

11-2016

Worksheet from POD Interactive Session - Shaping Deep Learning through Rich Engagement with Information

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Maybee, Clarence and Flierl, Michael, "Worksheet from POD Interactive Session - Shaping Deep Learning through Rich Engagement with Information" (2016). *Libraries Faculty and Staff Creative Materials*. Paper 12.

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Shaping Deep Learning through Rich Engagement with Information

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Informed learning design provides a framework to foster disciplinary learning through intentional engagement with information.

Activity 1

1. Working with a neighbor, select a role: Subject Matter Expert (SME) or Instructional Designer (ID).
2. SME offers (makes up) a disciplinary learning outcome.

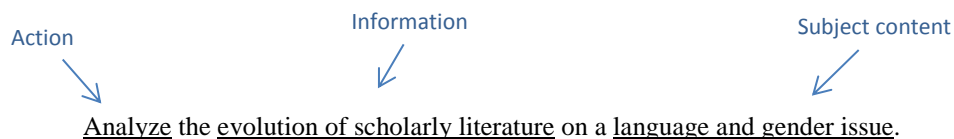
If you cannot think of a learning outcome, use one of these:

- Students will explain statistical concepts like lurking variables and sample size in various contexts.
- Students will be able to compare and contrast the four fundamental forces of nature.
- Students will be able to demonstrate ethical and legal accountability of nursing practices.

3. Discuss how learners can engage with information to enable the disciplinary learning outcome.
4. ID and SME develop an informed learning outcome that includes:

Action verb + information source + content-focused outcome

Example:



Write out your informed learning outcome:

Note on Assessment: For the sake of time, we have not included an activity focusing on the second stage of informed learning design: identifying acceptable evidence of learning. Assessment of informed learning simultaneously examines what students learned about the subject and how they increased in their capability to use information.

Activity 2

1. Working with the same partner, select one of the informed learning outcomes developed during the role-play activity.

2. Identify an informed learning activity where students will use information intentionally to learn disciplinary content. What other learning activities may be needed to support this?

Related readings

Bruce, C. S. (2008). *Informed Learning*. Chicago, IL: American Library Association.

Maybee, C. (2015). Informed learning in the undergraduate classroom: The role of information experiences in shaping outcomes (Doctoral dissertation). Retrieved from <https://eprints.qut.edu.au/89685/>

Maybee, C., Doan, T., & Flierl, M. (in press, pre-pub available). Information literacy in the active learning classroom. *Journal of Academic Librarianship*.

Maybee, C. & Flierl, M. (forthcoming). Motivating learners through information literacy. In *Proceedings of Information Literacy in the Inclusive Society: European Conference on Information Literacy, 2016*. Heidelberg: Springer. Accepted author version available in Purdue ePubs: http://docs.lib.purdue.edu/lib_fsdocs/150/