

Reaching Ahead, Teaching Ahead: An Information Competence Collaborative Project  
Final Report

Greta Vollmer and Karen Brodsky  
Sonoma State University

July 25, 2005

This project was created to provide Sonoma State University English majors intending to be teachers a solid foundation and introduction to the information competence learning goals of the English Subject Matter Program in the Department of English. These goals state that teaching candidates must demonstrate knowledge & understanding of information collection, analysis and management in instructional settings, as well as an understanding of the legal and ethical issues involved in information collection and use of technology [Program Standard 9]. In so doing, this project familiarized students with the goals of information competence and the importance of teaching high school students these skills.

In order to provide real-world curriculum development opportunities students enrolled in English 491 were asked to work as a group to create an information literacy unit applicable to a local high school {See appendices}. Through weekly information-related exercises, discussions, writing assignments, and evaluation of local high school libraries and research assignments, English 491 students developed the skills necessary to create an information literacy unit. For their final project, each group presented their unique IC unit to local high school teachers. Teachers provided feedback based on their own teaching experience and understanding of IC of high school students.

A list of the department's student learning outcomes that include the skills/abilities of information competence (IC)--the connection between the disciplines' learning outcomes and the IC learning outcomes.

A) The English Subject Matter Program standards (established by the California Council on Teacher Credentialing) regulate the content of the English waiver program, completion of which certifies students as subject matter competent for the teaching of English at the secondary level of English.

These standards correlate to the Information Competence Standards as follows:

*Standard 3: Technology*

*This standard requires the study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social*

*issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.*

*3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.*

*3.2 Prospective teacher demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving,*

*data acquisition and analysis, communications, and presentation.*

*3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.*

These standards most directly correlate to Standard Two of the Information Literacy Standards in its entirety. It also addresses aspects of Standard 5 (economic, legal and social issues).

The Required Program of study also contains the following standards:

*Standard 11.5 The core program includes study of research conducted and presented in multiple genres and media reflective of current technology in usage. (Correlates to Standard 2.5, IC Standards)*

*Standard 15.5 Learn and apply advanced research strategies for academic work in English, including collection, integration and citation of data (Correlates to Standard 1 and Standard 2, IC Standards)*

*Standard 16.4 Specify the process and techniques for making presentations in a variety of media forms. (Correlates to Standard 4.3 IC Standards)*

*In addition, Standard 6 (Early Field Experiences) requires that the program provide prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teachers' observations and experiences.*

While not explicitly linked to the Information Literacy Competence Standards, the portion of this grant which required field visits, surveys and interviews with classroom teachers directly addressed this portion of the English Subject Matter standards.

B) Learning goals for the grant included:

- \* To increase levels of information competence among pre-service English teachers by teaching them the necessary skills, and providing a real context and need for integrating that knowledge;

Evidence for achieving this goal can be seen in the final projects and coursework throughout the semester. (See Appendix B: Final Project Guidelines, Steps Along the Way)

- To give English 491 students the opportunity to integrate their information competence skills and present them in a format directly linked to their future profession as teachers;

- 

Evidence provided by the final project presentations (See Appendix B: Final Project Evaluation, Teacher Comments on Final Projects)

- To raise students' awareness of the levels of information competence among high school students and the varying levels of resource and access in different school settings;

- 

Evidenced by site visits, school and student surveys (developed by the class), discussions in class and WebCT discussions. (See Appendix C: School Site Survey, Student Survey, Comments from Final Reflections)

- To increase levels of information competence in high school juniors and seniors prior to their admission to college;

- 

We were unable to assess this goal (See comments below)

- To increase collaboration between the Sonoma State English Department and local high schools;

- 

While there was some success in this area, we were disappointed by the fact that none of the participating teachers chose to implement the curriculum units developed by the Sonoma State students. They did come to the final project presentations and provided valuable feedback; however, the "loop" we had envisioned connecting our students and their curricula to the actual classes they had surveyed did not come to pass. More systematic contact with the teachers and follow-up meetings might have fostered more follow-through in this respect. We also realized that we should have been more explicit and systematic in our inclusion of the school librarians.

- 
- To align the Single Subject core program with the Single Subject Matter Program Standards for English, in particular Standard 11, which requires that the core program “include the study of research conducted and presented in multiple genres and media reflective of current technology in usage,” as well as Standard 15, which requires that students “learn and apply research strategies for academic work in English, including collection, integration and citation of data.”
- We are now developing a plan to work with the future teachers in various subject areas and the School of Education credential candidates, as well as the English Department classes (such as English 491) and a new course (English 495) which will incorporate successful elements of this funded project.

2. Assignments you created in which students demonstrate information competence skills/abilities throughout the department's curriculum.

In order to meet the goals of our project, we created many weekly assignments, in-class activities, and a final project. Our collaborative approach to teaching modeled for our students the kind of collaborative teaching community that provides a rich environment for professional development. Each week a different information competence standard was addressed in relation to other goals of the class. This approach helped to enforce in the students an understanding that research and writing are not “stand-alone” activities.

When we initially surveyed our students as to their level of competence and knowledge, we found a decided lack of IC skills, with the majority relying on Google and a few knowing their way around library databases. This had clearly changed at the end of the unit, as evidenced by the post-survey (See Student Final Reflections, Appendix C).

Some activities were designed to help the future teachers begin thinking about ways of teaching high school students about information. For example, a simple classroom activity in which the students, in groups of 3, were asked to develop a list of as many types of information as possible and then record them on the board for the larger group to discuss. This activity was not only fun but generated fascinating discussions such as the kinds of values placed on information, the amount of things that may or may not be considered information, and misconceptions about what is a piece of information and what is simply a tool for finding information.

For another assignment, students were asked to use the library databases to find articles on teaching information competence or on the importance of information competence for Net Generation students. They were then asked to post them on WebCT and begin

discussion threads. The results were fascinating: the students successfully used the databases to find information that would be pertinent to the creation of their final projects. We believed this demonstrated the usefulness of referring to the professional literature for practical purposes. Students also had the opportunity to engage with the content of an article and “discuss” with fellow students. One curious occurrence was that one or two students fell into the cliché of simply taking the first item they found . . . some things will never change.

Another weekly assignment was for the students to write “how to” directions for searching the library catalog for two audiences – high school students and high-level administrators. This provided our students an opportunity to grapple with how to teach the library catalog, examine the type of language to use for teaching, and how to address learning from different age groups. The students developed some wonderful approaches and shared great insight about the use of language in teaching technical skills

The final curriculum unit was presented visually, via PowerPoint, to the panel of participating teachers and us. (One teacher was unable to attend but provided written feedback later in the semester). Students were provided immediate oral feedback, as well as a summary of the panel’s written comments (See Appendix B). A student assistant was charged with pulling all the units together and burning a CD for each teacher which includes all the schools, not just their own. These have been mailed out to the participating teachers.

3. Syllabi for department courses that promote information competence skills/abilities. (See Appendix A)

4. Web pages (please send me the URL) that include the grant proposal, the activities you have undertaken, and the deliverables.

URL: <http://www.library.sonoma.edu/research/informationcompetence.html>

5. An accounting of the funds you have received.

The funds were spent as follows:

- 1) \$1500.00 Librarian stipend
- 2) \$1,670.85 Faculty salary
- 3) \$1400.00 Teacher stipends (4 x 350)
- 4) \$200 Books for library
- 5) \$92.00 Student aide (tech support)

Total \$4682.85

6. Your willingness to share grant outcomes within the CSU or through workshops,

conference presentations, publications, etc.--perhaps you have done some of this already this academic year.

We are both willing to participate in sharing our project. We have already submitted a panel proposal to two upcoming conferences (College Conference on Composition and Communication (NCTE) & American Educational Research Association) based on our work on this grant.

7. Other information you wish to include about your experiences--how did the grant help to advance your goals, how did the students perform on the assignments and in other assessment activities you created, how supportive were your colleagues of your work, what suggestions do you have about future IC grant opportunities, etc.

It has been argued that the traditional research paper is dead. No longer does it have meaning to students to turn in a 10-page paper with 3 books, 2 articles, and 2 websites. If this is in fact true, how can we get students to understand how to find and use meaningful, valid information not only for school projects but as citizens? One approach is by working with the teachers to create different kinds of projects. In my estimation this project succeeded by a change in understanding from the pre-teachers and a change in curriculum from the college instructor. This project was designed to make information come alive for students – not have it be an arbitrary requirement. In this regard, we think we were successful. Students, as evidenced in the final comments, were overwhelmed at first by all they did not know, but then increasingly enthused as they could see their competence growing. Students have returned the second semester with questions and sharing excitement about the information they have found for projects they are working on. We have no doubt that these students will have a much more sophisticated approach to research as English teachers than is currently the norm.

This project has exceeded our expectations in advancing the library instruction program as well as our own thinking about future directions for our program. The faculty/librarian interaction was invaluable. Any future IC grants should include close collaboration between the librarian and the instructional faculty. This was invaluable to both of us.

From a librarian's perspective, close collaboration made me so much more aware of the issues instructional faculty face. Being in the classroom on a weekly basis, evaluating where students were successful and where they missed concepts from a classroom perspective was so important for my own instruction and program development.

As the professor of record, I was energized by the collaboration as well. I felt my assignments improved enormously due to the time we spent talking them through and refining them. As with all projects, there was never enough time to fully develop our own thinking or reflections on this project as we were going through the process.

In future collaborations of this nature, we will be sure to "build in" regular time to collect data, review it and reflect on the process as it is happening. If such a structure

isn't in place from the beginning, it seems that the day-to-day pressures of our other commitments make it hard to meet consistently.

Based on the curriculum of this grant, the library has been able to share bits and pieces with other departments on campus. Perhaps we slightly altered an assignment for a Theater Arts class or updated assignments for the curriculum students but the grant paved way for working more in-depth with curriculum students.

We will be incorporating much of what we have learned in this process into our new final assessment piece for the English Subject Matter program, which will require research and a digital portfolio based on the students' inquiry question.

As for what the grant allowed us to do, it was very important to be able to pay teachers a stipend for their participation, although we think (in this case) the link between the stipend and the follow-through could have been more explicit. Nonetheless, we were happy to be able to compensate teachers (if only nominally) for their time and willingness to open up their classrooms to us. We were also able to provide valuable resources in the library which will serve students well for future projects.

## **APPENDIX A: SYLLABUS AND COURSE OUTLINE**



questions. It should be clear from your journal that you have carefully read the material we have covered. I will often give specific topics and/or activities to try out in your journal. At times you will be asked to post responses on the WebCT discussion board as well. Examples of thoughtful student journals will be posted on WebCT.

\*Information Competence Project: This project involves a collaboration between you (working in small teams) and selected high schools in Sonoma County. It will entail, among other things, developing and administering an information competence survey, developing an information competence unit adapted to your particular school site, and presenting your project to a panel of high school teachers for discussion and feedback. More information will be provided in class.

DUE DATES FOR ALL ASSIGNMENTS ARE NOTED IN THE COURSE OUTLINE. Reading should be completed by the class meeting indicated. Dates may be subject to revision.

#### Grading and Evaluation:

* Genre papers & process	30 %
* Reflective journal	30%
* Final Project (Includes participation in all all aspects of the project)	40%

#### Policies and Expectations:

Attendance and participation: Since we meet only once a week, attendance is crucial. Activities in class are an essential part of the course content and cannot be "made up" after the fact. This is particularly true of your response groups; you have a responsibility to the other members of your group, both as a writer and a responder. Two or more absences will lower your grade. Preparation and active participation in class are assumed; although they are not given a quantitative value, I reserve the right to adjust grades to reflect high and/or low levels of participation.

All work (unless completed in class) must be typed.

Late work: Arrangements for turning work in after its due date, if absolutely necessary, must be made before class. If you cannot be in class on a due date, arrange to have the work turned in (classmate or friend, via e-mail, my mailbox (Nichols Hall)). While I am not unsympathetic to emergencies, unaccounted for late work will affect your final grade.

WebCT: Please check your e-mail regularly as I frequently post updates and other important information here. I assume that you receive these messages in a timely manner.

E-mail: It is your responsibility to ensure that I have an accurate and functional e-mail address for you throughout the semester.

Drafts of papers: Since we will be creating a “mini” writer’s workshop in this class, it is important to come with a complete first draft (and sufficient copies) for your response group on the specified dates. A “first draft” a paper is one that is complete and ready for comments from peers. Unfinished papers or outlines do not constitute a first draft.

Disabilities and other accommodations: If you have a disability that needs accommodation, please let me know as soon as possible so we can find the best possible solution.

Fall 2004

ENGLISH 491: ADVANCED COMPOSITION STUDIES  
COURSE OUTLINE

<u>WEEK/DATES</u>	<u>Composition Focus</u>	<u>IC Focus</u>
Week 1: 8/25	The Neglected "R"	Introduction to IC
Week 2: 9/1	Philosophies of writing pedagogy/ Genres	IC survey review
<i>Reading:</i>	<i>Burke: Intro – P. &amp; #60 Reader: Berlin</i>	
<i>Due:</i>	<i>1<sup>st</sup> Draft: Genre paper 1</i>	
Week 3: 9/8	The Writing Process	Development of survey
<i>Reading:</i>	<i>Burke: #22,23 Reader: Murray, Smith</i>	
<i>Due:</i>	<i>Revision: Genre paper 1</i>	
Week 4: 9/15	Genre Theory	Defining a research Problem/ assignments
<i>Reading:</i>	<i>Burke: #6-7, 11 Reader: Cope &amp; Kalantzis, Ozick</i>	
<i>Due:</i>	<i>1<sup>st</sup> Draft: Genre paper 2 Self-evaluation: Genre paper 1</i>	
Week 5: 9/22	Response groups: Pro & con	Information sources
<i>Reading:</i>	<i>Burke: #13, 19-20 Reader: Green</i>	
<i>Due:</i>	<i>Revision: Genre paper 2</i>	

<b>Week 6: 9/29</b>	<b>Revision strategies</b>	
<i>Reading:</i>	<i>Burke: #8-10</i> <i>Reader: Tchudi, et al &amp; Farrington</i>	
<i>Due:</i>	<i>1<sup>st</sup> Draft: Genre paper 3</i> <i>Self-evaluation: Genre paper 2</i>	
<hr/>		
<b>Week 7: 10/6</b>	<b>Writing conferences</b>	<b>Research skills</b>
<i>Reading:</i>	<i>Burke: #2, 39</i> <i>Reader: Harris</i>	
<i>Due:</i>	<i>Revision: Genre paper 3</i>	
<hr/>		
<b>Week 8: 10/13</b>	<b>Responding to student work effectively</b>	<b>Evaluation of sources</b>
<i>Reading:</i>	<i>Burke: #30, 40</i> <i>Reader: Bardine et al &amp; Straub/Lunsford</i>	
<i>Due:</i>	<i>1<sup>st</sup> Draft: Genre paper 4</i> <i>Self-evaluation: Genre paper 3</i>	
<hr/>		
<b>Week 9: 10/20</b>	<b>Formulaic writing</b>	<b>Strategies for Info gathering</b>
<i>Reading:</i>	<i>Burke: #12, 14-17</i> <i>Reader: Preus, Wiley</i>	
<i>Due:</i>	<i>Revision: Genre paper 4</i>	
<hr/>		
<b>Week 10: 10/27</b>	<b>Helping <u>all</u> students become writers</b>	<b>Plagiarism &amp; citation</b>
<i>Reading:</i>	<i>Burke: #26-28</i> <i>Reader: De la luz Reyes, Christensen</i>	
<i>Due:</i>	<i>1<sup>st</sup> Draft: Genre paper 5</i> <i>Self-evaluation: Genre paper 4</i>	
<hr/>		
<b>Week 11: 11/3</b>	<b>Grammar concerns</b>	<b>Plagiarism, continued</b>
<i>Reading:</i>	<i>Burke: #33-38</i> <i>Reader: Ehrenworth</i>	
<i>Due:</i>	<i>Revision: Genre paper 5</i>	
<hr/>		



## **APPENDIX B**

**1. PROJECT GUIDELINES**

**2. STEPS ALONG THE WAY**

**3. PROJECT EVALUATION**

**4. TEACHER FEEDBACK**

## ENGLISH 491: FINAL PROJECT GUIDELINES

**Purpose:** To develop a curriculum unit that focuses on information competence (broadly defined) for high school students at your school site.

**Your Audience;**

Primary: High school students

Secondary: Teachers of those students

**Format:** You will provide two hard copies of the entire unit you develop (one for me, one for the collaborating teacher). In addition, you will develop a Power Point demonstration which you will present to the class and our teacher panel as your final exam.

**Elements to include:**

1. Profile of the class(es): Include information that is pertinent to our purpose.
2. Brief profile of the school: Include information most pertinent to our purpose.
3. Primary goals for this curriculum unit: Keep your goals manageable. Consult the standards (English Language Arts and Information Competence) when planning. Use the standards to help you articulate your criteria for performance. You should not try to cover every ELA and IC standard; be selective and know the reasons for your selections.
4. Rationale for these goals: Here you will link what you know about the school and the students (#1 and #2) to your choice of primary goals, articulating the links you have made between them.
5. The curriculum unit, including a clear description of all teaching/learning activities, the sequence for these activities, and any necessary materials to complete activities.
6. Bibliography of sources

In the process of developing a unit. consider these questions

What particular aspects of information competence you will focus on in each activity?

What are the teaching and learning activities which will develop these?

What is the logical sequence of activities?

What are the products and/or outcomes for each step of the process?

How does each step build upon the previous one?

Use Burke #33, 34, 35 for additional guidelines.

## Rubric for Assessment

Assessment of the final Information Competence project will cover three areas, as outlined below.

### A) THE CURRICULUM UNIT

- \* Is the unit appropriate to the level and needs of students?
- \* Does the unit take into account the resources available at site and makes good use of them?
- \* Are the goals clear?
- \* Is the rationale for these goals clearly articulated?
- \* Is the sequence of activities logical and carefully thought out (i.e. one activity builds upon another)?
- \* Are the desired outcomes for each step clear?
- \* Are the teaching/learning activities presented in a clear and accessible way (i.e. could be used immediately in a classroom setting)?
- \* Do the teaching/learning sequences use a variety of strategies and resources? Do they allow for students to participate in a variety of ways?

### B) THE FINAL PRESENTATION

- \* Was the Power Point presentation effectively organized and informative?
- \* Did group members field questions well?
- \* Was the Presentation engaging; did it capture audience interest?
- \* Did all group members participate and demonstrate understanding of the unit, its focus and its purposes?

### C) THE PROCESS

- \* Were all steps in the process were completed in a timely fashion (surveys, reports, intermediate activities)?
- \* Did participants share work equitably and work efficiently together?

--

### **INFORMATION COMPETENCE PROJECT: STEPS ALONG THE WAY**

The following list indicates the intermediate steps (and dates due) for the development of the final project. Suggestion: You might want to keep a log of how you manage the workload of the project in order to keep it equitable.

- 1) Popular press search: use the appropriate databases to find an article in the popular press about writing in secondary schools. 10/1
- 2) Write an instructional sequence: write clear directions for two audiences (high school student & administrator) as to how to search SNOOPY. 10/7
- 3) Database research: Find two articles (using on-line databases) relevant to the development of the final project. One should be a scholarly article. Write a short abstract and post to the class website (Journal entry) DUE 10/13
- 4) Critique of IC or research assignments: Find a sample assignment on-line or from classes you are observing. Bring it to class for discussion and critique. DUE 10/13
- 5) Survey results: Bring a summary of the results of your school site research surveys to class for discussion. Bring a Microsoft Excel visual representation (i.e. (pie chart, graph, etc.) for at least one portion of your data. DUE 10 /20
- 6) Goals (learning outcomes) for your curriculum unit, Bring a list of the goals your group has agreed upon for your project. For each goal, offer a rationale based on your initial research. DUE 10/27
- 7) List of potential classroom activities: Provide a list of at least 8 potential activities for inclusion in your final project. [Note: You are not wedded to all of these and they may change over time.] Link each activity to a specific learning outcome for your unit. DUE 11/10
- 8) Draft one activity: Write a draft of one activity from start to finish, including any necessary classroom materials for implementation. DUE 11/17
- 9) Power Point "Dry Run": Be prepared to present your power point presentation to another group to get feedback and suggestions. DUE 12/8
- 10) Final Presentation: Present your Power Point presentation to the panel of teachers. Have two copies of the entire unit prepared (one for the teacher, one for Karen and me). DUE 12/15 4:00-6:00

FINAL CURRICULUM PROJECT EVALUATION:  
TEACHER FEEDBACK FORM

School site being presented: \_\_\_\_\_

1) Goals and rationale for the unit: were these clearly articulated and reasonable?

2) Appropriateness: Is the project a good match to the needs of your students, and the schools' resources? How well do you think this addresses needs of the "average high school student?"

3) Content: What strengths do you see in the overall plan and activities? What suggestions do you have for improvement? Anything you would add?

4) Utility: How useful is this unit to you as a teacher? Which parts of it can you/will you use "as is"? In what ways might you have to adapt certain aspects of the unit?

5) Presentation: Was the presentation effectively organized, engaging and informative?

ENG 491 FALL 2004 INFORMATION COMPETENCY  
CURRICULUM PROJECT EVALUATION

ELSIE ALLEN HIGH SCHOOL

1) Goals & rationale for the unit: Were these clearly articulated and reasonable?

Erika Raffo: "Yes for both – vocab is very important & often overlooked."

A. Kahl: "#1 Vocabulary 'Net-tionary', Vocab Xword, Vocab concentration game #2 Reliable Source? 'It's Official' #3 Avoiding Plagiarism – 'What's your verdict?', 'Is that Copy Right?'"

Susan Swanson: "Yes very clear and the most essential IC goals of high school mixed language-ability classes."

2) Appropriateness: If it is your school site, is the project a good match to the needs of your students, and the school's resources? If not your site, how well do you think this addresses needs of "the average high school student"?

Erika Raffo: "Pretty good – official is kind of a nebulous term – students will need more guidance"

A. Kahl: "Sample activity is very appropriate."

Susan Swanson: "Very well Looks great! Definitely meets the needs of the avg. Fresh/Soph EL student."

3) Content: What strengths do you see in the overall plan and activities? What suggestions do you have for improvement? Any thing you would add?

Erika Raffo: "The activity shown is important because students need to know about reliability of info. Change the 'What's the difference' activity to a Venn diagram instead of a chart – students will see similarities as well as differences."

A. Kahl: "Strength is in student-focused activities – TV focus on 'It's Official'."

Susan Swanson: "The internet catcher – TV – good idea. Define your terms on the activities ('official' for ex.) Net-tionary a great idea!"

4) Utility: How useful is this unit to you as a teacher? Which parts of it can you/will you use "as is"? In what ways might you have to adapt certain aspects of the unit?

Erika Raffo: "The Concentration game might prove difficult logistically – large classes & limited space make it very hard. Students who are not actually involved in doing something get bored and disruptive!"

A. Kahl: "Adaptations – clearing up of terms 'official & unofficial' Revise questions to direct students to better critically assess site evaluation."

Susan Swanson: "Very useful for EL, would adjust for academic (college prep) students."

5) Presentation: Was the presentation effectively organized, engaging, and informative?

Erika Raffo: "Yes!"  
A. Kahl: "Very well done."  
Susan Swanson: "Excellent, very professional (silly visuals and sound, though  
–more distracting than helpful)"

## RANCHO COTATE MIDDLE SCHOOL

1) Goals & rationale for the unit: Were these clearly articulated and reasonable?

Erika Raffo: "Yes."  
A. Kahl: "Good"  
Susan Swanson: "Clear and reasonable, maybe a little too simplistic for seniors."

2) Appropriateness: If it is your school site, is the project a good match to the needs of your students, and the school's resources? If not your site, how well do you think this addresses needs of "the average high school student"?

Erika Raffo: "This looks good for seniors – prepares them to move on."  
A. Kahl: "For seniors many good activities."  
Susan Swanson: "Good, but might be too simplistic for seniors (except annotated bibliography – good idea at senior level;) small group activities and regrouping w/whole class a good idea."

3) Content: What strengths do you see in the overall plan and activities? What suggestions do you have for improvement? Any thing you would add?

Erika Raffo: "Plagiarism – very important. Bibliography/MLA format. What's the purpose of the scavenger hunt? Once students find these items they should probably do something with them – perhaps answer a question about what each is useful for? Or how a library user would use them."  
A. Kahl: "Excellent activities to teach proper paraphrasing, avoidance of plagiarism."  
Susan Swanson: "The annotated bibliography – great!"

4) Utility: How useful is this unit to you as a teacher? Which parts of it can you/will you use "as is"? In what ways might you have to adapt certain aspects of the unit?

Erika Raffo: "I'm anxious to see the website!"  
A. Kahl: "Evaluating Internet Resources Handout – needs to be condensed to key questions per heading to be practically useful."  
Susan Swanson: "This would be very useful unit to supplement a research project."

5) Presentation: Was the presentation effectively organized, engaging, and informative?

Erika Raffo: No Response  
A. Kahl: "Well presented."

Susan Swanson: “Very professional, smooth, clear, and informative good summaries on slides. The IC standards slide came out of nowhere, though.”

## ENG 491 FALL 2004 INFORMATION COMPETENCY CURRICULUM PROJECT EVALUATION

### ANALY HIGH SCHOOL

1) Goals & rationale for the unit: Were these clearly articulated and reasonable?

Erika Raffo: “Yes, reliability & credibility are important!”

A. Kahl: “Yes.”

Susan Swanson: “Seems too broad, perhaps because it was not clearly articulated. The individual goals are promising, maybe out of order?”

2) Appropriateness: If it is your school site, is the project a good match to the needs of your students, and the school’s resources? If not your site, how well do you think this addresses needs of “the average high school student”?

Erika Raffo: “Thesis development is difficult for 9<sup>th</sup> grade and the reflection will help solidify the knowledge.”

A. Kahl: “Quite well...needs close teacher guidance through activities – for Freshman the directions aren’t detailed enough.”

Susan Swanson: “Yes it’s a pretty good match, the ‘narrowing topic’ is good as well as finding ‘good vs. bad’ sites.”

3) Content: What strengths do you see in the overall plan and activities? What suggestions do you have for improvement? Any thing you would add?

Erika Raffo: “Reliability is very important!! I think it’s difficult to ask students to develop clear thesis statements w/o doing any preliminary research – they simply do not have enough background info.”

A. Kahl: “I would sequence activities differently – address topic issues – Which source is best? – eLibrary.”

Susan Swanson: “The activities are all important to achieving the goals, but I feel they don’t quite fit together. I can’t put my finger on why.”

4) Utility: How useful is this unit to you as a teacher? Which parts of it can you/will you use “as is”? In what ways might you have to adapt certain aspects of the unit?

Erika Raffo: “I would probably be able to use many of the questions to find reliable sources.”

A. Kahl: “The Website Assessment Worksheet is a great set of questions. Need an exercise on search terms/keywords.”

Susan Swanson: “Some points will be very useful, others I will need to tweak, and I will definitely borrow the Elsie Allen group’s”

5) Presentation: Was the presentation effectively organized, engaging, and informative?

Erika Raffo: “Yes!”

A. Kahl: “Presentation could have cleared up proper sequence of objectives first. Not a real problem – Nicely done.”

Susan Swanson: “Pretty well organized, but I got lost a couple of times; too much text at times on visuals.”

## MARIA CARRILLO HIGH SCHOOL

1) Goals & rationale for the unit: Were these clearly articulated and reasonable?

Erika Raffo: “Yes,

A. Kahl: No Response.

Susan Swanson: “Clear & reasonable, very manageable.”

2) Appropriateness: If it is your school site, is the project a good match to the needs of your students, and the school’s resources? If not your site, how well do you think this addresses needs of “the average high school student”?

Erika Raffo: “Good job – many students do not know about the resources available to them.”

A. Kahl: “Need a wider selection of databases/online resources. Maybe for this school (MCHS) eLibrary is adequate.”

Susan Swanson: “Very appropriate.”

3) Content: What strengths do you see in the overall plan and activities? What suggestions do you have for improvement? Any thing you would add?

Erika Raffo: “I like how they get to practice together as a class before they go out & work on their own.”

A. Kahl: No Response.

Susan Swanson: “Great activities, but not well integrated. If the students have to find a biography in one activity, for example, then they should also be researching and reviewing the biography...integrate the parts w/a unifying focus.”

4) Utility: How useful is this unit to you as a teacher? Which parts of it can you/will you use “as is”? In what ways might you have to adapt certain aspects of the unit?

Erika Raffo: “The questions for the article are useful!”

A. Kahl: “Writing a Review’ activity is useful as is.”

Susan Swanson: “The parts are all useful, but not unified. Greta’s question about the final product reflects this problem. What exactly is the outcome (product) of the unit?”

5) Presentation: Was the presentation effectively organized, engaging, and informative?

Erika Raffo: “Yes!”

A. Kahl: “Yes”

Susan Swanson: “Good use of relevant visuals; clearly high level computer literate.

**APPENDIX C:**

**SCHOOL SITE SURVEY**

**STUDENT SURVEY**

**FINAL REFLECTIONS: ENGLISH 491 STUDENTS**

## SCHOOL SITE SURVEY

### A) THE SCHOOL

Get demographic and other information from this website:

<http://www.cde.ca.gov/>

Go to Data and Statistics section

Click on Ed-Data to do a search for your school's profile.

Include as much information in your final survey results as you feel is relevant to our purposes.

### B) COMPUTER RESOURCES

a) How many computers?

Who has access? At what times?

b) What do the computers offer?

Internet

Databases

Other programs relevant to research and information searches

### C) GENERAL LIBRARY RESOURCES

a) What are the hours of access?

b) What is the physical space like?

c) What levels of staffing? (Professional or volunteer?)

d) What hard copy materials are available?

Magazines

Videos

Books

CD-ROMS

e) Are there limits on the use of these resources? If so, what are they?

f) What are the rules and restrictions regarding library use?

g) Who makes decisions about purchases? Is the money available adequate? Have there been cuts?

h) Are there other specialized resources available in the school (not located in the library)?

i) To what extent are outside resources (public library, colleges, bookstores) available to students?

j) CAN STUDENTS BRING LAPTOPS? IF YES, DO THEY?

k) WHAT OTHER TECHNOLOGY (IF ANY) DO THEY USE? (E.g. IPOD, PDA, GRAPHIC CALCULATORS?)

#### D) CURRICULUM

a) What types of coordination are there between classes and librarians?

b) What types of explicit instruction are offered in the library? Who provides this instruction?

c) To what extent is information competence discussed among faculty as a curriculum issue?

Note: we are defining Information Competence as the ability to recognize what information is needed, and have the ability to locate, critically evaluate and use needed information.

#### E) TEACHERS & LIBRARIANS

a) How much do you intend to incorporate information competence (research skills and other) into your curriculum?

b) What types of assignments do you typically give? (Ask for examples when available)

c) What are the typical pitfalls and problems your students encounter?

d) What do you see as their most pressing needs in the area of information competence?

#### STUDENT SURVEY

This is a survey put together by the students of English 491, a course about teaching writing at the high school level at Sonoma State University. Its purpose is to help up understand what you already know about information gathering and interpreting. Thanks very much for helping us out.

1) Do you have a computer at home? Do you have Internet access?

2) If you have a computer at home, do you share this computer with others?

- 3) How much time do you typically spend on a computer in a week?
- 4) How much of that time is school-related?
- 5) Have you been assigned research papers in high school?  
How many?  
  
For which class (classes)?  
  
What was the required length?  
  
Was a bibliography required?
- 6) In your own words, what is a research paper?
- 3) Do you use a computer for research purposes? How often?
- 5) When you have research to do, where do you usually do it?
- 6) When you have research to do, how much time do you usually spend on finding information?
- 7) What do you do when you need help with your research?
- 8) Do you use the public library? How often? Why or why not?
- 9) Do you use the school library? How often? Why or why not?

10) What did you find to be the most difficult part of doing research?)

11) What resources are available in your school for doing research? In your opinion, are they sufficient? If you could ask for additional library resources, what would they be?"

12) Are you familiar with these terms? What do they mean to you?

Call numbers

Databases

Bibliography

Internet search terms

Periodical

13) What would you like to know about the research process and information searching?

#### FINAL REFLECTIONS: 491 STUDENTS

One of the most important things I learned is how big a problem plagiarism is. Each of our schools cited "cutting and pasting" as a major information competency problem. (...) I also found out that teachers are unaware of some easy solutions to this problem. (...) Our high school surveys show that (these) students do not know how to do research..it is rarely, if ever, taught in high school.

I am not information competent. I am much more than I was, but I am still learning. Before our discussions, I would not have identified myself as being information incompetent, but in many ways I was.

I wasn't in high school all that long ago so I clearly remember what it was like to be asked to do research. I used Yahoo to find research and would only use books if I had to. Yahoo can be valid if students know how to tell if information is valid. Teaching this seems simple and easy knowledge.

I found out while working in our groups this semester that most students, including college students, failed at searching beyond Google or Yahoo when searching for information. I find that disturbing and alarming. What I am concerned about (is) the factor of time (...) adding information literacy projects may be seen as an "extra" or too much effort. ..Yet there are many opportunities for teachers to use their time to include this valuable tool.

As a result of our work in this class on information competence, I have learned that this is truly an ongoing process that does not end with this class. As a result of this aspect of the class, I have already begun to make changes in my research techniques. (...) It became very apparent to me that (high school) students need the same kind of guidance when it comes to preparing for a research project.

The information competence unit provided me with two important understandings. First, it provided me with an understanding of databases and their necessity. (..) It has also come to my attention that IC is a very broad subject that can be applied to many subjects.

This was a great experiment, and while there were some bugs to be worked out, I feel that I gained a tremendous amount from the process...I was completely ignorant of the concept of IC at the beginning of the course. I was proud of myself when we re-took the survey we had taken earlier. I now feel far more confident and knowledgeable regarding my own use of the Internet and the library system as a means of gathering information.

My own thinking has been metacognitively refined, and I have been able to develop an awareness about the difficulties students face in trying to do research. I believe it is very important for them to develop a critical stance toward "information" in order to be able to conduct research, which is supposed to be "objective." Pedagogically, we need to teach IC like everything else abstract: in a step-by-step, hands-on manner (like some of our class activities) that involve social learning and personal connections.