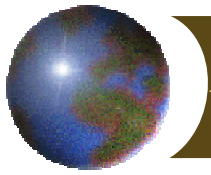


# *Information Literacy: An Online Library Media Course for High School Students*

AASL 2009

Margaret Lincoln, Ph.D.  
Lakeview High School



# *Overview of presentation*

1. Introduction
2. School Libraries and Online Learning
3. Michigan's Online Learning Requirement
4. Course Design
5. Implementation of Information Literacy Course
6. Dissemination of Online Course Experience

# *Chat during AASL session*

## AASL Conference chat

- Attend the session "[Information Literacy: An Online Library Media Course for High School Students](#)"
- Join the discussion about school libraries and online learning!

Start Broadcasting



Tell your friends about this chatroom...click here.

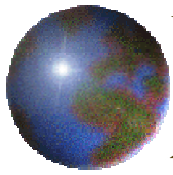
<http://tinychat.com/rri52>

☐ Tweet chat ☐ Invite friends ☐ Save chat ☒ Notifications

[13:16] aaslmember: You can connect from tiny chat or from the wiki.  
[13:17] llslibrarian: Great way to get interaction!  
[13:17] aaslmember: The session is on Friday morning  
[13:17] aaslmember: The topic is an online information literacy course.  
[13:18] llsbattlecreek: The session has a Michigan connection.  
[13:19] llsbattlecreek: We'll talk about the state's online learning requirement for high school graduates beginning with the class of 2011.  
[13:20] llslibrarian: Blackboard and Moodle are both options for online courses.  
[13:21] llslibrarian: Please email MLincoln@LakeviewSpartans.org with any questions.

<http://remc12.wikispaces.com/AASL+Standards>

<http://tinychat.com/rri52>



# *1. Introduction*

A blended online course was piloted in 2007-2008.



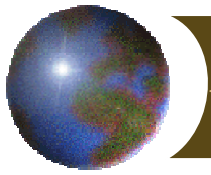
Library Media Center

<http://www.remc12.k12.mi.us/lhslib>

# *Essential question*

In the new realm of virtual learning, school library media specialists must ask the question:

How can an effective infrastructure be established in the online environment so as to support the dynamic and evolving ways that students and teachers use information resources?



## *2. School Libraries & Online Learning*

- ✚ K-12 online learning: new field consisting of an estimated \$50 million market that is growing at a pace of 30% annually.
- ✚ 44 states have online learning programs.
- ✚ 57% of public secondary schools in the U.S. provide access to students for online learning
- ✚ 50% of courses to be delivered online by 2019.



## Fast Facts About Online Learning



### Research, Trends and Statistics

K-12 Online Learning and Virtual Schools:  
Expanding Options

The International Association for K-12 Online Learning (*iNACOL*) is the leading international K-12 non-profit organization representing the interests of administrators, practitioners, businesses and students involved in online learning in the United States and around the globe.

*iNACOL's* mission is to strive to ensure all students have

# *The role of school libraries*



- ❖ Librarians involved in design, development, implementation, support, assessment (Abilock, 2005).
- ❖ Blackboard used for library orientation and for accessing resources (Dando, 2005).
- ❖ Structure and scaffolds needed in online units (Kachel, Henry & Keller, 2005).



# *Information literacy skills*

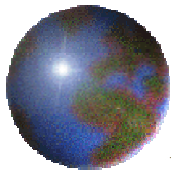
Librarians can create effective Web-based tutorials to teach information literacy skills (Adolphus, 2009).

School/academic libraries have pivotal role, reinforcing these skills in information-overloaded world (Battle, 2007).

Instruction tied to students' assignments can have positive effect on user search behaviors (Novotny & Cahoy, 2006).

Librarians are leaders, integrating premier virtual tools into online learning (Rohland-Heinrich & Jensen, 2007).

Integrate info lit skills into all areas of school curriculum, not just into library orientation (Scott & O'Sullivan, 2005).



### 3. *Michigan's Online Requirement*



MICHIGAN  
Department of  
Education

[www.michigan.gov/mde](http://www.michigan.gov/mde)

Spring 2006

# LeadingChange



Ensuring That Every Child Has Equal Opportunity to Learn & Succeed

**Critical Supports and Interventions**

**Educating for Success in the 21st Century**

**Quality Opportunities to Learn Mathematics**

**Focusing on Ability**

## New Proposed High School Graduation Requirements Will Prepare Students for Life in the 21st Century



by Diane McMillan, High School Redesign Consultant, Office of the State Superintendent, Michigan Department of Education

**W**ith the declaration that "Michigan students cannot be left behind in the global dust," State Superintendent of Public Instruction Michael Flanagan and the State Board of Education made historic recommendations to change state law to ensure that Michigan students receive a rigorous education to meet the global demands of the 21st Century.

The State Board of Education recommendations

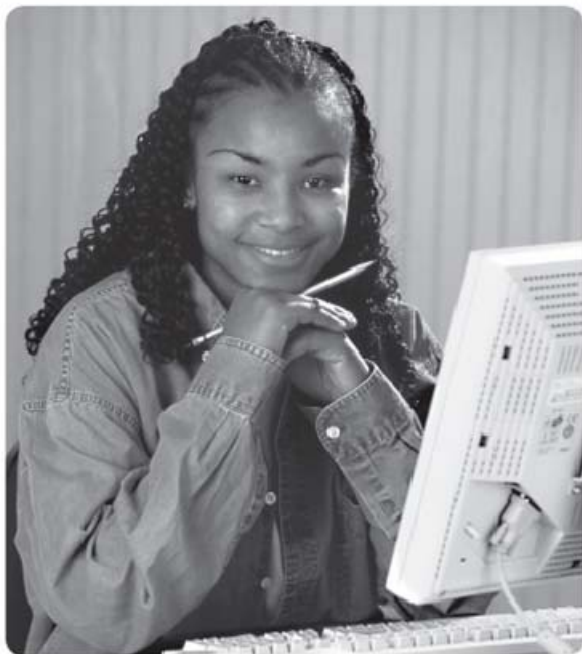
### What Other States Are Doing

The Michigan Department of Education (MDE) High School Initiative explored models from other states including Indiana, Rhode Island, Oregon, and Arkansas to develop the Merit Core Curriculum for Michigan High Schools. Requirements of those states follow.

- **Arkansas:** Four years of English and math, three of science; and three years of social studies (Class of 2010), unless parents sign waiver.
- **Indiana:** Four years of English; three years of math; three years of social studies; and three years of science, unless parents opt out.
- **Oregon:** Four years of English, three years of math and social studies, and two years of science.

# *Michigan Department of Education*

<u>Michigan Merit Curriculum Guidelines for Online Learning</u>	Document provides definition, rationale, delivery formats for online learning that can be teacher-led, blended instruction, teacher facilitated, self-paced.
<u>Online Experience Guideline Companion Document</u>	Document identifies 3 options to meet requirement: online courses; online learning experience; or online learning incorporated into each required credit.
<u>Michigan Merit Curriculum High School Graduation Requirements</u>	FAQ section provides information and clarification regarding state graduation requirements, including the online learning requirement.



Grades 9-12

## Michigan Merit Curriculum

### Guidelines



## ONLINE EXPERIENCE

Oh, that explains it



**Michigan Merit Curriculum  
High School Graduation Requirements**



# ***News Release***

Contact: Martin Ackley, Director of Communications, (517) 241-4395

## **Michigan Ranks Second in U.S. For Online Learning**

November 18, 2008

LANSING – Two years after Michigan gained national attention as the first state in the nation to require online learning as a requirement for high school graduation, the state now is being recognized as second in the nation for its online learning policy and practice.

“In a world that demands knowledge workers, we are giving our students and our state a competitive advantage when it comes to preparing for the 21st century economy,” said Governor Jennifer Granholm. “This national ranking reinforces Michigan’s vision for innovation and our commitment to use leading-edge delivery methods to ensure our students are ready for higher education and today’s workplace.”

The Center for Digital Education (CDE) evaluated the overall landscape of online learning and compiled state rankings to reflect the vision, policies, programs and strategies that states have deployed around online learning in an effort to transform their academic environment to meet student needs.

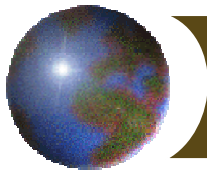


# *Online learning support*

- ❖ REMCs have sponsored the Technology Enhanced Lesson Plans project.
- ❖ Michigan eLibrary offers Evaluated Best Web Sites via its Michigan Online Resources for Educators.
- ❖ Blackboard accounts have been provided through the Career Forward project of Michigan Virtual High School.







## 4. *Course Design*

### **Guidelines for Experiential Learning Courses**

Pupil enrolled in grade 9-12	Identifiable content standards
Certified teacher supervision	Specific learning objectives
Primary responsibility (teach)	Not for dual enrollment
Grade and credit given	One course per semester
Attendance documented	Not to replace employee
Board approved course	Instruction and experience

# *Backward Design*

## *Course Overview: Introduction to Information Literacy*

### Big Ideas

### Essential Questions

Information literacy

How do we learn to effectively and efficiently access and use information while also evaluating resources critically and competently?

Independent learning

How can libraries encourage an appreciation of literature, a desire to independently seek information, a commitment to lifelong learning?

Social responsibility

How can the principles of freedom of expression, of intellectual property rights and of responsible technology use best be upheld?

# *Unit Topics*

Procedures and  
Blackboard

Destiny and  
MeLCat

Plagiarism,  
Citation, Copyright

Organization and  
Dewey Decimal

Web Information  
Searches

Ethical Issues

Library as a Social  
Institution

Internet Safety and  
Netiquette

Letters About  
Literature

Banned Books

Online Databases

Teen Services

Library of Congress

Website Evaluation

Pathfinder Project

# *Traditional tasks for library assistants*

Material checkout (circulation & security systems)

Shelving and shelf reading

Aiding students and staff in locating materials through online catalog and electronic resources

Helping users with MS Office and other applications

Repairing old materials and processing new materials

Operate digital camera, presentation system, laminator.

# *Blackboard training*



- Blackboard accounts made available through Calhoun Intermediate School District.
- Professional development offered by LearnPort® at Michigan Virtual University.
- Fall 2007 teaching experience at San José State (SLIS).

# *Prototype for Blackboard course*

## LHS Pathfinders

A weblog facilitating student research and online learning

Bigger :: Smaller :: Left :: Justify :: Right :: Bookmark :: Print

[Shelving and Dewey Decimal System](#) »

### Welcome LHS Library Assistants!

We are very glad that you will be working as a library assistant during second semester 2006-07 at Lakeview High School. This course has been redesigned so that you will not only acquire practical experience in library operations but you will also engage in a project-based learning activity to help develop 21st century information literacy skills. The knowledge gained from this course will enhance your lifelong personal and professional use of libraries and information resources.

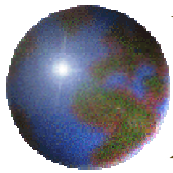
 

January 2007

m	t	w	t	f	s	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
			Feb »			

This site was originally created through [Learnerblogs.org](http://Learnerblogs.org).





## 5. *Implementation of Course*



### INFORMATION LITERACY AT LAKEVIEW HIGH SCHOOL

➤ Intro to Information Literacy

Announcements

Course Documents

Assignments

Discussion Board

Web 2.0 Journals

Student Projects

Online Resources

Lakeview High School

#### Welcome Student Library Assistants!

**Introduction to Information Literacy** is a blended or hybrid course providing an online virtual learning environment through the Blackboard System and onsite practical work experience in a library setting. In this course you will acquire knowledge about and practical experience in library operations that will hopefully impact your personal and professional use of libraries for years to come. As a library assistant, you will also engage in project-based learning activities designed to develop 21st century information literacy skills.

We will get started by looking in the Course Documents folder for Week 1.

I am very glad that you have chosen to take this course at LHS and look forward to working with you throughout the semester!



Course Link/[Course Documents/Week 1 - LHS Library Procedures and Blackboard Overview](#)



## Course Documents

### Week 1 - LHS Library Procedures and Blackboard Overview

Please open this folder to find course materials and your assignment for Week 1.

### LHS Library Procedures and Blackboard Overview



The [course syllabus](#) file gives an overview of Introduction to Information Literacy at Lakeview HS. Please print up this document and bring it to me.



We will review the [syllabus](#), discuss your responsibilities as a library assistant and go over library operations.



You'll begin to find your way around the Blackboard Learning System. Here are some helpful [tutorials](#) for students and a [video tour](#) and [handout](#) of how to navigate our Blackboard site.



Your first **ASSIGNMENT** is to do the following:

1. Introduce yourself on the Discussion Board under the [Getting Acquainted](#) post
2. Take a quick survey about Internet searching at the [TRAILS site](#). Log in with your individual student code. Adam: 9196; Lori: 5198.
3. Post an entry in your Web 2.0 Journal (see below).



#### Web 2.0 Journal

1. Throughout the semester, we will also be considering Web 2.0, a term associated with [Tim O'Reilly](#) and heard often in the media. Is it more than a buzzword?

# *Discussion Board*

<u>Forum</u>	Description
<a href="#"><u>The Library as a Social Institution</u></a>	<p>Based upon the articles that you have read this week, please respond to the following questions:</p> <ol style="list-style-type: none"><li>1. Which value set forth in the American Library Association article do you believe to be most important; why?</li><li>2. Explain whether or not you agree with the History Magazine article conclusion that libraries may have changed over the years but the need for a repository of knowledge remains.</li><li>3. Among the 33 reasons cited for the importance of libraries, which do you believe to be most relevant to school libraries and why?</li><li>4. Was there an aspect of library services described in the film from 60 years ago that is still relevant to our world today? Please explain.</li></ol>



# Student Projects

Don't try to submit another person's ideas as your own!

## Plagiarism



Plagiarism comes from Greek meaning kidnapping because that's basically what you are doing with someone else's work. To prevent yourself from plagiarizing, be sure to use quotation marks on direct quotes and always cite your sources. When paraphrasing, be sure not to just change the words but try to take the knowledge, synthesize it and then cite it properly. The Fair Use Act says that you can use this much on different materials:

- Multimedia - 10% or 3 minutes
- Text - 1000 words
- Music - 30 seconds
- Pictures - max. 5 per artist.

Check out plagiarism information at Purdue University's Owl Lab:  
<http://owl.english.purdue.edu/>

Don't be careless about citing words that you have borrowed!

.00 Dewey

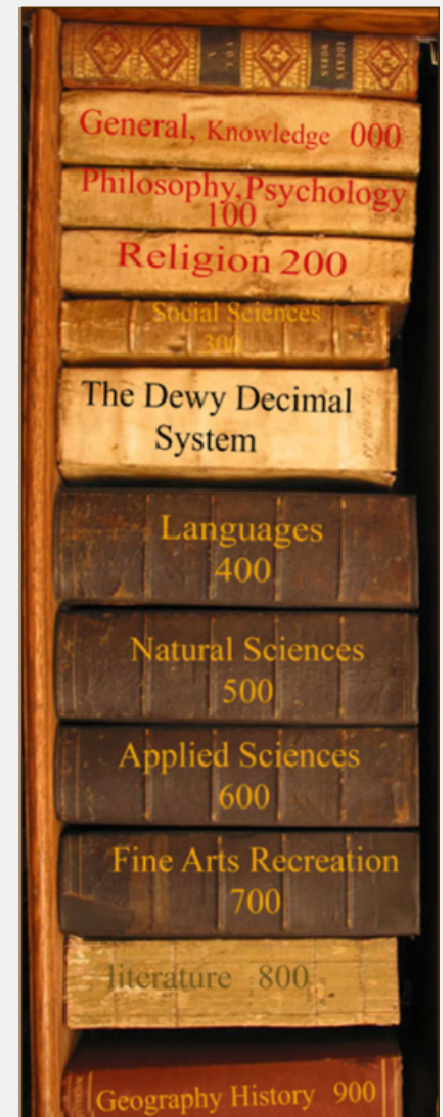
.01 Decimal

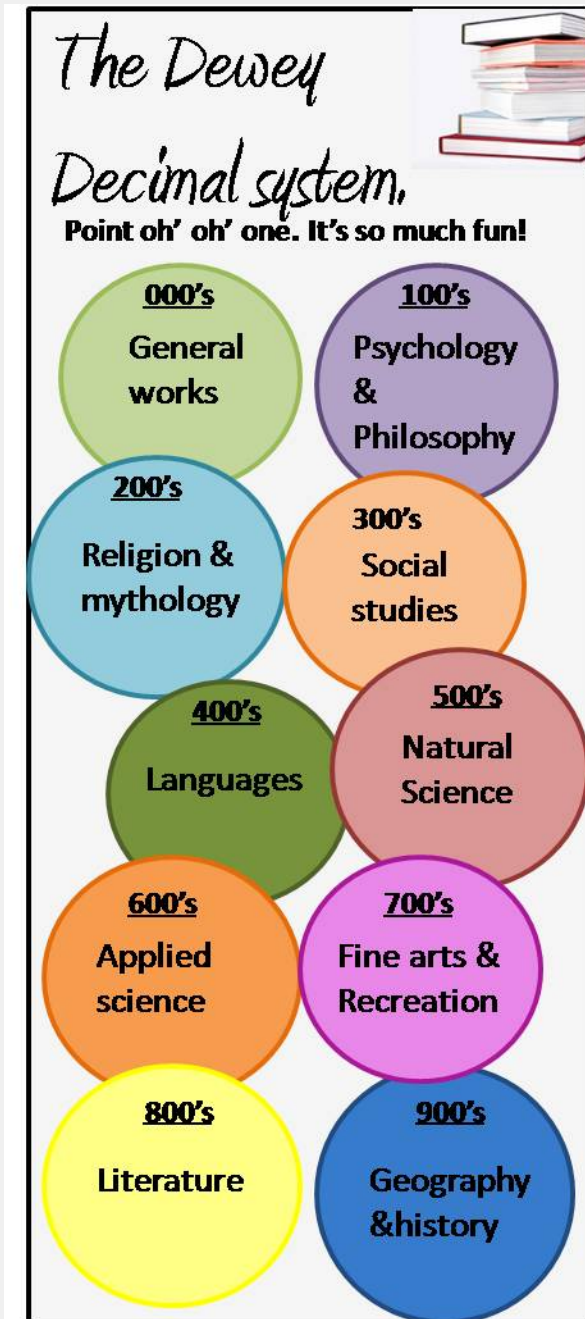
.02 System

### 10 Categories For Library Books

- 000-General Works
- 100- Philosophy & Psychology
- 200-Religion
- 300-Social Sciences
- 400- Language
- 500-Natural Science
- 600-Applied Science/Tech
- 700-Fine Arts & Recreation
- 800-Literature
- 900- Geography & History

"Just Sort It Out"





*Technology enhanced  
student projects!*



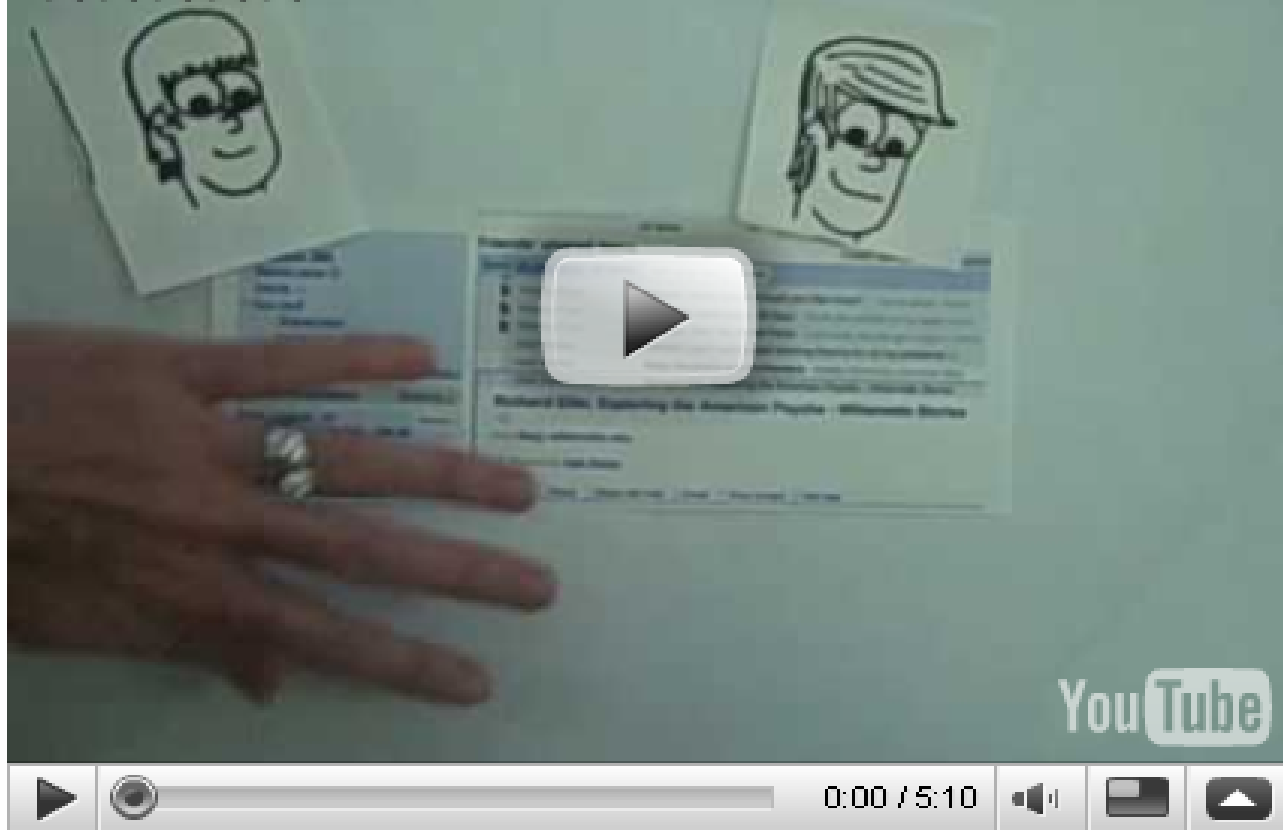
Please click  
mouse to flip  
bookmark!

# Web 2.0 Journals

## Web 2.0 Journal 1st Entry

Posted by Joe Spartan at Monday, September 7, 2009 2:31:07 PM EDT

### Networked Student



After viewing [The Networked Student](#) video, I am posting comments in response to the following questions: To what extent do I see myself as a 21st Century Student?



<i>Unit</i>	<i>Technology Integration</i>	<i>Standards for the 21<sup>st</sup> Century Learner</i>
Website Evaluation	Creation of summary chart via <a href="#"><u>Mindomo</u></a> or <a href="#"><u>Mindmeister</u></a>	1.1.5 Evaluate information in selected sources on basis of accuracy, validity, appropriateness for needs ...social context.
The Library as a Social Institution	Summarizing lectures and online readings via <a href="#"><u>xtimeline</u></a>	2.1.2 Organize knowledge so that it is useful.
Ethical Issues, Internet Safety and Netiquette	Update to Lakeview District Acceptable Usage Agreement in <a href="#"><u>Student Handbook</u></a>	3.1.6 Use information and technology ethically and responsibly.
Recommended Reading	Development of recommended reading list and oral book reviews via <a href="#"><u>VoiceThread</u></a>	4.1.1 Read, view, and listen for pleasure and personal growth.

# *Course Evaluation*

- ✿ Students completed online course evaluation via Blackboard.
- ✿ Assignments with real world connections rated highly (e.g., Banned Books Week; Library of Congress Letters about Literature contest).
- ✿ TRAILS administered as pre and posttest.

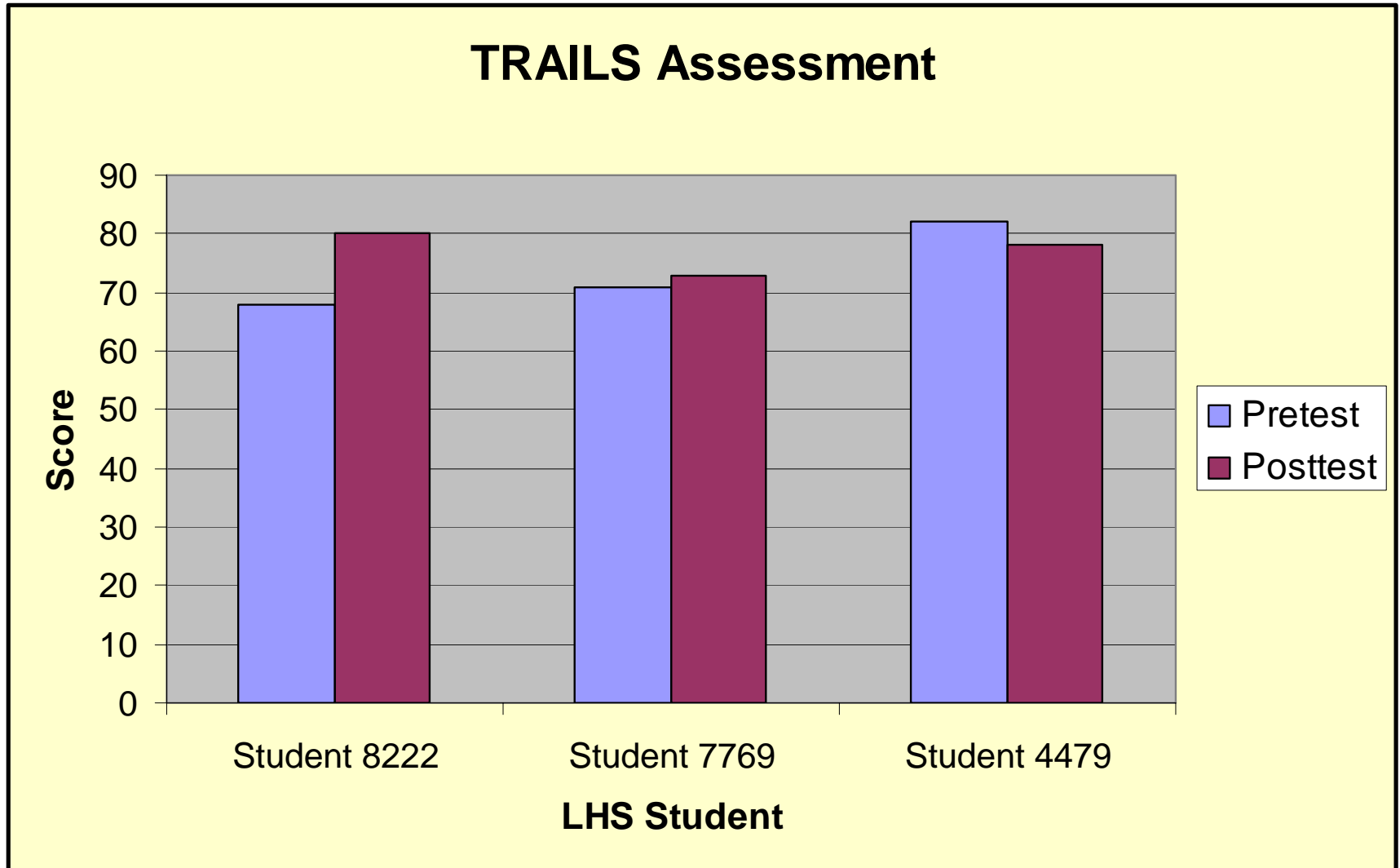


# *Assignments with real world connections*



The Klein Foundation is proud to spotlight Katelynn Wright, a student at Lakeview High School, who has been recognized as the Michigan winner in the 2008 Library of Congress Letters About Literature contest. Approximately 59,000 entries were received nationwide. Katelynn's letter was written to Gerda Weissmann Klein.

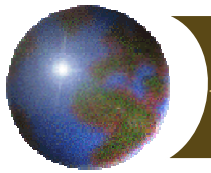
# *Information Literacy Skills Pre and Posttests*



## *Student reflections*

"A student who is information literate is someone who is able to use resources to the best of their ability. They are able to use a source and find their information without much struggle. An information literate student is a productive Internet user and capable of safely researching in an intelligent way."

"I would say that modest and informed would be the two top characteristics of an information literate student. You learned many different things and ideas throughout this course. You gained a level of leadership, respect, compassion, and confidence. You now have the information necessary to guide those who need your support and assistance."



## 6. *Dissemination of Course Experience*

**School libraries are essential to the development of learning skills.**

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate


with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.



- ❖ Collaborative work with teachers to incorporate activities from Info Lit course into curriculum.
- ❖ Info Lit model used at LHS to set up other Blackboard courses
- ❖ REMC 12 wiki promotes connections among school library media specialists.






# *Online course site via SchoolWorld*



MR. ZIMMERMAN'S CLASS  
LAKEVIEW HIGH SCHOOL

**NAVIGATION**

-  [Mr. Zimmerman's Home Page](#)
-  **Economics**
  - » [Economics Syllabus and Forms](#)
  - » **Economics Unit 1**
    - » [Assignments](#)
    - » [Readings](#)
    - » [Assessments](#)
    - » [Internet Links](#)
  - » [Poverty](#)
  - » [Economics Unit 2](#)
  - » [Economics Unit 3](#)
  - » [Economics Unit 4](#)
-  [World History](#)

[Economics](#) » [Economics Unit 1](#)

## Economics Unit 1

# Economics Unit 1:

# "The Language of Economics"

Please click on the tabs to the left to access assignments, readings, and assessments.

# *Online course site via Blackboard*

## **Cultural Literacy at Lakeview HS**

### **Welcome Cultural Literacy Students**

Cultural Literacy debuts as a new course at Lakeview High School in the 2009-2010 school year. We will get started by looking at the Course Documents for Unit 1.

We are glad that you have chosen to take this course and look forward to working with you!



# *K-12 Web Archiving via Blackboard course*





# *Transforming an existing online unit*

Course/unit	Provide course title and specific unit.	
Files	Identify supporting documents and location.	
HSCEs	List HSCEs and benchmarks linked to curriculum.	
Exemplary course ideas	Note effective online course features available from <a href="#">OCMBOCES</a> (Central New York Regional Information Center).	
Lesson plans	Locate supplemental instructional activities from such sites as <a href="#">Thinkfinity</a> , <a href="#">MORE</a> , <a href="#">OER Commons</a> .	
SLMS	Describe instructional involvement of school library media specialist in unit.	
Data analysis	Pre-unit transformation CUA results	Post-unit transformation CUA results







# Collaboration through the wiki



☆ home  Protected page ▾ discussion history notify me


**Actions**

-  [Join this Wiki](#)
-  [Recent Changes](#)
-  [Manage Wiki](#)

Search  

**Navigation**


- [AASL Standards](#)
- [Online Learning](#)
- [Information Literacy](#)
- [Lesson Development](#)
- [Web 2.0](#)
- [Library Media News](#)



Gifford/Schultz Center

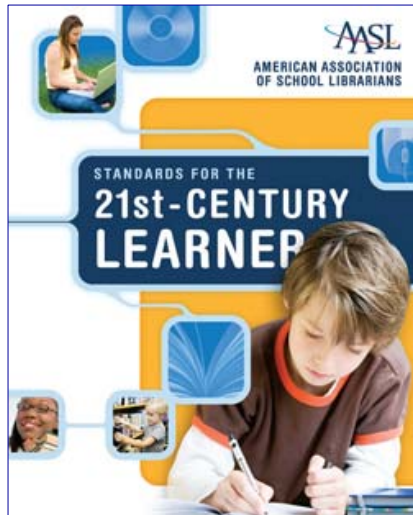
## Welcome to the REMC 12 Wiki!

This wiki has been set up to facilitate collaborative work among school library media specialists. REMC 12 Media Council members, for example, jointly created the following documents:

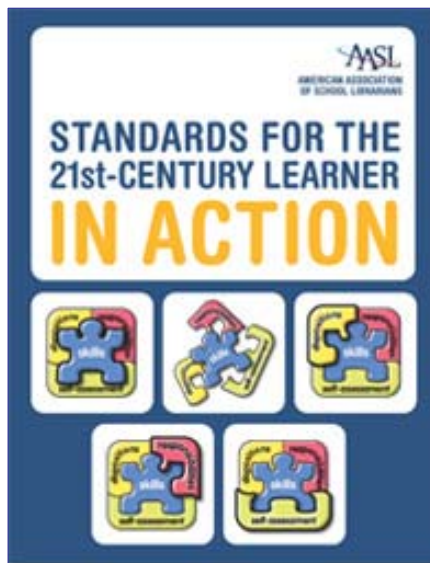
- [The Role of Library Media Specialists and Media Centers in Supporting Michigan's School Improvement Framework](#)
- [White Paper on the Role of Library Media Specialists and Media Centers](#)
- [Visualization of Standards](#)  (interactive PDF document)

**<http://remc12.wikispaces.com>**

# *AASL Standards page on the wiki*



An initiative of the American Association of School Librarians



Michigan Association of  
Media in Education (MAME)  
members share materials in  
support of new  
Standards for the 21<sup>st</sup>  
Century Learner



# AASL STANDARDS FOR THE 21ST-CENTURY LEARNER

Four Strands

**Skills**  
Key abilities needed for understanding, learning, thinking, and mastering subjects

**Dispositions in Action**  
Ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken

**Responsibilities**  
Common behaviors used by independent learners in researching, investigating, and problem solving

**Self-Assessment Strategies**  
Reflections on one's own learning to determine that the skills, dispositions, and responsibilities are effective

## Found in each of the standards

Four Standards

1. Inquire, think critically, and gain knowledge

2. Draw conclusions, make informed decisions, apply and create new knowledge

3. Share knowledge and participate ethically and proactively as members of our democratic society

4. Pursue personal and aesthetic growth

## Describe how learners use skills, resources, and tools

Nine Common Beliefs

Learning has a social context	School libraries are essential to the development of learning skills	Definition of information literacy has become more complex	
	Equitable access is a key component for education	Technology skills are crucial for future employment needs	Ethical behavior in the use of information must be taught
Reading is a window to the world	Inquiry provides a framework for learning	Expansion of information demands that individuals acquire thinking skills to learn on their own	

## The foundation for the standards

# Networking with MAME members



**WAYNE RESA**  
Leading...Learning for All

Blackboard Courseware Site

Home Help Logout

Welcome My Courses Social Studies

**Announcements**

Discussion Board

Submit Work Here

Task Definition

Search Strategies

Location/Access

Use of Information

Synthesis

Evaluation

Teacher Info

**Tools**

Communication

**Tue, Jan 22, 2008 -- Welcome to online learning!**

**Statement of Purpose**

The purpose of this project is to create an online experience for students to learn and implement the information literacy skills necessary to be successful as a student and citizen in the 21st century. Designed to be embedded into social studies and language arts content, the project also addresses the Michigan Educational Technology Standards (METS) for students and promotes the power of collaboration between school library media specialists and classroom teachers.

**Goals**

- Meet the AASL Information Literacy Standards for Student Learning
- Meet MI online learning requirement through hybrid course/online experience (20 hours)
- Address the METS standards
- Embed social studies and English language arts with emphasis on procedures and skills
- Require collaboration between classroom teacher and library media specialist
- Employ Big6 approach to information problem solving
- Uphold 21st Century learning skills and principles

Grosse Pointe (MI) North HS

# *Online learning support on the wiki*



**Exemplary Course Program**



**Virtual High School  
Meanderings**



**Online Learning  
Orientation Tool**



# *Information literacy resources on the wiki*

## **General Resources**

- [David Loertscher on Librarians and Information Literacy](#)
- [Information Fluency Wiki](#) (Dr. Joyce Valenza)
- [Institute for Library & Information Literacy Education](#) (Kent State)

## **Activities, Projects, Tutorials**

- [ACRL Web Tutorials](#) (Assoc. College & Research Libraries)
- [PRIMO](#) (Peer-Reviewed Instruct. Materials Online Database)
- [S.O.S. for Information Literacy](#) (an AASL TOP 25 Website)

## **Assessment**

- [Assessments of Information Literacy](#) (J. Mueller)
- [TRAILS](#) (Tool for Real-time Assessment of Information Literacy Skills)



# *Lesson development on the wiki*



**Michigan Online  
Resources for Educators**

## **Sample Collaborative Lessons**

Curriculum Collaboration Through Booktalks (Marshall MS)

Spanish and the Job of Your Dreams (Lakeview HS)


Visual Literacy The Memorial Project (Harper Creek HS)

# *Web 2.0 and library media news on wiki*

**Web2.0**

GoogleDocs  
Flickr  
Animoto  
Slideshare

## Web 2.0 Tools and Background

- [NECC 2009](#)  (recorded conference sessions from ISTEvision are timely and relevant for using Web 2.0)
- [Networked Student](#) (video about 21st Century Student)
- [New Tools](#) (Joyce Valenza's resources for blogs, wikis, images, social networking, digital storytelling, presentations, polling, personal portals, reading



School Library Journal



SLJ's TOP STORIES

NeverEndingSearch

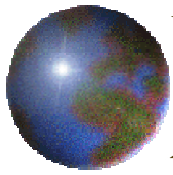


THE UNQUIET LIBRARIAN

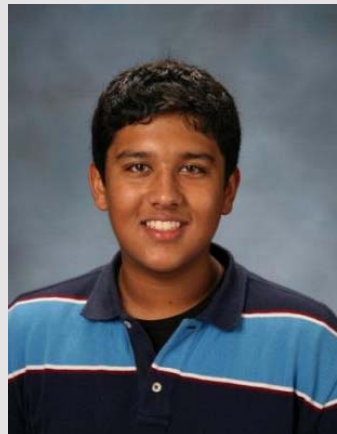
Information Literacy journal search alerts

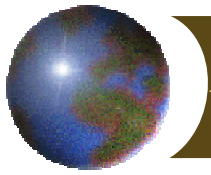






*Thank you, Lakeview High School students!*





## References

Abilock, D. (2005). We're here! Great digital teacher-librarians. *Knowledge Quest*, 34(1), 8-10.

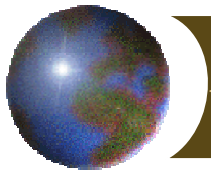
Adolphus, M. (2009, July). USING THE WEB TO Teach Information Literacy. Online, 33(4), 20-25.

Battle, J. C. (2007). Information literacy instruction for educators and the role of school and academic libraries. *Texas Library Journal*. 83(3), 120-2, 124-5.

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*Thank you for your participation!*

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