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Collaborative Learning in the Library: Redesigning Your Instruction Sessions to Cultivate Critical Thinking

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COLLABORATIVE LEARNING IN THE LIBRARY

Redesigning your instruction sessions to cultivate critical thinking

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Workshop learning objectives

- Participants will be introduced to critical thinking in order to incorporate critical thinking into instruction design
- Participants will be introduced to three active learning exercises in order to promote student's critical thinking

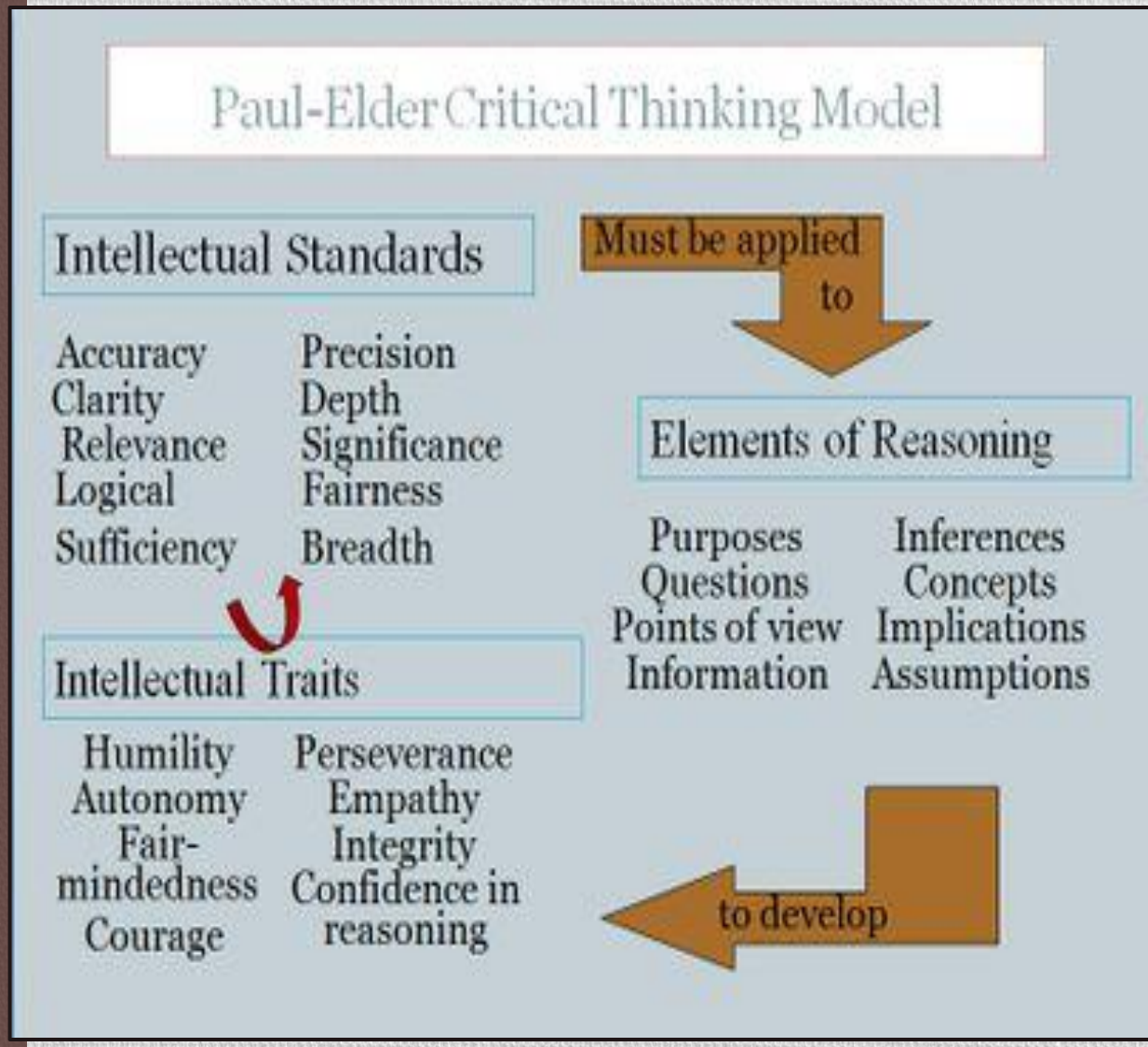
Why librarians need to teach more critical thinking?

- Shoddy thinking
- Low order learning
- Critical consumer of information is invaluable
- Responsible Citizenship

Paul-Elder Critical Thinking Framework

A well cultivated critical thinker:

- Raises vital questions and problems
- Gathers and assesses relevant information
- Come to well-reasoned conclusions and solutions
- Thinks open-mindedly within alternative system of thought
- Communicates effectively with others



Instructional approach/ collaborative curriculum

- Move away from tool-based instruction
- Must be purposeful, require higher order thinking skills
- Be learning outcomes based

Ex. Students will assess the strengths and limitations of each source in order to determine authority, purpose, and audience.

- Give a brief overview of the activity

Reciprocal teaching
predicting, clarifying, questioning, summarizing

Collaboration: student's take turn assuming the role of the teacher

Critical thinking:

The teacher role puts the students in position of monitoring his or her comprehension

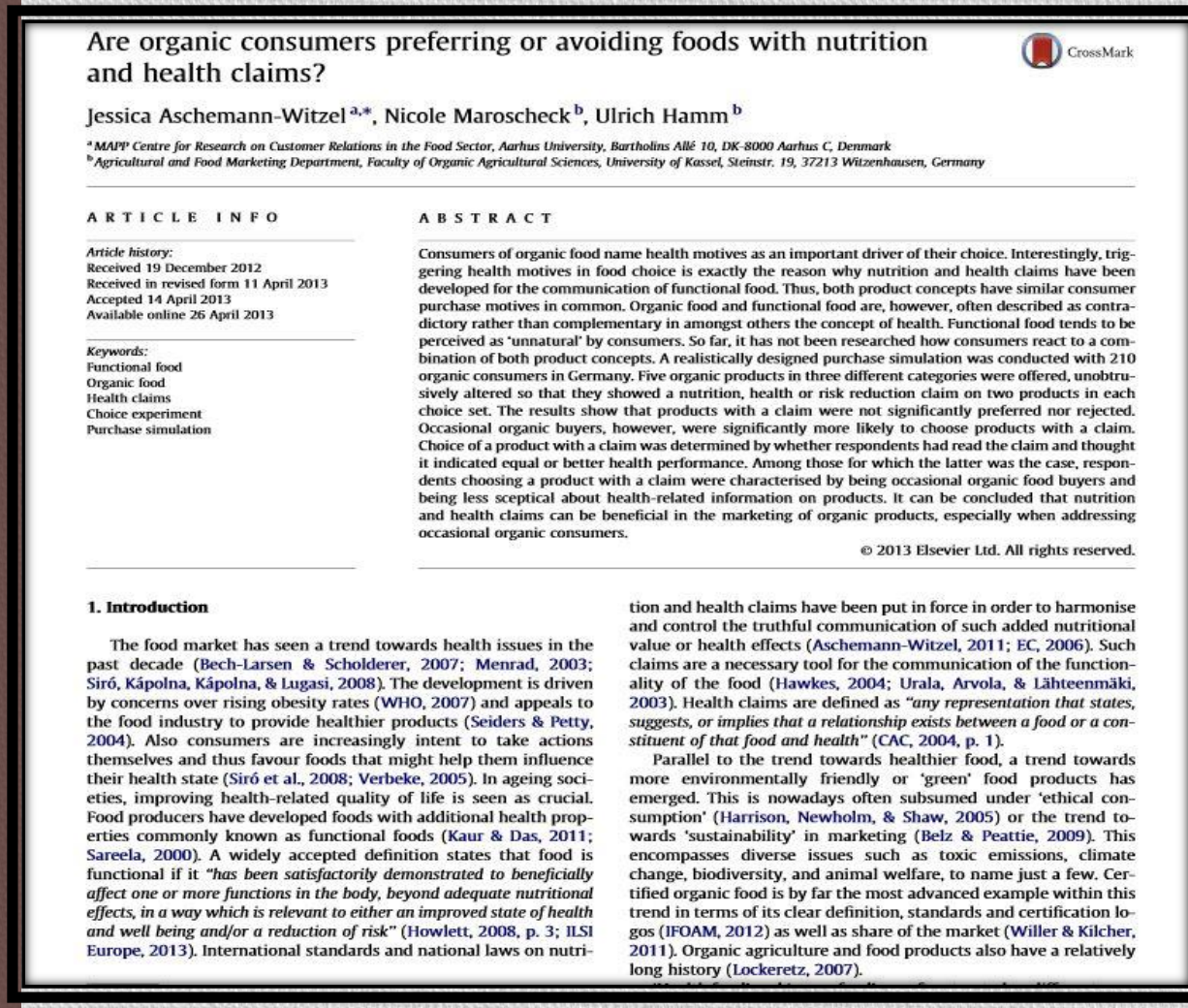
Exposes students to other ways to interpret material

Raises vital questions and problems

Gathers and assesses relevant information

Communicates effectively with others

How to read a scholarly article



Are organic consumers preferring or avoiding foods with nutrition and health claims?

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ABSTRACT

Consumers of organic food name health motives as an important driver of their choice. Interestingly, triggering health motives in food choice is exactly the reason why nutrition and health claims have been developed for the communication of functional food. Thus, both product concepts have similar consumer purchase motives in common. Organic food and functional food are, however, often described as contradictory rather than complementary in amongst others the concept of health. Functional food tends to be perceived as 'unnatural' by consumers. So far, it has not been researched how consumers react to a combination of both product concepts. A realistically designed purchase simulation was conducted with 210 organic consumers in Germany. Five organic products in three different categories were offered, unobtrusively altered so that they showed a nutrition, health or risk reduction claim on two products in each choice set. The results show that products with a claim were not significantly preferred nor rejected. Occasional organic buyers, however, were significantly more likely to choose products with a claim. Choice of a product with a claim was determined by whether respondents had read the claim and thought it indicated equal or better health performance. Among those for which the latter was the case, respondents choosing a product with a claim were characterised by being occasional organic food buyers and being less sceptical about health-related information on products. It can be concluded that nutrition and health claims can be beneficial in the marketing of organic products, especially when addressing occasional organic consumers.

1. Introduction

The food market has seen a trend towards health issues in the past decade (Bech-Larsen & Scholderer, 2007; Menrad, 2003; Siró, Kápolna, Kápolna, & Lugasi, 2008). The development is driven by concerns over rising obesity rates (WHO, 2007) and appeals to the food industry to provide healthier products (Seiders & Petty, 2004). Also consumers are increasingly intent to take actions themselves and thus favour foods that might help them influence their health state (Siró et al., 2008; Verbeke, 2005). In ageing societies, improving health-related quality of life is seen as crucial. Food producers have developed foods with additional health properties commonly known as functional foods (Kaur & Das, 2011; Sareela, 2000). A widely accepted definition states that food is functional if it *"has been satisfactorily demonstrated to beneficially affect one or more functions in the body, beyond adequate nutritional effects, in a way which is relevant to either an improved state of health and well being and/or a reduction of risk"* (Howlett, 2008, p. 3; ILSI Europe, 2013). International standards and national laws on nutrition and health claims have been put in force in order to harmonise and control the truthful communication of such added nutritional value or health effects (Aschemann-Witzel, 2011; EC, 2006). Such claims are a necessary tool for the communication of the functionality of the food (Hawkes, 2004; Urala, Arvola, & Lähteenmäki, 2003). Health claims are defined as *"any representation that states, suggests, or implies that a relationship exists between a food or a constituent of that food and health"* (CAC, 2004, p. 1).

Parallel to the trend towards healthier food, a trend towards more environmentally friendly or 'green' food products has emerged. This is nowadays often subsumed under 'ethical consumption' (Harrison, Newholm, & Shaw, 2005) or the trend towards 'sustainability' in marketing (Belz & Peattie, 2009). This encompasses diverse issues such as toxic emissions, climate change, biodiversity, and animal welfare, to name just a few. Certified organic food is by far the most advanced example within this trend in terms of its clear definition, standards and certification logos (IFOAM, 2012) as well as share of the market (Willer & Kilcher, 2011). Organic agriculture and food products also have a relatively long history (Lockeretz, 2007).

Read-pair-share

Collaboration: students work together to answer questions about an assigned reading

Critical thinking:

Gathers and assesses relevant information

Raises vital questions and problems

Thinks open-mindedly

Standards: accuracy, clarity, significance, fairness

Reasoning: questions, implications

Traits: confidence in reasoning

- Demonstrate how to read a scholarly article
- In this activity, students learn to evaluate reasoning
- Identify the main questions the author is addressing
- Examine the important information the author uses
- Assess the primary conclusions

Peer teaching

Collaboration: students work in self-guided groups to foster peer learning

Critical thinking:

Gathers and assesses relevant information

Raises vital questions and problems

Communicates effectively with others

Standards: depth, significance

Elements of reasoning: questions, points of view, implications

Traits: courage, perseverance

- Ask students in groups to use a specific database to answer a research question.
- Have the students brainstorm keywords, search strategies and use advanced search features
- Evaluate it's usefulness, present the source to the class

Wrap up

- By merging information literacy and critical thinking, we help students conceptualize research in a larger sense, as a process of critical thinking.
- Information literacy and critical thinking can be successfully linked in practice through collaborative learning activities.
- By avoiding a tool-based agenda, we can encourage the development of critical thinking through activities that focus on the nature of research.

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THANK YOU

Questions and comments?

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