Aug 23rd, 10:00 AM - 11:30 AM

Collaborative Learning in the Library: Redesigning Your Instruction Sessions to Cultivate Critical Thinking

Amanda Bird
Appalachian State University, birdam@appstate.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Curriculum and Instruction Commons, and the Information Literacy Commons

Recommended Citation
Bird, Amanda, "Collaborative Learning in the Library: Redesigning Your Instruction Sessions to Cultivate Critical Thinking" (2013). Georgia International Conference on Information Literacy. 3.
https://digitalcommons.georgiasouthern.edu/gaintlit/2013/2013/3

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.
COLLABORATIVE LEARNING IN THE LIBRARY

Redesigning your instruction sessions to cultivate critical thinking

Amanda Bird
Georgia International Conference on Information Literacy, 2013
Workshop learning objectives

- Participants will be introduced to critical thinking in order to incorporate critical thinking into instruction design.
- Participants will be introduced to three active learning exercises in order to promote student’s critical thinking.
Why librarians need to teach more critical thinking?

- Shoddy thinking
- Low order learning
- Critical consumer of information is invaluable
- Responsible Citizenship
Paul-Elder Critical Thinking Framework

A well cultivated critical thinker:

- Raises vital questions and problems
- Gathers and assesses relevant information
- Come to well-reasoned conclusions and solutions
- Thinks open-mindedly within alternative system of thought
- Communicates effectively with others
Instructional approach/ collaborative curriculum

• Move away from tool-based instruction
• Must be purposeful, require higher order thinking skills
• Be learning outcomes based
Ex. Students will assess the strengths and limitations of each source in order to determine authority, purpose, and audience.
• Give a brief overview of the activity
Reciprocal teaching
predicting, clarifying,
questioning,
summarizing

Collaboration: student’s take turn assuming the role of the teacher

Critical thinking:
The teacher role puts the students in position of monitoring his or her comprehension
Exposed students to other ways to interpret material
Raises vital questions and problems
Gathers and assess relevant information
Communicates effectively with others

How to read a scholarly article

Are organic consumers preferring or avoiding foods with nutrition and health claims?

Jessica Aschem-Witzel a,*, Nicole Maroscheck b, Ulrich Hamm a

a MAPP Centre for Research on Customer Relations in the Food Sector, Aarhus University, Danmark Idé 12, DK-8000 Aarhus C, Denmark
b Agricultural and Food Marketing Department, Faculty of Organic Agricultural Sciences, University of Kassel, Steinweg 19, 37237 Wolfenbüttel, Germany

Abstract

Consumers of organic food name health motives as an important driver of their choice. Interestingly, triggering health motives in food choice is exactly the reason why nutrition and health claims have been developed for the communication of functional food. Thus, both product concepts have similar consumer purchase motives in common. Organic food and functional food are, however, often described as contradictory rather than complementary in amongst others the concept of health. Functional food tends to be perceived as “unnatural” by consumers. So far, it has not been researched how consumers react to a combination of both product concepts. A realistically designed purchase simulation was conducted with 210 organic consumers in Germany. Five organic products in three different categories were offered, unobtrusively altered so that they showed a nutrition, health or risk reduction claim on two products in each choice set. The results show that products with a claim were not significantly preferred nor rejected. Occasionally organic buyers, however, were significantly more likely to choose products with a claim. Choice of a product with a claim was determined by whether respondents had read the claim and thought it indicated equal or better health performance. Among those for whom the latter was the case, respondents choosing a product with a claim were characterised by being occasional organic food buyers and being less sceptical about health-related information on products. It can be concluded that nutrition and health claims can be beneficial in the marketing of organic products, especially when addressing occasional organic consumers.

© 2013 Elsevier Ltd. All rights reserved.
Read-pair-share

Collaboration: students work together to answer questions about an assigned reading

Critical thinking:
Gathers and assesses relevant information
Raises vital questions and problems
Thinks open-mindedly

Standards: accuracy, clarity, significance, fairness

Reasoning: questions, implications

Traits: confidence in reasoning

• Demonstrate how to read a scholarly article
• In this activity, students learn to evaluate reasoning
• Identify the main questions the author is addressing
• Examine the important information the author uses
• Assess the primary conclusions
Peer teaching

Collaboration: students work in self-guided groups to foster peer learning

Critical thinking:
Gathers and assesses relevant information
Raises vital questions and problems
Communicates effectively with others

Standards: depth, significance

Elements of reasoning: questions, points of view, implications

Traits: courage, perseverance

• Ask students in groups to use a specific database to answer a research question.
• Have the students brainstorm keywords, search strategies and use advanced search features
• Evaluate it’s usefulness, present the source to the class
Wrap up

• By merging information literacy and critical thinking, we help students conceptualize research in a larger sense, as a process of critical thinking.
• Information literacy and critical thinking can be successfully linked in practice through collaborative learning activities.
• By avoiding a tool-based agenda, we can encourage the development of critical thinking through activities that focus on the nature of research.
References


• Foundation for Critical Thinking. (2009).

THANK YOU

Questions and comments?

Amanda Bird
Georgia International Conference on Information Literacy, 2013