

Welcome To

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

LOEX 2019

Ryne Leuzinger
rleuzinger@csumb.edu

Jacqui Grallo
jgrallo@csum.edu

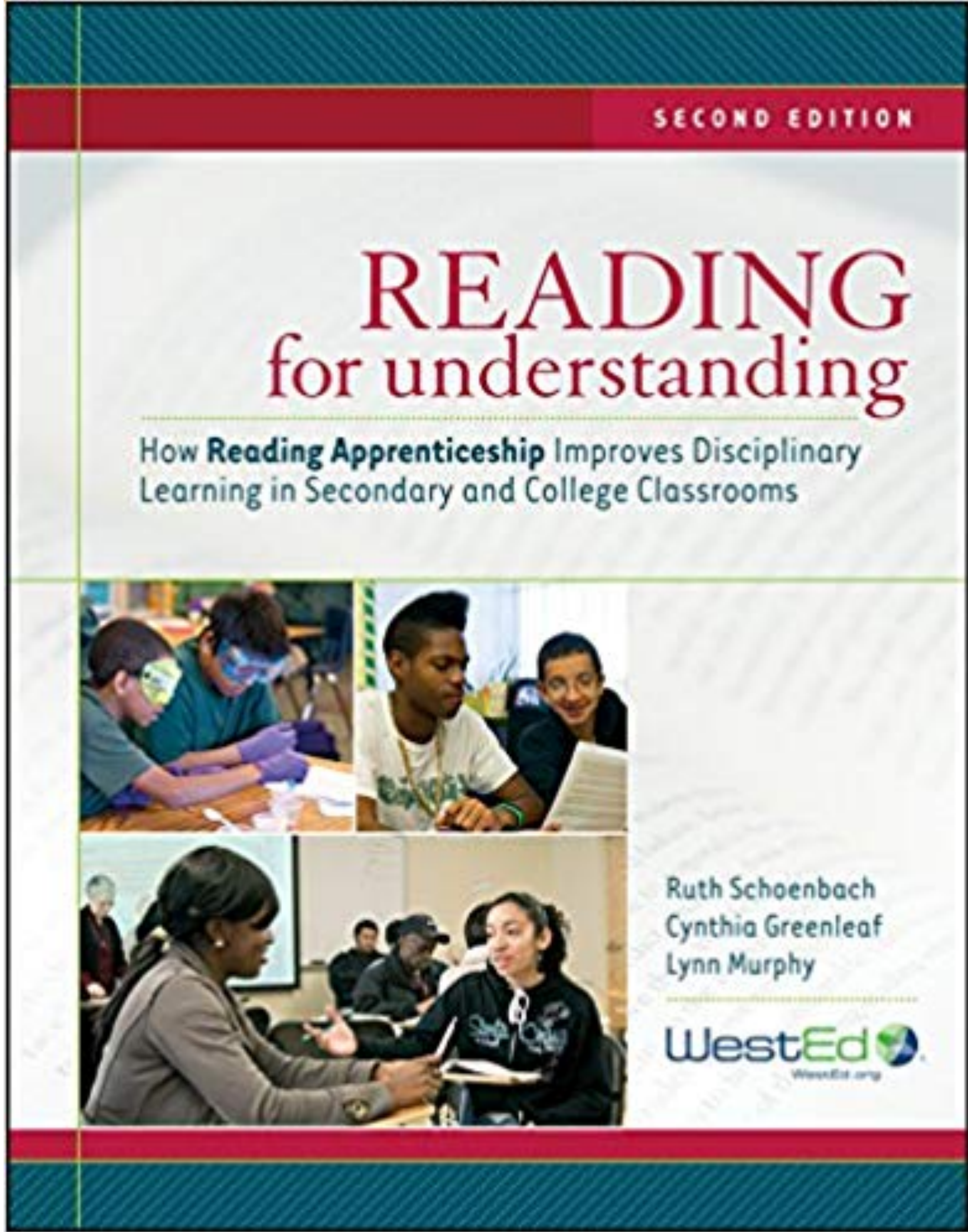
Outline

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 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*

TEACHING

The Fall, and Rise, of Reading

PREMIUM

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

anecdote

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.

Einstein didn't accept this

I'm with Einstein on this.

name-dropper!

second interpretation

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."

Feynman proposed another explanation.

Einstein recognizing the limits of science?

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

Share those
responses with 1 – 2
people sitting
nearby



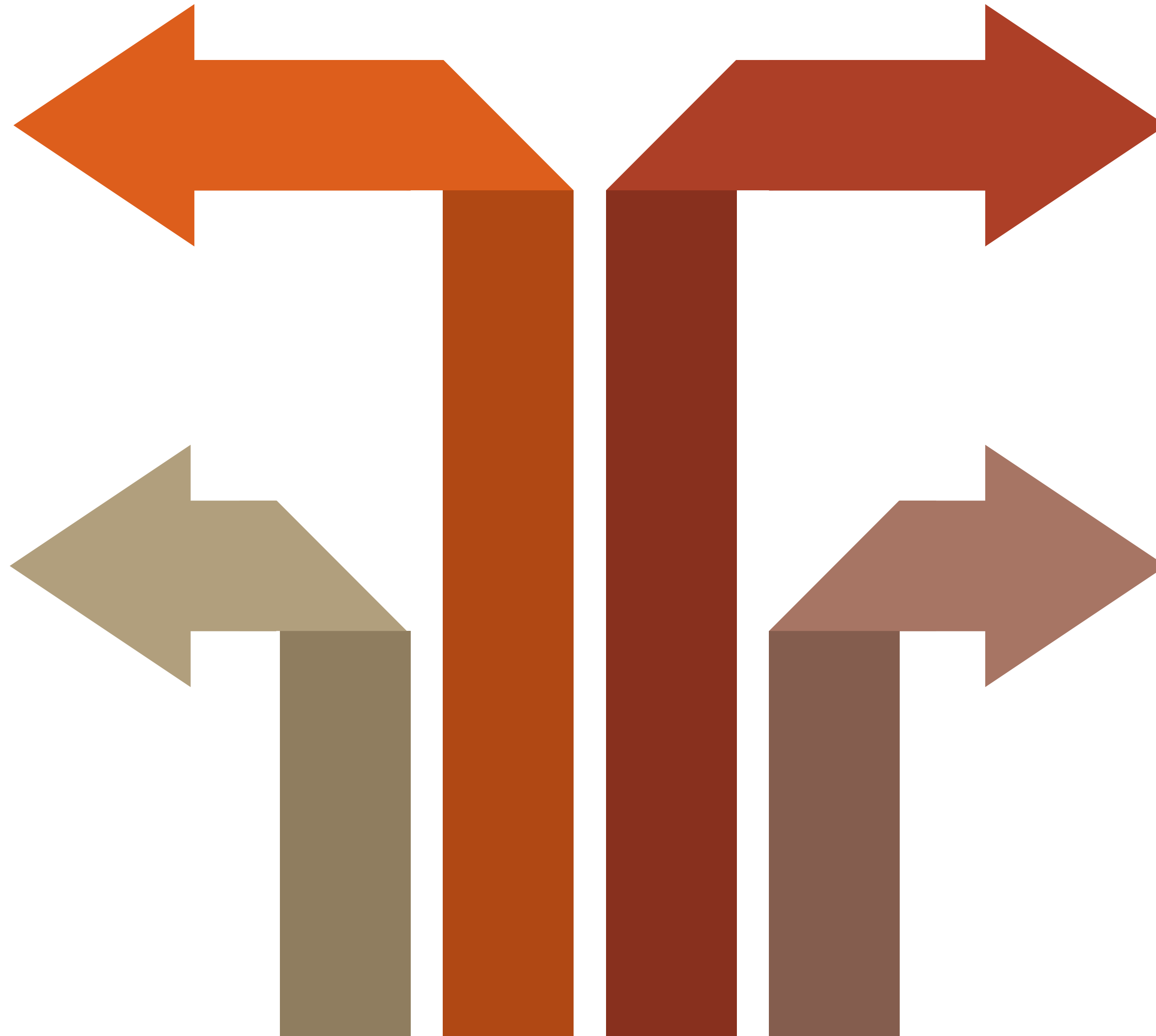
Write down responses
to questions on
handout

Share your thoughts
with the larger
group

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?