Critical thinking in the classroom: Why collaborating is more important than ever

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Information literacy: A game-based learning approach for avoiding fake content
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COLLABORATING: WHY AND SETTING THE STAGE

FAKE NEWS: WE THINK WE KNOW

COLLABORATING: STEP-BY-STEP APPLICATION

5-STEPS BACKWARD APPROACH

THREE EXAMPLES
Do you collaborate with faculty/librarians?

Why not?

What are some of the obstacles?

What has been your experience with collaboration?

How often could faculty and librarians collaborate and increase the level of effectiveness at your institution?
WHY COLLABORATING?

- Provide a two-way learning environment
- Vygotsky, Piaget: learning by doing (constructivism) is better
- Bandura: Efficacy- I can do better because I am getting positive feedback
- Generation Z (the students of today and tomorrow!)
- Creative projects and scholarship: Disseminating information and moving forward the professions
WHY COLLABORATING WITH THE LIBRARIANS/FACULTY?

- Combine content and library science knowledge and skills
- Remain abreast of new resources/services/subject content
- Better outreach to students
- Enhance an understanding of what is needed in the curriculum
- Out-of-the-box projects
- Support the mission of the institution and library

The common goals are to teach students to become critical thinkers about information and to learn from each other in order to move education forward. These goals help us better prepare students for the workplace and be active members of society.
COLLABORATING AT PENN STATE

- Librarians - we are faculty without students
- Our job is to support the teaching and learning missions of the institution and library
- Collaborating is essential to do our job!

How:
- Assist faculty with integrating IL in the course
- Assist students with learning research/critical thinking skills
- Evaluate what we do to demonstrate how we support the library’s mission of furthering education
FAKE NEWS- A WAKE UP CALL FOR ALL

- 2016 elections
  - Impact of social media on our daily life
  - Lack of critical thinking skills about information
  - Dependency on technology
  - Dispersion of information:
    - Global
    - Fast
    - Too much
    - No need to be an expert
WE ARE NOT AS SMART AS WE THINK

Confused: 36% Confused
Headline credibility: 25% Confused
Check info: 96% Confused
Collaborating... Where Do We Start?

Inform about what librarians can do

Collaborate and plan

Evaluate what has been done
  Plan again

Cycle
COLLABORATING BY STARTING BACKWARDS

1. Confirm what the students already know
2. Identify what skills the students need
3. Indicate how the students will demonstrate the new knowledge
4. Determine what type of assessment best matches 3
5. Develop a lesson that matches the objectives of 2 and 4
1. **CONFIRM WHAT THE STUDENTS ALREADY KNOW**

- **2 minute paper** Ask the faculty to give this question:
  
  What is fake news? Explain where you can find it, who uses it and distributes it, to what mediums it applies and anything else you want to add.

- Faculty and librarian go over the responses
2. IDENTIFY WHAT SKILLS THE STUDENTS NEED

1. Types of information, what, and when to use them
2. Understand where to find the primary source- bibliography
3. Know how to use the catalog, databases
4. Why copyright is important
3. INDICATE HOW THE STUDENTS WILL DEMONSTRATE THE NEW KNOWLEDGE

- 2 minute paper
- Discussion
- Group work
- Individual research paper
- Reflection paper
- Presentation
SHOW A SYSTEMATIC WAY OF READING

- Title
- Author
- Association/credentials
- Publication type
- Text: relevant information, currency
- Numbers and facts
- Images: relevance, original, copyright
- Experts: who are they?
A SYSTEMATIC WAY OF READING: HANDS-ON

5 minutes in class:
- In small groups, find one article each (magazine, website, scholarly) about the same topic
- Apply the systematic approach of reading
- Share what you find with the class
- Turn in your work to the professor

Alternative: Each group prepares a recording of their findings, which is posted in private mode in YouTube. Each student then comments on another group (also reading the article).
4. DETERMINE WHAT TYPE OF ASSESSMENT BEST MATCHES 3

The assessment must match:
1. the outcomes for learning
2. the type of work the students are doing
3. the learning in the classroom (course & library)
5. PLANNING THE LESSON- 50 MINUTES

25-30 minutes:
- 3 minutes: discussion about Google and the library
- 2 minutes: types of sources
- 5 minutes: systematic reading + hands-on
- 7 minutes: the catalog- what it is, searching demo and hands-on
- 7 minutes: what is a database- searching demo and hands-on
- 4 minutes: copyright

15 minutes:
- Hands-on to find material for assignment
EXAMPLE 1: NURSING RESEARCH

- 4 years in the making
- From research paper (10 pages, research, boring!!) to shorter paper and poster presentation
- Now: students write a short analysis of the research on a nursing intervention as a group, then synthesize the information into a poster presentation
- Now: students attend a 4 hour workshop as part of their clinical time
EXAMPLE 2: CULTURAL COMPETENCE IN JUVENILE LITERATURE

- 2 years to get it done
- From finding books about culture to understanding about cultures
- Integration of information about geography, history, education, author, and illustrator
- Created site (Global School Library) where students can publish their research and it is used by practitioners
- Presented at International Federation of Libraries Association
EXAMPLE 3: COLLABORATING WITH THE WHOLE CAMPUS

- Undergraduate Research Fair
- International students
What are your suggestions for improving collaboration among faculty and librarians?
Is it possible to bridge the gap between librarians/faculty?
How can we find a solution to the obstacles?
Thank you!

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RESOURCES

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