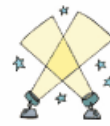




Spotlight on Educators

An S.O.S. for Information Literacy Online Publication



Fall 2004

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Motivational Strategies That Work

Jennifer Hanley uses a fun strategy to introduce older students to Boolean logic. She demonstrates the meaning of Boolean operators AND, OR, and NOT in a lesson entitled "Boolean Logic is Yummy!" Why "yummy" you ask? That brings us to the strategy she uses to kick off the lesson. She asks seven volunteers to stand in front of the class, opens a colored box, and hands each a candy bar card with a list of ingredients. She



asks all volunteers whose candy bar has chocolate as a listed ingredient to hold up their cards (6 raise them). She then asks volunteers who have both chocolate AND caramel as ingredients to hold their cards up (the number gets smaller), and so on. This gets students attention and leads nicely into group work followed by a demonstration of using Boolean operators in EBSCO or another database. Her entire lesson plan is the S.O.S. database.

Nancy's Lessons

Lessons on 'People with Differences' Provide a Double Positive for LMS Course Work and Students. In May, a class of distance learners received their Master of Science in Library and Information Science (MSLIS) with a School Media Specialization from Syracuse University's School of Information Studies.

**Written by
MariRae Dopke-Wilson
Spotlight Feature Producer**



**Nancy Rand
Library Media
Specialist
Willard Prior
Elementary School
Oneida, New York**

Nancy Rand guides junior high students as they work on their Webquest.

In May, a class of distance learners received their Master of Science in Library and Information Science (MSLIS) with a School Media Specialization from Syracuse

University's School of Information Studies. One such graduate was Nancy Rand, who began her career this Fall as the Library Media Specialist for Willard Prior Elementary School in Oneida, New York. While new to

Spotlight Feature...

Nancy's experience with students in the library also provided inspiration for choosing lesson topics for her masters' course work which also served as a valuable lesson to junior high youngsters.

"I was out in the halls a lot between periods and I got turned off by what I saw."

her position and title, Nancy enters her first year with a wealth of experience few newcomers enjoy. For the past twelve years she has served as a library aid working with both high school and junior high students in the New Hartford School District. "As a single parent raising two boys, it was the perfect job. I just fell in love with the environment and the satisfaction I got from helping kids. They'd run into the library at the last minute needing an article on someone. Just to see the expression on their faces when they got what they wanted was priceless."

Nancy's experience with students in the library also provided inspiration for choosing lesson topics for her masters' course work which also served as a valuable lesson to junior high youngsters. "I was out in the halls a lot between periods and I got turned off by what I saw." Nancy sites she was witness to students poking fun at others and overall mean spiritedness among some junior high cliques. "So I wanted to introduce a lesson where they could walk in the shoes of someone who actually has a difference or disability."

Nancy's Lessons

What's Wrong with Timmy? uses the popular Maria Shriver book of the same name with instructional goals geared toward giving students an awareness and better understanding of people with disabilities as well as exposure to sign language. Nancy collaborated with her district's English teacher in this 40 minute lesson, reading and signing the book and using props in a role-play. After the story, students write anonymously about any feelings, questions or concerns they may have regarding people with disabilities. Further discussion is prompted by specific questioning techniques. Nancy recommends using this lesson as an introduction to her Web-Quest series on Understanding and Accepting Differences. Here, 7th grade students working in pairs use a Disabilities WebQuest to learn about people with differences in 14, 40 minute lessons. The series may be modified to fit the needs of each teacher / librarian team. Motivational strategies are woven though out the lessons

to keep students interested while they improve their research skills and broaden their awareness of people with differences. Complete details for this lesson along with instructional objectives, materials and procedures can be found on the S.O.S. site by entering 'Nancy Rand' in the author search database.

Nancy has seen first hand that the interactivity offered by both lessons make them exciting and memorable for students. "They'll remember a lesson their whole life that motivates them and let's them interact. The 'What Happen to Timmy?' lesson is a good example of that. I have kids that sign language in the hall with me weeks, even years later. It's something they're always going to remember. That's sure evidence that if they have some way to participate in a lesson, it will be meaningful and remembered."

Hats off to Nancy Rand for contributing these excellent lesson plans. We wish her all the best in her new LMS position with Willard Prior Elementary.



Situation Outcome Strategies

S.O.S. for Information Literacy
<http://www.informationliteracy.org/>

Techniques for Teaching Interviewing Skills

By Marilyn Arnone

How often do we think of "interviewing" as an important information skill to teach students? We realize that exploring, locating, accessing, and collecting information are critical skills which must be taught. Subsumed under each of these broad skills are a number of sub-skills. For example, note taking is useful for collecting information. In the same way, while interviewing is not a broad level skill, it is certainly a very useful sub-skill and one which places an emphasis on the importance of human resources. If you are wondering where this might fit under the national information literacy standards (AASL/AECT, 1998), a good fit would seem to be standard #1, accesses information efficiently and effectively (and its' indicators "identifies a variety of potential sources of information" and "develops and uses successful strategies for locating information").

Darren Tanaka provides a number of tips for helping students in grades 5 through 8 develop good interviewing techniques. He explains that useful information does not always come from books or the Internet. By practicing interviewing skills, students can tap into the knowledge stored in human sources. One strategy he uses is videotaping television interviews conducted by professionals. Students observe the interviewers and then generate a list of observed behaviors. He makes it even more motivating by mixing up the interviews, some sports-oriented, others serious, and some just for fun like a Conan O'Brien interview. Behaviors such as eye contact and good follow-up questions are noted.

You can find this lesson in the S.O.S. database by typing in Darren Tanaka in the author/submitter field under Search. It includes lots more ideas under its detailed procedures. Look under Related Media and you will also find a thorough handout which includes instructions for conducting interviews, an interview rubric, and a practice questions worksheet.

News and Updates

In September Pam Berger, educational consultant and an advisor to the S.O.S. project team, went to Washington D. C. to participate in a panel convened by the Federal Communications Committee (FCC). Her mission was to introduce S.O.S. for Information Literacy. She described the resource in detail and even showed a video clip from the database. We are happy to report that both she and S.O.S. made a great impression!

Dr. Ruth V. Small was recently a participant in an online conference of the Australian School Library Association. The theme of the conference was "Constructing Communities of Learning and Literacy." She contributed an article on S.O.S. for Information Literacy to the proceedings. People everywhere are beginning to hear the word about the S.O.S. project.

We are continuing to add terrific lesson plans to the database that have appeared in School Library Media Activities Monthly. Again, we thank Paula Montgomery for her generous contribution.

Just a reminder for all our pioneers . . . S.O.S. will be publicly launched in 2005 about the time of the AASL conference. We want there to be many more lesson plans in the database by that time. You can help us achieve our goal of 300 lesson plans by launch time if you start contributing lesson plans soon. Thank you!

S.O.S. for Information Literacy

Questions or comments?
Contact:
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S.O.S. for Information Literacy is a dynamic web-based multimedia resource for educators, that promises to make a significant contribution to enhancing the teaching of information literacy skills to children. At no time in history has the ability to locate, organize, evaluate, manage and use information been more critical for today's learners. These skills, collectively referred to as information literacy, lay the groundwork for success in every phase of a student's life both in and out of school.

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