Community Connections for Teacher Information Literacy

http://course.lib.uci.edu/ed/outreach/ctili/
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The Context

The Department of Education and Outreach (E&O) was invited to the Compton Professional Development Summit in Spring of 2002 as a possible provider of teacher professional development. Stephanie Davis-Kahl and Lisa Payne represented the department and offered to create and teach an institute about information literacy.

The Players

- **Compton Unified School District: "*Excellence in Progress*"**
  "Ours is a district committed to the notion that we are all learners who must work together if we are to improve the quality of education for our students. Our responsibility as administrators, educators, civic leaders, and members of the community is to provide an environment that enables our students to reach their highest levels of achievement. At the core of our beliefs is that all children can achieve their maximum potential by mastering the academic, moral, and social curriculum.

  A quality education must develop independent, self-directed, problem-solvers that are life-long learners. To attain the highest levels of learning, we believe that all children must have the opportunity to learn in the classrooms that are exciting, active, co-operative, and to be able to understand the value and worth of diversity." (http://www.compton.k12.ca.us/)

- **Center for Educational Partnerships, UC-Irvine:**
  "The Center for Educational Partnerships (CFEP) links Southern California agencies whose goals are to increase academic success in younger students. School districts, parents, community colleges, and the UCI community join forces through CFEP programs to increase the number of students who are eligible for admission to the University of California." (http://www.cfep.uci.edu)

- **Department of Education and Outreach, UCI Libraries, UC-Irvine:**
  - Addresses student learning developmentally and sequentially as appropriate to the student's level and discipline in order to build information literacy and life-long learning skills.
  - Provides a variety of venues, modes, opportunities, and activities in order to recognize and accommodate different learning styles and capitalize on the teachable moment.
  - Actively seeks and responds to outreach opportunities in order to have a positive influence on the academic careers of students. (Departmental Mission Statement, http://education.lib.uci.edu)

Information Literacy Program Proposal

Preparation:

- Literature review, reviewing California Academic Standards and Curriculum Frameworks, communication with district and other subject matter institutes, researching audience and other model programs

California Standards:

- Online at http://www.cde.ca.gov/standards/
- Used as basis for information literacy as necessary skills for high school students
- Used specific skills within standards to as learning outcome for IL exercises

Creating Outcomes:

- Sustaining outcomes: [pillars of program]
  - Share information, resources and experiences in order to raise awareness of IL among CUSD teachers
  - Share strategies for developing IL plans in order to encourage teachers to incorporate IL into their curriculum or assignments
- Strategic outcomes: [how to build the pillars]
  - Introduce basic IL concepts
  - Demonstrate relationship to California standards
  - Create research assignments based on IL
  - Help teachers develop research skills
  - Provide teacher IL development opportunities

Curriculum Planning Concepts:

- Realized need for flexibility, active learning, hands-on experience with computers and internet searching, build familiarity with technology and concepts at same time.

Curriculum

1. Introductions: ice-breaker, goals of class
2. Basic IL Concepts: discussion on basic definitions of IL, what could be perceived as IL, what skills are involved in IL
3. Using the Web for Research: instruction session using active learning for teachers to use web to access information related to teaching area or topic of interest
4. Literacies & Intelligences: discussion of how IL can be applied to classroom exercises or research assignments to best suit students' strengths
5. Integrating IL into Research Assignments: tips for creating research assignments from librarians' point of view
6. Survey Followup & Using Government Information in the Classroom
7. Integrating California and Information Literacy Standards
8. Creating Standards for CUSD Students & Resources for Preventing Plagiarism
9. Evaluation & Wrap-Up

Program Implementation

- Nine sessions, once a month from September to May
- 25 teachers from three high schools in the CUSD
- Teachers from varying levels of experience, subjects, technology experience

Mid-Program Survey Results:

- **What the Teachers Liked Best:**
  - Time to talk with colleagues, hear other viewpoints, library and research information, time to work on assignments in class, working on the computer, talking about classroom activities, using information literacy in classroom and assignments
- **What the Teachers Liked Least:**
  - Not enough time to practice on computer, readings/discussions esoteric, not enough communication between sessions, already know how to search the web
- **What the Teachers Wanted to Learn:**
  - How to subscribe to databases, how to use/get access to other libraries/museums, how to write a bibliography for online resources, information about finding articles in academic journals, how to get those articles, more information about linking IL to CA standards

Re-Structuring of Program

- Increased active learning with exercises and lessons
- Framed everything as possible class exercise, no matter what subject or student level
- Cut down on theory (but still included it)
- Focus on the practical and the applied

Planning for Future Institutes

- Focus on one subject
- Bring teachers to UCI for one-day institute
- Target Honors or AVID teachers (AVID = http://www.avidonline.org/)
- Teacher IL in fall, Student IL in spring
- Work with librarian at school (if available)
- Assessment throughout
- Listserv/mailing list for participants to enhance communication
- Student point of view – find graduates of high schools in program, ask students for feedback on college experience, using library resources, etc.

Selected Readings/Resources (full list on program website)

Bisplinghoff, Betty Shockley and JoBeth Allen, ed., *Engaging Teachers: Creating Teaching and Researching Relationships*, Portsmouth, NH: Heinmann, 1998.
California Academic Partnership Program, *A Primer on Educational Partnerships: Ingredients for Success*, Long Beach, California: Office of the Chancellor, California State University, 1998, Available online at http://www.calstate.edu/CAPP/publications/primer.shtml.
Faculty Outreach Grant Team, *UCSB Information Literacy and Technology Project*, UCSB Davidson Library, UCSD, 2002, Available online at http://www.library.ucsb.edu/infolit/.
Grassian, Esther S. and Joan R. Kaplowitz, *Information Literacy Instruction: Theory and Practice*, New York: Neal-Schuman Publishers, 2001.