VCU Libraries Faculty and Staff Presentations

VCU Libraries

2022

Student Reflections on Information Literacy Experiences in School Settings

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Recommended Citation

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PSTS 1010
Digital Technology & Communication

Weeks	Topics	Assignments	Dates
1	Course Introduction	D: Hello my name is	Jan 24 – 30
2	Digital Technology Defined	R: Defining digital technology T: Teams assigned	Jan 31 – Feb 6
3	Network Technology Defined	D: The psychology of the digital native T: Initial team messages	Feb 7 – 13
4	Networked Digital Devices	P: Digital timeline T: Topic proposal	Feb 14 – 20
5	Digital Culture	D: Meme bricolage T: Aims & objectives	Feb 21 – 27
6	Online Identity	R: Spheres of obligation… T: Target audience	Feb 28 – Mar 6
7	Privacy Issues	D: Monitoring your privacy T: Message & engagement	Mar 7 – 13
8	Digital Commerce	P: Product review video T: Platforms & content	Mar 14 – 20
9	Information Literacy	D: Info lit at my school T: Strategy Paper 1st Draft	Mar 21 – 27
10	Media Literacy	R: Reading the news…	Mar 28 – Apr 3
	SPRING BREAK		Apr 4 – 10
11	Hate Online	D: Free speech & hate T: Strategy Paper Final	Apr 11 – 17
12	Multimedia Design	P: Infographic T: Content calendar	Apr 18 – 24
13	Educational Technology	T: Digital content	Apr 25 – May 1
14	Finals	T: Campaign presentation - Personal reflection	May 2 – 8

Weekly Module

2022 Spring

- Home
- Announcements
- Syllabus
- Modules
- Assignments
- Discussions
- Grades
- People
- Perusall
- Zoom
- Blue Course Evaluations
- Quizzes

Account
Dashboard
Courses
Calendar
Inbox
History
Studio
Help

9 - Information Literacy

To-Do Date: Mar 21 at 6:00am
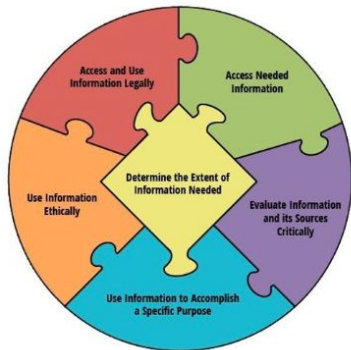
This week we read a concise primer on information literacy, which encompasses many types of literacies. Then you will watch a video that outlines six concepts that inform the associated skills we need to develop to be truly literate. To conclude this week, you will then participate in a discussion describing a particular scenario in your own experience where you learned or used information literacy skills at school.

This week is also a big one - the first draft of your team Strategy Paper is due!

Reading and Resources

- Information Literacy primer - Pages 5-14
- What is Information Literacy? ⬈

Discussion

- Information Literacy at My School

Assignments

- Strategy Paper (First Draft) Due April 28

This is a graded discussion: 10 points possible

due Mar 24

Information Literacy at My School

`59` 59

Over the course of your education, you have interacted with many teachers and school librarians or media specialists. Sometimes they will explicitly teach you information literacy skills, other times these skills are part of a project or research paper.

For this week's discussion reflect upon a particular instance of learning information literacy skills from your experience. Tell us if the instruction was based around a project or research paper, if you went to the school library or not, what skills you feel you learned or improved upon, and what may have helped to improve your skills or the experience.

Original posts should be 100 – 200 words and address all elements of the prompt provided and be submitted by Thursday evening by 9 p.m. You will then need to read your peers posts and provide a minimum of two responses of at least 50 words that further the discussion by asking questions, reflecting, or connecting with the substance of their post. Responses should be completed by Sunday at 9 p.m.

| Search entries or author | Unread | ⬆ | ⬇ | | ✓ Subscribe |

↩ Reply

Mar 20, 2022

Many English teachers will try their best to teach how to evaluate a source for its authority and trustworthiness on a particular topic, but these lessons can be easily lost when trying to evaluate sources not relating to the humanities, like so many English assignments require. I tried to do a research

Discussion Rubric

| Criteria	Ratings			Pts
Comprehension	**3 pts** **Full Marks** Initial post is organized a clear point of view or idea with adequate supporting detail	**2 pts** **Needs improvement** Initial post includes a point of view or idea with some gaps in supporting detail or organization.	**0 pts** **Not evident** Does not develop an initial post with a point of view or idea and/or does not include supporting detail.	3 pts
Responses	**3 pts** **Full Marks** Responds to at least two peers; responses are thoughtful and contribute to the discussion.	**2 pts** **Needs improvement** Responds to less than two peers and/or responses are vague and generic.	**0 pts** **No Marks** Does not respond to peers and/or responses are irrelevant to the topic.	3 pts
Timeliness	**2 pts** **Full Marks** Initial posts and responses submitted on time.	**1 pts** **Needs improvement** Submits initial or response posts late.	**0 pts** **No Marks** Submits initial and response posts late.	2 pts
Composition	**2 pts** **Full Marks** Posts are clearly written, well-organized, and are free of spelling, grammar, or syntax errors.	**1 pts** **Needs improvement** Posts are understandable and contain minor spelling, grammar, or syntax errors.	**0 pts** **No Marks** Posts are difficult to understand and contain numerous spelling, punctuation, and grammar errors.	2 pts

Total Points: 10

02

Assignment Participation

Year	Enrollment	Forum Posts	Average Number of Posts	Forum Grade Average
2020	18	48	2.7	8.63
2021	25	65	2.6	8.62
2022	20	59	2.95	9.62

Assignment & Participation

Questions?
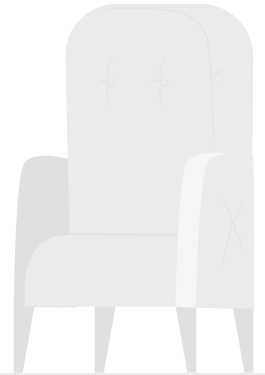
Content Analysis for Critical Thinking
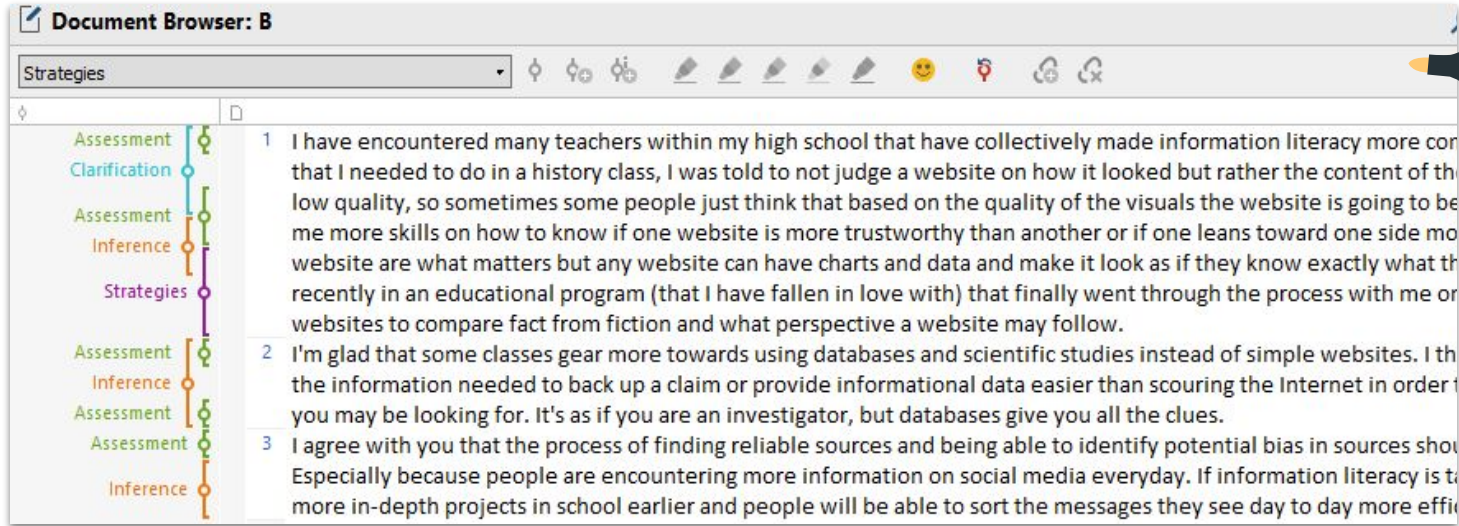
Table 3. Model for identifying engagement in critical thinking

CLARIFICATION				
All aspects of stating, clarifying, describing (but not explaining) or defining the issue being discussed.				
Proposes an issue for debate.	Analyses, negotiates or discusses the meaning of the issue.	Identifies one or more underlying assumptions in a statement in the discussion.	Identifies relationships among the statements or assumptions.	Defines or criticizes the definition of relevant terms.
ASSESSMENT				
Evaluating some aspect of the debate; making judgments on a situation, proposing evidence for an argument or for links with other issues.				
Provides or asks for reasons that proffered evidence is valid.	Provides or asks for reasons that proffered evidence is relevant.	Specifies assessment criteria, such as the credibility of the source.	Makes a value judgment on the assessment criteria or a situation or topic.	Gives evidence for choice of assessment criteria.
INFERENCE				
Showing connections among ideas; drawing appropriate conclusions by deduction or induction, generalizing, explaining (but not describing), and hypothesizing.				
Makes appropriate deductions.	Makes appropriate inferences.	Arrives at a conclusion.	Makes generalizations	Deduces relationships among ideas.
STRATEGIES				
Proposing, discussing, or evaluating possible actions.				
Takes action.	Describes possible actions.	Evaluates possible actions.	Predicts outcomes of proposed actions.	

Perkins. (2006). Identifying and measuring individual engagement in critical thinking in online discussions: An exploratory case study. Educational Technology & Society, 9(1), 298-307.

Application of Critical Thinking Model

Document Browser: B

Strategies

|		
Assessment	1	I have encountered many teachers within my high school that have collectively made information literacy more cor
Clarification		that I needed to do in a history class, I was told to not judge a website on how it looked but rather the content of th
Assessment		low quality, so sometimes some people just think that based on the quality of the visuals the website is going to be
Inference		me more skills on how to know if one website is more trustworthy than another or if one leans toward one side mo
Strategies		website are what matters but any website can have charts and data and make it look as if they know exactly what th
		recently in an educational program (that I have fallen in love with) that finally went through the process with me or
		websites to compare fact from fiction and what perspective a website may follow.
Assessment	2	I'm glad that some classes gear more towards using databases and scientific studies instead of simple websites. I th
Inference		the information needed to back up a claim or provide informational data easier than scouring the Internet in order t
Assessment		you may be looking for. It's as if you are an investigator, but databases give you all the clues.
Assessment	3	I agree with you that the process of finding reliable sources and being able to identify potential bias in sources shou
Inference		Especially because people are encountering more information on social media everyday. If information literacy is ta
		more in-depth projects in school earlier and people will be able to sort the messages they see day to day more effic
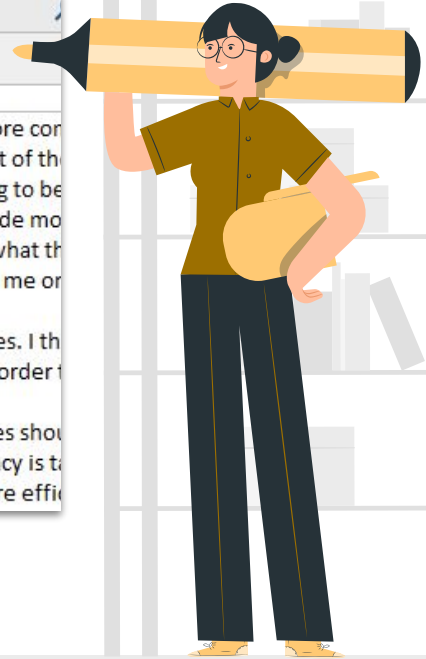
Clarification   Assessment   Inference   Strategies
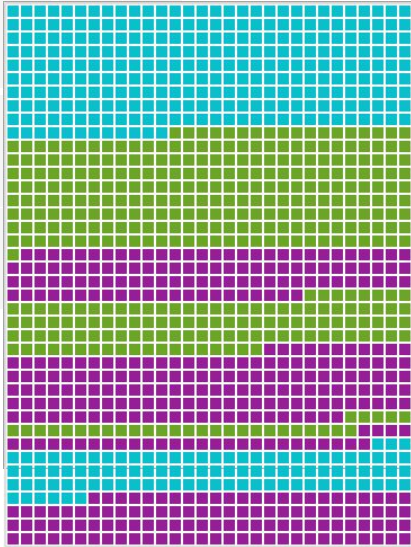
Preliminary Results

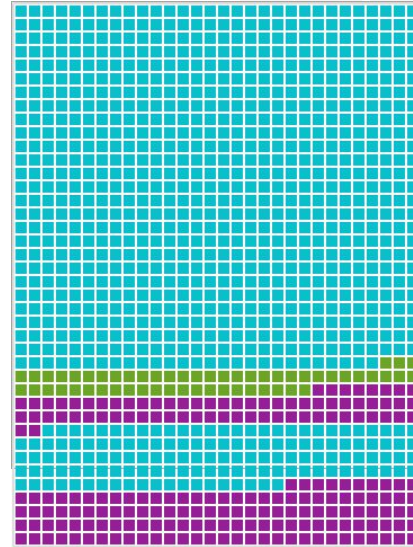|	A	B	C	Mean
# coded units (total)	10	10	5	8
% clarification	3	1	2	2
% assessment	3	5	1	3
% inference	0	3	0	1
% strategies	4	1	2	2
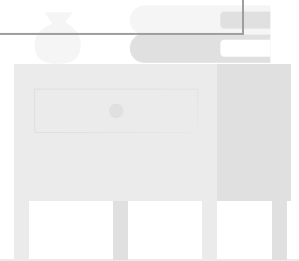
# Preliminary Results

A

Balance of clarification, assessment and strategies.

B

Strong opinions highlighting assessment and inference.

C

Heavy on clarification, with assessment and strategies in reply posts.

Clarification

In elementary school, the english teachers would go over the basic literacy skills such as reading and writing, perception and drawing, and speaking and listening. They also introduced the idea of P.I.E. (persuasive, informative, or entertaining) as a way of categorizing media. As I progressed through school, these skills were advanced and intertwined into the realm of technology. In middle school and high school, we often traveled to the library media center to learn from the english teachers and librarians who created lesson plans together. They often provided an overview of how to identify credible sources.
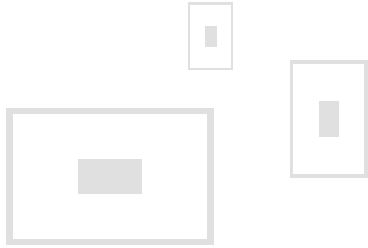
Assessment

My teachers have always said that we can't use Wikipedia because the information is unreliable due to the fact than anyone can edit the source, but I think it is a great research starting point.
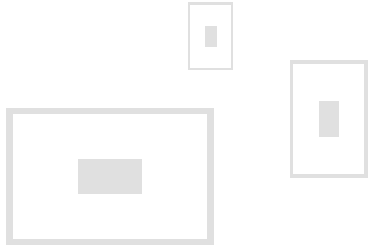
Inference

If information literacy is taught earlier, then it may be easier to do more in-depth projects in school earlier and people will be able to sort the messages they see day to day more efficiently than before.
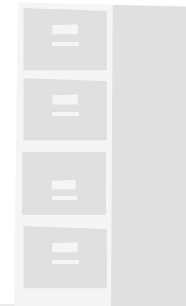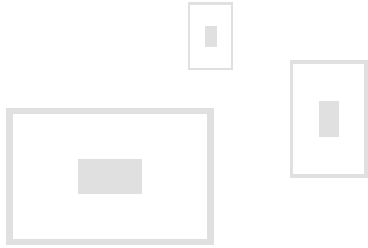
Strategies

I think databases make the process of finding the information needed to backup a claim or provide informational data easier than scouring the Internet in order to find a website that provides the data you may be looking for. It's as if you are an investigator, but databases give you all the clues.
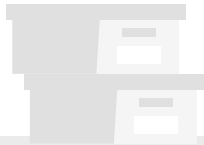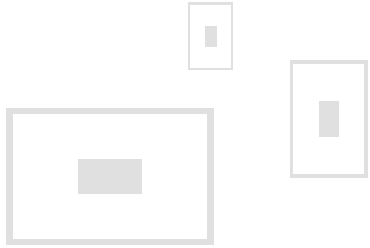
05 Discussion

- C = A mix of teacher-led, librarian-led, and collaborative instruction
- C = Tied to research projects/papers, with different areas of study represented
- A = Valuing time spent in libraries and with library resources
- A = Finding bias and evaluation processes complex or complicated
- I = Connecting learning to other forms of information seeking and evaluation
- S = Repeated practice, reading broadly, and utilizing tools

C = Clarification   A = Assessment   I = Inference   S = Strategies

Early Implications

Teacher Role
Teaches evaluation and selection skills in context

Librarian Role
Teaches skills in using research tools

Library Space
Encouraging teachers to utilize physical and web-based spaces

Application to Media
Embed transfer concepts to info lit instruction

Bias and POV
Reinforce concise methods to evaluate bias

Practice
Work across disciplines to ensure skills are practiced

To be continued...

01

More coding

Continuing with critical thing and finding trends in "clarification" and "inference" statements
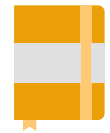
02

Weighing opinions & options

Looking at "assessment" and "strategies" statements

03

Your thoughts

What do you think might be useful to further the analysis?

THANKS

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