KEEP CALM AND ASK A LIBRARIAN
At the Center of IT All: Scaffolding Advanced Information Literacies for K-12 Students in School Libraries

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The Burning Question

How do we teach students to develop the advanced literacies skills that will allow them to thrive in a complex, and ever-changing landscape of literacy?
We have been slow to...

- Recognize and define the changes
- Come to terms with the implications of these changes
- Adapt our teaching practices
Photo: Lake. CC by SA-2.0 Retrieved from http://upload.wikimedia.org/wikipedia/commons/9/94/Matchedash_Lake_Water_Aerodrome.jpg
“It’s probably a weakness of ours. We just feel like the things we do together, in the absence of digital tools, are more important. Plus, we find that the kids use technologies at home, so at school, we focus on other things.”
“Just go online.”
When we don’t preface with...

• Statement of Purpose?

• Conversation about background knowledge?

• Scaffolding of skills?

• Expectations for communication?
Then...

• What opportunities have been lost?

• Is it even possible for teacher librarians make them up?
“imposed query”
~Frances Jacobsen Harris (2008)
dangers of synthetic soap for babies

The Dangers of Soap - Dherbs
It causes eye damage, especially in babies and little children, when it gets into the eye.
Commercial brand soaps contain synthetic chemicals to make them smell nice and clean.

Not all SOAPS are the same, KNOW what your buying | eBay
www.ebay.com .... » Health & Beauty » Bath & Body » Soaps » eBay
It was about 1918 when the first synthetic detergent was developed in the US. This is the soap that particular hospital used on the babies in the newborn nursery. So very small amounts of the benefits outweigh the risks in the dose ...

Baby Care - Guide to Less Toxic Products
lesstoxicguide.ca/index.asp?fetch=baby
care
Furniture Lotion Nipples - see bottles. Oil Powder Shampoo Soap Soothers ... While one in 10 babies are allergic to cow's milk, there is much lower risk of allergy with breast milk ...

The Truth about All Natural Soap - Eve's Best
Those are the "dangerous, synthetic detergent, oil stripping cleansers" that you use. One was Dr. Bronner's liquid soap, and the other was a baby wash made with ...
More questions...

• How does the structure of schooling – shape students’ inquiry processes?

• How do the assigned activities, and the limitations we impose, privilege some skills and not others? Some text genres and not others? Some media and not others?
We need to figure this out.

- The Internet is this generation’s defining technology for literacy and learning (Leu, Kinzer, Coiro, Castek & Henry, 2013).
- 979 million webpages +++ (www.internetlivestats.com/total-number-of-websites/)
- “Digital Natives” (Prensky, 2001) are often not digitally literate (Leu et al., 2013; Thompson, 2013).
- We need sophisticated digital-age thinkers (Gee, 2013).
- Students need teachers & teacher librarians to scaffold their learning (Vygotsky, 1978).
TWO DAYS

We will explore...

• Research
• Ideas
• Promising Practices

...that can inform answers to big questions about how to teach advanced (information/digital/New/new) literacies skills to students.
What do you believe?

How do you believe that we should teach students to develop the advanced literacies skills that will allow them to thrive in a complex and ever-changing landscape of literacies?
Create Something

• Capture your thoughts in a digital artifact
• Genre, up to you: Essay, poem, multi-modal poster, remix, an infographic, a .ppt presentation...anything.
• Link to our Digital Commonspace

Explore, Create, Share.

One hour.
Groups of Three

What big ideas emerged from your “This I Believes”? 
Many Literacies...

Trans-literacy, Digital Literacy, Information Literacy, Research Literacy: It’s All or Nothing!

• 47.5% of the respondents ranked this as their #1 choice.
• 69% ranked it as either #1 or #2
Theoretical frames in literacies and their relationships (as I understand them).
Michelle Schira Hagerman (2014). CC BY-NC 4.0
Transliteracy

“Transliteracy is the ability to read, write, and interact across a range of platforms, tools, and media from signing and orality through handwriting, print, TV, radio, and film to digital social networks”  (Thomas, et al., 2007)
Transliteracy

Transliteracy is an opportunity “for a change of perspective away from the battles over print versus digital, and a move instead toward a unifying ecology not just of media, but of all literacies relevant to reading, writing, interaction, and culture, both past and present. It is, we hope, an opportunity to cross some very obstructive divides.”

(Thomas et al., 2007, p. 1)
Transliteracy

Key Ideas
• Origin: Humanities; interdisciplinary
• Convergence, transcendence
• Communication in all its forms
• Contains media literacy and digital literacy

Key Scholars
• Alan Liu ~ Stanford
• Sue Thomas ~ Independent Scholar
Transliteracy Resources

#transliteracy

Transliteracy Research Group Archive
http://transliteracyresearch.wordpress.com/

Transliteracies Project
http://transliteracies.english.ucsb.edu/category/research-project

Libraries and Transliteracy
http://librariesandtransliteracy.wordpress.com/

Sue Thomas’s Website
http://suethomasnet.wordpress.com/transliteracy/
New Literacies

1. The Internet is this generation’s defining technology for literacy and learning in a global community.

2. The Internet and related technologies require additional new literacies (lowercase) to fully access their potential.

3. New literacies are deictic.

4. New literacies are multiple, multimodal, multifaceted.

5. Critical literacies are central to new literacies.

6. New forms of strategic knowledge are required with new literacies.

7. New social practices are a central element of New Literacies.

8. Teachers become more important, though their role changes within new literacies classrooms.

(Leu, Kinzer, Coiro, Castek & Henry, 2013, p. 1158)
new literacy of online reading and research

1. Online research and comprehension is a self-directed process of text construction and knowledge construction.

2. Five practices appear to define online research and comprehension processing:
   a) Identifying a problem
   b) Locating information
   c) Evaluating information
   d) Synthesizing information
   e) Communicating information
new literacy of online reading and research

3. Online research and comprehension are not isomorphic with offline reading comprehension; additional skills seem to be required.

4. Online contexts may be especially supportive of some struggling readers.

5. Adolescents are not always very skilled with online research and comprehension.

6. Collaborative online reading and writing practices appear to increase comprehension and learning.

(Leu et al., 2013, p. 1164)
New Literacies

• Key Ideas
  – Two-tier theory
  – Unifies multiple perspectives
  – Origin: Educational Psychology, Reading research, cognitive, socio-cultural and critical perspectives

• Key Scholars
  – Don Leu (University of Connecticut)
  – Julie Coiro (University of Rhode Island)
New Literacies Resources

New Literacies Research Lab
http://www.newliteracies.uconn.edu/

Technology in Literacy Education (TILE)-SIG at the International Reading Association
http://reading.org/general/AdvocacyandOutreach/SIGS/TechnologySIG.aspx/

Julie Coiro’s Faculty Page and Academia.edu pages
http://www.uri.edu/hss/education/faculty/coiro.html
http://uri.academia.edu/JulieCoiro
Multiliteracies

“negotiating multiplicity of discourses”

Literacy pedagogy must account for...

- “context of culturally and linguistically diverse and increasingly globalized societies”
- “variety of text forms associated with information and multimedia technologies” (The New London Group, 1996, p. 61)
Multiliteracies

• Key Ideas
  – “Our main concern was the question of life chances as it relates to the broader moral and cultural order of literacy pedagogy.”
    (New London Group, 1996, p. 62)

• Key Scholars
  – Courtney Cazden ~ Harvard University
  – Bill Cope ~ University of Illinois Urbana-Champaign
  – James Paul Gee ~ University of Arizona
  – Mary Kalantzis ~ University of Illinois Urbana-Champaign
  – Gunther Kress ~ University of London
Multiliteracies Resources

Cope & Kalantzis
New Learning: Transformational Designs for Pedagogy and Assessment
Multimodality

• “a mode is unit of expression and representation” (Roswell, 2013, p. 3)

• Modes must have 3 functions:
  – Interpersonal functions that speak to an audience
  – More immaterial qualities that express ideas, value, beliefs, emotions, sense as ideational functions
  – Physical features that materialize these more ephemeral qualities of texts as textual functions (Halliday, 1978, Roswell, 2013, pp. 3-4)
Multimodality
Multimodality

• Key Ideas
  - Multimodal: The description of texts and documents that include “more than one mode of meaning making” (Kress, Jewitt, Ogborn & Tsatsareli, 2001, p. 42).
  - Video, music, podcasts, infographics, graphs, charts, rating scales, color, use of white space, use of text features such as boldface or italics -- any of these modes (and more) constitute important elements of meaning that the online reader can use to construct understanding of texts, documents and sources (Kress & van Leeuwen, 2001; Kress, 2010).
  - the ”form of representation is integral to meaning and learning more generally” (Jewitt, 2008, p. 241).

• Key Scholars
  – Gunther Kress - Institute of Education, University of London
  – Theo Van Leeuwen - University of Technology, Sydney
  – Carey Jewitt - Institute of Education, University of London
  – Jennifer Roswell - Brock University
Multimodality Resources

• MODE: Multimodal Methodologies, University of London
  http://mode.ioe.ac.uk/

• National Council of Teachers of English (NCTE) Summary Statement on multimodality
  http://www.ncte.org/governance/multimodalliteracies
Information Literacy

“broadly defined as the ability to recognise information needs and identify, evaluate, and use information effectively.” (Bruce, 1999)

“Information Literacy is the set of skills needed to find, retrieve, analyze, and use information. [...] Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them.” (Association of College and Research Libraries, 2014 Retrieved from http://www.ala.org/acrl/issues/infolit/overview/intro)
Information Literacy

Learners use Skills, Resources, & Tools to:

• Inquire, think critically, and gain knowledge.
• Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.
• Share knowledge and participate ethically and productively as members of our democratic society.
• Pursue personal and aesthetic growth.

(American Association of School Librarians, 2007)
Information Literacy

• Key Ideas
  – Origins in Information Science, Information Management
  – Focus on use and evaluation of information for given purpose
  – Disciplinary heuristics
  – Ethics & citizenship

• Key Scholars
  – Michael Eisenberg ~ University of Washington
  – Renée Hobbs ~ University of Rhode Island
Information Literacy Resources

Canadian Research Libraries
Information Literacy Portal
http://apps.medialab.uwindsor.ca/crlil/wiki/FrontPage/

Association of College and Research Libraries
http://www.ala.org/acrl/standards
Information Literacy Resources

Information Literacy Standards for Teacher Education, Association of College and Research Libraries

Introduction to Information Literacy, Association of College and Research Libraries
http://www.ala.org/acrl/issues/infolit/overview/intro

Standards for the 21st-Century Learner, American Association of School Librarians
http://www.ala.org/aasl/standards-guidelines
Media Literacy

“the ability to access, understand, and create communications in a variety of contexts” (Buckingham, 2005; Literat, 2014)

“Within North America, media literacy is seen to consist of a series of communication competencies, including the ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages.” (National Association for Media Literacy Education, 2014 ).
Media Literacy

Key Ideas
- Active inquiry and critical thinking about the messages we receive and create.
- Concept of literacy to include all forms of media (i.e., reading and writing).
- Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
- Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
- Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Key Scholars
Henry Jenkins ~ USC Annenberg School of Communication
Douglas Rushkoff ~ CUNY/Queen’s College
Renee Hobbs ~ University of Rhode Island
Media Literacy Resources

Media Education Lab at the University of Rhode Island
http://mediaeducationlab.com/

National Association of Media Literacy Education (NAMLE) http://namle.net/

Media Smarts
http://mediasmarts.ca/
Digital Literacy

• Use software and hardware
• Cognitive, motor, sociological, emotional skills
• Reading print and graphical displays
• Remixing
• Constructing knowledge from non-linear navigation of hypermedia
• Evaluating quality, relevance and credibility of information
• Understanding the culture, “the rules” of the Internet (Eshet-Alkalai, 2004)
Digital Literacy

Key Ideas
- Interdisciplinary
- Demonstrate skills
- Utilize tools
- Understand standards & practices to successfully find, use, manage, evaluate, create, communicate digital information

Key Scholars
- Rand Spiro ~ Michigan State University
- Elizabeth Dobler ~ Emporia State University
- David Reinking ~ Clemson University
- Bernadette Dwyer ~ St. Patrick’s College, Dublin
- Doug Hartman ~ Michigan State University
Digital Literacy Resources

US Government’s Digital Literacy Portal
http://www.digitalliteracy.gov/

Digital Literacy Center, University of British Columbia, Department of Language and Literacy Education
http://dlc.lled.educ.ubc.ca/

Syracuse University’s Center for Digital Literacy
http://digital-literacy.syr.edu/
Theoretical frames in literacies and their relationships (as I understand them).
Michelle Schira Hagerman (2014), CC BY-NC 4.0
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Online Inquiry &
The Imposed Query

How many homes can a megawatt power
wiki.answers.com: Categories:Science > Energy Share
How many homes will 500 megawatts power? How much does a house use? This can vary a lot. If we assume 2kW per house on average, we get 250,000 ...

How much energy is 1 Megawatt
wiki.answers.com: Categories:Engineering > Electrical Engineering
First of all, a megawatt is not a unit of energy. It is a unit of power, or the rate at which energy is used. 1 watt corresponds to 1 joule per second. For example, a ...

Electricity: How much is a megawatt in concrete terms? - Quora
That is, how many typical American homes would X megawatts power, or how many megawatts does it take to do industrial process Y? Answer 1 of 4: Another ...

How much is 1 megawatt, what can we do with it? - Yahoo! Answers
answers.yahoo.com/question/index?qid...
3 answers - Mar 5, 2009
Top answer: 1 MW is 1,000,000 watts. But today, most PCs have LCD screens, and they do not save any energy by blackening the screen. It's only old CRT type ...

How much does a megawatt worth in us$? - 3 answers - Aug 27, 2010
How much power does a one megawatt cost? - 4 answers - Dec 11, 2008
How much does it cost to produce 1 megawatt of... - 1 answer - Sep 7, 2008
How much power a 100 MW power plant generates... - 5 answers - Jun 9, 2008
More results from answers.yahoo.com >
Online Inquiry: 2 Big Ideas

• Synthesis of multiple texts engages a complex set of processes that take considerable time and practice to develop.

• Complex integrated, long-term approaches to pedagogy are needed.
Promising Practices

• Use direct instruction, but keep it short (Cummins & Stallmeyer-Gerard, 2011; Dwyer, 2010)

• Apprentice students into expert ways of finding, evaluating, and thinking about information, especially disciplinary heuristics (Shanahan, 2009)

• Explore and challenge epistemological beliefs (Barzilai & Zohar, 2012 Kuhn, 2001; Kuhn & Park, 2005)
Promising Practices

• Assign collaborative online inquiry (Coiro, Castek & Guzniczak, 2011)

• Make your strategic processing explicit by using think alouds. (Coiro, 2011; Kucan & Beck, 1997; Palinscar & Brown, 1984)

• Prompt students to use their reading purpose to guide inquiry & synthesis processes. (Goldman, Lawless & Manning, 2013)

• Notetaking that emphasizes source change. (Hagerman, 2014)

• Challenge “performative citation”.
Promising Practices

• Model use of digital tools for notetaking, curation, annotation, synthesis.

• Use guided questioning to prompt reflection & gradual release of responsibility (Duke, Pearson, Strachan & Billman, 2011; Vygotsky, 1978)

• Writing. (Mateos, Martín, Villalón & Luna, 2008)
Promising Practices

• Observe students during their inquiry process and ask them to articulate what they’re doing (Coiro & Hagerman, 2013)

• Situate inquiry and tool use in authentic experiences and questions (e.g., Eccles & Wigfield, 2002)
1. Dyadic discussion of reading prompt, the purpose & background knowledge of topic.

2. Quick, direct instruction of [(PST)2 + iC3] strategies.

3. Teacher modelling via think aloud screencasts.

4. 30 minutes of dyadic online inquiry.

5. In-the-moment guided questioning that prompts application of [(PST)2 + iC3] strategies.

6. Note-taking with colour change.

7. Writing a persuasive argument for 20 minutes.
Click!

Purpose
Pre-existing Knowledge
Search
Source Selection
Type
Trustworthiness
Identify Important
Information
Compare
Connect
Continually
Update
LINK to Synthesize

- **List:** Your purpose, your background knowledge, search terms.
- **Identify:** Relevant and promising texts.
- **Never stop questioning:** The author, the relevance, the trustworthiness.
- **Keep** comparing, connecting and updating your understanding.
How CAN you teach your students to be digitally literate, transliterate, newly literate, information literate, multiliterate (choose your theoretical frame) especially as they engage in the “imposed query” for the purpose of communicating an integrated understanding?
It’s Time to Create

Create something that you can use in your teaching context.

You will share it tomorrow as part of our Gallery of Ideas.

Ideally, it will be in a format that is shareable on the AISL wiki.
Blank on Purpose (for now)

To be filled with observations/images of the day 😊