Gateway Library Instruction Conference
E-Learning

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Introductions

• Find a match for your food
• Collect the following information from your partner
  • Name
  • Where they work
  • What they do
  • How long they’ve been doing the work
  • Why they are attending this conference
Opening Discussion

• Do you use lesson plans when you deliver your library instruction?

• Let’s hear a couple of success stories...

• Frustrations?
Goals for the session

• Provide an outline of a specific process and format for writing lessons

• Provide participants with some hands-on experience with a draft data literacy lesson

• Provide participants an opportunity to discuss their experience with an element of the model

• Offer opportunities to participate in the work
Problem: Many students do not understand basic economic or financial concepts

• To participate in our economy, citizens need to have a grasp of economic and financial concepts. These basic economic concepts are required for basic financial literacy (e.g., inflation, the effect of interest)

• An important element of understanding these concepts involves data literacy

• Librarians are a good source for data literacy work. That said, there isn’t much instructional material (yet) on data literacy
Our planned approach

• Focus on economic data (stick to our knitting) and using FRED for many different kinds of data
  • Our goal: teach about data not the tool

• Start drafting some sample lessons
  • Use the ACRL Information Literacy frames
  • Use the model taught by Mary Suiter and Bonnie Mezaros (to be discussed in a few slides)

• Get feedback
  • This session!
  • Virtual webinar on data literacy

• Solicit help
  • Beyond the Numbers ½ day intro workshop for lesson writing
  • 2019-2020, offer a series of 3 day workshops
First lesson: Minimum Wage & Inflation

Graph of the Federal Hourly Wage in nominal and real values. This graph is created by students during the “Keeping It Real” lesson.

Lesson at: https://www.stlouisfed.org/education/keeping-it-real
Groups: Discuss the thorny problems you’ve encountered in an e-learning environment
Lesson plan roadmap

• Backward Design: Set goals first and then design educational curriculum choose activities or content to teach. Backward design begins with goals, then assessments, and finally lesson plans.

• Assess for Transfer: The ability to extend what has been learned in one context to new contexts (Brandsford, Brown, Cocking, 1999)
What is your approach to preparing for a library instruction session?
Assess for transfer

• Teach for Understanding: We know students understand something when they use what they have learned in a new situation.

• Near Transfer—transfer between very similar but not identical contexts

• Far Transfer—transfer between contexts that, on appearance, seem remote and alien to one another. Applying learning to situations that are quite dissimilar to the original learning
What is your approach to assessment? How do you ensure knowledge transfer?
Use Essential Questions to Focus the Lesson

- Essential questions are concepts and skills in the form of questions.
- Essential questions organize and set the focus of the lesson.
- Essential questions are tools to help teachers gather evidence of learning.
- One essential question per lesson.
- Essential questions should be posed at beginning of lesson and answered by students at the end of the lesson.
Model lesson plan core elements

• **Standards and Benchmarks:** ACRL Framework for Information Literacy for Higher Education

• **Objectives:** What will the students learn?

• **Essential Question:** Overarching question that students should be able to answer at the end of the lesson.

• **Procedure:** The lesson

• **Assessment:** Did they learn what we taught and apply it in a new situation?
Feedback and reflections on this model and idea? Be candid!
Test a portion of our second lesson: Patents & Intellectual Property

• Still in draft form (so comments are most welcome!)

• Uses Google Patents and GeoFRED

• First one developed using “model lesson plan”
Which of these things can be owned as property?

A. A parcel of land
B. A pet
C. An idea about selling things through a website
D. Newton’s law of gravity
United States Constitution:
Article 1, Section 8, Clause 8

“The Congress shall have Power … To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;”
Handout handouts :)
Third lesson (no name):
Information Literacy Frame
“Searching is Strategic Exploration”

**Essential question:** How can you strategically search for data?
Break into groups: How would you categorize these cards?
In what ways do your students struggle with strategic searching?
How can you learn more?

• Try our lesson using FRED and the ACRL frames [www.stlouisfed.org/education/keeping-it-real](http://www.stlouisfed.org/education/keeping-it-real)

• Attend the ½ day workshop at Beyond the Numbers, November 7, 2018 [research.stlouisfed.org/conferences/beyond-the-numbers/](http://research.stlouisfed.org/conferences/beyond-the-numbers/)

• Watch for 3 day workshops in 2019/2020
Recap

- Data literacy is important for financial and economic literacy

- We are starting to develop data literacy activities and lessons and would like your feedback

- ACRL Information Literacy Frames may be helpful in creating lesson plans to develop data literacy

- Actively using data in a lesson keeps students engaged

- Join us!
  - Half-day workshop on November 7, 2018 at Beyond the Numbers
  - Or contact me at Katrina.L.Stierholz@stls.frb.org