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Databases are like Box Stores: Teaching Information Literacy with Analogy

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Databases are Like Box Stores:

Teaching Information Literacy with Analogy

Jessica Swaringen, Reference & Instruction Librarian

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As defined by the American Library Association (2020):

“Information literacy is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.’ To be information literate, then, one needs skills not only in research but in critical thinking.”

Wormeli (2009):

“The relationship between two things is similar to the relationship between two other things; making an inference of similarity . . . between two things based on shared characteristics.”

Merriam-Webster (2020):

“A comparison of two otherwise unlike things based on resemblance of a particular aspect.”

Burkhardt (2016):

Take something unknown and compare it to something known; something that is abstract and compare it to something concrete. Get students to answer, “how is this situation like something I already know?”

Wormeli (2009):

The “Antimetaphor” uses a comparison to illuminate an unknown subject, but instead of focusing only on similarities, an antimetaphor also highlights differences between two subjects.

Wormeli (2009):

“If we want students to understand a topic, we have to become more adept at showing them how to picture it.”

“By giving students specific tools to think critically ... we help students move beyond memorization to deeper learning that lasts.”

Model created by: Rex Heer, Iowa State University Center for Excellence in Learning and Teaching.
 Updated January, 2012.
 Licensed under Creative Commons Attribution – Non Commercial – ShareAlike 3.0 Unsupported License.
 Retrieved From <https://meestervormgever.wordpress.com/2015/02/05/revisioned-blooms-taxonomy-center-for-excellence-in-learning-and-teaching/>



Beginning - Hearing an analogy explained to them; explaining an analogy they just learned

Transitional - Explaining/Analyzing an analogy presented to them without context

Mastery - Creating an analogy and explaining it to the teacher

Gabriel (2018):

“Using formative assessments and discussing the results with students can also help them realize their strengths and weaknesses and what they still need to do before the *real* exam”

Burkhardt (2016):

“Teachers can help students transfer knowledge by asking them to describe concepts in their own words and relate the concepts to other things they already know.”

Wormeli (2009):

“When students generate their own metaphors as a formative assessment, we see what they ‘map’ from one concept to another; we become aware of connections made and not made and learning that occurred or did not occur.”

Students should always have an opportunity to be reassessed after they do this formative assessment activity.

Information Creation as a Process

- Parts of a Research Paper

Searching as Strategic Exploration

- Boolean Searching
- Subject Filters

Research as Inquiry

- Initial Review of Search Results

Information has Value

- Intellectual Property
- Citations and Style Guidelines

Scholarship as Conversation

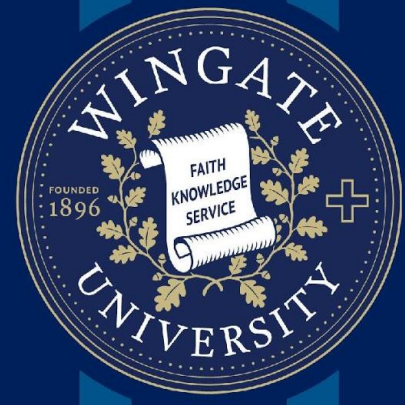
- Scholarship is a conversation
Conversation

Authority is Constructed and Contextual

Group Activity

Please split into groups of 3-5 people
Choose a speaker
Choose a scribe

Identify difficult IL concepts



Effective analogies (Wormeli 2009)

- Give **new** information
- Provide a “**fresh** perspective or insight” into the unknown concept.
- **Connect** to the students’ lives and experiences

“If students don’t have the personal background to recognize a metaphor’s connection to the content, **we must work to create that context.**”

It’s **not a luxury** to be considered only if time allows; providing the context can be the difference between function and dysfunction in the classroom.”

Link to our Current List:

<https://tinyurl.com/AnalogiesfromWU>

Information Creation as a Process

- Parts of a Research Paper | Baking a Cake

Searching as Strategic Exploration

- Boolean Searching | Grocery Lists

Research as Inquiry

- Subject Filter | Tagging on Facebook/Instagram

Information has Value

- Intellectual Property | “Widgets” or Novelty Mugs

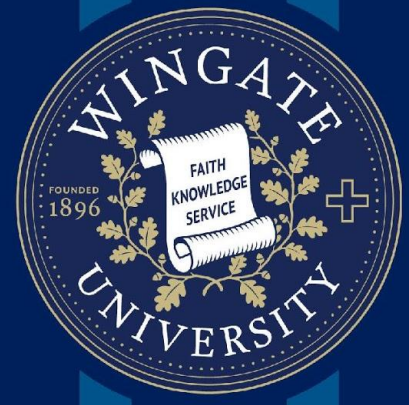
Scholarship as Conversation

- Scholarship | Conversation

Group Activity

Please split into the same groups

**Brainstorm Analogies
for your IL Concepts**



Groups Share Analogies



Use the metaphor quality scale

- Handout from Wormeli (2009)

Ask your students if they get it in the moment

- Test their knowledge later, if you can!

Walk through the analogy with a colleague

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Questions or Comments?

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