Collaborating towards Cognition by Using 21st Century Learning Techniques to Create Effective Learning

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COLLABORATING TOWARDS RECOGNITION BY USING 21ST CENTURY TECHNIQUES TO CREATE EFFECTIVE LEARNING

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WHAT WE ACTUALLY DO:

• Kris: Historian, teaches general education world history, upper level American history, interests in race, gender, and culture

• Misty: Instructional design, Bb support and prof development, interests in online accessibility and emerging technologies

• Donna: Librarian, archivist, records manager, and former digital diva.
CONTEXT OF THE CASE STUDY:

- **MSU**
  - Rural regional public institution in eastern Kentucky
    - 8,800 undergraduates
  - 67% of our students from the eastern Kentucky region
  - 16 : 1 ratio students to faculty

- **Course:** General Education 100 level
- **World History through Film**
- **Methodology:**
  - Primary and Secondary sources alongside film
    - Resource heavy
  - Assignments that require application
    - Skill over content
STUDENT LEARNER OUTCOMES:

• University SLO’s
  – ability to investigate the worldview and/or history of cultures outside the United States
  – ability to write effectively for a variety of target audiences
  – ability to read college-level critical, creative and technical texts for comprehension

• Course SLO’s
  – understand that history is a construction and that intellectual and cultural forces shape the narratives, films, and texts of our world
  – become a conscious, critical viewing audience
  – consider why our society chooses to prioritize and maintain some narratives over others
THINKING HISTORICALLY

- Sam Wineburg, “Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past.”

  - each generation must seek for themselves their own historical meanings and importance
  - teaching history as if it were a static set of facts discourages students from an awareness of how the past has shaped our world today
  - historical thought is not natural to students, it is a skill they must learn, and that professors must teach students the art of questioning and interpreting sources.
OR WHAT WE ARE NOT TRYING TO DO:

CASE STUDY: THE 13TH WARRIOR
MULTIPLE PERSPECTIVES

• Goals of this film unit:
  – Counter Middle East stereotypes through a ME perspective
  – Introduce students to medieval life
  – Consider issues of authenticity and accuracy in films
  – Consider the role images of medieval life play in our world today
  – Discuss the implications of Medieval images in our culture today
    • Race, Gender, Social Structure
“The numerous suburbs, covered with parks, gardens, villas and beautiful promenades, and plentifully supplied with rich bazaars, and finely built mosques and baths, stretched for a considerable distance on both sides of the river. In the days of its prosperity the population of Baghdad and its suburbs amounted to over two millions!”

...a vast park several hours in circumference which beside a menagerie and aviary comprised an inclosure [sic] for wild animals.

http://www.sff.net/people/wbj-williams/1000baghdad.html
“Accuracy has little to do with the value of film as film, nor does a greater degree of accuracy necessarily make one medieval movie a better teaching tool than another, even in a medieval studies classroom.”

“Spectators singing a rock and roll song by Queen at a medieval joust certainly raise the eyebrow of many, but the song certainly strikes a more familiar chord with a modern audience than the strumming of a lute.”

However...

“One of the justified fears that modern medievalists may have is that the constant rewriting of the past, to make it more convenient to the present, is a powerful instrument of political control.”
“Every day they must wash their faces and heads and this they do in the dirtiest and filthiest fashion possible: to wit, every morning a girl servant brings a great basin of water; she offers this to her master and he washes his hands and face and his hair...then he blows his nose and spits into the basin. When he has finished, the servant carries the basin to the next person, who does likewise. She carries the basin thus to all the household in turn, and each blows his nose, spits, and washes his face and hair in it.” 84
THE FILM: EXCERPT “LEARNING THE LANGUAGE”

http://www.youtube.com/watch?v=InnREr8BV24
ASSIGNMENT: ANALYZE AND COMPARE TWO SOURCES OF MEDIEVAL LIFE TODAY TO EXCERPTS OF THE RISALA

Explore the Society for Creative Anachronism website

Trailer for the 2010 movie Black Death

Camelot TV show Trailer

Clip from History’s reality TV show Full Metal Jousting

Explore the Medieval Times Restaurant and Tournament website
ASSIGNMENT QUESTIONS

• Discuss both the intended audience and intended response of the reader/viewer for each source

• What is the agenda, or bias in each source?

• What similarities do you find continue to exist across time?

• What differences do you find in how these current sources depict the medieval period versus sources of the historical record?

• Why do you think we choose to perpetuate specific images of this period?
Just curious...

Which of you in this room had *The 13th Warrior* as a cataloging exercise?
Faculty-Librarian Collaboration to Achieve Integration of Information Literacy

Joyce Lindstrom and Diana D. Shonrock

Toward a New Enterprise: Capitalizing on the Faculty–Librarian Partnership

Ada M. Ducas and Nicole Michaud-Ostryk

COLLABORATION

As more institutions of higher education recognize the importance of information literacy, the collaboration between faculty and librarians is growing. Integration of information literacy instruction is key to successful student learning, and librarians are using various collaborative models on teams to increase student success, including courses, learning communities, and library literacy initiatives. This article looks at a program at the College at Brockport and examines the challenges of collaboration, including role definitions, communication, and training.

Collaborating for Student Success: A Model for Librarian Embedding in Faculty Blackboard Courses

Judy Xiao

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This paper presents a faculty-librarian collaborative course model for information literacy. Course-specific library resources and information literacy instruction are integrated seamlessly into the Faculty Blackboard course. The librarian works with the faculty in the planning and designing of the library component and shares with the faculty the responsibilities of teaching students effective research skills and the task of evaluating student progress. Technologies are also used to enhance teaching and learning, including tutorials, discussion boards and blogs, plagiarism detection tools, and social networking. Results suggest that librarian-faculty collaboration in Blackboard online courses helps improve student learning and foster information literacy. The author describes this model in detail, discusses its benefits and challenges, and offers recommendations for successful librarian-faculty collaboration.

Introduction

College and university libraries have seen phenomenal growth in online learning. According to a recent Pew Research Center study on higher education and the digital revolution (2013), 77% of college students report that these institutions now offer online courses, and college graduates possess substantial online as online learners. Some students are much more comfortable learning online than traditional face-to-face courses. At the CUNY College of Staten Island (CUNY), the Blackboard is the standard LMS for the University’s 23 campuses. Every CUNY course is housed within a Blackboard course shell for the instructor to adopt.

The boom in digital information and information technology has brought many challenges. Even though students today have access to the latest information technology, many lack the critical information skills to find, evaluate, synthesize, and apply information in a meaningful way (Gann, 2004; Lamport, 2005). Student plagiarism is rampant. A recent CUNY Center for Teaching and Learning report (2011) suggests that most college presidents (71%) say that plagiarism in students’ papers has increased over the past 10 years, and that 96% say computers and the Internet have played a major role. Many students ignore the library’s high-quality scholarly resources, and choose to use essentially Internet sources for research assignments. The 2005 OCLC survey findings indicated that 84% of information searches by college students begin with a search engine, and Google was the overwhelming favorite (68% of the time). Only 2% of college students start their search at the library website. Violations of academic honesty are on the rise, and the availability of high-quality scholarly resources from the library for doing great work on the side now require that librarians and faculty work together.

To have the most effective impact on student learning, librarians need to collaborate with faculty to integrate information literacy into the curriculum (Lampert, 2004; Xiao & Choy, 2008). The faculty-librarian collaborative course model for information literacy presented here can be an effective strategy for helping students meet the challenges of the digital age.

Literature Review

There is a recent surge in literature on “embedded librarians.” The place is said to come from embedded librarians, and “places of residence” the right librarians at the right time to facilitate the program and whenever instruction is needed” (Sakurai, 2009). In college and university, instructors come in the classrooms, especially the electronic classrooms. This review focuses on librarians teaching research skills as faculty online courses using LMS such as Blackboard.

There are many published accounts on the literature on academic librarians’ use of Blackboard for library instruction; library instruction, and the support distance learning. As early as 2002, Christopher Crenshaw wrote an article in which he encouraged librarians to “become a part of the course” by integrating library instruction into Blackboard courseware (Crenshaw, 2002). Discussions on the strategic importance of library presence in online courses are included in literature. Libraries’ role being bypassed by this technology and losing relevance to student and faculty if they do not establish their presence in “everyday” everyday role for libraries (Dewey, 2003). Research study at the Cornell University library confirmed the crucial importance of various kinds of complete websites and library resources; in all aspects where a growing number of students do not see a difference between what is offered by library resources and Web search engines.

Toward a New Enterprise: Capitalizing on the Faculty–Librarian Partnership

Ada M. Ducas and Nicole Michaud-Ostryk

In spring 2000, the authors undertook a study to explore the interaction between academic librarians and faculty at the University of Manitoba, the impact of librarians’ contributions, and the future roles of librarians. The following five areas were investigated: teaching/curriculum, information services, information technology, research, and collections. The results clearly show that when faculty interact with librarians, librarians have a very positive and considerable impact on both faculty and students. In addition, the faculty responses indicate that they are receptive to collaborating with librarians at a higher level of interaction than currently experienced.

His research project was a quasi-follow-up to a study the authors conducted in 1995 and reported in the article, “Faculty Perceptions of Librarians at the University of Manitoba.” In that study, librarians were seen as “professionals” with a “service” function. Activities such as research, teaching, and management received low ratings. The results indicated a low acceptance of librarians as full-fledged academic colleagues in the University of Manitoba setting. Fifteen years later, the authors wished to investigate whether these findings had any changes but wanted to go beyond a study of perceptions and observations. Therefore, a study was designed to explore:

- the current role that librarians are playing in collaboration with faculty:
  - the impact of the librarians’ contributions to the academic enterprise;
  - the future roles of librarians that may enhance the librarian-faculty partnership;
- the librarian–faculty partnership was examined in the following five areas: teaching/curriculum, information services, information technology, research, and collections.
- Today, major paradigm shifts in the delivery of information are the driving force behind changing the roles and responsibilities of academic librarians. The proliferation of information in many different formats, the transition from paper to electronic media, and the advent of technological innovations suggest that librarians are playing—and will continue to play—a critical role in the evaluation,
A LABORATORY OF COLLABORATIVE LEARNING, THOMAS H. BENTON

“Apart from finding ways to foster collegiality, we as faculty members can work more effectively with librarians to design research projects and to develop collections that support the undergraduate curriculum. We can design assignments in consultation with librarians so it becomes impossible for students to pass through college without learning how to write a research paper, produce an educational video podcast, or accomplish any other goal that requires the critical evaluation of sources.”

The Chronicle of Higher Education, 7 August 2009

http://chronicle.com/article/A-Laboratory-of-Collaborative/47518/
OVERVIEW OF CAMDEN-CARROLL LIBRARY

- [http://www.moreheadstate.edu/library/](http://www.moreheadstate.edu/library/)
- Dean of Library Services and 9 librarians
- 24 professional staff
- $3,179,828 budget allotment
  - Approximately $1M for resources
- Advanced study level collection
- 1928 building with 2 separate additions and LOTS of renovation
The mission of the Camden-Carroll Library, the *most important intellectual resource* in the academic community, is to cultivate an environment that encourages learning and scholarly exchange; to support members of the University community engaged in teaching, research, study, and the pursuit of knowledge; to prepare students for life and work in an information society; to support the intellectual and entrepreneurial efforts of those outside the immediate University community with information resources and services; to select, acquire, organize, and disseminate all forms of recorded information, from all points of view, in support of the mission of Morehead State University.
THINKING ABOUT RESOURCES

- As librarian liaison:
  - How do our holdings support this course?
    - Films
    - Primary sources
    - Journals
  - What services do our library provide?
    - Reference
    - ILL
    - Embedded Librarian

- As guide between students and resources:
  - General education course
  - Navigation skills
  - Literacies
APPLYING LITERACIES

- **Information Literacy**
  - 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

- **Visual Literacy**
  - The ability to interpret and make meaning from information presented in the form of an image
  - That pictures can be read and that meaning can be communicated through a process of reading
  - Recognizing cues about time period, culture, mores—even false information

Information Literacy Competency Standards for Higher Education
http://www.ala.org/acrl/standards/informationliteracycompetency

ACRL Visual Literacy Competency Standards for Higher Education
http://www.ala.org/acrl/standards/visualliteracy
STUDENT LEARNER OUTCOMES REVISITED
EVALUATE

• Accuracy
• Authenticity
• Integrity
• Interpretation
PULLING IT ALL TOGETHER

A checklist
# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

1. **Provide options for perception**
   - 1.1 Offer ways of customizing the display of information
   - 1.2 Offer alternatives for auditory information
   - 1.3 Offer alternatives for visual information

2. **Provide options for language, mathematical expressions, and symbols**
   - 2.1 Clarify vocabulary and symbols
   - 2.2 Clarify syntax and structure
   - 2.3 Support decoding of text, mathematical notation, and symbols
   - 2.4 Promote understanding across languages
   - 2.5 Illustrate through multiple media

## II. Provide Multiple Means of Action and Expression

4. **Provide options for physical action**
   - 4.1 Vary the methods for response and navigation
   - 4.2 Optimize access to tools and assistive technologies

5. **Provide options for expression and communication**
   - 5.1 Use multiple media for communication
   - 5.2 Use multiple tools for construction and composition
   - 5.3 Build fluencies with graduated levels of support for practice and performance

## III. Provide Multiple Means of Engagement

7. **Provide options for recruiting interest**
   - 7.1 Optimize individual choice and autonomy
   - 7.2 Optimize relevance, value, and authenticity
   - 7.3 Minimize threats and distractions

8. **Provide options for sustaining effort and persistence**
   - 8.1 Heighten salience of goals and objectives
   - 8.2 Vary demands and resources to optimize challenge
   - 8.3 Foster collaboration and community
   - 8.4 Increase mastery-oriented feedback

9. **Provide options for self-regulation**
   - 9.1 Promote expectations and beliefs that optimize motivation
   - 9.2 Facilitate personal coping skills and strategies
   - 9.3 Develop self-assessment and reflection

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**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**

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REVISIT THE CASE STUDY

• Presentation
  – The film The 13th Warrior
  – Readings

• Practice
  – pictures
  – Movie trailer
  – Websites
  – TV clip

• Assessment
  – Writing Assignment