Information Literacy and The Common Core: Collaborative Opportunities and Challenges

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SPECULATIONS IN DOCUMENTATION

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Drivers

- Digital content from archives and special collections available through digitization
- Standardized testing environment
- Constructivist education theory
- Inquiry-based approach to teaching and learning
- Common Core Standards
Research Questions

- How are archives and special collections impacted by these collaborations?
- What challenges do these initiatives present to institutions?
- How and to what extent are educators using these resources in classroom instruction?
Bloom’s Taxonomy

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating
# Common Core

## Grades 6-8

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a piece of nonfiction text; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary or secondary source on the same topic.

## Grades 9-10

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a piece of nonfiction text; provide an accurate summary of how key events or ideas develop over the course of the text.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Compare and contrast treatments of the same topic in several primary or secondary sources.

## Grades 11-12

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a piece of nonfiction text; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## Writing - Research to Build and Present Knowledge

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Why Primary Sources?

- Shift from traditional to constructivist teaching model.
- Facilitate student driven inquiry vs. teacher driven instruction.
- Present issues from multiple perspectives.
- Create DBQs (document-based questions).
Scholarly Students

- Making Inferences
- Students Involved in Critical Thinking & Inquiry
- Interpreting Events
Technology

- Technology enabled access to resources previously unavailable to all but the serious scholar.

- Hypertext facilitates movement through multiple sites and documents.
IL 2.0 Blooms
Why Archives

- Collaboration
- Outreach and expansion of the traditional archive patron base.
- Inform future scholars’ value of archival resources.
- Education next generation of archive users, supporters and donors.
- Move beyond traditional role to archivist/educator.
- Highlight the archivists’ role as “keepers of the past.”
Keys to Collaboration

Contact
- ListServs
- Professional Journals
- Formal/Face-Face

Training
- Summer Workshops
- Follow-Up Sessions
- Web-boards
- Chat Sessions

Incentives
- Stipends
- PLUs
Challenges: Collaboration

- **Paradigm Shift**- traditional archival paradigm educating researchers- engagement non-traditional users.

- **Collective Paradigm**- professional learning community archivists, curators, and educators as equal participants

- **Communication** - open discourse and continued engagement and support of K-12 teachers is critical to successful initiatives.

- **Teachers' role**- critical value regarding curriculum requirements and lesson plans.
Challenges: Digitization & Access

- Dialogue needed to determine items for digitization.
- Selection of items for digitization driven by curriculum standards with teacher input.
- New metadata included in searchable fields for interpretation, grade level, mapping to curriculum standards and other areas.
- Digitization initiatives require a systematic approach to include a strategic plan and seeks input and buy-in from all stakeholders.
Challenges: Instruction

- Shift to instruction that is:
  - Non-sequential
  - Inquiry-based
  - Encourages student problem-solving
  - Considers Common Core Requirements
Challenges Technology

- *Professional development workshops are necessary*
Conclusions

More research needed:

- User-studies
- Case studies
- Usability studies
- Comparative analysis
“RETHINKING THE PARADIGM FOR USER EDUCATION TOWARD DEFINING THE CORE KNOWLEDGE AND SKILL SETS THAT COMPRISE INFORMATION LITERACY FOR PRIMARY SOURCES WOULD HELP INSTITUTIONS TO BETTER SERVE AN THEIR INCREASINGLY DIVERSE AUDIENCE.”

Thank You
Conclusions

- The increased call for inclusion of primary resources in K-12 classroom instruction presents unique opportunities for archives to draw attention to their collections and cultivate a new user group. These opportunities also present archives with challenges to their traditional educational paradigm and conceptions regarding organization and access.
Online Institutional Resources

Teacher Pages

Primary Resources

- Library of Congress
- NARA
- World Digital Library
- Digital Library of Georgia
Digital Library of Georgia

- Digital Library of Georgia
- Teacher Resources
- Primary Sources
Additional Fine Art Resources

- High Museum of Art
- Chicago Museum of Art
- National Gallery of Art
- Web Gallery of Art
Web Gallery of Art?

Online Database
Don’t forget:

www.thinkfinity.org

That’s all Folks!
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