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=lnnREr8BV24
ASSIGNMENT: ANALYZE AND COMPARE TWO SOURCES OF MEDIEVAL LIFE TODAY TO EXCERPTS OF THE RISALA

Trailer for Guild Wars 2

Camelot TV show Trailer

Clip from History’s reality TV show Full Metal Jousting

Explore the Medieval Times Restaurant and Tournament website

Trailer for the 2010 movie Black Death

Explore the Society for Creative Anachronism 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?
Collaboration

Faculty-Librarian Collaboration to Achieve Integration of Information Literacy

Joyce Lindstrom and Diana D. Shanrock
Guest Columnists

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The importance of information literacy is growing. Collaboration between librarians and faculty is crucial to achieving this end. The purpose of this article is to provide a framework for faculty and librarians to work together to ensure that students are proficient in information literacy.

The Importance of and Need for Information Literacy

In today’s world, the ability to find, evaluate, and use information effectively is crucial. Colleges and universities have recognized the importance of information literacy and have developed programs to teach students these skills. However, there is still a need for collaboration between librarians and faculty to ensure that students are proficient in information literacy.

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 courses. 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 critical research skills and the task of evaluating student performance. Technologies are also used to enhance teaching and learning, including tutorials, discussion boards, blogs, plagiarism detection tools, and podcasting. Results suggest that librarian-faculty collaboration in Blackboard online courses helps improve student learning and foster information literacy. The author describes the model in detail, discusses its benefits and challenges, and offers recommendations for successful librarian-faculty collaboration.

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

Ada M. Duca 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/instruction, 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 is a quasi follow-up to a study the authors conducted in 1985 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 there had been 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 faculty–librarian partnership was examined in the following five areas: teaching/instruction, information services, information technology, research, and collections.
“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*

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
LIBRARY MISSION STATEMENT

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

3. Provide options for comprehension
   3.1 Activate or supply background knowledge
   3.2 Highlight patterns, critical features, big ideas, and relationships
   3.3 Guide information processing, visualization, and manipulation
   3.4 Maximize transfer and generalization

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

6. Provide options for executive functions
   6.1 Guide appropriate goal-setting
   6.2 Support planning and strategy development
   6.3 Facilitate managing information and resources
   6.4 Enhance capacity for monitoring progress

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

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