

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

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PennState
University Libraries

Information literacy: A game-based learning approach for avoiding fake content
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**UNIVERSITÀ
DI PARMA**



COLLABORATING:
WHY AND SETTING
THE STAGE



FAKE NEWS: WE
THINK WE KNOW



COLLABORATING:
STEP-BY-STEP
APPLICATION



5-STEPS BACKWARD
APPROACH



THREE EXAMPLES

COLLABORATING... WITH A LIBRARIAN? WITH A FACULTY?

- 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

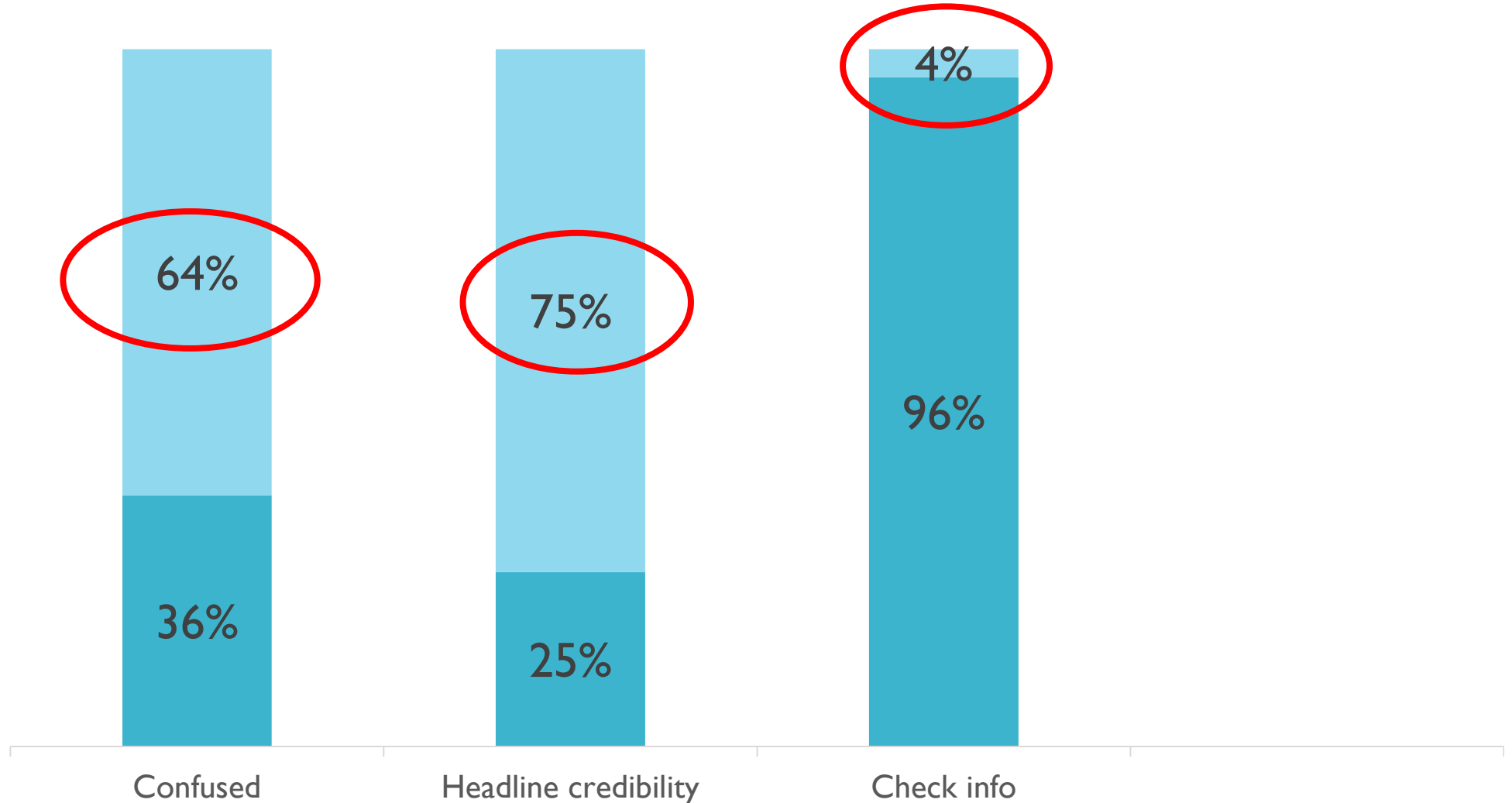


FAKE NEWS- A WAKE UP CALL FOR ALL

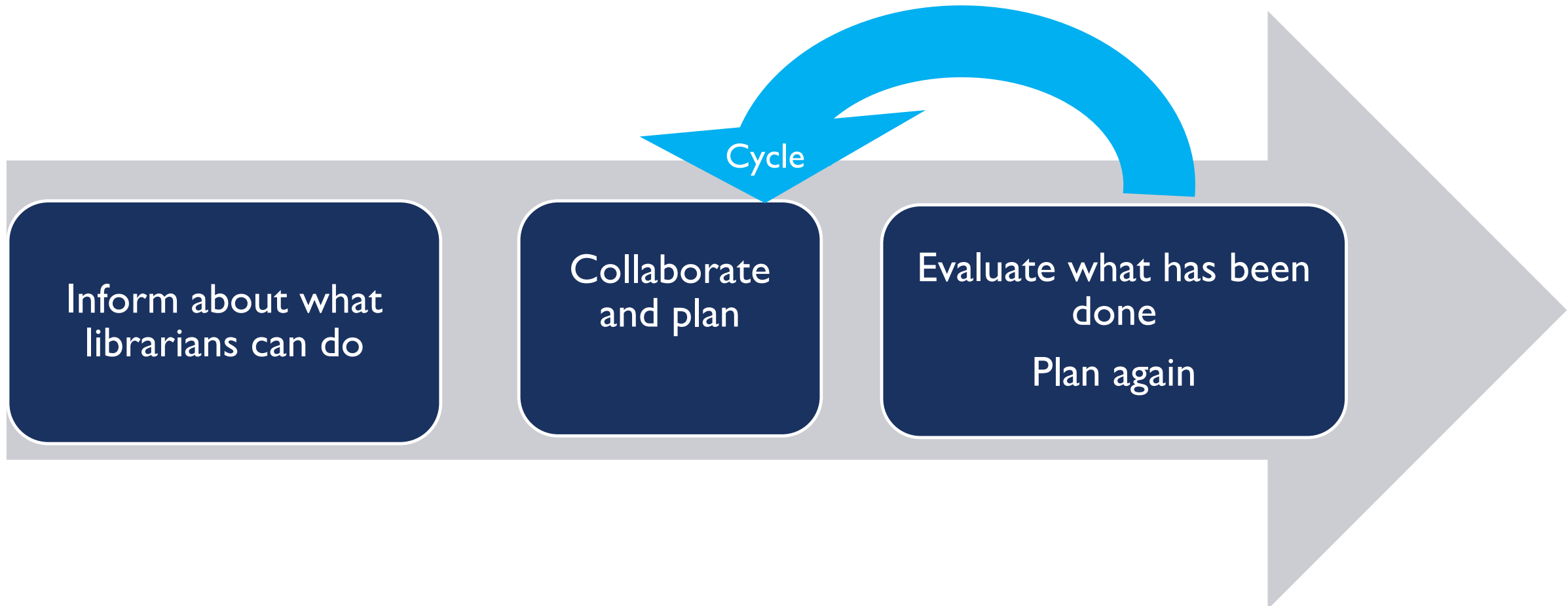
- 2016 elections
 - Impact of social media on our daily life
 - Lack of critical thinking skills about information
 - Dependency on technology
 - Dispersion of information:
 - Global
 - Fast
 - Too much
 - No need to be an expert



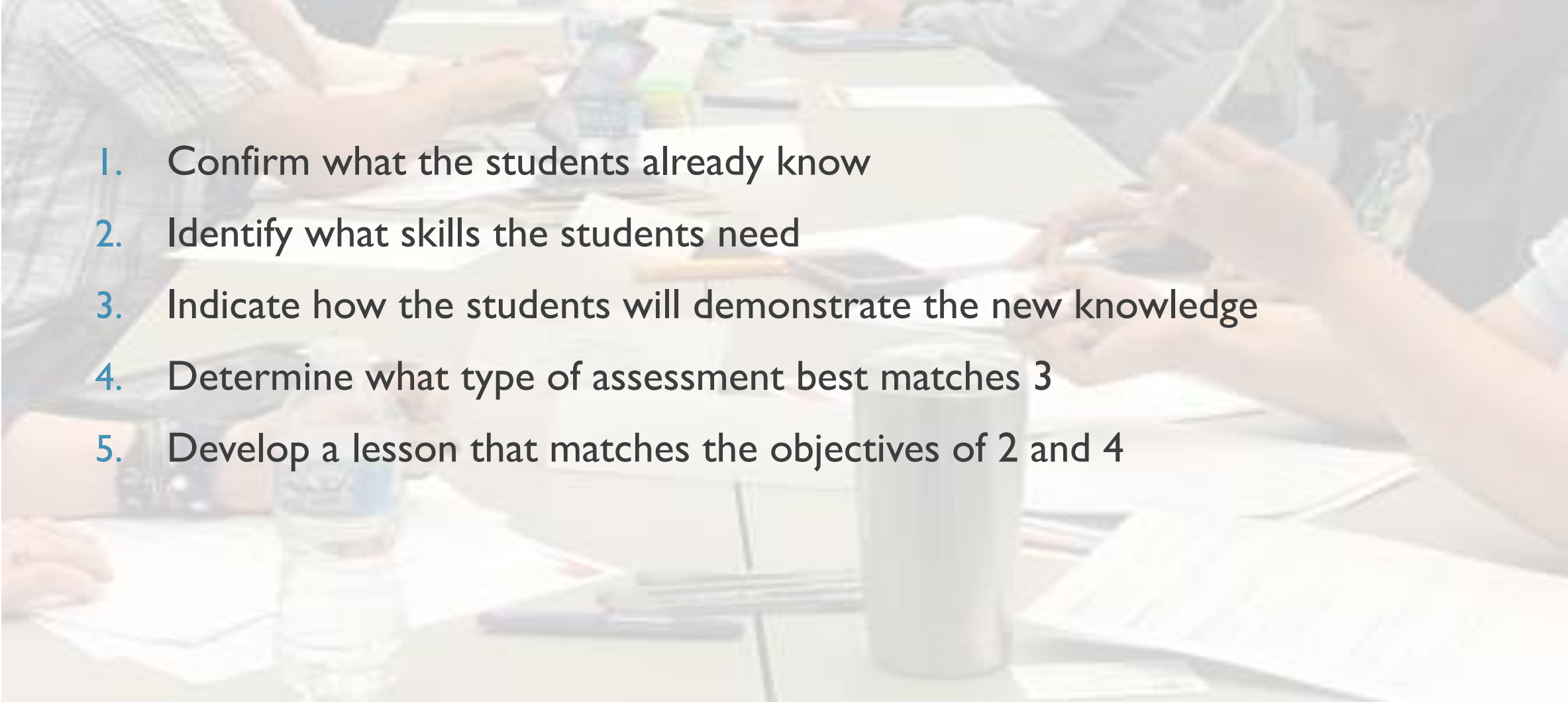
WE ARE NOT AS SMART AS WE THINK



COLLABORATING... WHERE DO WE START?



COLLABORATING BY STARTING BACKWARDS

- 
- A background image showing a group of students sitting around a table, engaged in collaborative work. They are looking at papers and using devices like tablets. The image is faded to serve as a background for the text.
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?

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EXAMINATION STRESS AND ANXIETY: A STUDY OF COLLEGE STUDENTS

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ABSTRACT

Examination stress among college students has been a topic of interest for many years. College students experience high stress due to various reasons such as lack of preparation, style of their study and lack of needed information. When stress is perceived negatively or becomes excessive, it leads to anxiety before and during examinations and ultimately affects their academic achievement. Further comparison was conducted to know the examinations stress felt by college students in Science and Commerce stream of education. The sample consisted of 90 college students. The result shows correlation between examination stress and anxiety among students. On comparing the stress and anxiety among students of Science and Commerce stream, the students of Arts was found having highest stress. The result shows correlation between examination stress and anxiety among students. On comparing the stress and anxiety among students of Science and Commerce stream, the students of Arts was found having highest stress. The result shows correlation between examination stress and anxiety among students. On comparing the stress and anxiety among students of Science and Commerce stream, the students of Arts was found having highest stress.

Key Words: Examination Stress, Anxiety, College students

INTRODUCTION

Academic stress can be conceptualized as a student's interactions between environmental stressors, the student's cognitive appraisal and coping with the academic-related stressors, and psychological or physiological response to the stressors (Lee & Larson, 2000; Lou & Chi, 2000). Academic stress is a pervasive problem across countries,

STRESS

Isn't Just for Adults Anymore

BY WENDY HANSON

The dangers of over-scheduling our kids

Jeff's alarm clock jolts him out of a deep sleep, back to the daily grind. He rushes to catch the bus. His school day includes two exams and a music performance. Then he grabs a quick snack and heads off to soccer. He'll eat dinner in the car on the way to guitar. By the time he gets home and does his homework, it will be 9:00 p.m. before he has time to unwind. Sound stressful? It is to Jeff, since he's only in second grade.

Other Jeff isn't a real boy, but his hypothetical schedule reflects the reality of many children who are overwhelmed by well-meaning parents. According to the American Academy of Pediatrics, children need time that is not governed by the clock. The academy recommends evaluating your child's extracurricular interests and

book, *The Power of Your Child's Imagination: How to Transform Stress and Anxiety into Joy and Success*, Dr. Charlotte Remick says chronic stress increases vulnerability to sickness and triggers headaches, stomachaches, nervous tics, skin conditions and asthma attacks.

An article in the *Journal of the American Academy of Child and Adolescent Psychiatry* states that too much stress causes neurochemical changes in the brain, so children get distracted, forget things and can't control their behavior. Natalie Conley, a high school sophomore, realizes her busy schedule sometimes diminishes her ability to focus. "I'll be at cheerleading practice and be thinking about the next thing," she says.

Last fall Natalie had eight classes, including a new period for jazz band. She was also in marching band, girl scouts and vocal solos and dance lessons. Natalie's

dad, Jeff, says she's a real girl, not just by being talented and talented, but by being honest and validated. She also manages stress by meditating and deep breathing. In her spare time (more activity) she learned how to clear her mind. She also recommends downloading meditation tapes and soft music from iTunes to help you relax and take time for yourself.

Guided imagery is a deeper way to de-stress. The child enters by listening to a specialist on a CD or in person. Guided imagery guru Paul Levine says, "It's tough being a teenager today with all the expectations and demands of a fast-paced world of technology and competition. Anxiety has become an epidemic in our teen population, as they try to cope with all these pressures." Levine has created a CD specifically for teens, which is available by emailing her at plevine@cd.com.

gery experience, the idea and to go of all ing clear thinking, inter problem solving, and optimism,"

aining certified as a ctualist. She sees clients Group and can be wendy@johson.com.

E-Stress Management

A simple and effective online course in stress management

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E-Stress Management is one of the only online stress courses to include practical training and audio relaxation exercises - as well as information and advice. Until now, this kind of expertise has only been available from personal trainers or work-based seminars. Now it's available to everyone.

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How to deal with stress at work

Download the FREE version of E-Stress Management for Organizations

No employer, owner, worker or manager can afford to ignore the issue of workplace stress - whatever the function, size, structure or location of the enterprise. But what exactly should be done about stress at work, and why? (Whose responsibility is it, and how can employers, managers and individuals recognize and respond to job-related stress?) Download E-Stress Management for Organizations for answers to crucial questions on how to deal with stress at work.

[READ MORE](#)

Endorsement from Jane Salvage:

Internationally renowned nurse leader, policy activist, author and passionate advocate of supporting health workers to develop their skills.

"E-Stress Management is wonderful. I've

Stressed?

Is this for you?

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)

Components	Highly Competent	Competent	Satisfactory	Unsatisfactory
Identification of Premise and Supporting Points (Argument) <i>20 points</i>	<i>15-20 points</i> Includes accurate identification of article premise, significant points in support of the premise, and the significance of these to the course and/or field	<i>10-14 points</i> Includes accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field, but one or more of them need improvement	<i>5-9 points</i> One of the following is missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field	<i>0-4 points</i> More than one of the following are missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field; those included need improvement
Application of Analysis <i>20 points</i>	<i>15- 20 points</i> Includes several analyses that relate the article to course content and real-life situations	<i>10-14 points</i> Includes some analyses that relate the article to course content and real-life situations	<i>5-9 points</i> Includes few analytical statements that relate the article to course content and real-life situations	<i>0-4 points</i> Includes general opinionated statements that are unrelated to the course content and real-life and/or are substantiated.

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

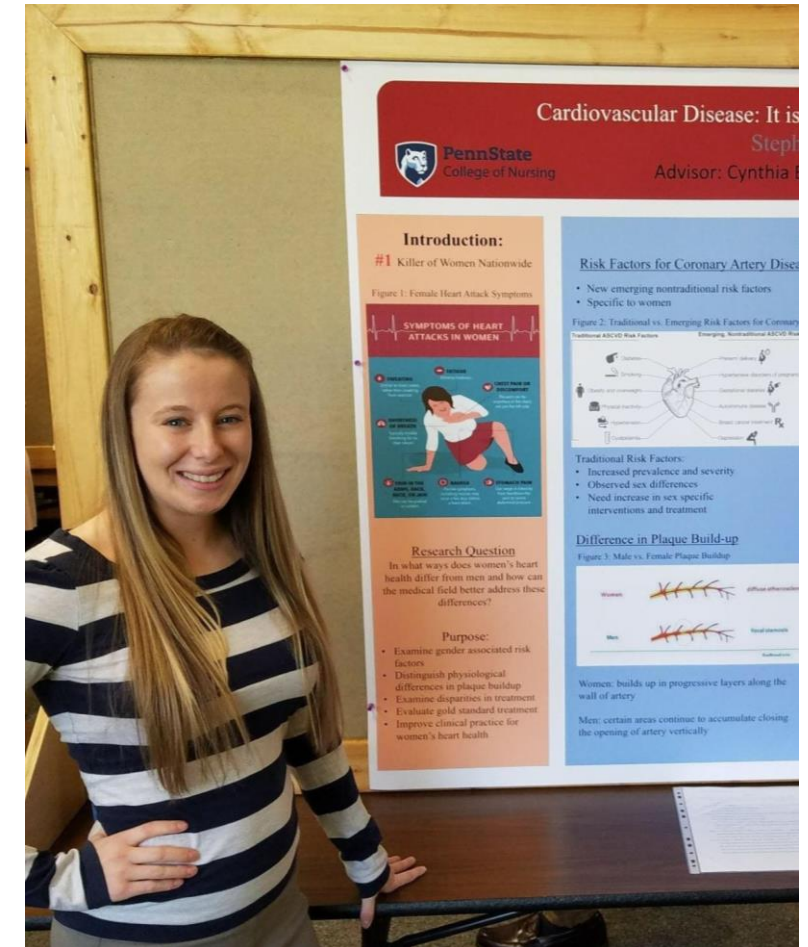
15 minutes:

- Hands-on to find material for assignment

Libguides to connect the
assignment with the resources

EXAMPLE I: 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



COLLABORATION... SOME FINAL THOUGHTS

- 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

Slide 8

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