



Learning Information Literacy through Drawing

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Argument: Drawing is an excellent lo-fi teaching method for students to learn about information literacy.

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COLLABORATIVE SPEED DRAWING – ACTIVITY SUMMARY

Objective: To help students visualize information literacy concepts.

Time Requirements: 15 minutes

Number of People: Two per group. Students work in pairs.

Material Requirements: Each group should have one blank sheet of 24 x 36 inch poster paper and 3 or 4 different (dark-colored, broad-tipped, scented) markers or crayons.

Before Class: Librarians should place each group's paper on flat surfaces (easels, tables, floor, wall, etc.) Markers and crayons should be placed by each paper. Activity instructions should be placed by each paper.

Activity: Librarian splits the class into pairs and directs each pair to a blank paper. Librarian provides the same drawing question to each group and tells them they have 7 minutes to draw. Librarian provides them with regular updates on time. Librarian selects a few groups to share and explain their drawing to the class as a whole. Each reporting group is provided with a maximum of 60 seconds to discuss their drawing. Librarian and students can question or make comments on each group's drawing.

EXAMPLE WORKSHOP SCHEDULES

Improving Internet Searching (50 min)

10 min: Quiz using clickers
20 min: Hands-on searching
10 min: Drawing exercise
5 min: Sharing drawings
3 min: Video
2 min: Workshop review

Evaluating Sources (75 min)

5 min: Short story
10 min: Discussion of *Citation Project*
3 Min: Video
2 min: Explanation of Exercise
25 min: Hands-on Exercise
10 min: PowerPoint
10 mi: .org Drawing exercise
5 min: Drawing exercise review
5 min: Workshop Revie

DRAWING EXERCISE

The presenter will assign you and a partner and question. You and your partner should quickly discuss and then draw an answer to the question. Your drawing should feature pictures rather than words. If you have to use words, do so sparingly.

1. What are the differences between popular and scholarly and trade sources?
2. If you could organize the books in the library any way you want, how would you do it and why?
3. What are the differences between the Surface Web and the Invisible Web?
4. How do you define information literacy?
5. What are your research hang-ups?
6. When is (and isn't) it appropriate to use information from the internet?
7. When do you need to cite your sources?
8. What is common knowledge?
9. What is the difference between a search engine and a directory?
10. What do students gain by doing research?
11. How do you feel about your research skills?
12. What do you like and dislike about conducting research on the internet in comparison to the library?
13. When you consider using a website as a source in your paper, what factors do you consider before using it?
14. What is the process an article in a scholarly journal goes through before being published?
15. When are you a producer and when are you a consumer of information?
16. How and when would be appropriate to use social media in an academic paper?
17. How is intellectual property different than physical property?
18. What types of things are copyrighted and what types of things are patented?
19. What is open access and why is or isn't it important?
20. Are you an author? Draw some of the things you have created?
21. If you could change copyright law, what would you change and why?
22. How would you feel if you were arrested for copying movies without the permission of the copyright holder?
23. How would you feel if someone copied your original research and did not cite your work?
24. What or who is an author? What does it mean to create something?
25. When you are searching article databases, how do the words AND, OR, and NOT work?
26. How can you narrow your search?
27. When conducting scholarly research students must:
28. When choosing a research topic, you may consider your:
29. When assessing the credibility of a source what are important factors to think about?
30. What sources might not have credible information for an academic paper?
31. Plagiarism is...?
32. How might you share your original undergraduate research?
33. How do librarians and libraries make you feel?
34. Why is information literacy important?
35. How should you use Wikipedia for academic research?

DRAWING QUESTIONS FRAMEWORK

Drawing exercises have their origins in questions. To help think about the meaning and purpose of the questions, the presenters have lumped them into one of four major generic categories.

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| Exploration | Invites students to examine a subject in greater detail. Student are pushed to extend and sometimes combine concepts. |
| Affective | Calls upon students to share their feelings and emotions and to consider different points of view. |
| Hypothetical | Encourages students to imagine problems and propose solutions. These questions typically start off with "if" and "when." |
| Definition | Asks students to draw the meaning of a word or concept in the context of information literacy. |