Small Teaching: Effective techniques to scaffold student learning in information literacy instruction sessions.

Omer Farooq  
*University of Nebraska at Omaha, ofarooq@unomaha.edu*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gaintlit](https://digitalcommons.georgiasouthern.edu/gaintlit)

Part of the [Curriculum and Instruction Commons](https://digitalcommons.georgiasouthern.edu/curricinst), and the [Information Literacy Commons](https://digitalcommons.georgiasouthern.edu/gaintlit)

Recommended Citation


This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Small Teaching: Effective Techniques to Scaffold Student Learning in Information Literacy Instruction Sessions

Omer Farooq
Social Sciences Librarian
University of Nebraska at Omaha
Small Teaching and Effective Learning Techniques

- **Small Teaching**: Small manageable things to include in teaching in a class session that make a difference in student learning. Based on 9 principles (Lang, 2016).

- **Effective Learning Techniques**: 10 learning techniques that help students achieve learning goals (Dunlosky, 2013).
9 Principles from Learning Science (Lang, 2016)

• Retrieving
• Predicting
• Interleaving

• Connecting
• Practicing
• Self-Explaining

• Motivating
• Growing
• Expanding
Effective Learning Techniques
(Dunlosky, 2013)

- Elaborative Interrogation
- Self-Explanation
- Summarization
- Highlighting/Underlining
- Keyword Mnemonic
- Imagery for Text
- Rereading
- Practice Testing
- Distributed Practice
- Interleaved Practice
<table>
<thead>
<tr>
<th>Materials</th>
<th>Learning Conditions</th>
<th>Characteristics</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Amount of practice (dosage)</td>
<td>Age</td>
<td>Cued recall</td>
</tr>
<tr>
<td>Translation</td>
<td>Open-vs. closed book practice</td>
<td>Prior domain knowledge</td>
<td>Free recall</td>
</tr>
<tr>
<td>Lecture content</td>
<td>Reading vs. listening</td>
<td>Working memory capacity</td>
<td>Recognition</td>
</tr>
<tr>
<td>Science definitions</td>
<td>Incidental vs. intentional learning</td>
<td>Verbal ability</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Narrative texts</td>
<td>Direct instruction</td>
<td>Interests</td>
<td>Argument development</td>
</tr>
<tr>
<td>Expository texts</td>
<td>Discovery learning</td>
<td>Fluid intelligence</td>
<td>Essay writing</td>
</tr>
<tr>
<td>Mathematical concepts</td>
<td>Rereading lags</td>
<td>Motivation</td>
<td>Creation of portfolios</td>
</tr>
<tr>
<td>Maps</td>
<td>Kind of practice tests</td>
<td>Prior achievement</td>
<td>Achievement tests</td>
</tr>
<tr>
<td>Diagrams</td>
<td>Group vs. individual learning</td>
<td>Self-efficacy</td>
<td>Classroom quizzes</td>
</tr>
</tbody>
</table>
Application for Information Literacy Instruction

Information Literacy Skills and Knowledge Practices

• Higher order metacognitive skills
• Threshold concepts (ACRL Framework, 2016)
• Metaliteracy
• Synthesis: Integration and transformation
• Using elaborative interrogation prompts to scaffold information literacy skills.
Examples of Prompts

Citing and Evaluation: The Value Dimension of Information

• How do you give credit to the ideas/opinions of others? Why?
• How do you value information in your online interactions?
• What are the issues related to privacy in sharing personal information in your online interactions?
• Do you value information differently using different platforms/venues of information? Why?
Examples of Prompts

Inquiry: Formulating the Research Process

- What is the puzzle behind the question?
- What would you need to know to answer the question?
- Where would you go to answer the question?
- How would you answer the question?
- What do you already know? Questions?
- What new themes emerge? How are they related to what you already know?
Examples of Prompts

Effective Searching: Exploring the Information Landscape

• What platforms/venues of information would be appropriate?
• How are these organized/structured?
• Who might produce this information?
• What search strategies would you employ? Why?
• How would you manage these results?
Examples of Prompts

Format and the Message: Value and Context of Information Need

• How are format, process, and delivery related?
• What’s format got to do with it?
• What is the value of examining different formats of information for specific information needs?
Examples of Prompts

Evaluation of Authority: Context and Authority

• What are some of the types of authority?
• What factors do you look for in your assessment of authority?
• What is the difference between authority and expertise?
• What is your expertise?
Examples of Prompts

Scholarly Communication: Venues and Products

- What are some of the venues of scholarly conversation? Barriers?
- What are the key issues/topics? Who are the people in the conversation?
- What are the products of the conversation?
- Citation chaining/paradigm shifts?
- How has the perspective changed on the topic over time?
Activity: Let’s Generate Prompts

Scenario: Political Science Research Assignment

Your faculty colleague invites you to do an IL session for their upper-level Political Science course called *Comparative Politics*. Students are expected to do a case study of a political event/movement and explain their research in the context of a political theory.

**Example:** What explains democratization efforts in country X during the time period Y?

**Activity:** 5-10 prompts that you could include in your instruction session.
References


Thank you!

Omer Farooq
ofarooq@unomaha.edu