



Teaching Information Literacy Skills

When developing a class, use the following six areas to help determine performance objectives and potential exercises.

Big6™ Skills Overview
(<http://www.big6.com/overview.htm>)

1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed in order to complete the task (to solve the information problem)

2. Information Seeking Strategies

- 2.1 Determine the range of possible sources (brainstorm)
- 2.2 Evaluate the different possible sources to determine priorities (select the best sources)

3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources

4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch) the information in a source
- 4.2 Extract relevant information from a source

Teens in the class will need to visit a few websites and learn to evaluate the resources, especially when information is not from an official government source.

5. Synthesis

- 5.1 Organize information from multiple sources
- 5.2 Present the information

6. Evaluation

- 6.1 Judge the product (effectiveness)
 - 6.2 Judge the information problem-solving process (efficiency)

Lesson Plan Template: Workshop Overview

Who is your target audience?

Homeless youth in the Capitol Hill neighborhood.

Performance Objectives:

The following guidelines are provided to assist in the development of appropriate learning objectives for a proposed educational experience.

Step 1. Describe the information, skills, behaviors, or perspectives participants in the session will acquire through attendance and participation.

Information problem: Homeless youth need to access electronic resources for social services, job searching, and other basic resources. Many lack the necessary skills to find and use these resources online. Many do not even know that these resources exist.

Teens need basic skills for using the computer, including searching for government information and filling out online forms, creating resumes and completing job applications, and searching for jobs. Teens in the class will need to learn how to navigate the web and locate the appropriate government and social services websites for resources such as food stamps and unemployment benefits. They will need to learn to search for job listings, create resumes, and fill out job applications using the Internet. They will need to learn how to navigate within websites to fill out web forms thoroughly.

Step 2. Clearly identify the outcomes or actions participants can expect to demonstrate as a result of the educational experiences. See the action words below.

Participants will demonstrate the ability to search and find government or job information on the internet. They will be able to fill out online forms and applications for government services and for jobs.

Step 3. Write the learning objectives that relate to these outcomes and that reflect the content of the session. Objectives describe the behavior of the learner, and:

- Are stated clearly
- Define or describe an action
- Are measurable, in terms of time, space, amount, and/or frequency.

Measurable Action Words (examples)

Recognize Prioritize Analyze Create Discuss
Articulate Describe Apply Assess Evaluate
Develop Define List Identify Construct

Participants will be able to find government and job resources websites. Participants will be able to complete web forms and online applications.

Examples of Learning Objectives

"At the conclusion of the session, the participant (learner) in this session will be able to:

1. List five indicators that link a healthy community to healthy economy."
2. Articulate the procedure for assessing the health status of a patient with Alzheimer's disease."
3. Develop a care plan for a family of six supported by an annual income of \$32,000, and caring for a child who has cystic fibrosis."

1. **Identify Web resources related to their social services or job seeking need (i.e. how to find food stamps or apply for unemployment, or how to find job listings and fill out online forms).**
2. **Navigate government websites to find information related to their specific needs.**

Room Preparation and Equipment:

Think of all the possible equipment needed for this training and how the room should be set up for optimal learning.

- Data projector
- One PC for each learner
- Instructor Workstation
- White board of chalk board and corresponding writing instruments
- Learner and instructor materials
- Tables and chairs for learners

Workshop Design should incorporate:

- Lecture
- Interactive exercise (i.e. brainstorming, group work etc.)
- Demonstration
- Supervised practice
- Question & answer

Audience:

Use this section to identify all prerequisite or levels of experience with technology or concepts.

The students should have basic computer skills, equivalent to Internet Basics 1 (i.e. mouse and Windows skills, ability to use a Web browser).

Instructor Requirements:

Describe the knowledge and skills necessary to teach this class (i.e. computer competencies, subject specialties, reference experience etc.)

The instruction must have computer skills and knowledge about government information and job seeking strategies.

Instructor Materials:

Use this section to describe all materials an instructor needs to prepare for teaching this workshop. Materials should include the lesson plan, readings, background information, print and electronic resources.

It would be useful to have a handout of agencies and resources pertinent to the needs of the youth. Additionally, instructor should have relevant websites bookmarked and be familiar with how they work. If cooperating with local agencies in hosting this program, the instructor should also have materials from the other agencies as well (i.e. brochures, applications, etc.)

Learner Materials:

This section should include all suggested handouts and exercises for the workshop.

This will depend on what the exact focus of the workshop ends up being. If it is just job skills, then the handout should be geared toward job resources, resume writing, and filling out applications. If the focus is expanded to include searching for unemployment, food stamps, etc. then the handouts should also address these. A list of pertinent websites for homeless youth should be developed and distributed to participants.

Exercises should include searching for government websites and navigating them to find specific information. Could also include filling out web forms, i.e. benefits applications or job applications.



The Seattle Public Library

Workshop Overview

Learning Objectives:

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Supplies:

- Data projector
- Instructor workstation
- One PC with Internet access for each learner
- Whiteboard and marker or chalk board and chalk
- Evaluations

Handouts:

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Length:

- 60 minutes class, 30 minutes practice

Audience:

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Instructor:

- MLIS Student, Library Associate (II, III, IV), CLA, Assistant Manager, Librarian, Senior Librarian, or Managing Librarian



Lesson Plan

Estimated Time in Minutes	Introduction <ul style="list-style-type: none">▪ Include suggestions for starting the classes (i.e. who are they, – hook, question, unusual fact about content etc.)▪ Explain the purpose of the workshop▪ Review Performance Objectives outlined in the workshop overview
Estimated Time in Minutes	Lecture <ul style="list-style-type: none">▪
Estimated Time in Minutes	Demonstration <ul style="list-style-type: none">▪

Estimated Time in Minutes	Exercise <ul style="list-style-type: none"> ▪
Estimated Time in Minutes	Practice <ul style="list-style-type: none"> ▪
5 Minutes <i>Review and Evaluation</i>	Review and Evaluation <ul style="list-style-type: none"> ▪ Review learning objectives. ▪ Remind learners of library classes at central and at branches. ▪ Thank them for participating in the workshop. ▪ Distribute evaluation forms.