

The meaning of 'knowing' has shifted from being able to remember and repeat information to being able to find and use it.

- Nobel laureate Herbert Simon

**Download the handout at <http://tinyurl.com/lli13mh>**

# Lausanne Learning Institute 2013

## Teaching Information Literacy to All Students K-12

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## My Background

- Head of Learning Resources, German European School Singapore
- Member of the Board of Directors, ISTE
- 10+ years of experience
  - Teacher – IT, Informational Literacy, Math, PP, EE  
All grades PreS -> GradS
  - Administrator
- Educational Doctorate in Educational Leadership
- Worked in private schools, international schools, universities

## Let's define

- Literacy
- What does it mean to be literate?
- Information Literacy?
- ...are there similar connections to being Information Literate?

## Why do we teach information literacy?

- **It's an omni-content skill**
- **It's a life skill**
- **It's applicable to multiple media**
- **It develops cognitive abilities**
- **It has value for all age levels**

California State University notes several specific reasons for students to be information literate:

- \* So they can successfully navigate through proliferating information resources
- \* To improve their quality of education
- \* To learn additional tools to reinforce course content
- \* To enhance lifelong learning.

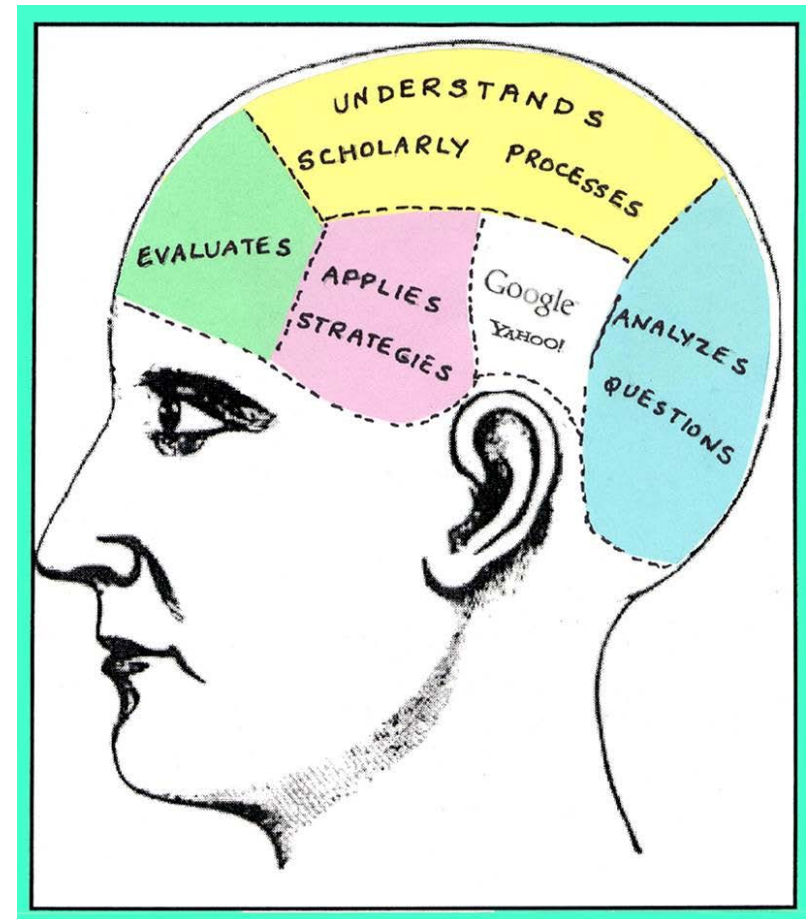


# Common Information Literacy Models

- **Big 6**
- **Guided Inquiry**
- **The Learning Journey**
- **The Seven Pillars Model**
- **Action Learning Model**
- **SAUCE**
- **<http://ictnz.com/infolitmodels.htm>**

## Key Elements of Information Literacy – Big6

- **Task**
- **Seek**
- **Access**
- **Use**
- **Synthesize**
- **Evaluate**
- **...what are we missing?**
- **VALIDATE and REFERENCE**




## Revised Information Literacy Steps

1. Define your task and articulate your question
2. Identify your sources
3. Access, collect, and record information
4. Validate your sources
5. Synthesize your findings
6. Draw a conclusion
7. Use or present your solution/answer(s)
8. Reference your materials
9. Evaluate



# Age appropriate learning

- <http://www.ischool.utexas.edu/~bjansen/Agenda.htm>

	Grades K-2	Grades 3-8	Grades 9-12
Big6 One—Task Definition  "Did you ask a good question today?"	<a href="#">Super3 TD</a> <a href="#">Higher-level thinking</a> <a href="#">Super3 Poster</a>	<a href="#">Strategies</a> <a href="#">Big6 chart</a> with subskills <a href="#">Big6 chart--no sub skills</a> <a href="#">Big6 chart--question form</a>	<a href="#">Strategies</a> <a href="#">Topic Selection for students</a> <a href="#">Data chart for selected students</a> <a href="#">Big6 chart</a>
Big6 Two—Information Seeking Strategies  <a href="#">Selecting good Web sites using subject directories and virtual libraries</a>	<a href="#">Super3 strategies</a> <a href="#">The 5 Ws of Web Evaluation</a> by Diane Lauer	<a href="#">Strategies</a> <a href="#">Web evaluation</a> (gr. 6-8) <a href="#">The 5 Ws of Web Evaluation (grades 3-5)</a> by Diane Lauer	<a href="#">Strategies for students</a> (includes Big6 #3) <a href="#">Web evaluation</a> <a href="#">Choosing sources</a>
Big6 Three—Location & Access 	<a href="#">Super3 strategies</a>	<a href="#">Strategies</a>	<a href="#">Grades 9-12 beginning if needed</a> <a href="#">More advanced strategies</a> <a href="#">Locating sources</a>
Big6 Four—Use of Information	<a href="#">Super3 strategies</a>	<a href="#">Strategies</a> Types of note taking <a href="#">Note taking site</a> <a href="#">Paraphrasing (6-8)</a> <a href="#">Citing sources (6-8)</a> <a href="#">Note taking form</a> (pdf) <a href="#">Note taking form</a> (Word) <a href="#">Data chart</a> <a href="#">Higher level question form</a> (Word)	<a href="#">Strategies for students</a> Types of note taking <a href="#">Note taking form</a> (Word doc.) <a href="#">Note taking ideas</a> <a href="#">Citing sources</a>
Big6 Five—Synthesis	<a href="#">Super3 strategies</a>	<a href="#">Strategies</a> <a href="#">Copyright</a>	<a href="#">Strategies</a> <a href="#">Plagiarism site</a> <a href="#">Copyright</a> <a href="#">Presentation guidelines</a>
Big6 Six—Evaluation	<a href="#">Super 3 strategies</a> <a href="#">Evaluation instrument</a>	<a href="#">Strategies</a> <a href="#">Evaluation instrument</a> (3-5) <a href="#">Evaluation instrument</a> (6-8)	<a href="#">Strategies</a> <a href="#">Evaluation instrument</a>
Big6 Assignment Organizers		<a href="#">Grades 3-6</a> <a href="#">Grades 7-12</a>	<a href="#">Grades 7-12</a>

## Lower PYP - Pre-School to Grade 2

- 1. Define your task and articulate your question**
2. Identify your sources
- 3. Access, collect, and record information**
4. Validate your sources
5. Synthesize your findings
6. Draw a conclusion
- 7. Use or present your solution/answer(s)**
8. Reference your materials
- 9. Evaluate**

## Lower PYP - Pre-School to Grade 2 (cont'd)

1. PLAN
  2. DO
  3. REVIEW
- ...Super 3

Focus on question, process,  
and product – Cognitive development

Create activities that allow students to from beginning to  
end.

**Make sure to contextualize!**



## Upper PYP - Grades 3-5

- 1. Define your task and articulate your question**
2. Identify your sources
- 3. Access, collect, and record information**
4. Validate your sources
5. Synthesize your findings
- 6. Draw a conclusion**
- 7. Use or present your solution/answer(s)**
- 8. Reference your materials**
- 9. Evaluate**

## Upper PYP - Grades 3-5 (cont'd)

- Follow the Big6 Model
  - Task Definition
  - Information Seeking Strategies
  - Location and Access
  - Use of Information
  - Synthesis
  - Evaluate
- Focus on process
- Meta-cognition is key
- Use the word RESEARCH
- Less important to contextualize because the message can be lost
- Very important to discuss the importance of each step

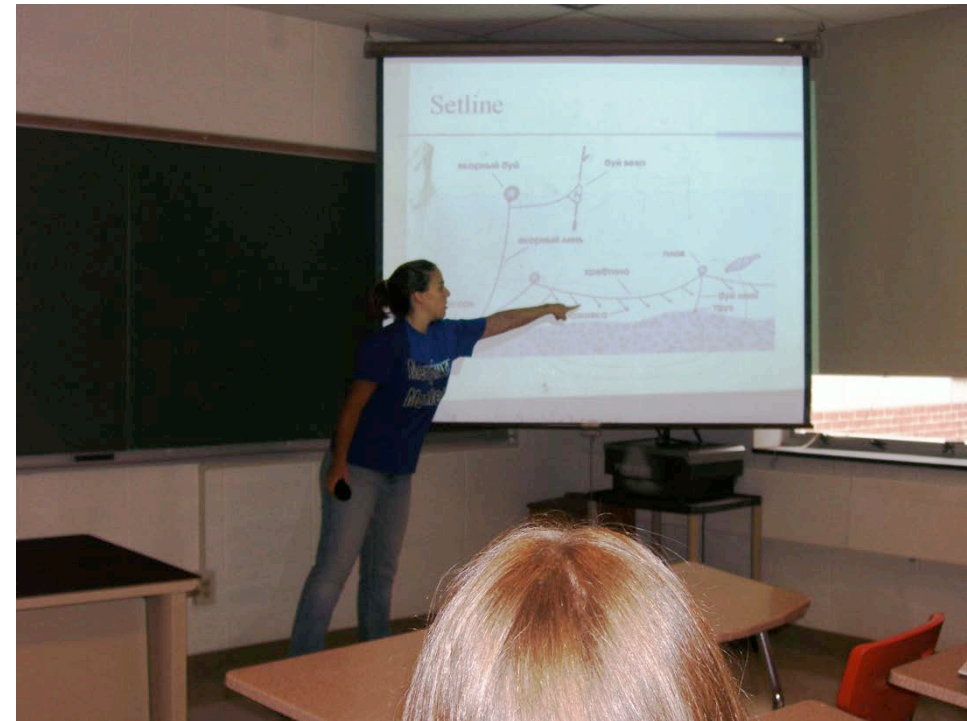


## MYP - Grades 6-8

- 1. Define your task and articulate your question**
2. Identify your sources
- 3. Access, collect, and record information**
- 4. Validate your sources**
5. Synthesize your findings
- 6. Draw a conclusion**
- 7. Use or present your solution/answer(s)**
- 8. Reference your materials - MYP**
- 9. Evaluate**

## MYP - Grades 6-8 (cont'd)

- Use both contextualized and de-contextualized activities
  - Emphasize that these processes are not only academic
- Focus heavily on validation (next slide)
- Introduce the idea of triangulation
- Create a set of reference and articulation standards for students
- Encourage use of multiple media
- Work on developing meta cognition, analysis, and critique skills
- Introduce many presentation techniques, both formal and informal



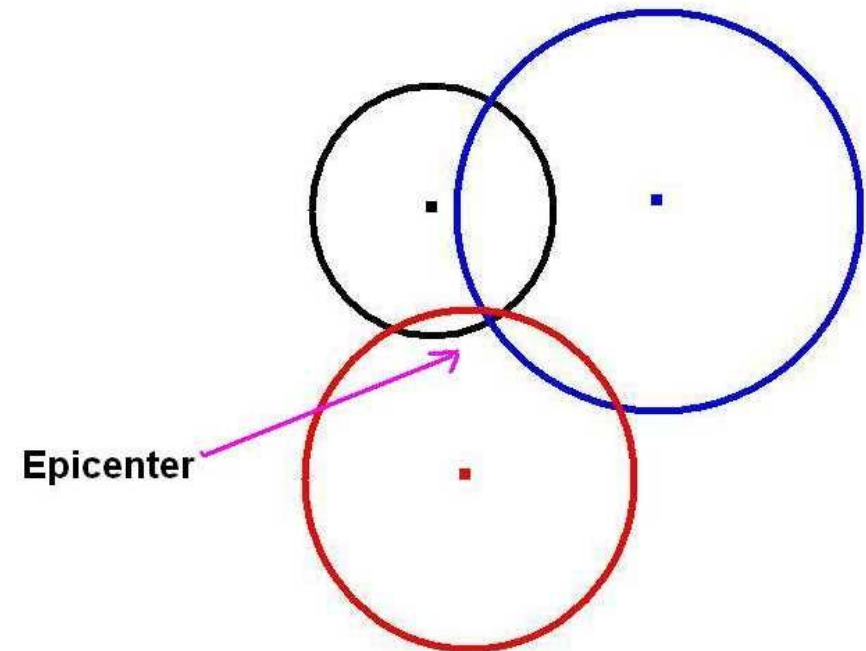
# Validation and Triangulation

- Validation

- Who is the author of the information?
- What do we know about the author or organization? Is that person an expert?
- Is that organization respected by others?
- Why was this information written? Is the author trying to persuade you to buy something?
- Does the information present fact or opinion?
- Is the information recent? When was it published?

- Triangulation

- Using three separate sources, methods, analyses, etc. to validate a conclusion





## MYP/DP - Grades 9-12

- 1. Define your task and articulate your question**
2. Identify your sources
3. Access, collect, and record information
- 4. Validate your sources**
- 5. Synthesize your findings**
- 6. Draw a conclusion**
- 7. Use or present your solution/answer(s)**
8. Reference your materials
- 9. Evaluate**

## MYP/DP - Grades 9-12 (cont'd)

- Treat this as a university level research course
- Practice triangulation
- Make sure to include activities that introduce:
  - Conflicting information
  - Confounding information
- Use an escalating schedule of assignments that culminate in a large project (such as the EE or TOK Essay/Presentation)
- Feedback, review, and discussion are key
  - Peer review
  - Teacher review
  - Honest, relevant, and actionable feedback

## Discussion

- How can you create learning activities that work in your classes?
- Do you have a set of people/resources inside of your school to help build these skills and activities?
  - Outside of school?
- Is this a discrete skill or one you try to integrate into other lessons?
- How do you emphasize the critical nature of information literacy to:
  - Students
  - Administration
  - Parents
- Where do you go from here?

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## Resources

- <http://www.edu.pe.ca/bil/>
- <http://www.readingrockets.org/article/50315/>
- <http://www.learnquebec.ca/en/content/pedagogy/cil/InfoLit/>
- <http://www.the-preschool-professor.com/preschool-literacy-activities.html>
- <http://www.ischool.utexas.edu/~bjansen/Agenda.htm>
- <http://www.slideshare.net/bogeybear/super-3-for-kids>
- <http://www.waynecountyschools.org/Page/13865>
- <http://big6.com/pages/about/big6-skills-overview.php>
- <http://www.isd77.org/page/4106>
- <http://www2.lhric.org/libsys/publications/CURRICULUM.PDF>
- <http://www.csulb.edu/~lfarmer/infolitwebstyle.htm>
- <http://curriculum.bsd405.org/C19/InfoLiteracy/default.aspx>

## Resources

- [http://www.stma.k12.mn.us/curriculum/content\\_area/information\\_literacy.php](http://www.stma.k12.mn.us/curriculum/content_area/information_literacy.php)
- [http://www.fldoe.org/bii/Library\\_Media/pdf/introduction.pdf](http://www.fldoe.org/bii/Library_Media/pdf/introduction.pdf)
- <http://www.wssu.k12.vt.us/curriculum/docs/CH04Information%20literacy%20LF.pdf>
- <http://www.sldirectory.com/libsf/resf/infoskill.html>
- <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/hottopics/index.htm>
- <http://www.trails-9.org/about2.php?page=about>
- <http://greatlibs.wikispaces.com/Curricula+fo+School+Libraries>