

Teaching Can Be Taught . . . Wisdom Will Follow

Presented at the 7th Annual Georgia Conference on Information Literacy
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Abstract: Robert Gagne proposed that instruction can be framed into nine events, and these “events” still endure as one of the standards for designing presentations. In the Information Literacy course at Valdosta State University, students learn to create lessons based on Gagne’s approach. The presenters are graduates from that program and one current student. They will demonstrate how to develop teaching presentations based on the Gagne model. Their follow-up remarks will center upon how this type of formulaic teaching can precipitate deeper thinking about the art of teaching. Links to lesson plans will be included.

Presenters:

Betty Wright, Georgia State University Law Library, Atlanta, GA

Kathryn Leache, Lucius E. and Elsie C. Burch, Jr. Library, Collierville, TN

Vivian Bynoe, Savannah Technical College, Savannah, GA

Ruth Faircloth, Middle Georgia Technical College Library, Warner Robins, GA.

Contributor to this presentation not in attendance:

Stephanie Crane, Central Georgia Technical College, Milledgeville, GA

Co-presenter and Moderator:

Anita Ondrusek, Associate Professor
Master of Library and Information Science
Valdosta State University
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Presentation 1: *Don't let this happen to you...Shepardize!*

Presenter: Betty Wright

Circumstances of the Instruction

Law students at the ABC law school are required to take a semester long course on legal research and writing given by Law Librarian, Betty Wright. At the end of the semester, students must prepare a legal brief of a case assigned to them at the beginning of the semester.

Needs Assessment

Before this instruction, students receive a review of the LexisNexis database. Questions posed by Mrs. Wright determined that the lesson needed to focus on the importance of using a legal citator such as Shepard's and focus mainly on the major features of the Shepard's citation system online.

Information Literacy Standard from ACRL

This lesson will allow students to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally.

Teaching Goal:

To teach law students about the importance and function of the Shepard's online citator.

Learning Objectives:

Given the Shepard's online citator service, law students in the legal research course at ABC law school will:

Shepardize a particular case without errors.

Replicate the process of Shepardizing in their semester project.

Highlighted Instructional "Events"

Gain Attention



Video

YouTube video clip from the O. J. Simpson trial

Learning Guidance and Practice

Guided Activity Scenario

- Client believes he has been discriminated against based on age.
- Has been an employee for over 15 years.
- At the time of termination overheard a supervisor refer to him as “an old salesman” that needed to be replaced with a “bright young person”.

Sample Case

- McNeil v. Economics Laboratory, Inc. 800 F.2d 111

Use Citators To:

- Determine if the authority is still “good law”
- Trace the history of a given authority (case)
- Find sources addressing the same legal issue.

Scaffolding in the form of a chart of codes to assist in a practice case

Shepard's Signal™ Indicators



Warning—Negative treatment indicated
Contains strong negative history of treatment of your case
(for example, overruled by or reversed).



Caution—possible negative treatment indicated
Contains history or treatment that may have a significant negative
impact on your case (for example, limited or criticized by).



Positive treatment indicated
Contains history or treatment that has a positive impact on your case
(for example, affirmed or followed by).
Only *Shepard's* offers this treatment.



Cited and neutral analysis indicated
Contains treatment of your case that is neither positive nor negative.



Citation information available
Indicates that citing references are available for your case but
do not have history or treatment analysis
(for example, the references are law review citations).

Presentation 2: *There's More to the Web Than Wikipedia*

Presenter: Kathryn Leache

Circumstances of the Instruction

A freshman English Composition instructor requires a four- page biographical sketch of a figure from Georgia history using sources, including reliable web sources. She wants her students to be able to evaluate whether a site is reliable or not. Many students equate the web with Wikipedia. The librarians demonstrate how the open web is a valuable research tool by showing students what clues they can look for to identify reliable websites.

Needs Assessment

Each student will ideally have access to his own computer work station. The instructor will have explained to her students what their assignment will be thereby contextualizing the subject of the lesson. The librarian teacher will not be responsible for guiding the students' specific research, but rather will show them how to locate and assess appropriate web sources.

Information Literacy Standard

ACRL standard 1 -- The information literate student determines the nature and extent of the information needed.

ACRL standard 3 – The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Teaching Goal:

The successful student will learn how to recognize whether or not a website is a reliable source of scholarly information, and learn how to incorporate the web into research.

Learning Objective:

Given a series of websites, each student in the freshman English composition class will identify two reliable sites and two “bad” ones and give supporting reasons for those choices.

Highlighted Instructional “Events”

Gain Attention

Anecdote: Why students believed the Website of the Tree Octopus

Learning Guidance

Numerous examples with illustrations and highlighted features

Presentation of the content using a “Look for the Clues” theme

Presentation 3: *What is a Scholarly Source?*

Presenter: Vivian Bynoe

Circumstances of the Instruction

The instructor for a course called Introduction to Healthcare, a course for nursing students in a technical college, requires her students to research topics in the healthcare industry. Students must locate three scholarly articles and summarize each. When the students return with their articles, the instructor realizes that she made a mistake in assuming that the class knew the difference between scholarly and popular resources.

Needs Assessment

Instructors at the technical college identify the needs of their classes and request instructional sessions from librarians on topics such as database and catalog searching. Appointments are set up via e-mail or face-to-face request. This particular session is a team teaching project that will involve the librarian and the instructor of the class. The instructor speaks with the librarian face to face and tells her that students do not know the difference between scholarly and popular sources. Together, they develop a lesson.

Information Literacy Standards from ACRL

Standard One: The information literate student determines the nature and extent of information needed.

ACRL Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Teaching Goal:

Students will be able to identify the audience, appearance, purpose and content of scholarly sources.

Learning Objective:

Students in the Introduction to Healthcare class will be able to locate three scholarly articles for their assignment.

Highlighted Instructional “Event” - Practice

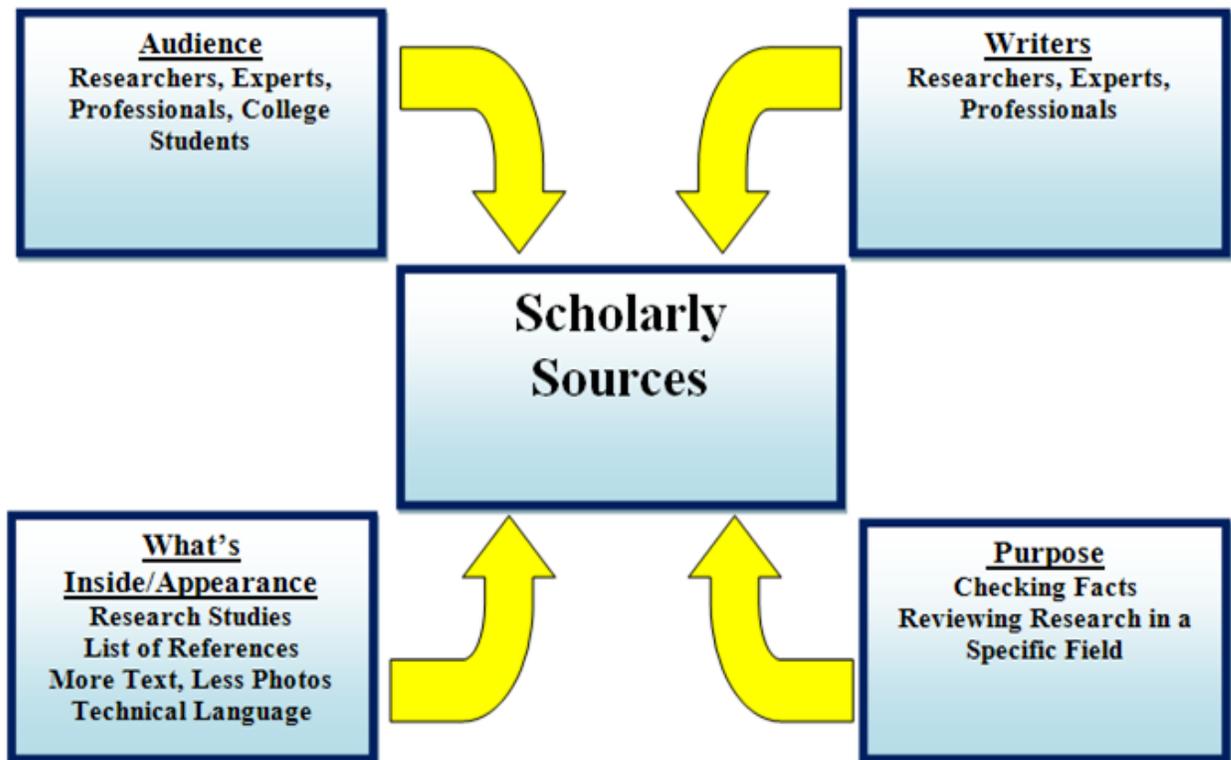
Game Using True-False Questions

Sample Questions:

- Scholarly sources contain few advertisements.
- Scholarly sources are usually published daily or weekly.

- It is best to stick with scholarly sources when seeking in-depth research on a topic.
- Popular sources tend to cover current topics or trends.
- You find an article that discusses the benefits of red wine. The source is *Runner's World Magazine*. [Show the magazine and article] Is this a scholarly source?
Bonus Point: Why or why not?
- Popular sources have no use in the research process.

Scaffolding in the form of a diagram designed to support retention and transfer



Presentation 4: *Evaluating Web Sites: Useful Gadgets*

Presenter: Ruth Faircloth

Circumstances of the Instruction

A University has requested the implementation of an Information Literacy course which will be incorporated into the curriculum as a required core class to be taken in the first semester of the freshman year.

Needs Assessment

Faculty who teach core requirement courses, student representatives, and reference librarians collaborate during a series of meetings to gather information and then plan a sequence of scheduled instructional lectures throughout the semester-long class. Reference librarians, Crane and Faircloth agree to teach on evaluating web sources. Several books are consulted for teaching ideas. In consultation with the IT department, an interactive activity is uploaded on all computers within the classroom, called: “Website Evaluation: Useful Gadgets”

Information Literacy Standard from ACRL

Evaluate information and its sources critically.

Teaching Goal:

To introduce the concept of evaluating the authority, relevance, usefulness, currency, and bias of electronic information sources.

Learning Objectives:

Students will determine the authority of a website using as criteria author, bibliography, e-mail contact, contact information, links, design elements, spelling, grammar, reviews and ratings.

Students will determine relevance and/or usefulness of a website using as criteria audience, content and keywords.

Students will determine currency of a website using as criteria updated date, revised date, copyright date, and active links.

Students will determine bias of a website using as criteria e-commerce, opinions, perspectives, and sponsors.

Highlighted Instructional “Events”

Gain Attention



A “gadgets” metaphor used for strategies in evaluating Web sites

Practice

Prototype for an online practice exercise with built-in feedback messages

A take-home worksheet designed on the “Gadgets” theme