MD Information Literacy Summit

Skills Document: PK-8 (PK-2, 3-5, 6-8)

Group Name: Library Media Specialists PK-8

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Audience: Elementary and Middle School Library Media Specialists

Introduction/Summary and General Information: *In PK-8 School Libraries, students learn age-appropriate skills (locating resources; finding, evaluating, creating, and communicating information) in the process of becoming information literate students. Library Media Specialists teach students to learn, apply and reinforce literacy skills in all forms (media, digital, and cultural). Additionally, critical thinking, problem solving and comprehension skills are established and students scaffold toward mastery of these skills both independently and collaboratively throughout the school year. Along the way emphasis is placed on a developing good digital citizens, a respect for intellectual property, and a lifelong love of literature and learning.*

<u>Outcome 1</u>: The information literate student will be able to ethically follow an inquiry/research process.
<u>Activities</u>: [how will students demonstrate this outcome?]:

   a. Students will define and refine a problem or question. (PK-2)(3-5)(6-8)
   b. Students will locate and evaluate resources and sources. (3-5) (6-8)
      ● evaluate reliability and credibility of news reports, whether they come via print, television or the Internet
      ● use a rubric or checklist to evaluate websites
   c. Students will find, generate, record, and organize data/information. (3-5)(6-8)
      ● correctly cite sources
      ● link information to sources
   d. Students will interpret recorded data/information to generate new knowledge. (PK-2)(3-5)(6-8)
      ● demonstrate age-appropriate fair use of copyrighted information.
      ● knowledgeably report findings/conclusions
      ● evaluate the product and process

<u>Outcome 2</u>: The information literate student will practice digital citizenship.
<u>Activities</u>: [how will students demonstrate this outcome?]:

   a. Students will learn and practice digital etiquette. (3-5)(6-8)

b. Students will apply digital safety, security, and wellness measures. (PK-2)(3-5)(6-8)
- define cyberbullying and identify ways to prevent it
- establish how much time spent online is appropriate
- engage in appropriate use of social media
- identify ways to protect the privacy of personal information

c. Students will correctly cite sources to give credit to the creator of the information. (3-5)(6-8)

d. Students will evaluate sources for credibility and currency. (3-5)(6-8)

Outcome 3:The information literate student will demonstrate media literacy in all forms -video, audio, print images or text. (PK-2)(3-5)(6-8)

Activities: [how will students demonstrate this outcome?]:

a. Students will find/access media in all forms-video, audio, print images or text.

b. Students will analyze/interpret media in all forms--video, audio, print images or text.

c. Students will evaluate media in all forms-video, audio, print images or text.

d. Students will create in all forms-video, audio, print images or text.

Outcome 4: The information literate student will demonstrate cultural literacy. (PK-2)(3-5)(6-8)

Activities: [how will students demonstrate this outcome?]:

a. Students will build background for understanding literature, history, geography.
- develop an appreciation for traditional and current issues that impact diverse communities
- develop an appreciation for historical and current issues that affect diverse communities

b. Students will build background for understanding other cultures.
- develop awareness and appreciation for the multitude of cultures within their school community
- develop awareness and understanding of the cultural differences in their neighborhood

Outcome 5: The information literate student will develop a personal learning network (PLN).(4-5) (6-8)

Activities: [how will students demonstrate this outcome?]:

a. Students will build background for understanding how others can contribute to your knowledge base on multiple topics.

b. Students will recognize many resources that comprise a PLN (books, databases, professionals, people with life experience etc.).

c. Students will collaborate with others to share information/resources and acquired knowledge within your personal learning network.

Outcome 6: The information literate student will appreciate literature and demonstrate life-long learning practices. (PK-2) (3-5) (6-8)

Activities: [how will students demonstrate this outcome?]:

a. Students will demonstrate an understanding of various forms of literature.

b. Students will pursue personal interests.

Resources by Outcome

Outcome 1: Follow inquiry/research process
Noodletools.com - helps with citing sources, taking notes, and outlining; allows for collaboration with peers and teachers MDK12 databases: SIRS, EBSCO, etc. Website evaluation checklist Fair Use Resources- Blogs and video about fair use. Fair Use Week Resources Fair Use Infographic- A quick and visual way to understand Fair Use Fair Use Infographic 7 Tips for Teaching News Literacy to 8 to 12 Year Olds an article from SLJ Powerful Voices for Kids media literacy site http://www.discovermedialiteracy.com/ Research Skills: - K-4 Research Guide - bcps.org   5-8 Research Guide - bcps.org   Copyright Basics and Practices for School Librarians-An issue from November/December, 2016 Knowledge Quest provides a variety of articles on the subject of copyright. (May need to be a member of AASL to access or use EBSCO.). Beyond Fake News- From the 'In Practice' section of June 1, 2018 issue of American Libraries, this article, by Meredith Farkus, discusses how students struggle with evaluating sources to decide which information to trust.

Outcome 2: Practice digital citizenship
Common Sense Media , Common Sense Family Toolbox Fair Use Resources- Blogs and video about fair use. Fair Use Week Resources NetSmartz-Resources for teacher training, resources,videos, games, student kits, presentations, info for parents and guardians, law enforcement, teens, tweens, and kids Go to various links within the site: NetSmartz Educators , NetSmartz Parents , NetSmartz Law Enforcement , NetSmartz Teens , NetSmartz Tweens , NetSmartz Kids Tips for a Safe and Positive Social Media Experience (THE Journal) Fake News lesson: SLJ article and lesson plan about teaching 4th grade students how to evaluate news and sites Supermoons Cause Tidal Waves-True or False and Foiling Fake News resource template The CRAAP Model - From Benedictine University features a brief video explaining the CRAAP model and ways to look at how to evaluate information The CRAAP Model Media Smarts- Canada's Centre for Digital and Media Literacy games, activities, lessons to teach media literacy to K-12.

Outcome 3: Demonstrate media literacy in all forms (video, audio, print images or text)
National Geographic's Experiencing Film an Active Approach National Geographic

Visual Thinking Strategies [Milwaukee Museum of Art Teacher Resources](#) , [Common Core in Action 10 strategies](#)

Library of Congress's Analysis Tools for all media [Library of Congress](#)

National Archives Document Analysis Sheets for all media [National Archives](#)

Newseum lesson plans and activities [Newseum EDTools](#)

Information Literacy:Building Observation and Questioning Skills with Newspaper Ads- info lit blog from the Library of Congress [Info Lit: Newspaper Ads](#)

Information Literacy: How Do a Photographer's Intention and Context Shape the Photograph?- info lit blog from the Library of Congress [Info Lit: Photographer Intention](#)

Unesco-Media and Information Literacy Curriculum for Teachers [UNESCO](#)

TRAILS for real time assessment of Information Literacy Skills: http://www.trails-9.org

[Critical Media Literacy Program](#) - From Read Write Think: This lesson provides a platform in which students can critically analyze popular television programs. The media has a huge effect on popular culture. Television programs underscore stereotypes of various groups of people. By looking at the media critically, students develop an awareness of the messages that are portrayed through the media.

[7 Tips for Teaching News Literacy to 8 to 12 Year Olds](#) an article from SLJ

Powerful Voices for Kids media literacy site http://www.discovermedialiteracy.com/

[Digital Is](#) - From the National Writing Project blogs, resources, collections, and community of ways to use a variety of media to communicate

[Media Smarts](#)- Canada's Centre for Digital and Media Literacy games, activities, lessons to teach media literacy to K-12.

[Tap Click Read](#) - Resources for Hispanic ESOL student enrichment

[Listenwise.com](#) - current event stories through audio; company believes in literacy for all

[Maureen Paschel's Advice to Parents about Fake News](#) - Maureen Paschal wrote an article for the *Washington Post* advocating for school librarians in the battle against fake news. "The only reliable way to protect citizens from fake news, alternative facts, or hate groups is for all of us to learn how to navigate digital information with discernment and skepticism," she writes. "Teaching that is the job of every librarian, teacher and parent."

[Lesson Plan Ideas for Teaching Information Literacy](#)- Ideas for three different lesson plans aimed at middle and high school students. This article also has hyperlinks to three other sources.

[Digital Literacy from Teaching Tolerance](#) - Resources for video and lessons on digital literacy for students divided into seven skills with lesson plans with lessons for students in grade bands from PK-12.

Outcome 4: Demonstrate cultural literacy

[Reading Without Walls Challenge](#), Dictionary of Cultural Literacy E.D Hirsch

[International Digital Children's Library](#),

Give Your Child the World: Raising Globally Minded Kids One Book at a Time by Jamie C. Martin

[Teaching Tolerance](#) - Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.

[We Need Diverse Books](#) - Mission: Putting more books featuring diverse characters into the hands of all children. Vision: A world in which all children can see themselves in the pages of a book.

CultureGrams - Concise and up-to-date information about states, countries, and cultures; includes maps, videos, flags, music, photos, recipes, data tables, fun facts, history, and more.
Explore Equity and Diversity in Youth Literature, Libraries, and Beyond is the title of the January/February 2017 issue of Knowledge Quest. Articles in the issue explore how to create a collection and a library space that is culturally diverse and addresses differing youth identity and literacies. (May need to be AASL member to access some of the articles or go through EBSCO.)

Outcome 5: Develop a personal learning network

Overview of Personal Learning Networks
Helping students create PLNs
Video overview of PLNs

Outcome 6: Appreciate literature and demonstrate life-long learning practices

Bookopolis, Goodreads, International Children's Digital Library,*Reading Without Limits* by Maddie Witter, *Wiring the Brain for Reading* by Marilee Sprenger

General Resource Page:

- Using regional public library cards teachers and students have access to all databases and supplied digital resources
- Movement to connect school library cards with public library system to provide a more fluid use and experience for students
- Insighters Education - Resources for teaching Media Literacy (Faith Rogow PHD)
- Project Look Sharp - A media literacy initiative of Ithaca College that develops and provides lesson plans, media materials, training, and support for the effective integration of media literacy with critical thinking into classroom curricula at all education levels, including integration with the new common core standards.
- Librarians Lead the Growth of Information Literacy and Global Digital Citizens A 2018 article in the March/April Knowledge Quest by Lee Watanabe Crockett identifies ways information fluency is a researcher's best friend as well as ways to ask the five effective questions. Crockett also focuses on global citizenship and proper digital etiquette.
- Common Sense Media-Has an assortment of topics related to media of all sorts for parents, teachers and students to utilize. It has a section on Privacy and Internet Safety that has articles, videos, and helpful tips to guard everyone's privacy.
- What Makes a Literacy? This is the title of the entire May/June 2016 of Knowledge Quest is devoted to articles examining what literacy is as seen through a variety of lenses.(May need to by AASL member to gain access to all articles or use EBSCO.)
- Student Privacy in the Age of Big Data The March/April 2016 Knowledge Quest focuses on exploring privacy and safety issues students and schools face. (May need to be an AASL member to gain access to all articles or use EBSCO.)
- There's So Much on the Web! Helping Students.. A May 10, 2018 Knowledge Quest posting about how students are confused about how to do a search and discovering relevant information. Provides strategies and a list, by subject area, of quality, reliable websites.
- Beyond Fake News- From the 'In Practice' section of June 1, 2018 issue of American Libraries, this article, by Meredith Farkus, discusses how students struggle with evaluating sources to decide which information to trust.

- [Web Literacy for Student Fact Checkers](#)- Referred in the 'Beyond Fake News' article, this is a Creative Commons Attribution e-book by Michael Caulfield. Has ideas for activities and lessons to teach web literacy.
- [Lesson Plan Ideas for Teaching Information Literacy](#)- Ideas for three different lesson plans aimed at middle and high school students. This article also has hyperlinks to three other sources.
- [Combating Fake News](#)-The entire September/October 2018 issue of Knowledge Quest is focused on strategies to teach students how to identify fake news and disinformation.
- ["Fake News" and Media Literacy](#)- Seen through the lens of a veteran Social Studies teacher, Chris Sperry, this brief article offers '6 Key Concepts of Media Analysis.'
- [Misinformation in the Information Age](#) - Erica Hodgin and Joe Kahne offer ideas and scenarios to support students to find ways to evaluate information.

Current Definitions:

Cultural Literacy

- The cognizance or the ability to acquire the knowledge of the history, traditions, influences, and viewpoints of different cultural groups, including one's own group, necessary for the understanding of reading, writing, and other media.

Personal Learning Network

- Face-to-face or online collaborations where students or colleagues can share ideas, resources, and learning.

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 students 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.

Digital Literacy

- Ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

  - ALA Office for Information Technology Policy

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;

- Understand 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.

- ALA Office for Information Technology Policy

Digital Learning

- The term digital learning means any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including—
- interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;
- access to online databases and other primary source documents;
- the use of data and information to personalize learning and provide targeted supplementary instruction;
- online and computer-based assessments;
- learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;
- hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and
- access to online course opportunities for students in rural or remote areas.

-ESSA, Section 4102

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.
- the basic, non-technical knowledge about computers and how to use them; familiarity and experience with computers, software, and computer systems.

Digital Citizenship

How we should act on line; Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship is the norms of appropriate, responsible technology use.

This site also has Nine Themes of Digital Citizenship:

1. Digital Access: full electronic participation in society.

2. Digital Commerce: electronic buying and selling of goods.

3. Digital Communication: electronic exchange of information.

4. Digital Literacy: process of teaching and learning about technology and the use of technology.

5. Digital Etiquette: electronic standards of conduct or procedure.

6. Digital Law: electronic responsibility for actions and deeds

7. Digital Rights & Responsibilities: those freedoms extended to everyone in a digital world.

8. Digital Health & Wellness: physical and psychological well-being in a digital technology world.

9. Digital Security (self-protection): electronic precautions to guarantee safety.

http://www.digitalcitizenship.net/ Mike Ribble Go Daddy Website 2016

https://www.iste.org/docs/excerpts/DIGCI2-excerpt.pdf - (same author more in depth explanation of the Nine Themes)

Copyright and Fair Use

- Fair Use - "fair use is any copying of copyrighted material done for a limited and "transformative" purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an illegal infringement."

(Stanford University Libraries - http://fairuse.stanford.edu/overview/fair-use/what-is-fair-use/) U.S.Copyright Office: https://www.copyright.gov/fair-use/more-info.html

- Copyright - "A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. Copyright protection does not extend to any idea, procedure, process, system, title, principle, or discovery. Similarly, names, titles, short phrases, slogans, familiar symbols, mere variations of typographic ornamentation, lettering, coloring, and listings of contents or ingredients are not subject to copyright."

(U.S. Copyright Office) https://www.copyright.gov/help/faq/definitions.html

Media Literacy (Visual 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. From the National Association for Media Literacy Education

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.

From the Association of College & Research Libraries

Inquiry/Research Process

- Using a model to solve all kinds of 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

http://mdk12.msde.maryland.gov/share/vsc/vsc_librarymedia_grpk8.pdf

Literacy

The ability to read, write, speak, listen, and use numeracy. In Prince George's County Public Schools, our focus on literacy emphasizes the ability to:

- Report, Evaluate, Gather, Synthesize, and Comprehend information and ideas (REGS-C);
- Conduct original research in order to answer questions or solve problems (Original Research);
- Analyze and create print and non-print texts in media forms (Media Forms);
- Using numbers to process information, solve problems, and interpret data (Numeracy).

News Literacy

- Ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, television or the Internet.