FYE PROVEN Lesson Plan, Spring 2020

Information Literacy Lesson Plans for FYE

FYE Approach to Information Literacy

Information literacy is the ability to discover, analyze, assess, and utilize information. Becoming information literate is a lifelong process, but there are specific concepts that first-year students need to become familiar with as they learn to interact with information in an academic environment.

As part of the First Year Experience course, we wanted to address the most common barriers to information access for incoming freshmen by introducing broad concepts and teaching specific research-related tasks tied to those concepts. Each of these concepts and skills matches one of the Association of College and Research Libraries' *Framework for Information Literacy*. Learning objectives for the course and specific frames addressed by each learning objective are covered in the respective lesson plans.

Components of Library Orientation and Information Literacy Instruction for FYE:

- Library orientation tour
  - Familiarize with space, services, and physical resources
  - Short assessment of library tour
- First Semester: Information Literacy Research Guide with interactive modules and worksheet-based activity for use during in-class instruction (The Research Guide is in Moodle and the worksheets are at the end of this guide.)
- Second Semester: Resource evaluation activity using the PROVEN Method and administered by instructors as an in-class activity (The P.R.O.V.E.N. Method and the corresponding worksheet are linked the Research Guide.)
- Pre and post instruction information literacy quiz in Moodle

Assessment of Learning Objectives:
First Semester

The pre-assessment should be administered within the first week of class as a required activity. The first semester assessment should be administered shortly after the in-class information literacy session (conducted by either the instructor or an instruction librarian). Both assessments address the following questions:

- What are characteristics of a good research topic?
- What is an example of a good research topic?
- What are characteristics of a good research question?
- What is an example of a good research question?
- Find and cite one peer-reviewed journal article and one book using your library resources.

Students should take the pre-instruction assessment (an ungraded Moodle quiz) before the instruction session. The course instructor will use assignments created by Moye Library to lead the instruction session.

Second Semester:

P.R.O.V.E.N. worksheet graded by instructors or librarians or, for time-saving, adapted into a multiple choice quiz identifying each major concept in the P.R.O.V.E.N. method and identifying an example.

Finding Reliable Resources on Financial Literacy and Career Information: Information Literacy Concepts in Everyday Life

This session will build on concepts covered in the previous semester (forming a research question and finding research materials) during the in-class instruction session and the library tour. This additional material uses the P.R.O.V.E.N. Method to evaluate resources that can be used in everyday life. In the fall semester, we focused on finding peer-reviewed articles and books. The P.R.O.V.E.N. Method can be applied to these resources, but can also be used to evaluate other types of information. This method is not intended to be used as a checklist so much as it is to be used to explore concepts around information evaluation. The P.R.O.V.E.N. Method is available on Project CORA and is cited here: Carey, Ellen. "P.R.O.V.E.N. Source Evaluation Process." *CORA (Community of Online Research Assignments)*, 2017. https://www.projectcora.org/assignment/proven-source-evaluation-process.

FYE 102: 2nd Semester
Learning Objective(s):
3. By using the P.R.O.V.E.N. evaluation worksheet to analyze an information source, students will learn to evaluate articles for credibility.

(Frames addressed: Information has Value, Authority is Constructed and Contextual-basic level; Touches on: Scholarship as Conversation, Information Creation as a Process.)

Time Spent:

- Review of Research Guide information on own or in a group/as a class
  - Link to research guide: https://moc.libguides.com/c.php?g=948977. (Please note that the "What is Information Literacy?" video included on this guide was used with written permission of the author.)
- Moodle discussion board post/virtual class discussion

- P.R.O.V.E.N. Worksheet and discussion of career goals and financial literacy

Supplies:

- P.R.O.V.E.N. Worksheet
- FYE Information Literacy Course Guide
    - (available on library website under Quicklinks → Research Guides → Course Guides and at this link: https://moc.libguides.com/c.php?g=948977.

This lesson will focus on the information the "Evaluating Information" page, accessible by clicking the tab with this name.

Preparation for Instructors and Students:

This may take place as a full class session or an independent study assignment, depending on the needs of the students.

- Review materials on Information Literacy Research Guide and gain familiarity with the P.R.O.V.E.N. Method.
    - If instructor's are unfamiliar with the Occupational Outlook Handbook or Ferguson's Career Guidance Center (both of which will be used in this lesson), we recommend the following resources:
        - OOH Teacher's Guide (https://www.bls.gov/ooh/about/teachers-guide.htm)
        - NC Live Ferguson's Tutorial (https://nclive.libwizard.com/f/fergusons)
- Review materials on Information Literacy Research Guide under the "Evaluating Information" tab. Watch "The Information Cycle" video and review the difference between primary and secondary sources.
    - Watch the video on the information cycle.
    - Go over the P.R.O.V.E.N. Method PDF document.

Discussion Board Posts:

- Answer one of the following questions and reply with a comment on a classmate's question:

Question 1:

What is the information cycle? How does this cycle influence what kind of information is available about an event? Find and link to an example of a source created **early** in the information cycle.

Question 2:

Find a source on a career that you are interested in learning more about. For this post, use Google and do not try to find peer-reviewed sources. (Examples: a news article, an Instagram post, a blog post.)

- o   Identify the author of the source, the title of the source, and include a link to the source.

  Answer **one** of the following questions about the source that you found:

  - ▪ At **what stage in the information cycle** was this source created? What does that tell you about the information presented in the source?
  - ▪ Is this a primary or a secondary source? How can you tell?

Lesson: Evaluating Information about Future Career Choices

- Each student should find one popular online resource about a career choice that they find interesting. This can be the resource used in the discussion board post above. (Completing the post will give students an edge on this assignment.)
  - o If students need ideas for exploring career choices, they can look at options available in the Occupational Outlook Handbook (https://www.bls.gov/ooh/home.htm) and/or in Ferguson's Career Guidance Center (https://ezproxy.umo.edu/login?url=https://www.nclive.org/cgi-bin/nclsm?rsrc=418). Ferguson's is a library-provided resource that requires proxy authentication (using their Moodle login) to access this material off-campus.
- Each student should also find this job/career path in the Occupational Outlook Handbook. Students can search the handbook, use the Occupation Groups category on the left side of the page to explore careers within specific categories, or use the A-Z index to find a job by name.
  - o What is the median pay for your chosen job? What does median pay mean? (hint: click on the blue question mark to the right of "median pay" on the Summary page.) What is the required education to pursue this job? What is the job outlook? Is this field growing?
  - o Click on the "State and Area Data" tab. Find the salary info tool under Career One Stop near the bottom of the Job Summary page.
    - ▪ Choose from the list of occupations and find the median pay information for two different locations. Does this information reflect what you found in the Occupational Outlook handbook?
  - o How does this information change or affirm the information in your popular, online source? Do they agree? Disagree? Does this information change your perspective on your choice of career or your interest in a specific field?

Use the P.R.O.V.E.N. comparison worksheet to evaluate your popular source and your Occupational Outlook Handbook information side-by-side.

P.R.O.V.E.N. Comparison Worksheet
Use the P.R.O.V.E.N. Worksheet (downloadable from the course research guide referenced above) to compare your popular source with the Occupational Outlook Handbook.

- For Publication Title, put: OOH and the title of the job/field you are researching.
- You can leave source type blank, but, just so you know, the Occupational Outlook Handbook is considered a reference source (a reliable resource intended to give general information on a topic).
- Fill in the blanks on the worksheet with a statement evaluating the Purpose, Relevance, Objectivity, Verifiability, Expertise, and Newness of the popular source that you chose and the Occupational Outlook Handbook source.