

Assignment Sheet: Persuasive Presentation on Information Literacy

A.2.4 - Persuasive Presentation on Information Literacy

This is a partner project. Each class member will form a partnership with a different classmate (different from the one you worked with in A.1.4). This can be someone who is teaching or intends to work at a particular instructional level in which you have interest or experience.

The goals of this persuasive presentation assignment are to increase your understanding of inquiry-based learning and other research models that are used in school libraries and classrooms today and to practice giving a persuasive presentation.

Overarching Outcomes from SBEC for LS5443: Librarians as Instructional Partners:

Collaboration: Standard 1 (1) Participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district levels.

Communication: Standard 5 (3) Implement strategies for effective internal and external communications.

Competence: Standard 6 (2) Understand the role of the school library media program as a central element in the intellectual life of the school.

Additional SBEC Objectives for A.2.4 – Persuasive Presentation on Information Literacy:

Standard 1 (8) Provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy.

Standard 2 (2) Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program.

Standard 3 (2) Model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources.

Standard 3 (5) Model information problem-solving processes in providing instruction about reference and research techniques.

Process:

You will develop a K-W-L-Q Chart based on what you know, want to learn, learn, and further questions, as prewriting for this assignment. You will create a chart for **at least two research or inquiry processes**. Even if you (and your school/district/state) have always used the Big6, you should know why you're using it. Comparing it to another process can help you weigh advantages and disadvantages.

After you investigate various inquiry and research processes, you will choose **one** from among them on which to base the remainder assignment. This assignment will also give you the opportunity to use a wiki for collaboration, K-W-L-Q as a prewriting tool, and a Web 2.0 tool for presenting your learning.

Module 2.1:

Begin this assignment by:

- ❖ Reviewing the A.2.4 Rubric.
- ❖ Identifying and establishing communication with a partner in O.D.2.1a.

- ❖ Determining whose wiki you will use for your collaboration and post your partner's name and the URL for your wiki on the BBW Project Partnerships page in the designated table cell.
- ❖ Create a wiki space for this project that includes at least a prewriting K-W-L-Q page, storyboard, and a final project page. See the sample wiki navigation at: http://ls5443samplewiki.wikispaces.com/Persuasive_Presentation

Modules 2.2 and 2.3:

- ❖ As you read about inquiry and research process models, make notes. Share your ideas with your partner on your wiki by linking your course readings and by using the prewriting K-W-L-Q page on your wiki. **Please** use different color fonts to indicate your contributions and include a key to indicate who is using which color.
- ❖ Your K-W-L-Q must include notes for **two different research or inquiry processes**.
- ❖ **In order to ensure that you learn a new-to-you information-seeking process and that you create the most useful presentation possible, you may NOT present the Super3 or Big6.**
- ❖ Begin to discuss ideas about who your audience will be for this work, draft or storyboard your presentation, and consider what digital tools you might use to make a persuasive presentation.
- ❖ You **MUST** use the Wikispaces discussion tab and document your conversations there. See the note on the A.2.4 Rubric.
- ❖ Review the [Web 2.0 tools](#). Consider whether or not an infographic would serve as an appropriate presentation tool. If you are inclined to use PowerPoint for this assignment, upload it to VoiceThread and record your narration. **A PowerPoint will not be accepted for the assignment.**

Module 2.4:

Work with your partner to complete this assignment.

- ❖ Review the A.2.4 Rubric.
- ❖ Determine your audience, the inquiry or research process you will present, a tool for your presentation, and its content.
- ❖ Use your wiki to collaboratively complete the persuasive presentation.
- ❖ Both team members will present this work in Blackboard O.D.0.5 Open Forum. Follow the guidelines.
- ❖ Complete your individual reflection. Keyboard it on your individual rubric.

Remember to cite your sources and use media ethically. Whether your audience is students, teachers, administrators, parents, or other school librarian colleagues, you must ALWAYS model the ethical use of information.

Assessing and Turning in Your Work:

- ❖ Use the A.2.4 Rubric to self-assess your work.
- ❖ Each partner will submit an individual rubric with the top part completed filled out.

FORMAT for submitting rubrics via BB Assignment Tool:

Last Name_AssignmentNumber_Rubric

Example:

Moreillon_A.2.4_Rubric