

# Interactive Storytelling Meets the Information Literacy Session

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## Abstract

Interactive storytelling is a highly successful drama strategy used by the Creative Arts Team with its residency and mentoring programs in educational settings. The process for a librarian involves: learn an informative piece, expand on that piece to meet the needs of the audience, and add in points for listeners to participate - both verbally and physically. The points of participation actively engage the audience, support literacy skills, and the facilitator and by association the participants embody multiple roles throughout, utilizing different attitudes and physicalities that enable exploration of different points of view and aspects of the information literacy process

## Objectives

Sara, an information literacy educator and librarian, wanted to work together with Helen, director of the CUNY Creative Arts Team's Early Learning Program to integrate theatre in education techniques into her information literacy sessions in an attempt to raise student engagement and learning in her information literacy sessions.

Sara and Helen began with Sara's original lesson plan (see Lesson Iteration 1), and worked together to integrate interactive storytelling techniques and tools to add to the engagement and physicalities into the lesson.

## Lesson Iteration 1

Class comes with an assigned research topic (or a sample one is used).

The class will work together to create a search statement to try out in different library databases to see which database is most successful / useful.

Break into groups, and then combine together to build our search.

Begin by having each group identify key terms of the question - what are the main ideas?

Then, in groups, have the students think of synonyms for each.

The class comes together to 'build' (using the Boolean Search table)

Try out search in different databases / search engines separately (in groups or alone)

Come together to compare, brainstorm words to add / delete

## Boolean Search Table

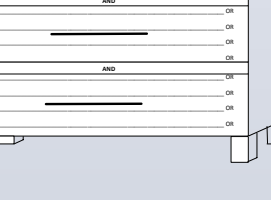
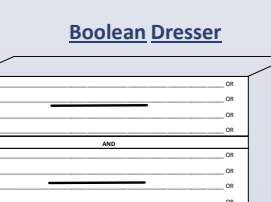
	Key Concept 1 (KC1)	Key Concept 2 (KC2)	Key Concept 3 (KC3)
Synonym A	KC1A	KC2A	KC3A
Synonym B	KC1B	KC2B	KC3B
Synonym C	KC1C	KC2C	KC3C

Note that Key Concepts are from the Research Question.

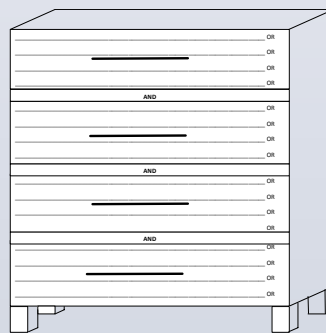
Translation to Boolean:

[KC1 OR KC1A OR KC1B OR KC1C]  
AND  
[KC2 OR KC2A OR KC2B OR KC2C]  
AND  
[KC3 OR KC3A OR KC3B OR KC3C]

## The Integration



## Boolean Dresser



## The Revised Lesson

Identify "useful" or "rich" or "intriguing" topic - Facilitator puts each individual word of the topic on a big post-it or across a chalkboard/whiteboard.

Student Brainstorm: Have them come up with as many words related to the individual topic words - no right or wrong, anything goes. Important not to censor. Set it up as a fun challenge. Let them know that they can pick any or all of the words. Give them a "teacher" 30 seconds - that is, enough to give them a sense of "racing the clock" but also extend it if they need it. Counting down the time (15secs. 10, 5, 4, 3...) adds to the challenge.

Option 1: They scribe their responses on the post-its using different colored markers

Option 2: They have several small "yellow post-its," scribe on the individual post-its and then attach them to the big post-its

Review Brainstorm: Ask the students if they see any similarities; if they have any questions either about a word or why a word is on a particular post-it. Ask if there are any other words they might add. Add them.

Debrief Brainstorm: Reveal - Tell students they've just engaged in the process their professors are hoping they'll engage it. Brainstorm allows/inspires students to think outside the box. Note the "unexpected" options support researching

Segue: Facilitator says, now for the "research". The power of brainstorming is it gives you so many options. The challenge is that it gives you so many options... that if you were to do a search... well, let's actually try it.

On Screen Search: Google the search statement. Ask students to identify how many results. Ask them to estimate how long it might take to review all the articles.

Narrowing the search: Facilitator says, "You're in luck, because the professor has said, "Peer reviewed." Who can tell me what that means? Facilitator adds to description if need be, highlighting what's considered "legitimate" in the academic world.

Google Scholar: Again ask students to identify how many results. Ask them to estimate how long it might take to review all the articles.

Facilitator says, "Luckily, I have a way to narrow down this search even more - to a more manageable number that meets the professors' needs. Interested?"

Boolean Logic: Facilitator: You know Google uses "magic" algorithms to bring you information. They're not the first. Boolean (say it with me) Boolean. You think that sounds funny, imagine what folks thought the first time they heard "Google."

Boolean Logic as a Dresser Drawer: - Facilitator offers description.

Boolean Logic Dresser Drawer activity - either via handout or on the chalkboard/whiteboard. Picking words from their original brainstorm, students "fill in" the Boolean dresser.

On Screen Search: Boolean: Facilitator takes the example created by the students. Before hitting "return" asks them to guess how many will appear. Search. Analyze

Reapplication: Facilitator: Now that we've tried this together, you're going to get a chance to try this out yourselves.

Break students into groups of 2-4

Next - (Option 1)! I'm going to give you 30 seconds to, as a group, come up with a research topic. A hint/trick - make sure your sentence includes impact and/or....

Option 2: Facilitator has several topics, some repeating so comparisons can be possible) and distributes them randomly - perhaps in a "pick a card, any card" manner.

Next - as we did before, I'm going to give the group 30 seconds to brainstorm around the key words in the topic

Now were going to build our search - hand out Boolean Drawer sheet. Have students fill them out. Option 1. Do a search Option 2. If facilitator has offered shared multiple copies of the same topic, make sure they are on different colored paper. Then you can do two comparisons of, say, Topic on Blue Paper.