MD Information Literacy Summit High School/College & Career Readiness

Skills Document: Grades 9-12

Group Name: School Library Media Specialist 9-12

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Audience: High School Library Media Specialists

Introduction/Summary and General Recommendations: An information literate learner demonstrates literacy in all forms (media, digital, cultural). They have the ability to find, evaluate, create and communicate information in multiple forms. They are also critical thinkers, effective communicators and competent contributors to society as a whole. The skills needed to solve an information need individually or collaboratively using problem solving and critical thinking must be taught and reinforced by Library Media Specialists throughout the year.

Projected Outcomes: The information literate learner will be able to:

1. Identify a problem
2. Find information to answer the question posed
3. Evaluate resources they use in their search for information.
4. Share and reflect on their findings responsibly.
5. Have the soft skills to succeed in college and career preparedness.
6. Develop a personal learning network (PLN).

1. <u>Outcome</u>: The information literate learner will be able to identify a problem
   <u>Activities</u>: (see chart below)
   1.1. learners will be able to define the problem, connect it to their life outside the classroom and recognize the need for information to solve it.
   1.2. learners will be able to develop, refine and revise questions to drive their information search.
   1.3. learners will be able to Identify a diverse range of individuals and resources to help locate appropriate sources.

2. <u>Outcome</u>: The information literate learner will be able to find information to answer the question posed
   <u>Activities</u>: (see chart below)

2.1. learners will be able to identify different forms of information, understand the different types of information they provide, the limitations of each, and the best tool to access them.
2.2. learners will be able to use appropriate search strategies to find information including using text features, keyword searching, expanders and limiters.
2.3. learners will be able to find and use resources that reflect a diverse range of cultures, viewpoints and experiences.

3. Outcome: The information literate learner will be able to evaluate resources they use in their search for information.
   Activities: (see chart below)
   3.1. learners will be able to evaluate sources for reliability, accuracy, authority, currency, relevance, bias and perspective
   3.2. learners will be able to differentiate between fact and opinion, as well as identifying the purpose of a website and fake information sources.
   3.3. learners will be able to properly gather information including understanding how to correctly take notes, paraphrase, draw conclusions and valid inferences, defend positions, and compare/contrast findings.

4. Outcome: The information literate learner will be able to share and reflect on their findings responsibly
   Activities: (see chart below)
   4.1. learners will be able to individually or collaboratively select a platform or resource to synthesize a product to contribute to a learning community
   4.2. learners will be able to apply ethical behaviors to the use of information including understanding what is meant by plagiarism and how and why we avoid it as well as how to properly cite sources.
   4.3. learners will be able to reflect on the inquiry process and how to use it more efficiently including the extent to which the information was met
   4.4. learners will be able to create new understandings and knowledge from the information they found, including their topics place in a culturally diverse society.
   4.5. learners will demonstrate digital citizenship in their use of technology and intellectual property as well as in their interactions with their learning community.

5. Outcome: The information literate learner will have the soft skills to succeed in college and career preparedness
   Activities: (see chart below)

5.1. learners will be able to display emotional resilience by persisting in information searching despite challenges
5.2. learners will be able to display self-advocacy, self-efficacy, creativity and ingenuity in their work
5.3. learners will be able to display the ability to listen, communicate, and adapt to new technologies
5.4. learners will be able to work in collaboration with various and diverse groups and individuals

6. Outcome: The information literate learner will develop a personal learning network (PLN).
   Activities: (see chart below)
   6.1. learners will be able to understand that learning requires a diverse network of people and have practice building such a network.
   6.2. learners will build background for understanding how others can contribute to your knowledge base on multiple topics and the importance of always expanding your PLN.
   6.3. learners will recognize many resources that comprise a PLN (books, databases, professionals, people with life experience etc.).
   6.4. learners will collaborate with others to share information/resources and acquired knowledge within your personal learning network.

Informational Resources

Project Information Literacy (PIL), Practical PIL	http://www.projectinfolit.org/practical-pil.html	Practical PIL features examples of outreach projects from different campuses that have drawn on PIL research
Truth, truthiness, triangulation: A news literacy toolkit for a "post-truth" world	http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/	Blog post from Joyce Valenza

Webinar - Teaching Digital Literacy	www.edweb.net	This webinar focuses on instructional strategies that help learners increase their digital literacy. Michelle Luhtala, Library Department Chair, New Canaan High School, CT, outlines distinctions between media literacy and digital literacy, and highlights how each can be addressed in the classroom and through the library program. The program also focused on digital collection development and how using library resources can promote critical thinking, improve reading skills, and help learners better understand the research process.
Prince George's Community College Research Tutorial	http://pgcc.libguides.com/c.php?g=60038&p=385660	Covers research functions. Great quizzes that grade automatically.
Webinar- Media Literacy : A Crash Course in 60 minutes	www.edweb.net	n this session, USA Today Reporter Greg Toppo joins Michelle Luhtala, Library Department Chair, New Canaan High School, CT, to discuss shifting trends in the news business and what teachers can do to help their learners sift through the information pool to find trustworthy journalism.
YALSA Teen Literacies Toolkit	http://www.ala.org/yalsa/teen-literacies-toolkit Fargo, Hailley, et. al. "Teen Literacies Toolkit." Young Adult Library Services Association. August 2017. Young Adult Library Services Association, Web. Date accessed 5 May 2017.http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/Tee	"In this toolkit, we use the "fake news" phenomenon as an approach to addressing multiple literacies. We re-examine and discuss culturally-inclusive literacies strategies library staff can use with teens to help them make sense of their world and build a robust set of skills as they prepare to enter college or start careers."

	nLiteraciesToolkit_WEB.pdf	
Making Sense of the News: News Literacy Lessons for Digital Citizens	www.coursera.com	Stony Brook University & Univ of Hong Kong- Six-week course will help learners develop their critical thinking skills to enable them to better identify reliable information in news reports and to become better informed about the world in which we live. The course will discuss the key elements of journalism from the viewpoint of the news audience.
Chart learners' growth with digital badges	https://www.iste.org/explore/articleDetail?articleid=320	What are digital badges and how can you implement them in your classroom?

Instructional Resources

Standards/Curriculum		
AASL/MSDE Standards matrix	http://marylandpublicschools.org/programs/Documents/ITSLM/slm/MatricesAligning%20AASLStandMDTechLitStandards.pdf	Matrix – MSDE Curriculum, State, and National Information Literacy Outcomes and Standards
ISTE Standards for learners	https://www.iste.org/standards/standards/for-learners-2016	
BCPS Grades 9-12 Research Guide	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This Research Guide includes a sequence of skills for each step in an inquiry-based research process aligned to learning standards. A selection of skill-building resources and tools is provided for each research skill.

		Skill pages include links to Teacher Resources and a Research Glossary.
TRAILS: Tool for Real-time Assessment of Information LIteracy Skills	http://www.trails-9.org/	TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for school librarians and teachers to identify strengths and weaknesses in the information-seeking skills of their learners. There is no charge for using TRAILS.
UNESCO - Media and Information Literacy Curriculum for Teachers	http://unesdoc.unesco.org/images/0019/001929/192971e.pdf	This model Media and Information Literacy (MIL) Curriculum for Teachers is intended as a tool that will provide educators of all backgrounds with the main competencies (knowledge, skills and attitude) on MIL. It focuses on pedagogical approaches necessary to enable teachers to integrate MIL in their classrooms.
English for Media Literacy	www.coursera.com	**:** Welcome to English for Media Literacy! This course is designed for non-native English speakers who are interested in learning more about U.S. media literacy. In this course, you will explore different types of mass media; such as, newspapers, magazines, television, and social media. This course will also give you the opportunity to develop a broader understanding of the role media plays in our lives, while building your vocabulary and

		giving you the language skills needed to analyze what you read and watch. The first unit in this course will provide an introduction to media literacy and give you an opportunity to evaluate your own media literacy level. In unit 2, you will learn how to identify facts versus opinions in the media. The next unit in the course will focus on the differences between social media and traditional media, while unit 4 will look at how gender and identity are covered in the media. In the final unit of the course, you will demonstrate your increased media literacy by through a culminating final project on social media.
MediaSmarts - Teacher Lessons and Resources	http://mediasmarts.ca/teacher-resources/find-lesson	Media Smarts - Canada's Centre for Digital and Media Literacy - In this section, you can use our search tool to help you find lesson plans, tip sheets and other resources on various media topics.
S.O.S. for Information Literacy	http://www.informationliteracy.org/	S.O.S. for Information Literacy is a dynamic web-based multimedia resource that includes peer-reviewed lesson plans, handouts, presentations, videos and other resources to enhance the teaching of information literacy (K-16). Read a full description of the project.
Define/Refine Problem		
Asking good questions - LibGuides at STHS	https://sdst.libguides.com/content.php?pid=184760&sid=1552990	Tools, tutorials, and all sorts of resources to help you successfully navigate the research process!

How to write a research question - GMU	http://s3.amazonaws.com/chssweb/documents/16115/original/HowtoWriteaResearchQuestion.pdf?1476377595	Guide from the Writing Center at George Mason Univ.
BCPS Gr. 9-12 Research Model --Duplicate Entry--	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This model provides resources and lesson strategies to lead learners through the process of identifying a research topic and developing a question.
Questioning Toolkit (Jamie McKenzie)	http://fno.org/nov97/toolkit.html	This toolkit helps learners understand the different types of questions. The sections on Essential and Subsidiary Questions are especially useful for researchers.
Information Literacy Lesson Plan: Module One - finding and evaluating information	http://library.devry.edu/pdfs/Information_Literacy_Module_1.pdf	ACRL Standard 1: An information literate learner determines the nature and extent of information needed.
Using Mind Maps in the Classroom	https://ed.ted.com/on/DbAxSWbc#review	This TedEd lesson can be used to provide strategies for brainstorming or taking notes.
Find/Access Information		
15 Lesson Plans For Making learners Better Online Researchers - Google	https://globaldigitalcitizen.org/15-lesson-plans-for-making-learners-better-online-researchers	15 lesson plans courtesy of Google designed to make learners better online researchers. They're organized by difficulty and meant to help learners (and everyone) become better online searchers.
Creating an Effective Search Strategy	https://www.youtube.com/watch?v=YtFzfDvLW5Q&feature=share&list=PLEDEF970848A93F95	This video explains how to identify search terms to create online searches that return concise results more relevant to your investigation.
Rockwell Schrock's BOOLEAN MACHINE	http://rockwellschrock.com/rbs3k/boolean/index.htm	The Boolean Machine is a tool for visualizing the effects of Boolean operators on keyword searches. It was created to teach the importance of Boolean operators in effective search strategies.

Search Challenges	https://21cif.com/tutorials/challenge/	Illinois Mathematics and Science Academy developed an interactive key word assessment tutorial.
How Search Works - Interactive	https://www.google.ca/insidesearch/howsearchworks/thestory/	Interactive scrolling graphic that shows what goes on behind the scenes every time someone types a query into Google
YALSA Teen Literacies Toolkit --duplicate entry--	http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/TeenLiteraciesToolkit_WEB.pdf.	Link to Toolkit page with search strategies and activities to help teens effectively search and find credible information
BCPS Gr. 9-12 Research Model --Duplicate Entry--	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This model (Search and Gather secton) provides resources and lesson strategies to lead learners through the process of searching and finding information.
Assess/Evaluate		
BCPS Gr. 9-12 Research Model --Duplicate Entry--	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This model provides resources and lesson strategies to lead learners through the process of assessing and evaluating information.
Critical Evaluation of Information	http://www.schrockguide.net/critical-evaluation.html	This page includes forms for teaching the process, articles for learning about the aspect of literacy, and a list of bogus sites to use to showcase that all things on the Web are not real.
Decoding Media Bias – Lesson Plan	http://www.pbs.org/newshour/extra/lessons_plans/decoding-media-bias-lesson-plan/	To examine where people in the U.S. get their news, how news selection amplifies one's political views, and how media organizations decide to cover stories.
Media Bias Chart	http://www.allgeneralizationsarefalse.com/	This website provides access to a Media Bias Chart which is a good one page visual for evaluating news sources. The author will grant permission to educators free of charge. She is

		working on an interactive version.
Newseum: Evaluating Information	https://newseumed.org/stack/evaluating-information/	This resource provides quick activities for learners to evaluate any type of source.
Making Sense of the News: Literacy Lessons for Digital Citizens -- Duplicate entry -- This class covers multiple areas.	www.coursera.com	News Literacy Week 1: The power of information is now in the hands of consumers. Week 2: What makes journalism different from other types of information? Week 3: Where can we find trustworthy information? Week 4: How to tell what's fair and what's biased. Week 5: How to apply news literacy concepts in real life. Week 6: Meeting the challenges of digital citizenship.
Using Mind Maps in the Classroom -- Duplicate entry --	https://ed.ted.com/on/DbAxSWbc#review	This TedEd lesson can be used to provide strategies for brainstorming or taking notes.
BCIT Web Evaluation Game	https://ltc.bcit.ca/multimedia/Library/weg/	Full color interactive evaluation game created by the British Columbia Institute of Technology:
Civic Online Reasoning: Stanford History Education Group	https://sheg.stanford.edu/civic-online-reasoning?platform=hootsuite&page=0#main-content	A variety of assessments to help learners "judge the credibility of information" they encounter on a daily basis
Use/Create/Act with Integrity		
BCPS Gr. 9-12 Research Model --Duplicate Entry--	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This model (Create section) provides resources and lesson strategies to lead learners through the process of assessing and using information to create and act with integrity..
Preventing Plagiarism	https://owl.english.purdue.edu/owl/section/3/33/	Lessons and activities from the OWL Writing Lab at Purdue University

And I Quote: A Punctuation Proofreading Mini-lesson	http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html	learners review the basic conventions for using quotations from literature or references from a research project, focusing on accurate punctuation and page layout, then apply the conventions to their texts.
Take Note: Five Lessons for Note-Taking Fun	http://www.educationworld.com/a_lesson/lesson/lesson322.shtml	Education World offers five simple lessons to help you instruct learners and to provide practice in the skills of note taking and the associated skills of summarizing and paraphrasing.
Best Apps for Teaching and Learning Best Websites for Teaching and Learning	http://www.ala.org/aasl/standards/best/apps http://www.ala.org/aasl/standards/best/websites	From AASL honors websites, tools, and resources of exceptional value to inquiry-based teaching and learning
Can I Use this Image? Infographic flowchart	http://blog.visme.co/how-do-you-know-if-something-is-in-the-public-domain/	Flow Chart to help learners determine ethical use of images
General Skills		
Study Skills Seminar Lesson One - Time Management 101	http://www.forsyth.k12.ga.us/cms/lib3/GA01000373/Centricity/Domain/3219/High%20School%20Success%20_1%20Time%20Management.pdf	Lesson 1 of the High School Success seminar
10 Ways to help learners develop a PLN	https://whatedsaid.wordpress.com/2010/08/15/10-ways-to-help-learners-develop-a-pln/	As teachers begin to step down from the position of 'boss of learning', learners need the skills and opportunities to learn from and with a wider network of people.
Five Lessons On Teaching From Angry Birds That Have Nothing Whatsoever To Do With Parabolas	https://blog.mrmeyer.com/2011/five-lessons-on-teaching-from-angry-birds-that-have-nothing-whatsoever-to-do-with-parabolas/	Observations about Angry Birds which are immediately applicable to the tasks you assign your learners, though the applications will vary from class to class and concept to concept.

BCPS Gr. 9-12 Research Model --Duplicate Entry--	http://www.bcps.org/offices/lis/researchguide/9-12/intro.html	This model (Share section) provides resources and lesson strategies to help learners ethically share their research and to evaluate their research process.
Mindshift: Digital Note Taking Strategies That Deepen learner Thinking	https://www.kqed.org/mindshift/48902/digital-note-taking-strategies-that-deepen-learner-thinking	This article provides suggestions and links to resources to help teachers teach learners to take effective notes to deepen learning.

Shared Vocabulary

Computer literacy - the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy is the basic, non-technical knowledge about computers and how to use them; familiarity and experience with computers, software, and computer systems.

Digital Literacy - The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (Office, 2016)

Digitally Literate Person -
● Possesses the variety of skills- technical and cognitive- required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
● Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
● Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;
● Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion the general public; and
● Uses these skills to actively participate in civic society and contribute to vibrant , informed, and engaged community. (Office, 2016)

Literacy - the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to

develop their knowledge and potential, and to participate fully in their community and wider society. (Committee, 2017)

Media literacy - the ability to access, analyze, evaluate, create, and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens. (National, 2017)

News Literacy - The ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, television or the Internet. (Center, 2016)

Research Process - using a model to solve all kinds of information problems, whether personal or academic--defining and refining a problem or question, ethically locating and evaluating resources and sources, ethically finding, generating, recording and organizing data/information, ethically interpreting recorded data/information to generate new knowledge, ethically sharing finding/conclusions, evaluation the product and process. (Division, 2010)

Visual literacy - a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture. (LibGuides, 2017)

Role of School Libraries/Librarians in Digital Literacy
Provide instruction, guidance, and support in locating, accessing, utilizing, and evaluating information in a wide variety of formats. Instruct and assist learners and colleagues in evaluating information for bias, accuracy, and validity of information. Offer instruction and experiences in utilizing technology to create, collaborate, and communicate in an ethical manner.Role of School Libraries/Librarians in Digital Literacy Provide instruction, guidance, and support in locating, accessing, utilizing, and evaluating information in a wide variety of formats. Instruct and assist learners and colleagues in evaluating information for bias, accuracy, and validity of information. Offer instruction and experiences in utilizing technology to create, collaborate, and communicate in an ethical manner.

Sources Used:

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