

RE-ENVISIONING ROLES: BUILDING PARTNERSHIPS AND BLURRING LINES TO CREATE LEARNING

A WORKSHOP FOR
THE EUROPEAN CONFERENCE
ON INFORMATION LITERACY
OCTOBER 2013

Emily Swanson &
Diane VanderPol

Westminster
College

DO YOU HELP STUDENTS TO DEVELOP THESE SKILLS?

- Take 2 minutes to fill in the grid individually
- Next, pair with a neighbor, discuss the following questions:
 - Are you helping students with any of these outcomes? If so, how?
 - If you are not addressing these outcomes, is anyone at your institution? Who?

DO YOU HELP STUDENTS TO DEVELOP THESE SKILLS?

- As a group, let's discuss:
 - For each outcome, show of hands, how many of us are addressing these skills and abilities regularly or frequently?
 - Let's take a look at the outcomes that fewer of us are addressing and get some ideas from those who are helping students in these areas.

HOW DO STUDENTS DEVELOP INFORMATION LITERACY?

Librarians say:

Professors deal with the critical thinking skills!



Professors say:

Librarians deal with research skills!



FLIPPING FOR CRITICAL READING

- Prior to class, students find and read article on their topic
- In class, students:
 - Describe where they discovered the article.
 - Provide a verbal summary of the article.
 - Discuss how the article informs their project or brings a new perspective?
- In class, the instructor:
 - Demonstrates upper level and/or targeted search techniques to help students respond to info gaps

SYNTHESIS

Don't try to get it perfect, see the opportunities and challenges of an assignment like this

- Read the source excerpts.
- As a group, come up with a rough thesis statement for a research project based on these sources.
- Use the provided matrix to create structure for your research and to identify information gaps.

BUILDING PARTNERSHIPS

- How have you built partnerships at your institution?
- Who is involved in your most successful partnerships?
- How did these relationships begin?