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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

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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

IMPACT

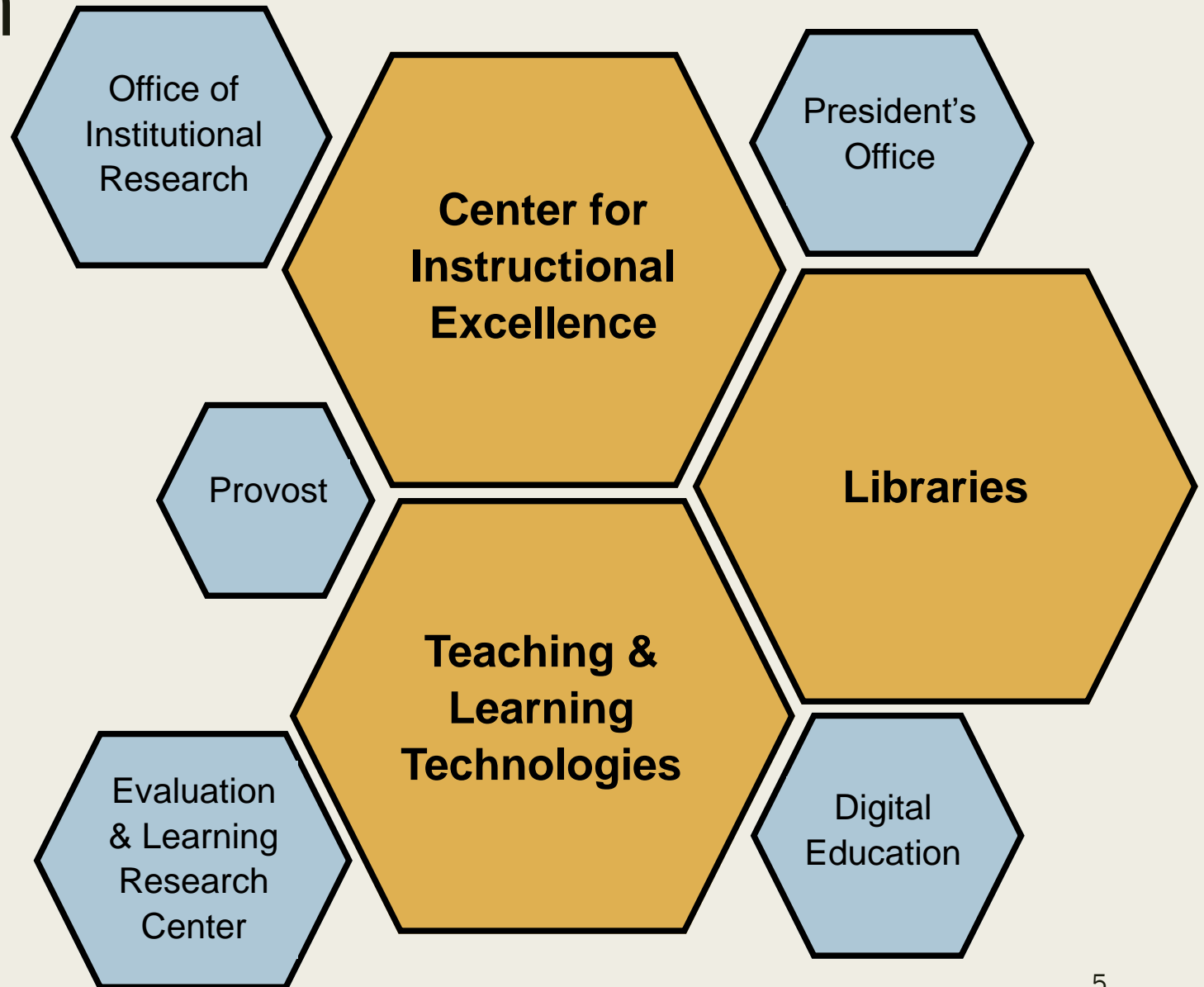
Instruction Matters: Purdue Academic Course Transformation

- 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?

IL Questions:

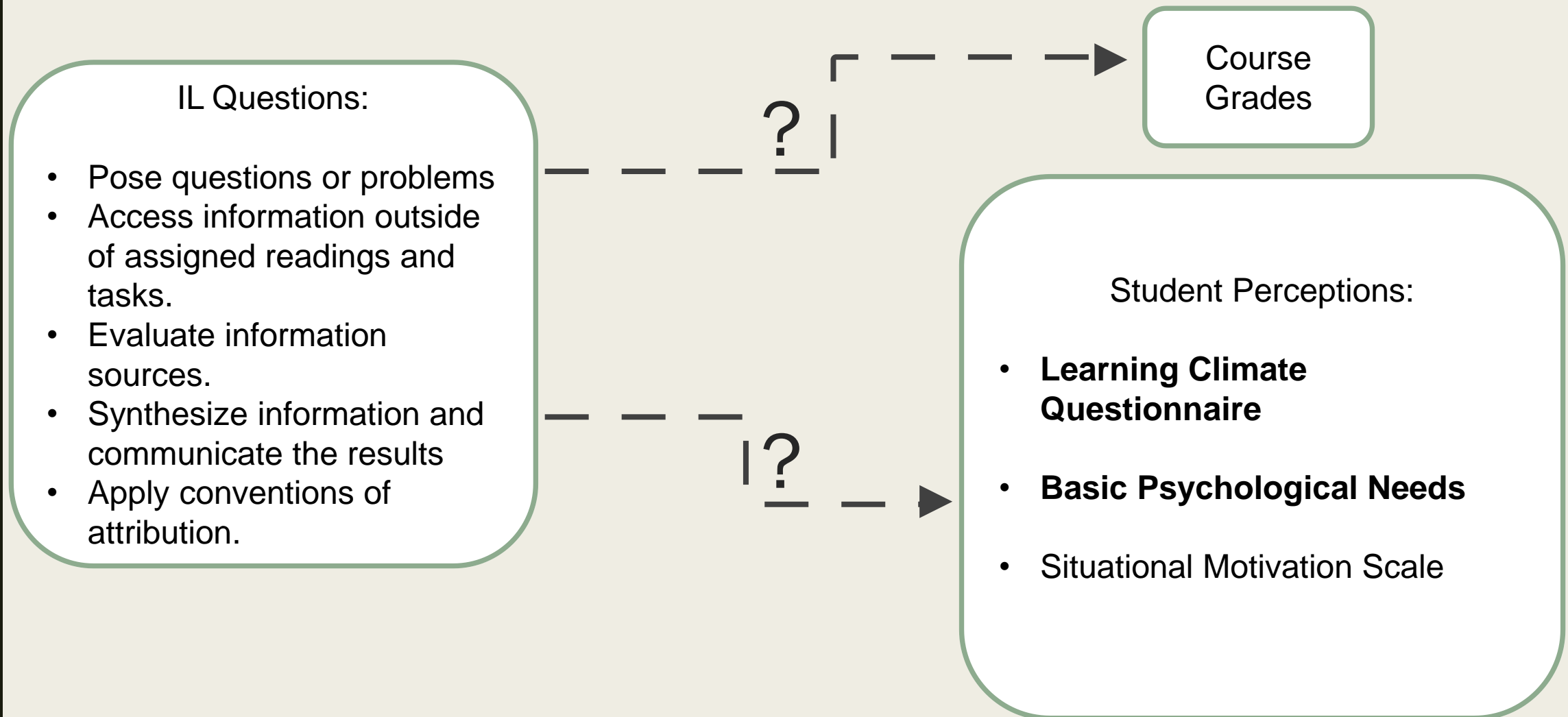
- Pose questions or problems
- Access information outside of assigned readings and tasks.
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| ?

Student Perceptions:

- **Learning Climate Questionnaire**
- **Basic Psychological Needs**
- Situational Motivation Scale
- Perceived Knowledge Transfer Scale

How do ways of enacting IL in the classroom relate to factors associated with student learning?



Dependent Variable	Independent Variable	Standardized Coefficients	Model statistics		
			F	p	R ²
Course Grade	Pose Questions	.089	4.56	<.01	.19
	Access Info outside	.018			
	Evaluate info	.082			
	Synthesize info and comm results	.258*			
	Conventions of attribution	.106			

Dependent Variable	Independent Variable	Standardized Coefficients	Model statistics		
			F	p	R ²
Autonomy	Pose Questions	.164	2.83	<.01	.13
	Access Info outside	-.051			
	Evaluate info	.022			
	Synthesize info and comm results	.264*			
	Conventions of attribution	-0.341*			

Dependent Variable	Independent Variable	Standardized Coefficients	Model statistics		
			F	p	R ²
Learning Climate	Pose Questions	.136	3.78	<.01	.17
	Access Info outside	-.012			
	Evaluate info	.092			
	Synthesize info and comm results	.177			
	Conventions of attribution	-.484*			

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

- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: basic psychological needs in motivation, development, and wellness*. Retrieved from <https://ebookcentral.proquest.com>
- Flierl, M., Bonem, E., Maybee, C., & Fundator, R. (2018). Information literacy supporting student motivation and performance: Course-level analyses. *Library & Information Science Research*, 40(1), 30–37.
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