

Pirate Maps, Tattoos, and Flus:
Using a Problem-based Format to Teach Information Literacy Skills
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Scenario: Global 310, Introduction to Global & International Studies

Corresponding Prompt: Pirate Map

You have been asked to conduct one two-hour information literacy session for Global Studies 310. This is for the new, interdisciplinary Global Studies major and will have 15 upper division students from a variety of disciplines. Having switched to this major from previously declared majors, the students will be at different places with regard to their research abilities and will be working from within multiple academic frameworks. The professor is a reliable user of the library, bringing her class in once a semester on average, but is not heavily involved in information literacy efforts. The students have no assignment at the time of instruction.

Scenario: Economics 105, Introduction to Economics as a Social Science

Corresponding Prompt: Boom and bust chart

You are scheduled to teach an introductory information literacy course for Economics 105. There are 35 students in the class, most of whom are not business majors. The students will be mostly freshman and sophomore level; some will have had prior information literacy training while some will be new to college-level research. The instructor is difficult to reach and not a frequent user of the library. The students will be researching their final project, which is a group presentation that summarizes what's been learned in the course. The time allotted for the session is two hours.

Scenario: History 202, Modern Europe: Revolution and Reaction in Modern Europe

Corresponding Prompt: Guernica

You have been asked to teach an information literacy session for History 202, a survey of European history in the 19th and 20th centuries. The course is taught by a new instructor who has become a frequent user of the library and is committed to information literacy. The students are currently studying the Spanish Civil War and will eventually turn in a large research paper on the subject. The professor would like to bring in his class for two full sessions (total 3.5

hours), once at the beginning of the semester, and once later when the students are working on their research papers. Most of the students will be sophomore or junior level, some history majors and some non-history majors. The class has 20 students.

Scenario: Sociology 470, Senior Seminar

Corresponding Prompt: Tattoo pictures

A sociology professor with whom you have collaborated before, has asked to work with you on a series of instruction sessions for her thesis students. There are 12 students who are all sociology majors and are familiar with the library's resources, but have not yet done thesis-level research. You will have the students for four one-hour sessions over the course of four weeks. Students will not have a specific assignment at the time of instruction, but will be working on their theses for the entire semester.

Scenario: Nursing 390, Nursing Theory and Research

Corresponding Prompt: Flu outbreak case study

At the beginning of the semester, you're asked to orient a large group of nursing students to the library and teach them information literacy skills. Though the course is upper division, the students have not yet done intensive research in their discipline. The professor is a busy practitioner who is frequently away from campus and doesn't have time for collaboration. The students have no assignment at the time of instruction. The time allotted for the session is one hour.