

Information Literacy Lesson Plan: Module Four

Requires approximately 1 ½ to 2 hours

ACRL Standard 4: An information literate student uses information effectively to accomplish a specific purpose, individually or as a member of a group

Module 4 addresses how to effectively synthesize and present information by

- assigning research topics to teams of students
- addressing various perspectives on each topic to broaden the scope of the issue
- introducing communication and collaboration on an academic level
- using presentations to evaluate the comprehension of information gathered

Background Knowledge/Prerequisites

- For Module Facilitators: none
- For Students: Successful completion of Modules One, Two, and Three

Materials Needed:

- Class divided into four teams
- A topic for the for teams which can be examined from four different perspectives
- Access to the class shell

Student Deliverables (individual even if working in a group):

1. Group Presentation
2. Postings to the course shell

Step 1: Using Information to Accomplish a Purpose

[Approximately 80 minutes including time in the library to begin research]

{You may want to have the librarian in the shell as part of the discussion.}

Explain:

Module Four is, by definition, process and project oriented. The two-part activity for this module will incorporate the knowledge, skills, and abilities acquired in the previous modules and tap in the collective expertise and creativity of each group to meet the TCOs. In addition, each group will track their progress and post this information to the class shell.

Facilitate:

For this module, each group will use information effectively to accomplish a specific purpose and will demonstrate their results in ten minute presentation to the rest of the class.

The class will be looking at the broad topic of _____.¹ But, each of the four teams will be examining this topic from a different perspective. The four perspectives are ____, ____, ____, and _____.² Each team will find information on this topical perspective and present the information to the rest of the class.

The purpose of this activity is to:

- apply new and prior information to the planning and creation of a particular product or performance
- revise the developmental process for the product or performance
- communicate the product or performance effectively to others

The format for the presentations is open. Some ideas are doing a panel discussion, launching a website, making a brochure, presenting a PowerPoint, etc. Each group will determine best methods for presenting information and posting the research process to the shell. Each team will present their findings to the class in a professional manner.

In addition to the presentation, each student will report the following to the class shell:

- Preliminary work
 - This will include, among other things, a concept map, reference sources consulted, and a general outline of the presentation
- The research process

¹ The choice of a topic is open to the instructor and class

² Depending on your interests and those of the class, there are numerous clusters of perspectives for the topic you select for them.

In the first cluster, for example, a topic could be examined from the points of view of how a news agency would gather and present the information compared with an advocacy group, a government agency or department, a corporation, or a non-governmental agency.

Perspective Cluster #1: Public issue: a news agency, an advocacy group, a US government agency, a corporation, an NGO, etc,

Perspective Cluster #2: Discipline: Ethics/philosophy, economics, sociology, psychology, arts, literary, historical, anthropology, etc, [this would be good prep for HUMN 432]

Perspective Cluster #3: Political: libertarian, conservative, liberal, radical, green, anarchist, etc.

Perspective Cluster #4: Business: marketing, accounting, finance, management, HR, entrepreneurial

Perspective Cluster #5: Technology: GSP, engineering, programming IT, medical technology

Perspective Cluster #6: Profession: Health, Law, Education, Public Administration, Librarian, etc.

- This will include, among other things, strategies that are working, dead-ends, progress, alternative strategies, frustrations, the changing nature of the presentation relative to the topic.
- In particular, post about the library databases used, report the search terms used, the search strings constructed and the results, books retrieved in the OPAC, and names and URLs of useful websites.
- Report which sources were rejected and why.
- Results
 - This will include what their group has accomplished, assess how well they have done, and discuss what needs to be done and how it will be accomplished.
- The role of technology
 - Were spreadsheets or databases used/created? How was technology used as a means of communicating among team members? What software was used to prepare the presentation? Include any technology employed.
- Support, suggestions, and sympathy to the members of the other three groups to assist them with their research and presentation.

The final project will include properly cited sources accompanied with annotations for the sources used. The sources initially gathered but not used should still be listed, but not annotated.

Some students find it helpful to create and follow a research log. While not a requirement for this module, there is a sample research log in Appendix A. (Duncan, & Lockhart, 2000; Burkhardt, MacDonald, & Rathemacher, 2003; Folke Bernadotte Memorial Library, 2008, November 19; Neely, 2006).

Step 2: The Presentations

[40 minutes]

Facilitate:

The student teams will present their information to the rest of the class.

{Scoring will be based on the thoroughness and completeness of the presentations as well as the quality of research, as well as the contributions to discussions}

Conclude: _____[conclusion needed!]

Appendix A: Research Log (Rognas & Pedersen, 2004)

QUESTION YOU ARE INVESTIGATING: _____

| Library Database (e.g. ERIC, PsychInfo, Academic Search Complete, etc.) | Search terms (* remember to specify if searched in keyword, author, abstract, descriptor, etc?) | APA Article citation (also, is it peer reviewed?) | Type of source (opinion, case study, literature review, empirical research)? | What seemed most relevant /important? What new questions do you have? |
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Written Observations & Questions:

What have you learned about your question when you consider these sources together (e.g. different ways to define the topic, different ways in which research is applied)?

How are you noticing your question becoming more specific:

- (i) Who are you interested in focusing on, e.g. particular age group or demographic group?
- (ii) What about the topic interests you?
- (iii) For what purpose? What is significant about the research you are pursuing?

What kinds of information are you planning on looking for next? How is it relevant to your question?

Resources Used:

- Duncan, D. & Lockhart, L. (2000). *I-search, you search, we all learn to research: A how-to-do-it manual for teaching elementary school students to solve information problems*. New York: Neal-Schuman Publishers.
- Burkhardt, J. M., MacDonald, M. C., Rathemacher, A. J., & (2003). *Teaching information literacy: 35 practical, standards-based exercises for college students*. Chicago: American Library Association.
- Folke Bernadotte Memorial Library (2008, November 19). Creative library assignments from Our faculty. In *Folke Bernadotte Memorial Library*. Retrieved from <http://gustavus.edu/library/facultyresearchassignments.html>
- Neely, T. Y. (2006). *Information literacy assessment: Standards-based tools and assignments*. Chicago: American Library Association.
- Rognas, L., & Pedersen, S. (2004). *How to keep and use a research log*. Retrieved from The Evergreen State College website: http://academic.evergreen.edu/curricular/mit2007/fall2005/fall_handouts/assignments/technology/ResearchLog.doc.