What kind of teacher do you want to be?
Professional Information Literacy in the First-Year College Classroom
Hello!

We are:

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Hello!

Who are you?
Librarian’s problem: Student engagement, perceived lack of relevance.

Professor’s problem: Students seeing research as separate from teaching/learning, unfamiliarity with terms and concepts in the literature.
How do you deal?

Librarians: How do you deal with student engagement in one-shots?
Instructors: How do you help your students see themselves as consumers/producers/appliers of research?
Everyone: How can developing partnerships help with these issues?
A Solution

That we have been exploring:
Working together to integrate discipline specific IL skills and within a format that taps into the student’s self-concept.
Today we’ll talk about

- ECE 201 and the research-based philosophy of education assignment
- Our partnership to reframe how we introduce IL to these students
- Our assessment process and what we learned about how these students think of themselves and research.

Don’t hesitate to stop us along the way!
1. ECE 201
Foundations in Early Childhood Education
What?
Who?
Why?
How?
What did students know already about early childhood education?

Early Childhood Education

- Personal strengths:
  - Love for learning
  - Patience
  - Love for children
  - Experience with special needs children
  - Enthusiasm/energy
  - Creative fun ideas

- Knowledge:
  - ECE development
    - Parents are the first teachers
    - Erikson\'s stages
  - Play is learning
  - Math, science, English, writing
  - Standards
  - Social studies
  - DAP, integrated ELL & IEP
  - Lesson plan

- Beliefs/Philosophy:
  - Play
  - Creativity
  - Make learning fun
  - Interaction
  - Critical thinking
  - Apply learning
  - Inclusion
  - Accommodations to real life

- Educational figures:
  - Johann Pestalozzi
  - Johann Martin Luther
  - John Dewey
  - Jean Piaget
  - Paulo Freire
  - Maria Montessori
  - Friedrich Froebel
  - Reggio Emilia
  - Waldorf
  - Child Development Theory

- Other:
  - Sophla Sprunger
Philosophy of Education Assignment

➔ Past Assignment - Collaborative assignment with SED 210 - Foundations in Special Education

◆ ECE 201 - Organizational template and introduction to peer-reviewed research in education
◆ SED 201 - Narrative - research based philosophy of education
Changes to Philosophy of Education

- Past belief-based
- Current research-based
- “Research...who me?”
3 aspirations/goals/objectives for students:

(EX: lifelong learning, cooperative skills, critical thinking skills, differentiated learning, encourage mastery of content knowledge, resilience, problem solving skills, culturally responsive approaches to learning, meaningful learning, social-emotional development).

The first goal I would like to set for myself as a future educator, is to give my students a meaningful education that involves using lots of creativity and individuality. I find these aspects to be very important because when a lesson lacks meaning to a student, they are more likely to not understand and comprehend the material. I also believe that in order to accomplish having a meaningful lesson, it is important to embrace creativity. Without creativity, people lack the quality to be unique and act as an individual. In order for my students to make use of this amazing characteristic, I will be sure to emphasize the importance in thinking outside of the box and not being afraid to express their own personal flare to certain assignments or projects given.

Another goal I would like to set for myself would be to help my students develop the best cooperative and social skills possible. In order for my students to be successful at anything ranging from making new friends to getting a prestigious job in the future, it is vital that they obtain good social interaction. Each and every day both adults and children are faced with various situations that put their social skills to the test. I believe strongly in making each and every one of my students comfortable in speaking amongst the classroom, and communicating with myself (as the teacher) as well.

Works Cited


2. What we changed
And what we learned from it.
Tradition of course-integrated IL:

➔ Introduction to discipline-specific literature
➔ Students needed support on what to look for and how to find appropriate research to begin developing a philosophy of education
➔ One class devoted to what is peer-reviewed, current research
Developing our Partnership

Fall 2015:

Eloise
- Bringing immersion home
- Opportunity to work with someone wonderful and collaborative who had a really interesting research assignment at an important instructional opportunity
- Deeper integration of IL with content

Diana
- Loss of SED 210 Partnership (Prof off to London!)
- Desire to continue and strengthen assignment, but needed IL help
- Opportunity to collaborate with talented, interested colleague who provided information literacy in a focused way
Questions we had:

How can we help make discipline-specific research relevant to these students now?

How do these preservice teachers see research impacting their professional development?
Changes made in AY 15-16

➤ Reflection questions

➤ Reframing of IL

➤ More authentic search process

➤ Virtual-course integration
Information we were able to capture:

➔ Source selection
➔ How 1st year preservice teachers think they will learn/grow professionally
➔ What resources students used to generate topics
➔ What topics students might pursue further research in
➔ What preservice teachers think about research

Attitudes before/after class
Did anything stick? (concept map)
Limitations

Continual refinement of assignment and instruction

Relatively small groups of students

Lack of anonymity
“I used everything I learned in my classes to pick what I would use in my teaching philosophy template. Then I started doing research through the library to gain more insight. I also talked to older edu majors to gain more insight.”

“It (research) helps teachers stay informed and up to date with what is happening in the education world, which can help them become better educators. They can modify their lessons based on others studies.”
What strategies did you use to think up topics that you would address in your teaching philosophy template?

Fall 15 (8 students)
- 3 Responses
  - Past experiences
  - Interest
  - Web/Library research
- 2 Responses
  - Course material
  - Goals for future students
  - Looking ahead

Spring 16 (22 students)
- 14 Responses
  - Past experiences
  - Course material
  - Looking ahead (7)
  - Interest (5)
  - Beliefs (4)
  - Goals for future students (4)
  - Positive former teachers (4)
  - Web/Library research (4)
### Fall 15 (8 students)

- **New viewpoints/ideas (5)**
- **Broad “incorporate into class” (2)**
- **Current (2)**
- 1 response each
  - Community of teacher/scholars
  - Contradictory views
  - Growth
  - Recreate in class
  - Review/Revise course material
  - Trusted/data driven

### Spring 16 (22 students)

- **Guidance (9)**
- **New viewpoints and ideas (7)**
- **Trusted/data driven (7)**
- **Growth as teacher (6)**
- **Review/Revise course material (6)**
- **Broad “incorporate into class” (4)**
- **Current (4)**
- **Ultimately benefit students (3)**
Are there any topics that you are particularly interested in...that you might continue to follow and stay informed about?

Fall 15 (8 students)
→ 2 responses
  ◆ Play & Recess
  ◆ Developing social skills
→ 1 response
  ◆ Montessori
  ◆ Faith-Based education
  ◆ Responsive classroom
  ◆ Differentiated learning
  ◆ Movement in learning

Spring 16 (22 students)
→ Differentiated learning (6)
→ Play & Recess (6)
→ Technology (5)
→ Cooperative learning (2)
Topics with 1 response each:
  Developmentally appropriate testing,
  Community partnerships, Democracy in the classroom, Special education,
  Diversity, Encouraging creativity, Fostering critical thinking, No.
Where we’re going
And how you can start to go somewhere similar if you’d like
This is a first step:
For us and our students...
Where this research project is going:

➔ Continue to gather data
➔ Continue to refine instruction based on what we’re learning
➔ Learn more about how to tease out connections
➔ Work with others in the School of Education to develop scaffolded IL based on student self-concept

More importantly: Where might our students be going?
Practitioners who engage in action research inevitably find it to be an **empowering experience**. Action research has this positive effect for many reasons. Obviously, the most important is that action research is **always relevant to the participants**. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Perhaps even more important is the fact that action research helps educators be more **effective** at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. **When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.**

- Richard Sagor, *Guiding School Improvement with Action Research*
Sophomore Year
Select one specific topic and conduct a literature review on it.

Junior Year
Develop action research plan.

Senior Year
Implementation and assessment of plan.
(/alternative if class teacher isn’t cool with it)
Ultimately: Teachers who graduate from Westminster College will have the tools to be engaged and active lifelong learners in their professional and personal lives.

They will have the content knowledge and practical experience that ensures that they will be able to jump into their first job prepared to help their students achieve. They will also have the information literacy skills and mindsets that will allow them to continue to refine their practice, grow as teachers, and understand how they are helping their students grow.
Bringing this home:

➔ Librarians ask classroom faculty: How will your students ‘do research’ in their lives after graduation? How can I help them prepare for that?

➔ Teachers/Professors: How can I develop instruction and assignments that will serve my students after they graduate?

➔ Everyone reflect: What are my students interested in and how do they think of themselves? How might my instruction/assignments change based on that?
Further reading on IL for preservice teachers:


Thanks!

Any questions?

You can find us at stevente@westminster.edu & reedd@westminster.edu
Special thanks to all the people who made and released these **awesome resources** for free:

- Presentation template by [SlidesCarnival](https://slidescarnival.com)
- Photographs by [Unsplash](https://unsplash.com)