When Will We Use this in Real Life?: Problem-Based Learning and Its Use in Effective Information Literacy Instruction

Bridget S. Farrell  
_Auburn University Main Campus, bsf0004@auburn.edu_

Adelia B. Grabowsky  
_Auburn University Main Campus, abg0011@auburn.edu_

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gaintlit](https://digitalcommons.georgiasouthern.edu/gaintlit)

Part of the [Curriculum and Instruction Commons](https://digitalcommons.georgiasouthern.edu/gaintlit), and the [Information Literacy Commons](https://digitalcommons.georgiasouthern.edu/gaintlit)

**Recommended Citation**

Farrell, Bridget S. and Grabowsky, Adelia B., "When Will We Use this in Real Life?: Problem-Based Learning and Its Use in Effective Information Literacy Instruction" (2014). *Georgia International Conference on Information Literacy*. 27.


This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
When Will We Use This in Real Life?: Problem-Based Learning and Its Use in Effective Information Literacy Instruction

Bridget Farrell
Business Librarian
Auburn University

Adelia Grabowsky
Health Sciences Librarian
Auburn University
What we’ll be talking about today:

- Define Problem-Based Learning (PBL)
- Why use PBL?
- Ways to integrate PBL into library instruction
- Some challenges when using PBL in the library classroom
- Our tips for using PBL
Problem-Based Learning

Defined:

“PBL is any learning environment in which the problem drives the learning.” – Don Woods, McMaster University
Why use PBL?
PBL Increases Student Engagement

Krain (2010)
- [PBL] was considered highly valuable by students because of:
  - The direct application of theory to practice
  - The degree of immersion
  - They felt invested in the problem

Jones et al. (2013)
- “Students reported higher levels of motivation when they perceived the project as a realistic simulation of the real world”
PBL Increases Learning

- Strobel & Barneveld (2009)
  - “PBL is significantly more effective than traditional instruction...to promote long-term retention of knowledge and skills acquired during the learning experience.”
ACRL Framework for Information Literacy and PBL

Threshold Concept: Searching as Exploration

- Determine the scope of the question or task required to meet one’s needs
- Identify Interested parties that might produce information about a topic and how that information might be accessed
- Demonstrate the importance of matching information needs and search strategies to appropriate search tools
- Recognize that some tools may be searched using both basic and advanced strategies, and understanding the potential of each
Ways to Integrate PBL into Library Instruction
PBL Process

- Facilitator introduces a problem
- Students analyze the problem for information
- An information need is determined
- Facilitator introduces students to various information sources
- Students investigate the information sources and locate relevant information

(Macklin 2001)
Problem is Introduced by Instructor as Part of the Curriculum

- Facilitator introduces a problem
- Students analyze the problem for information
- An information need is determined
- **Facilitator introduces students to various information sources**
- Students investigate the information sources and locate relevant information

(Macklin 2001)
NURSING 3220
Evidence Based Practice
Problem is Introduced by Unknowing Instructor

- Facilitator introduces a problem
- Students analyze the problem for information
- An information need is determined
- Facilitator introduces students to various information sources
- Students investigate the information sources and locate relevant information

(Macklin 2001)
MKTG 4360: Marketing Research and Analytics
ENGL 3080: Business Writing

http://www.creativethinghappenermaker.com/2013/08/22/audition-tracking-to-know-your-odds-as-an-actor/

Problem is Introduced by Librarian

- Facilitator introduces a problem
- Students analyze the problem for information
- An information need is determined
- Facilitator introduces students to various information sources
- Students investigate the information sources and locate relevant information

(Macklin 2001)
NURS 4950: Transition to Professional Nursing
BUSI 7970: MBA Orientation

Credit: NCIRD/OD/HCSO Flu vaccination communications team

https://www.flickr.com/photos/vitudis/137259915/
Problem is Introduced by Student

- Facilitator introduces a problem
- Students analyze the problem for information
- An information need is determined
- Facilitator introduces students to various information sources
- Students investigate the information sources and locate relevant information

(Macklin 2001)
Real World

Challenges

- Being a coach/facilitator instead of a reference librarian
- Students who don’t want to take charge of their own learning
- Finding the right problem
- How to assess?
- Harder to use PBL in 50 minute classes
Tips

- Classroom space should be conducive to collaborative work
- Provide feedback to students throughout activity
- Summarize what was learned (either you or students)
- Choose a manageable number of resources (handout to cover what you can’t)
- Transferability should be integrated into resource selection
Questions?
References:


