

**Interactive Storytelling Techniques meet Information Literacy
SUNYLA 2015: The Art of Librarianship -- June 3-5, 2015**

PROCESS OF DEVELOPMENT

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1) Brainstorm:

What material/content do you want to share with the students?

Identify the scaffolding/steps of that material

Identify what are the main roadblocks for students acquiring the knowledge/content.

Over reliance on Google

No emotional or intellectual investment

Not understanding the usefulness of Boolean logic.

Traditionally unengaging topic

2) Brainstorm ways to engage the students physically and verbally.

Consider ways to have them work singly, in pairs or small group.

Consider ways to have them verbalize, write, share and show their reactions/suggestions

Consider ways to break the traditional set up of the room

Consider ways to deliver information in inquiry form vs. teacher led

3) Possible session: Identify “useful” or “rich” or “intriguing” topic – Facilitator

Put 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.

Use 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.

First, I’m going to ask you to break into small groups (2 -4). (Let the students settle, reorganize chairs/desks etc.)

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. (Make sure students have paper)

Now we’re 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 to see how different key words serve the search.

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