

# Information Literacy for Teachers and Teacher Educators

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# The Need for Information Literacy Instruction for Teachers

- The Information Age
- Critical Thinking
- Lifelong Learning
- The Digital Disconnect
- Instructional Collaboration
- Reflective Practice
- Instructional Leadership

# Information Literacy for Teachers – Three Dimensions

- The Information-Literate Student
- The Information-Literate Teacher
- The Instructional Collaborator

# Information Literacy for Teachers - The Information Literate Student

Information literacy instruction for teachers must improve their ability to locate, access, evaluate, synthesize, and present information needed:

- to complete academic coursework as pre-service or in-service students; and,
- to effectively meet the ongoing need for information in a “learning profession” (i.e., lifelong learning).

# Information Literacy for Teachers - The Information Literate Teacher

Information literacy instruction for teachers must improve their ability to actually teach and assess information skills, either on their own, or in collaboration with a school library media specialist. This can include:

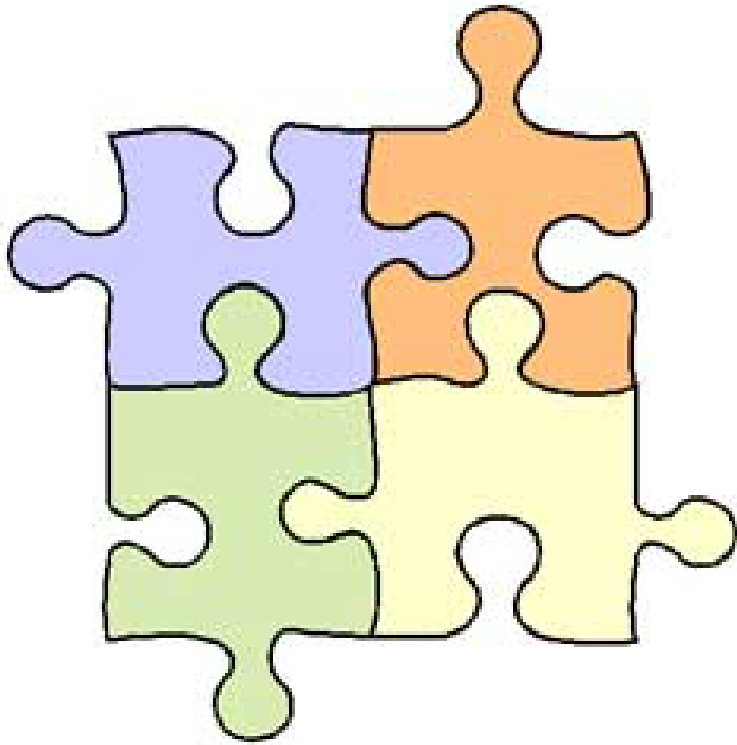
- direct information literacy instruction and assessment;
- information literacy instruction and assessment integrated into content-area instruction.

# Information Literacy for Teachers - The Instructional Collaborator

Information literacy instruction for teachers must introduce them to the school library as an instructional resource, and to the school librarian as an instructional collaborator. This may be facilitated by:

- discussion of the school library within methods coursework or co-curricular activity; or,
- inclusion of the school library in the field experience.

# Rate Your Program Across the Three Dimensions



What does your program do to help pre-service educators meet the goal of information literacy across the three dimensions?

- student
- teacher
- collaborator

# Information Literacy Instruction at Washington State University

- Offered by a network of Instruction faculty and subject specialists
- Effective system of collaboration between the Libraries and various lower-division undergraduate programs, including Freshman Seminar, World Civilizations, and Composition
- Over 9,100 students, faculty, and staff received face-to-face instruction in 2001-2002



# Information Literacy Instruction in the College of Education

- Offered by the Education Library faculty (1.25 FTE), with support from Instruction faculty
- Contact points in the major traditionally include:
  - Teaching & Learning 305 (Fundamentals of Instruction) – locating instructional materials in the catalog, through the ERIC database, and on the World Wide Web
  - Teaching & Learning 307 (Children's Literature) – locating biographical information and criticism of authors and illustrators of children's literature
- Over 400 College of Education students, faculty, and staff received face-to-face instruction in 2001-2002

# Information Literacy Instruction in the College of Education (cont.)

- Course-related instruction is traditionally supplemented by:
  - Drop-in workshops offered in College computer labs, including “Finding and Using Electronic Journals in Education,” and “Education on the World Wide Web.”
  - Education section of one-credit course, “Accessing Information for Research” (Gen Ed 300)

# The Co-Teach Program

- Co-Teach (Collaboration for Teacher Education Accountable to Children with High Needs) is a U.S. Department of Education Title II Partnership Grant awarded at \$9.67M over 5 years. Aims of the grant include:
  - Collaboration across campus to support new ideas in teacher education
  - Collaboration with high-need partner districts in terms of field experiences, mentoring, and in-service education
  - Curriculum re-design in teacher education

# K-8 Teacher Education at Washington State University

- Block One - Literacy and Language Arts
- Block Two - Content Area Methods
- Block Three - Diverse Learners

# K-8 Teacher Education Block One - Literacy & Language Arts

- T&L 305 (Fundamentals of Instruction)
- T&L 306 (Survey of Elementary Reading & Language Arts)
- T&L 307 (Children's Literature)
- T&L 320 (Elementary Reading Methods)
- T&L 402 (Instructional Practicum I)

# K-8 Teacher Education Block Two - Content Area Methods

- T&L 352 (Teaching Elementary Mathematics)
- T&L 371 (Teaching Elementary Science)
- T&L 385 (Teaching Elementary Social Studies)
- T&L 405 (Instructional Practicum II)

# K-8 Teacher Education Block Three - Diverse Learners

- Ed Psych 401 (Classroom Assessment)
- T&L 310 (Classroom Management)
- T&L 403 (Social Foundations)
- T&L 413 (Introduction to ESL)
- T&L 445 (Methods of Educational Technology)
- T&L 490 (Advanced Practicum)
- Sp Ed 420 (Teaching in Inclusive Classrooms)

# The Co-Teach Mini-Grant

- During Spring 2002, a “mini-grant” was written by the authors to support faculty review of K-8 teacher education courses in support of integration of information literacy instruction
- Participants included faculty members in language arts education, children’s literature, social studies education, mathematics education, and science education



# Introducing Information Literacy Instruction to Faculty

- Half-day workshop conducted for faculty participating in mini-grant focused on:
  - Basic information literacy concepts
  - Status of information literacy instruction and assessment programs on campus, and, specifically, in the College of Education
  - Information literacy instruction standards, both K-12 and higher education

# Introducing Information Literacy Instruction to Faculty (cont.)

- Introduction to the connection between information literacy standards and K-12 standards in the content areas, e.g.
  - The student who is information literate uses information accurately and creatively (Information literacy standard);
  - The student knows how to construct timelines in significant historical developments that mark at evenly spaced intervals the years, decades, or centuries (History standard for Grades 3-5).

# Introducing Information Literacy Instruction to Faculty (cont.)

- Introduction to the idea of the school library media specialist as instructional collaborator, and identification of complementary strengths of the SLMS and the teacher, e.g.:
  - SLMS is expert in accessing new knowledge; teacher is expert in curriculum content;
  - Teacher is expert in teaching strategies; SLMS is expert in using technology to enhance learning.

# Introducing Information Literacy Instruction to Faculty (cont.)

- Introduction of the idea of process models for information literacy instruction, specifically the Big 6:
  - Task Definition
  - Information Seeking Strategies
  - Location and Access
  - Use of Information
  - Synthesis
  - Evaluation

# Building Bridges - Student Learning and Professional Knowledge

Introduction of faculty to research on improved student achievement in schools with professional school library programs (e.g., Lance, 1999). Academic achievement is higher when (among other things):

- SLMS is part of a planning/teaching team;
- Technology is used to extend information skills instruction across the curriculum.

# Building Bridges - High-Needs Students and Districts

High-needs students and districts targeted for assistance through Co-Teach are precisely those that often do not support effective school library media programs. Information literacy instruction for educators can bring additional benefit specifically to high-needs students, and better prepare them for the information skills required in college.

# Building Bridges - Supporting Teachers in the Field

Introduction of faculty to the role an information professional can play in supporting teachers (especially student teachers) in the field, e.g.:

- identification of resources;
- instructional collaboration;
- identification of discrete information skills and how to assess student mastery of them.

# Building Bridges - The Process Model

Introduction of faculty to the idea of information literacy as process and the use of the Big 6 process model as framework allowed for:

- Connection with existing campus programs:
  - Writing Across the Curriculum
  - Critical Thinking Project
- Connection with K-12 information literacy instruction practice



# Building Bridges - Assessment & Accreditation

- Discussion of state and national accreditation standards related to information literacy (e.g., NCATE 2000, Standard 1)
- Connection to K-12 standards such as those developed by NSTA, NCSS, NCTE
- Connection to campus-wide assessment activities
- Connection to K-12 assessment practice
- Introduction of methods of assessment aimed at discerning mastery of information skills

# Curriculum Mapping and Course Revisions

Through Spring and Summer 2002, participating faculty engaged in a number of activities, including:

- Big 6 Workshop with Michael B. Eisenberg and Lorraine Bruce
- Reviewing existing assignments for 6 courses to identify:
  - Information literacy components of existing assignments
  - Connections between coursework and traditional ILI activities

# Integration of Information Literacy Instruction and Assessment

- T&L 306 (Elementary Reading & Language Arts) – WebQuest – Information Seeking Strategies, Location & Access, Use of Info
- T&L 307 (Children’s Literature) – Critical review of children’s author – Information Seeking Strategies, Location & Access
- T&L 352 (Teaching Elementary Mathematics) & 385 (Teaching Elementary Social Studies) – Unit Plan – Task Definition, Synthesis, Evaluation
- T&L 371 (Teaching Elementary Science) – Zig-Zag Books - Synthesis

# Introduction of Information Literacy as a Content Area to Students

- In Fall 2002, efforts began to prepare pre-service teachers to recognize information skills instructional objectives in their teaching:
  - Course-related instruction introducing T&L 385 students to the Big 6
  - Workshops as “professional hours”
  - Inclusion of IL component in unit plans

# Future Directions

- Continued integration of IL objectives into course assignments in Blocks 1 & 2
- Integration of IL objectives into course assignments in Block 3
- Induction of new faculty into IL culture in the department
- Re-design of IL course to address 3 dimensions
- Introduction of information literacy to in-service teachers through summer programming
- Programming bringing school library media specialists onto campus

**Questions?**



# Selected Resources

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# Resources on the World Wide Web

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