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Presentation: Small Teaching: Effective Techniques to Scaffold Student Learning in Information Literacy Sessions

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Small Teaching and Effective Learning Techniques

- **Small Teaching**: Small manageable things to include in teaching in a class session that make a difference in student learning. Based on 9 principles (Lang, 2016).

- **Effective Learning Techniques:** 10 learning techniques that help students achieve learning goals (Dunlosky, 2013).

9 Principles from Learning Science (Lang, 2016)

- Retrieving
- Predicting
- Interleaving

- Connecting
- Practicing
- Self-Explaining

- Motivating
- Growing
- Expanding

Effective Learning Techniques
(Dunlosky, 2013)

- Elaborative Interrogation
- Self-Explanation
- Summarization
- Highlighting/Underlining
- Keyword Mnemonic

- Imagery for Text
- Rereading
- Practice Testing
- Distributed Practice
- Interleaved Practice

Generalizability of Techniques
(Dunlosky, 2013)

Materials	Learning Conditions	Characteristics	Tasks
• Vocabulary	• Amount of practice (dosage)	• Age	• Cued recall
• Translation	• Open-vs. closed book practice	• Prior domain knowledge	• Free recall
• Lecture content	• Reading vs. listening	• Working memory capacity	• Recognition
• Science definitions	• Incidental vs. intentional learning	• Verbal ability	• Problem solving
• Narrative texts	• Direct instruction	• Interests	• Argument development
• Expository texts	• Discovery learning	• Fluid intelligence	• Essay writing
• Mathematical concepts	• Rereading lags	• Motivation	• Creation of portfolios
• Maps	• Kind of practice tests	• Prior achievement	• Achievement tests
• Diagrams	• Group vs. individual learning	• Self-efficacy	• Classroom quizzes

Application for Information Literacy Instruction

Information Literacy Skills and Knowledge Practices

- Higher order metacognitive skills
- Threshold concepts (ACRL Framework, 2016)
- Metaliteracy
- Synthesis: Integration and transformation
- Using elaborative interrogation prompts to scaffold information literacy skills.

Examples of Prompts

Citing and Evaluation: The Value Dimension of Information

- How do you give credit to the ideas/opinions of others? Why?
- How do you value information in your online interactions?
- What are the issues related to privacy in sharing personal information in your online interactions?
- Do you value information differently using different platforms/venues of information? Why?

Examples of Prompts

Inquiry: Formulating the Research Process

- What is the puzzle behind the question?
- What would you need to know to answer the question?
- Where would you go to answer the question?
- How would you answer the question?
- What do you already know? Questions?
- What new themes emerge? How are they related to what you already know?

Examples of Prompts

Effective Searching: Exploring the Information Landscape

- What platforms/venues of information would be appropriate?
- How are these organized/structured?
- Who might produce this information?
- What search strategies would you employ? Why?
- How would you manage these results?

Examples of Prompts

Format and the Message: Value and Context of Information Need

- How are format, process, and delivery related?
- What's format got to do with it?
- What is the value of examining different formats of information for specific information needs?

Examples of Prompts

Evaluation of Authority: Context and Authority

- What are some of the types of authority?
- What factors do you look for in your assessment of authority?
- What is the difference between authority and expertise?
- What is your expertise?

Examples of Prompts

Scholarly Communication: Venues and Products

- What are some of the venues of scholarly conversation? Barriers?
- What are the key issues/topics? Who are the people in the conversation?
- What are the products of the conversation?
- Citation chaining/paradigm shifts?
- How has the perspective changed on the topic over time?

Activity: Let's Generate Prompts

Scenario: Political Science Research Assignment

Your faculty colleague invites you to do an IL session for their upper-level Political Science course called *Comparative Politics*. Students are expected to do a case study of a political event/movement and explain their research in the context of a political theory.
Example: What explains democratization efforts in country X during the time period Y?
Activity: 5-10 prompts that you could include in your instruction session.

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Thank you!

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