putting your ideas into action
  ○ Q&A
Information Literacy in Our Context

● Information literacy is realized through collaborations with disciplinary instructors
  ○ Co-design assignments
  ○ Teaching and learning programs

● Our approach: Center the conversation around disciplinary learning
  ○ Use informed learning design (Maybee et al., 2019)
Ways of Collaborating

- Where do you see your approach to collaboration in this framework?
- Where would you categorize your library’s approach to collaboration?

Figure: Relationships of the structural elements of the four categories from Flierl et al., (2019)
Avenues for Collaborating with Faculty

Joining an existing program:

- Join teaching and learning initiatives or conversations (i.e. Artificial intelligence, equitable teaching, etc.)
  - Instruction Matters: Purdue Academic Course Transformation (IMPACT)

Starting an IL program:

- Drawing upon what we learned to focus on information’s role in learning
  - IMPACT Informed Learning
  - IMPACT Data Education
  - Creating Informed Learners in the Classroom (CILC)
Informed Learning Design

• Simultaneously learning about using information and course content (Bruce, 2008)

• Informed learning design: educational design model for developing learning activities and assessments in which students learn disciplinary content while learning to use information
Informed Learning Design

Step 1: Define expectations for learning
Define 1) what students need to learn about disciplinary content and 2) how they will use information to learn the content.

Step 2: Determine learning activities
Determine the learning activities where learners will learn to use information as they learn disciplinary content.

Step 3: Develop assessment
Develop a strategy for assessing learning related to both 1) using information, and 2) disciplinary content.
Creating Informed Learners in the Classroom

- Federally funded project grant
- Three large research-focused universities
- 15 Instructor and librarian teams designed holistic student projects that have students learn information practices while learning disciplinary content
“Where information literacy and students’ use of information was previously considered a secondary consideration, our conversations resulted in more deliberate learning outcomes regarding these issues ... The faculty member I worked with appreciated having a collaborator who was able to quickly identify opportunities to enhance IL skills in his course.”

Librarian, University of Nebraska
“The informed learning framework actually helped me to keep prompting [the instructor] to reflect on what information [she would] use as the discipline expert if she’s asked to work on the student project ... Also, it’s interesting to learn, from interacting with the instructor, that instructors, as experienced information users in their discipline, may not have good clues of how to teach student information literacy. Academic librarians have a good place in integrating IL in course to maximize impact...”

Librarian, Purdue University
Informed Learning Design

Step 1: Define expectations for learning

Step 2: Determine learning activities

Step 3: Develop assessment

Revealed a pedagogical challenge (information challenge)

Leveraged shared disciplinary language to develop activities and assessment
Reflecting on your context
Think, then share with your neighbor

1. What are opportunities for collaboration in your context?

Some factors to consider:
  ○ Are you joining an existing program? Are you starting something new?
  ○ Who would need to be involved or invited?
Discuss with your neighbor

2. What are the barriers that may challenge this new or ongoing work?
Discuss, then share with the larger group

3. What is a strategy that you can employ to overcome those barriers to take advantage of the opportunities you identified?
Bringing information literacy into the conversation
Discuss, then share with the larger group

4. How can you incorporate information literacy into this collaborative work in a way that supports disciplinary learning goals? Some factors to consider:

- Joining an existing program
- Starting a new program
Realizing your ideas at home
Individual reflecting and planning

5. What are the 2-3 things you need to do to get started with this when you return home? Consider who you need to connect with, what information/ resources/ expertise you need, etc.
Questions?
References


- This project (Academic Librarian Curriculum Developers: Building Capacity to Integrate Information Literacy across the University) was made possible in part by the Institute of Museum and Library Services (RE-13-19-0021-19).