

Information Literacy and Inquiry Learning: The Heart of the School Library



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SCHOOL LIBRARIES AT THE CROSS-ROADS OF LEARNING



"If we always see as we've always seen,
We'll always be as we've always been,
We will always do as we've always done,
And we will always get what
we've always got"

(Author unknown)

Educational Leadership

- clear shift in focus from authority- or role- or person-centered definitions to those that are cultural- and learning-centered, and which explicitly focus on the leading of learning.
- three critical dimensions of educational leadership - collaboration, experimenting with practice, and gathering and using evidence

SHIFTING MINDSETS



From: roles, position
collections and advocacy

To: leading of learning
and evidence-based
practice

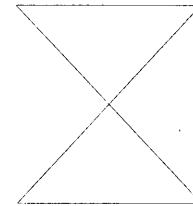
HUMAN UNDERSTANDING

THE LEADING OF LEARNING IN THE INFORMATION AGE SCHOOL



SCHOOL LIBRARIES AND THE LEADING OF LEARNING

Learning to Read



Reading to Learn

Reading at Risk: A Survey of Literary Reading in America 2005

1. The percentage of adult Americans reading literature has dropped dramatically over the past 20 years.
2. The decline in literary reading parallels a decline in total book reading.
3. The rate of decline in literary reading is accelerating.
4. Women read more literature than men do, but literary reading by both groups is declining at significant rates.
5. Literary reading is declining among whites, African Americans, and Hispanics.

Reading at Risk: A Survey of Literary Reading in America 2005

6. Literary reading is declining among all education levels.
7. Literary reading is declining among all age groups.
8. The steepest decline in literary reading is in the youngest age groups.
9. The decline in literary reading foreshadows an erosion in cultural and civic participation.
10. The decline in reading is due to increased participation in a variety of electronic media, including the Internet, video games, and portable digital devices.

<http://www.arts.gov/about/NEARTS/ReadingAtRisk2.html>

School Libraries and Reading

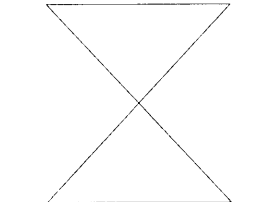
- OHIO STUDY (Todd & Kuhlthau, 2004)
School libraries helping students with reading more, reading choices, reading enjoyment and reading motivation ranked quite low
- DELAWARE STUDY (Todd, 2005)
School librarians typically promote reading across the school by: literature displays and book talks, and promoting information resources, reading incentive programs, and to a lesser extent story telling, book clubs and author visits. Primarily passive activities. These decline in frequency through high school. Reading activities that foster active student engagement, discussion and creative outputs by students have much lower rates of librarian involvement.

School-wide reading activities should be creative and engaging

- Create a web blog
- Create an international book rap
- Interactive book reviews
- Have Your Own Book Award Contest
- Literature Circles online
- Reading pals online
- Authors online
- Student peer reviews, top selections
- Create your own E-books
- Student-centered school library reading web pages

SCHOOL LIBRARIES AND THE LEADING OF LEARNING

Learning to Read



Reading to Learn

SCHOOL LIBRARIES AND THE LEADING OF LEARNING

Learning to Read

**Information Literacy &
Inquiry Learning**

Reading to Learn

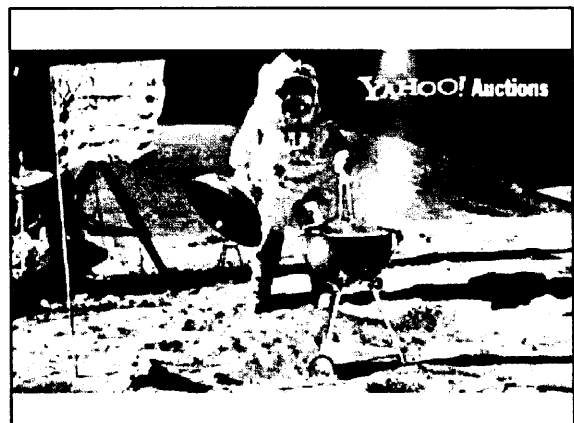
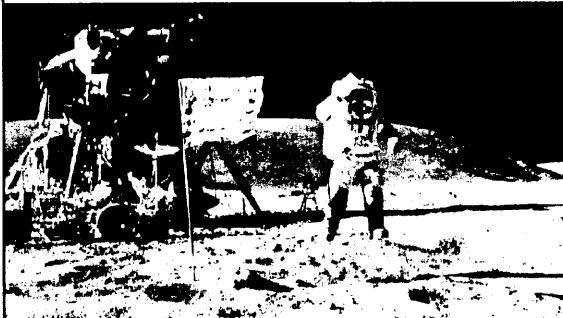
INFORMATION LITERACY

The scaffolds for effective engagement and utilisation of information in all its forms (electronic, print, popular culture) for constructing sense, understanding and new knowledge

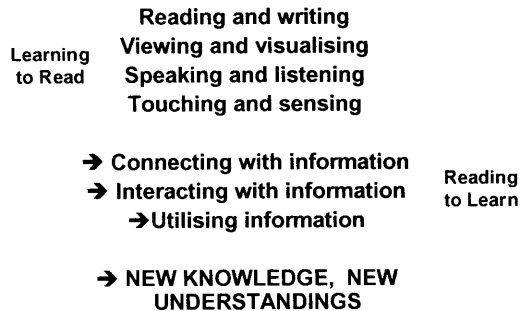
What are the Intellectual Scaffolds needed to read and make sense of this image?

- Gathering relevant information
- Judging quality of information
- Reading and interpreting visual information

The Moon or a Studio in the Nevada Desert?
Reading to Learn



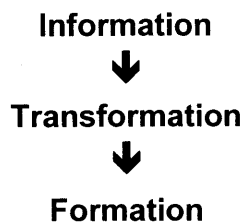
INFORMATION LITERACY



Information Literacy: The Key To Knowledge

- to enabling students to open the world of ideas in resources
- to reading meaningfully to build deep knowledge of their curriculum topics
- to presenting their new knowledge and understanding in appropriate ways
- For sharing their new knowledge with confidence and success

Information Literacy: The Key to Knowledge



Information Literacy

Transforming

- Information into knowledge
- Imposed task to personal ownership
- The search experience of learners: from surfing to seeking
- Imposed learning to authentic learning

The Myths of Information Literacy

- Information literacy is about resources
- Information literacy is about finding information
- Information literacy is about the Dewey Decimal System
- Information literacy is about libraries
- Information literacy is the destination: ie the information literate school

identifying, questioning, defining, searching, finding, locating, formulating, focusing, challenging, evaluating, filtering, analysing, organising, interpreting, constructing, synthesising, critiquing, reflecting, creating, problem solving, getting direction, moving on, making decisions, getting answers

The Realities of Information Literacy

- Information literacy is about people learning
- Information literacy is about building knowledge: the transformation of information into new knowledge
- Information literacy is about learning leadership, not library leadership
- Information literacy is the process: the development of new knowledge is the destination
- Information literacy is the key that moves students from learning to read to reading to learn

"Student Learning Through Ohio School Libraries"

- 39 school libraries in Ohio USA
- Grades 3 – 12
- 13,123 valid student responses
- 879 teacher / administrator responses
- Impacts on Learning Survey (Students)
- Perceptions of Learning Impacts (Faculty)
- "helps" measure of 48 statements of learning outcomes
- Critical Incident response to capture voice of students (10,316 responses)

"Student Learning through Ohio School Libraries"

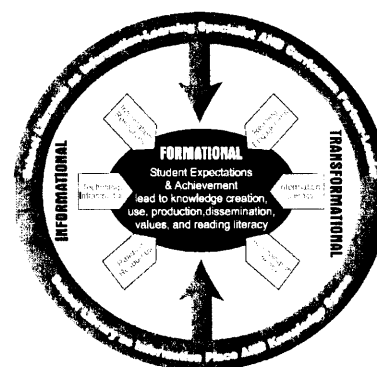
- identify how students benefit from school libraries through exploring the "help" construct
- provide statewide data on best practices in school libraries
- improve teaching and learning in information age schools
- encourage continuous improvement in school library services
- promote dialog among parent communities, school boards, administrators, school librarians, and teachers on the value of effective school libraries

7 Sets of "help"

1. How helpful the school library is with getting information you need
2. How helpful the school library is with using the information to complete your school work (Information Literacy skills)
3. How helpful the school library is with your school work in general (knowledge building, knowledge outcomes)
4. How helpful the school library is with using computers in the library, at school, and at home
5. How helpful the school library is to you with your general reading interests
6. How helpful the school library is to you when you are not at school (independent learning)
7. General school aspects –Academic Achievement

- | |
|--|
| 11. The school library has helped me know the different steps in finding and using information |
| 14. The school library has helped me know when I find good information |
| 21. The school library has helped me know how to use the different kinds of information sources (such as books, magazine, CDs, websites, videos) |
| 24. The school library has helped me put all the ideas together for my topics |
| 38. The school library has helped me figure out my own opinions on things |
| 44. The school library has helped me search the Internet better |
| 45. The school library has helped me be more careful about information I find on the Internet |
| 51. The school library has helped me find stories I like |
| 52. The school library has helped me read more |
| The school library has helped me when I have a personal concern or issue |

Model of the School Library as a Dynamic Agent of Learning



Critical Incident

- “Now, remember one time when the school library really helped you. Write about the help that you got, and what you were able to do because of it”
- To validate – “witness” quantitative data; to elucidate “helps” not identified in 48 statements; to provide the “voice” of the students
- 10,316 valid statements

The Students’ Voices

- 777 When I was working on a proje ct about science I had no idea what I was doing I asked my library teachers for help they helped and by the end of the day I felt so much better!!! And from that day on I knew what I was doing on that project and I got a A I was so proud of myself and my confidence went up a whole lot and now when ever I do a project I know I have a lot of power now to do well on projects!!!
- 1532 The school librarians don’t help me at all like they make me do all the stuff myself and wont tell me where the things are even when I already looked – they show me and make me lea rn how to find the stuff myself and its hard work!!!! You gotta use your brain, they say

Students’ Voices

- 10151 I would have never have found the sources I needed for the paper if not for the school library, the public library, and the helpful people who staff those places. They even showed me steps to work through to do the research and complete it. They ran some classes specifically for us and they were very very helpful
- 1075 Well one time was when we had to do a report on Animals and I had no clue how t o find information about my animal. So Mrs. X helped me f ind the information on the computer. On the internet if its true or false – to learn that is very important at school.

Students’ Voices

- 3532 I was working on H istory project and we had to have several sources (primary documents) and the librarians instructed the students on how to go about finding the information we needed and compiling it into something worthwhile. I was able to combine everything together and earn a good grade.
- 100 I needed help doing a project for government that had to do with presidents and they had so many books and then the librarian helped me find web sites. But then they gave me ways of sorting through all the ideas to extract the key points so I could get my head around it all

Students’ Voices

- 66 I needed to write a paper and I went to the Library where I was ultimately able to write a paper successfully. My ideas were a mess and talking to the librarian gave me a way to organize my ideas and present the argument. I did really well!!! I’ve never forgotten that – used it to do many other assignments.
- 4155 I remember when I came up to the school library for math. We turned the library into a co-ordinate grid. It was soooooooooooooooooooooooooooooo cool!!!!!!!!!!!! And I could know about grids in my tests

Students’ Voices

- 785 I love to read. The library introduced me to a new series of books. It was a series of unfortunate events. After I read those, in my writing I wasn’t afraid to extend beyond the limits and write creative, farfetched stories
- 945 Once recent time that I can think of that the school library has helped me was when I needed to find my science vocabulary terms and write them properly. It also helped me when I needed to find a world encyclopedia of trade embargo’s of world war 2 for my Social Studies class.
- 6215 I needed to do a lot of research and get a lot of help for my senior thesis project this year. I got a lot of help from the library and the writing intervention workshop. I was able to make my project a success because writing clearly and logically is very hard, and the good resources and writing techniques helped

- 433 It helped me find info on racism for a 10th grade project, and made me really think about that, especially I didn't realize how racist some of my ideas were
- 6256 Sometimes I argue with my parents about things and use the library to check if my opinions are true
- 1408 One time, I wanted books on Teen Suicide and they were able to get some for me. It was helpful of them as my cousin died that way and I could figure it out a bit more for me.
- 6110 I guess I've discovered one thing. When I do my research well, and do the proper thing with note cards and writing in my own words, I seem to just get to know the stuff and that makes a big help when I talk about the stuff in class.

INFORMATION LITERACY RESEARCH



Intellectual Quality

Deep knowledge
 Deep understanding
 Problematic knowledge
 Higher order thinking
 Meta-language vocabulary of discipline
 Substantive communication

INFORMATION LITERACY RESEARCH



Quality Learning Environment

Engagement
 Meeting High Expectations
 Social Support
 Students' self-regulation
 Student direction
 Knowledge integration
 Inclusivity
 Connectedness

Information Literacy and Learning Outcomes

10 schools in New Jersey



Schools Context

- 10 New Jersey state schools
- Experienced and expert school librarians
- Diverse schools
- 10 teacher-school librarian teams
- 10 school librarians working on curriculum projects with 17 classroom teachers
- 574 students in Grades 6 – 12
- Data collected over four weeks, Spring 2004
- Training Institute Feb 24, 2004: overview and critique of units, use of data collection instruments, procedures and ethical guidelines

Enablers of Learning

- Instructional intervention: 3 kinds of INFORMATION LITERACY scaffolds valued by students:

Reception Scaffolds: assist learners in garnering information from the diverse sources; direct the learner's attention to what is important, and to help them organize and record what they perceive. (Perceive structure in information)

- *Transformation Scaffolds:* assist learners in transforming the information they've received into some other form. This involves *imposing structure* on information

- *Production Scaffolds:* assist learners in actually producing something observable that conveys the complexity and richness of what they have learned.

Enablers of Learning: Guided Inquiry

- compelling situations and questions which engage and challenge students in wanting to know
- the task connects to real life contexts and enables students to solve intellectual and/or real-world problems
- students exercise some choice over the specific questions they want to answer and how to present their new knowledge
- Information literacy focus is constructing new knowledge
- Students involved in thinking, acting, reflecting, critical analysis, and creating new understanding
- students are given opportunity to practice their new skills
- students have multiple opportunities to dialogue and get feedback from teachers and school librarian about their learning
- students have opportunity to communicate and share their new understandings

Changes in Knowledge

Moving Vertically or
Horizontally on the Information
Sea

Going Deep or Skimming the
Surface

Going Deep or Skimming the Surface

HORIZONTAL

- Gathering facts
- Gathering more facts
- Gathering even more facts
- Student learning seems to remain on a more descriptive level throughout the project. Their topical understanding develops through addition of new detail.
- INFORMATION LITERACY
FOCUS ON FINDING
INFORMATION

VERTICAL

- Gathering facts
- Manipulating these facts in a number of ways: seeking explanations, synthesizing facts into more abstract groupings, organizing facts in more coherent ways; reflecting on these facts to draw out conclusions and build positional or predictive statements
- INFORMATION LITERACY
FOCUS ON BUILDING
KNOWLEDGE

The Emotional Rollercoaster

- Very distinctive ebb and flow of emotions follows the deadlines that were crafted teachers and librarians to guide the students effectively through the research process.
- Increase in optimism and confidence as they identify a general topic and begin to investigate sources for relevant information
- Increase in negative emotions—often reported here as stress, anxiety, and pressure—just as the deadlines for bibliographies and, particularly, outlines approach
- Submission: relief, confidence (because of level of research done); acknowledge that it was “hard work” but worthwhile

INFORMATION LITERACY IS A KEY COPING
MECHANISM FOR LEARNING

INTERVENTION MATTERS

“A six page research paper scared the bloody crap out of me, but with the help I got while doing the project, I knew I could do it. This project opened me to new ideas, and how to write my own ideas and thoughts based on them. I enjoyed recording my thoughts because I like to express how I am feeling during the process. This allowed my teachers and librarians to know my thinking throughout the course and to guide me better”

“I’ve just slipped out of the hands of a giant research monster who wanted to eat me feet first”

A TIME OF BOLD ACTION Edna St Vincent Millay 1892-1950

*“Upon this gifted age, in its dark hour
Rains from the sky a meteoric shower
Of facts, they lie unquestioned,
uncombined.*

*Wisdom enough to leech us of our ill
Is daily spun, but there exists no loom
To weave it into fabric.”*

