O’Shea, Reflection Standard 2.3

Artifacts
- Information Literacy Process Models (ISTC 651, Fall 2009)
- Lesson Plans
  - Iditarod (AASL lesson template, ISTC 651, Fall 2009)
  - Iditarod, Slam Dunk version
  - The Librarian of Basra (ISTC 501, Spring 2009)
    - K-W-L chart
    - Preselected websites
- Technology samples for lessons at Catonsville Middle School (ISTC 789)
  - One True Media, Drug PSA sample
  - Audacity, Poetry sample

Standard 2.3 focuses on the librarian’s knowledge of information literacy skills, how the skills apply across the curriculum, and helping students acquire the skills. Electronic cataloging and online subscription databases, for instance, promote efficient and equal access to information. Accessing and using such resources are fundamental information literacy skills with lifelong relevance.

Students consume and create content. The ability to communicate effectively in print and online using available technologies is an information literacy skill with real-world applications and utility for 21st century learners. The library is fertile ground for students to develop and practice these skills. In their roles as teachers, instructional partners, and information specialists, librarians are positioned to guide students and staff.

Of the many coursework projects that align with Standard 2.3, two were from ISTC 651. I learned about Information Literacy Process Models (ILPMs), frameworks for teaching and learning information literacy skills. Frameworks, like scaffolds, provide structure and steps that help move students through a research or problem-solving process. ILPMs integrate content (information or knowledge sought for personal or academic purposes) and process (how to find, make sense of, and use the information).

For the signature assignment in ISTC 651, I selected, researched, and analyzed three Information Literacy Process Models and communicated my findings in a wiki. I deliberately selected three models with which I was unfamiliar: Annette Lamb’s 8Ws of Information Inquiry, Virginia Rankin’s Thoughtful Researcher (Presearch model), and Barbara Stripling’s REACTS Taxonomy. Though their steps have different names and are targeted to different grade levels, their shared purpose is to help students become effective researchers and consumers of information in school and beyond. In each model, students learn to locate and gather information, take notes, summarize, analyze, synthesize, and communicate new knowledge.

Many lesson plan assignments in SLM coursework were cross-curricular and incorporated technology. For ISTC 651, I created a lesson to extend students’ understanding of a fiction story, Akiaq, (Blake, 1997) from the Houghton Mifflin fourth grade reading textbook that BCPS uses. The story is about one dog’s run on what eventually became the Iditarod race trail. In the
lesson, students practice information literacy skills by using preselected online and print resources to discover the story’s historical background: why the race occurs, what it commemorates, and the roles of the people and dogs involved. Later, this lesson and its online resources were the basis for a Slam Dunk lesson in the same course. In addition to integrating fourth grade reading content, the Slam Dunk lesson I created builds on prior knowledge from a third grade social studies unit about communities. The communities unit focused on interdependence, a theme that resonates with the content of the Iditarod Slam Dunk lesson.

In my first course of the SLM program, ISTC 501, another assignment was cross-curricular and integrated technology. My partner and I planned and delivered a lesson for classmates that used online resources to investigate the setting of Jeanette Winter’s non-fiction picture book, *The Librarian of Basra* (2005), based on a war-related event in the Middle East. Using a variety of preselected websites, students answered questions on a K-W-L chart that was a part of a wiki created for the lesson. Using technology was appropriate, fun, and motivational for our classmates, who discovered that a picture book can be used effectively even with older students.

During my placement at Catonsville Middle School (CMS), I helped integrate information literacy skills in a research project assigned to eighth grade GT Social Studies students. The assignment required using print and online resources. Research and note-taking were the foundation of the project. The first week, students spent an hour daily in the library. I pulled and displayed print references and, with the librarian, modeled using them and the relevant online subscription databases that BCPS provides. We focused on search strategies and pinpointed useful functions such as saving search records. As expected, when students began online searches, many went straight to Google and Wikipedia, which the Social Studies teacher permitted. Before long, however, discerning students began using the targeted online databases.

Students at CMS often use Web 2.0 tools to present information and new knowledge, and I had frequent opportunities to teach them new skills. I co-taught sixth grade GT Reading students how to create and embed Wordles and Vokis on a class wiki. For eighth grade Health classes, I created a sample product for the Drug Public Service Announcement assignment using One True Media. For eighth grade GT Reading students, I created a poetry reading sample with Audacity. Technology-based presentation tools will evolve. By using information literacy skills and by exploring Web 2.0 tools, I will keep up with the changes and model lifelong learning for students.

Teachers must continually gain and practice information literacy skills. While at CMS, the librarian and I informally presented BCPS’s Online Research Models (ORM) to the English department at its monthly meeting. The teachers had a range of prior knowledge and experience with the models and were enthused by their flexibility, adaptability, and standards alignments. I anticipate using the models in my future school library to continue meeting Standard 2.3.