Pairing Brain Research &:
Information Literacy Skills
For Student Learning

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Understanding Brain Research Matters

- The more we understand the brain, the better we’ll be able to design instruction to match how it learns best.

(P. Wolfe (2001))
Brain Research Components

- Learn from past knowledge
- Safe & secure learning environment
- Emotions used to retain information
Learn from past knowledge

• Build on what taught in past.
• Brain is able to transfer information.
• Meaning given to new information.
• Called positive transfer.
Safe and secure learning environment.

- Warm and welcoming atmosphere
- Low in threat and high in challenge
- Can make mistakes without ridicule
- Feeling of belonging
- Nurtured and supported
- Knowledge of brain and how it learns
Emotions used to retain information

• Use attention-getting devices to hold attention
  - New information must make sense to brain

• Stories provide context for learning
  - Humor, sadness or empathy make dry facts palatable
  - Story, facts, story, facts, story, facts

• Novelty captures attention
  - Brain will tolerate 4-8 minutes
Emotions used to retain information(2)

• Underpinning of emotion as tool for retention and learning

• Emotion fosters attention which fosters retention & learning
Information Literacy & Prior Knowledge

- Review what students know
- Add new information
- Provide concrete examples
- Make the connection between past knowledge & new info
Information Literacy and environment

• Select appropriate web sites in advance.
• Develop research topics list
• Allow student choices on how they do research
• Provide pathfinders to guide research
• Provide immediate feedback
• Model collaboration with teachers
Information Literacy & Emotions

• Read a story or do a book talk as an introduction
• Use humor
• Give facts, then tell a story, give more facts
• Make research a fun activity
• Decorate media center with information literacy learning centers
Information Literacy & Emotions (2)

- Begin information literacy skills at early age
- Make information literacy instruction fun and rewarding
- Media specialist & teacher must model enthusiasm for research.
- Prime students to pay attention.
Conclusion 1

- Students need to synthesize & evaluate information
- Solve real world problems
- Think independently about info
Conclusion 2

• Students need to be guided through emotional experiences that excite and motivate them.
• Students need to learn how brain works to understand who they are.
• Use novelty-seeking and emotional brain function to facilitate learning.
• Conclusion 3

• Read books with an emotional twist.
• Understand why brain finds reading a book stimulating.
Conclusion 4

- Information Literacy Skills taught using brain research components have the potential to make student learning more meaningful.
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The End

How to Listen to Music

1. Song
   - Rhythm = beat
   - Melody = music, tune
   - Lyrics = Words
   - Verse
   - Chorus = repeat
   - Bridge

2. Performance
   - How the singers sing
   - Backup singers
   - Instruments
   - Acting = expression

3. Set list, Play list
   - What is the order?

4. How does a song feel?
   - Does it make you think?

5. Hidden Meaning
   - Metaphor
   - Charlie is really
   - someone you depend on
   - All children, and grownups
   - need someone to depend on