Welcome To

Crossover Appeal: Using Reading Apprenticeship Techniques to Support Information Literacy Learning Outcomes

LOEX 2019

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Outline

- Defining RA: 11:25
- RA Examples: 11:35
- RA at CSUMB: 11:40
- Pilot Project: 11:45
- Next Steps: 12:00
- Think / Pair / Share: 12:05
Learning Outcomes

• Gain insight into ways in which Reading Apprenticeship is an evidence-based, equity focused approach to teaching
• Gain knowledge of core Reading Apprenticeship principles and routines that are relevant to information literacy instruction
• Consider how Reading Apprenticeship could apply to your own teaching practice
READING for understanding
How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms

Ruth Schoenbach
Cynthia Greenleaf
Lynn Murphy

WestEd
“Reading is problem solving”
It is central to RA that the discussion is always metacognitive – a conversation about not only about what texts mean but *how students know what they mean*.
The Fall, and Rise, of Reading

By Steven Johnson | April 21, 2019

Students often don’t complete assigned reading. Professors are finding ways to solve that puzzle.
In the RA framework good readers are:

- Mentally engaged
- Motivated to read and to learn
- Persistent in the face of challenge
- Socially active around reading tasks
Utilizing Reading Apprenticeship within the context of information literacy instruction
Examples of RA routines / strategies

- Think Aloud
- Talking to the Text
- Developing a List of Reading Strategies / Capturing the Reading Process
Albert Einstein, for one, could never accept this world view. In on-again, off-again debates over more than a dozen years, Bohr and Einstein argued the issues—always in a spirit of great mutual admiration and respect. I made my own effort to convince Einstein, but without success. Once, around 1942, I went around to his house in Princeton to tell him of a new way of looking at the quantum world developed by my student, Richard Feynman.

Feynman pictured an electron getting from point A to point B not by one or another possible path, but by taking all possible paths at once. Einstein, after listening patiently, said, as he had on other occasions, “I still cannot believe God plays dice.” Then he added, “But maybe I have earned the right to make my mistakes.”
Example Activity – Interpreting Resources by Talking to the Text

Use an article that you’ve identified as potentially useful for your literature review to address the following questions

As you’re reading the article make a list of any strategies you commonly use to make sense of a text, highlighting / copying key sentences, for instance.

Even if you weren’t explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of this text at points where the text was unclear?

Share your findings with a partner and document the similarities and differences in your approaches.
Integrating RA with Information Literacy Instruction

- Identifying types of sources needed
- Identifying where to find them
- Evaluating relevance of search results
- Reading sources!
At CSUMB there has been professional development in RA through:

- Two hour workshops
- 1 – 3 day workshops
- Six week online courses
- Semester long teaching co-operatives and communities of practice
Cross Campus Engagement in RA Training

- 200+ faculty total
- 52 faculty from the College of Science
- 30 faculty from the College of Arts, Humanities and Social Sciences
- 11 faculty from the College of Education
Information Literacy Pilot Program for CAD 100

Reimagining GE
Discussion with CAD instructors
Two ILI sessions
Reflection / Evaluation
Our Approach to Instruction

- Two 50 minute workshops
- Learning outcome = “students will choose sources using criteria such as relevance and authority”
- Meeting 1 = Rhetorical Analysis of Speech Assignment (non peer reviewed sources)
- Meeting 2 = Inquiry paper (peer reviewed sources)
Worksheet Prompt

Capturing the Think Aloud Process:

Document your partner’s process as they’re evaluating information -- what questions or comments are coming up for them? What strategies are they using to understand and evaluate the list of search results?
Key Takeaways

- Reading Apprenticeship and information literacy are indeed complementary, perhaps moreso than we had expected.
- Students' prior experience with RA benefited them in the information literacy instruction sessions.
- When students become better readers / better able to reflect on their learning processes they are empowered.
End of the Semester Questionnaire

Please describe the first 2 - 3 steps you took in conducting research for assignments in this class.

Long answer text

What are some reading strategies that you can utilize to identify relevant articles in OneSearch (the search box on the library’s homepage)?

Long answer text

What were the biggest challenges you faced in conducting research for assignments in this class?

Long answer text
Next Steps

• Developing a programmatic approach: the pilot model may be scalable to our newfound focus on supporting foundational information literacy instruction in 1st year writing courses

• In conjunction with this, we plan to have “train the trainer” workshops in which librarians support both course instructors and peer tutors use of RA routines in supporting information literacy

• We’ll be developing screencast videos in which the think aloud routine is applied to our discovery layer and potentially other database interfaces
Think / Pair / Share Questions

Are there ways in which you have already been explicitly addressing reading skills in your teaching?

Are there potential collaborators on your campus who might be interested in exploring the RA framework with you?

Other applications in library instruction for RA beyond what was discussed today?

What do you envision as opportunities / challenges in using RA routines in your teaching?