Crushing Curiosity: How Information Literacy Can Hinder or Foster Student Engagement

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CRUSHING CURIOSITY: HOW INFORMATION LITERACY CAN HINDER OR FOSTER STUDENT ENGAGEMENT

Rachel Fundator
Clarence Maybee
Michael Flierl
Purdue University
Describe a time when you felt motivated in a class or other learning environment.
Overview

- IL and motivation in a course redesign program
- Study findings
- Group activity: How can you make IL activities more motivating?
- Debrief and reflection time
Instruction Matters: Purdue Academic Course Transformation

- targets large, foundational undergraduate courses
- help instructors develop more student-centered learning environments
Support team

- **Incorporate:**
  - *Motivation*
  - *Information literacy*
  - *Educational technology*
Motivation framework & learning

- Self-Determination Theory
  - Autonomy
  - Competence
  - Relatedness

- Satisfaction of 3 needs results in enhanced student performance and persistence.
  - Ryan & Deci, 2017
Our study: What about IL?

- Investigates the relationship between
  - IL and student performance
  - IL and student motivation

- Data from:
  - 3,000+ students in 102 course sections across 7 Purdue colleges
How do ways of enacting IL in the classroom relate to factors associated with student learning?

IL Questions:

- Pose questions or problems
- Access information outside of assigned readings and tasks.
- Evaluate information sources.
- Synthesize information and communicate the results
- Apply conventions of attribution.
How do ways of enacting IL in the classroom relate to factors associated with student learning?

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Student Perceptions:

• Learning Climate Questionnaire
• Basic Psychological Needs
• Situational Motivation Scale
• Perceived Knowledge Transfer Scale
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Course Grades
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<th>Independent Variable</th>
<th>Standardized Coefficients</th>
<th>Model statistics</th>
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<tr>
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<td>Conventions of attribution</td>
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- **Pose Questions**: 0.089
- **Access Info outside**: 0.018
- **Evaluate info**: 0.082
- **Synthesize info and comm results**: 0.258*
- **Conventions of attribution**: 0.106

**Model statistics**:
- F: 4.56
- p: <.01
- R²: 0.19
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Implications

■ Our choice of enacting IL in the classroom can foster—or hinder—student motivation.

■ What can we do?
  - Make space for choice (autonomy and curiosity)
  - Aim high (creativity)
Your turn

- Select a scenario: 1, 2, 3
- Brainstorm ways to redesign an IL instructional scenario to promote
  - Autonomy
  - Curiosity
  - and/or creativity
Reflection

- What are some ways you can factor motivation into your information literacy activities?
References
