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Knowledge Area Module 1: Principles of Societal Development

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Knowledge Area Module 1:

Principles of Societal Development

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Abstract

Breadth

In the Breadth component of the KAM, I explore the question of why the U.S. education system throughout the history of the country has failed to provide students a quality education. An analysis of the views of Abraham Maslow, Jean Piaget, and John Dewey, and others who emphasized the importance and relevance of being able to learn and think critically, are reviewed. The ability to communicate what is learned for the betterment of the individual,l as well as society as a whole, is explored.

Abstract

Depth

In the Depth component of this KAM, I review current research in the fields of information literacy, reading and writing skills, critical thinking, and explore how these areas of concentration can be approached in a more analytical manner when teaching the developing minds of elementary, high school, and college students so they may become productive citizens.

Abstract

Application

In the Application component for this KAM, I describe and evaluate what collaborative learning activities have taken place at San Jose State University for freshman and community college students entering a 4 year institution for the first time.

Table of Contents

Section 1: Breadth

(SBSF 8110: THEORIES OF SOCIETAL DEVELOPMENT)

Introduction

The Breadth component of this KAM is an analysis of the learning skills of students, and the teaching practices of educators as discussed and theorized by Abraham Maslow, Jean Piaget, and John Dewey. Each is essential to result in positive citizenship for students and a resulting democratic society. The Breadth component also is a summary of how the learning skills of students and the teaching practices of educators were studied by these theorists.

History of Learning Institutions

Those who do not learn from history are doomed to repeat it, and if there is one lesson we can learn from history, it is that education and society are linked. For example, the Egyptian empire, which ruled the known world for over 3,000 years (specifically, from about 3100 B.C. to sometime between 639 and 642 A.D. when it was conquered by the invading Arab armies) was an epicenter for technological and philosophical advancement. Forward thinkers, the Egyptians prized education and new trends of thinking, so much so that in the latter half of 200 A.D., the great Pharaoh Ptolemy I commissioned the creation of a great library in Alexandria.

The Alexandria library was the greatest learning institution of its time. At the height of its influence, the library boasted a collection of about 500,000 books and scrolls. Some say that within the walls of the library at Alexandria lay all the knowledge of antiquity. The renowned scholars of the age, such as Aristotle and Sophocles, traveled and studied there. When ships would dock in Egypt's ports, Ptolemy I would seize all the manuscripts aboard - whether they were about science, religion, health, philosophy, it mattered little - and sent them to the scribes of Alexandria to be copied. Such was the talent of the scribes that even to a discerning eye there

was little difference between the original and the copy. Upon completion, the copy was then sent back to the owner and the original was kept safe within the shelves of the Ptolemy library. While the library stood, the city of Alexandria thrived as a major port, becoming one of the largest cities on the Mediterranean.

Another case in point would be one of Egypt's rivals, Greece. While Egypt dominated the African landscape stretching its borders from the Mediterranean along the river Nile to central Africa, Greece for a time reigned supreme in European history. Similar to Egypt's Alexandria, Athens flourished as a port city, and reaped all the benefits that came with it including, but not limited to, international trade and multiculturalism. This international access allowed the people of Athens to travel well beyond their borders. Among these travelers were the great philosophers Plato, Socrates, Diogenes, Protagoras, and Aristotle. Plato especially took advantage of the ability to travel, heading to Megara to study with Euklides, Kyrene to visit the great mathematician Theodoros, to Italy to visit Philolaos and Eurutos, and finally to Egypt's Alexandria.

The wealth of knowledge that the philosophers gathered during time abroad was shared not just with the reigning elite, but with the youngest and the poorest of the Greek citizens. If one had the mind to educate oneself, all one had to do was stand on any street corner or travel to the gymnasia. With this in mind, one could make the claim that in cities like Athens, as well as Alexandria, the economic force of trade and the gathering of knowledge worked as a symbiotic unit. Society flourishes when its people are educated, and the people are educated when society flourishes.

Western America Education

Though many claim that modern education in the West has been successful, America has been struggling to define education since its earliest years. Education has been transforming in America through the best of times and the worst of times, from the 19th century to the 21st century, and from the Industrial Age to the Technology Revolution. The 1960s saw severe social upheaval and change that crossed racial and socio-economic boundaries, resulting not only in political reform, but massive changes in the educational system. One result was the de-schooling movement, which called for learning to be liberated from formal educational institutions; no longer was strict memorization considered to be the only way to educate the young.

Today, America is once again in the middle of great change. The direction of education seems to be driven by the force of the labor market. The 21st century has shown education at its worst with statistics showing the illiteracy rate spiraling upward. Educators in 2010 are changing teaching methods faster than their predecessors to meet the challenge of increasing illiteracy. There are pressures on the students, parents, teachers, and administrators to keep up with changes, and as a result, are doing better with less funding, as opposed to more. Globalization has affected American classrooms as well, with the massive influx of English as Second Language (ESL) learners, as well as increased pressure from both the Federal government and corporate America for students to perform not only at national standards, but international ones as well. Strategies to educate have now become more global; previously, the greatest challenges in education were purely social, but now, educators must manage political, economic, and technological factors as well. That being said, is it little wonder that our current educational system is failing the students, and by extension, America as a whole?

Decline in the Love of Learning

What happened to our children's love for learning and the will to control their educational experiences while developing individual needs and interests? Too much pressure is put on the students to learn, take tests, and score high for the sake of gaining employment that can yield high wages and benefits. What happened to teaching students to learn for the sake of learning? If they are raised to learn and explore in a natural learning environment, a good job would come naturally. Americans may have forgotten the true worth of education. As Sir Richard Livingstone (1941, p. 10) argued:

The test of a successful education is not the amount of knowledge that a pupil takes away from a school but his/her appetite to know and his/her capacity to learn. If the school sends out children with the desire for knowledge and some idea of how to acquire and use it, it will have done its work. Too many leave school with the appetite killed and the mind loaded with undigested lumps of information.

Education should be for personal growth, not just practical growth. It should be a lifelong pursuit as opposed to a means to an end. Lifelong learning means what takes place in the classroom, but also learning at home, in communities, and culturally. In an environment where good grades and high test scores are the driving force to become a good student, American children are given no reason to simply appreciate education, or what is being taught. Once tests are taken and the scores are given, the information is forgotten. The desire to retain is not there. If educators wish to change this, they need to look at the experiences of other societies in antiquity, as well as re-examine current educational theories (Livingstone, 1941).

 Societal Development and the Following KAM

How to properly educate our youth has been a heated debate among not only American educators and theorists, but also among educators and theorists in many nations. It is a debate that has been raging since man first created civilization. There are several methodologies that are utilized on America college campuses to educate that emphasize information literacy needs (the ability to read and write) and how those needs affect the future of the students. To understand the evolving educational process, one must have an understanding of the foundations of societal change.

This Knowledge Area Module (KAM) is an exploration of the theories of societal development related to the role and purpose of education as posited by Abraham Maslow, Jean Piaget, and John Dewey. These theorists and their ideas will be discussed by focusing on general concepts of societal developments such as globalization, and the impact of information literacy needs. For the Depth portion of this KAM, the focus will be on researching methods for effectively promoting current information literacy immersion and needs into classroom instruction. The final portion of this KAM will illustrate the practical application of the author's theories and methodology. To do this, a poster session will be prepared and made available to all college faculty and librarians with the purpose of providing resources that will support information literacy needs based on instructional activities with which to meet the demands of students in a rapidly changing technologically-driven society. I will analyze how three leading education theorists (Maslow, Piaget, and Dewey) view learning from their perspectives, and how their theories impact the natural fabric of education and how we learn today. My focus will be the information literacy needs of recently graduated high school seniors and community college students during their first year at a 4 year institution. I will be analyzing their learning needs in

contrast to what Maslow, Piaget, and Dewey theorize to be the leading factors of success for this student population.

Thesis: Maslow

For the more properly educated a populace is, the better a society can perform because. *Education and Society are a symbiotic unit.*

Abraham Maslow (1954) believed that one can find ultimate value in mankind by observing the best of mankind arising from the values of truth, goodness, and beauty. One of his concerns was the overall structure of human needs. He was best known for the hierarchy of needs theory, which was part of Maslow's Theory of Motivation. The hierarchy of needs implies that a person's needs are pyramidal, and that the basic need, which begins at the bottom of the pyramid, is followed by higher order needs in an ascending order of importance. Maslow saw the lower order needs he argued are always present, are the physiological needs that consist of breathing, food, water, sex, sleep, homeostasis, excretion, clothing, and shelter. Most of these needs are requirements for human survival. If these needs are not met, the human body will not survive.

Maslow (1954) understood, by studying the healthiest 1% of the college student population, that these basic needs must be met for one to learn and be educated. For example, it is a challenge to try to read and comprehend when hungry. Maslow thought when people are hungry they act in ways differently than when they are not hungry. In his theoretical view, Maslow thought that every living organism has a hierarchy of needs, of which survival is the most basic and the fundamental driving force when those needs are not being met. Behavior, cognition, emotion, and motivation are centered on the most urgent of unmet needs that are at the

bottom of the hierarchy. Certain needs are fundamental and basic while other needs are of higher order. He also observed that if people have the will to live, they always have needs.

Students must have these basic needs met to be able to learn effectively and achieve. A person usually pays attention first to the most urgent unmet need. Once that urgent need is met, a person will go to the next most urgent need. While trying to move to higher levels, the lower level unmet needs are always in the realm of consciousness.

The next order in Maslow's pyramid is safety needs, which consist of security, the body, employment, resources, morality, the family, health, and property. Again, Maslow (1954) foresaw safety needs must be met for one to learn. For instance, it is challenging to try to learn or get an education when sick or if a loved one is sick. This situation keeps the focus off learning and more on the immediate situation.

Continuing up the hierarchy of needs, Maslow (1954) knew that one must have a sense of belonging to be a total person. A student must have the support of a family, whether biological or just a circle of close friends, when learning and pursuing an education. Also, air, water, and food are metabolic requirements for animals and humans. The sexual drive is very demanding in humans. As Mihaly Csikszentmihalyi (1998) wrote in *Flow: The Psychology of Optimal Experience*, "The urge to have sex is very powerful to the point of draining the psychic energy from other goals" (p. 3). The next Maslow need is for self- esteem, including confidence, achievement, respect of others, and respect by others.

The last and highest order of needs is self-actualization, which consists of peace, contentment, calmness, the full utilization of capacities, full creativity, good interpersonal relationships, good adjustment, and absence of psychopathology. Adults and children have different self-actualization needs. Maslow (1954) suspected that having this highest level of

would be the ultimate path towards achievement. Maslow saw that, at this point in life, learning and getting an education would be at ones full potential of being a whole person. He also inferred that if an individual, at a certain time, fails to begin to focus on higher needs such as education, respect, and esteem, then it affects physical health and well being.

 People need to find ways to achieve self confidence. Another self-actualization characteristic is people's ability to see reality more clearly. Maslow (1954) thought people focus less on themselves during the stage of self-actualization when learning and getting educated, and more on the extant world and a generalized need to be the best person that one can be by contributing to the world. Maslow warned that some people actualize themselves, and some do not. Many people deal with their actualization needs mostly in hospice care, pursuing those things that are meaningful and purposeful.

Maslow's vision was guided by human nature, and it is human nature to want to learn and be educated (Maslow, 1954). For instance, self-actualization needs may be static, just as needs are often static. A person may be self-actualizing one day while aspiring to succeed, and on the next day, be homeless and hungry and revert, by necessity, to the lower basic needs. Katrina victims, who may have been acting on self-actualizing needs prior to the hurricane, reverted to living at survival's most basic needs afterward.

Can people self-actualize if they are worried about security? In the U.S. prior to 2009, people did not worry about their car or home being bombed, or being kidnapped in a parking lot. Most children did not have to worry about getting an education, since it was, and still is, compulsory K-12. However, currently in 2010 when declining budgets have become the norm, many U.S. citizens are not self-actualizing, and a quality education is hard to pursue amidst declining personal income and rising tuition. Also, many people losing jobs in 2010, and the

lack of health care has left some scrambling for basic lower needs, distracting them from getting an education and learning, which is a higher order need.

Every child ideally should be living in a world where all lower needs are being met so they can concentrate on learning and getting a quality education. Humans are a social species, and learning and education are very important; thus, people in power should use the hierarchy of needs to understand the population they serve. Societal leaders should be aware that people have the need to become better. and help create a better society.

 The hierarchy of needs is a model for studying different societies. Although these needs are individual in nature, there is an inherent need of human beings to pursue higher order needs. Human behavior, in this sense, is contributing to the world and making the world a better place in which to live. Maslow (1954) theorized that we continue to grow throughout life. We can use the hierarchy of needs to understand ourselves better in working towards lifelong learning and education by being aware of which need is dominating us at a given time. We must be aware of what needs are, and aware of ourselves so learning and education can be fruitful and we can stay healthy in the process.

Maslow thought that mankind is basically good, even though he recognized that humans have bad behavior. He set out to ask why such behavior occurs. He contended it is not true that vicious behavior comes from vicious people. He argued that people are mean because they expect others to be mean to them. Maslow also thought that people are bad and cruel because they are not liked. He called it the insecurity cycle caused by suspicion and mistrust, and a consequent loss of self-esteem. Humans who act badly do so because of hurt, actual and expected, and act out in self-defense, much as an animal will do once cornered. Maslow also asserted that people are mean or bad not because they are born that way, but because they are not

loved, have low self-esteem, or are insecure. He stated, "If you give people affection and security then they will give affection and be secure in how they feel and how they behave" (Lowry, 1973, p. 18). Maslow was forceful in his research on security and self-esteem partly because of his personal experience of not being accepted and loved by his father who, at a family gathering, once commented loudly about how ugly Maslow was.

Maslow (1954) talked about dominance-feeling and dominance behavior in which dominance-feeling was more synonymous with self-confidence, self-esteem, high self-respect, and evaluation of self, consciousness or feeling of 'superiority' in a very general sense, forcefulness of personality, strength of character, a feeling of sureness with respect to other people, a feeling of being able to handle other people, a feeling of masterfulness and mastery, a feeling that others do and ought to admire and respect one, a feeling of general capability, an absence of shyness, timidity, self-consciousness, or embarrassment, feeling of pride. Maslow used self-esteem and security in place of dominance-feeling. He suggested that if it were not for the disabling effect of being insecure and having low esteem, humans would not resort to wickedness.

Most people think that bad behavior comes from bad people, but Maslow argued this was untrue. Maslow concluded that people are generally good if their needs are satisfied, such as affection and security. He concluded if people are given affection and security, they will give affection and will be secure in their feelings and behavior. This is true of children in classrooms in a learning situation. Research should be done to see if this theory works with children who manifest behavior disorders in the classroom. Maslow assures us that mankind is basically good, and that it is life's pressures and human frustrations that make humans bad or wicked.

Humans are not wicked, or good, but neutral, and behavior is learned, and learning takes place as a result of reinforcement (Maslow, 1954). Maslow posited that if a person receives reinforcement for doing well, the person will continue to do well. (Author's note: I do not see this as necessarily being true because we give students reinforcement with good grades so they will continue to learn. Once they get the good grades and get a diploma, they feel they have achieved learning and see no need to continue to learn.) Maslow contended the same goes for doing evil, that if a person receives reinforcement for doing evil, then the person will learn it, and continue to do it (Lowry, 1973).

In humanity, the primary drives are hunger, thirst, sex, the need for oxygen, which are usually called gut drives. Other drives that are known as secondary drives are acquired through learning, such as getting and keeping money. This drive satisfies the hunger drive. Love, status, and success drives are also derivative of the gut drives. The intrinsic human's fundamental goals are to feed the stomach, take care of the thirst, meet the need for sex, and all else is extrinsic. Maslow (1954) concluded we would not want to do things such as compose music, do mathematics, or decorate homes if we were hungry most of the time, if we were always dying of thirst, or if we were always threatened by something or someone, or if people hated us.

While the human being is young and full of vigor, he or she is more inclined to share experiences, though as a person matures, he or she is less inclined to confide in anyone about how he or she sees reality and is able to judge character or has the ability to do so. Maslow (1954) noted that the self-actualizing person will not gain anything by confiding in others. Also, a self-actualizing person has no neurotic needs to be satisfied by talking about things that are private. Another self-actualization characteristic that people have is the ability to see reality more clearly than when struggling with lower order needs. Maslow saw this in his security

studies, especially with the Blackfoot Indians, which showed their ability to judge character. Maslow realized that self-actualizing people have mystic experiences, are not fanatics, do not believe in "cannot," have tolerance for others, and have a sense of humor.

Self-actualization characteristics are present in people who are (1) free of psychopathology, (2) their basic needs are met or conquered, and (3) they have fully actualized potentialities. There is an empirical determination that is subject to the first two. There are several recognized ways to determine if a person is free of manifest or latent psychopathology; thus, a person's actualities need to be identified to determine their potential.

Aristotle observed "potentiality is proved only by actuality." There are many types of potentialities that are positive and negative. Maslow's vision has been guided through human nature (Maslow, 1954). Maslow asked many questions, such as can an ordinary person be self-actualized and fully actualize their potentialities. Or, do people need greater potential to begin with. There are many different kinds of human potentialities. Do potentialities mean that a person is self-actualized? Is this all a large extra-empirical assumption? Maslow thought self-actualizing people see reality clearly, as they see it through an unclouded lens. They have no unrealistic, neurotic demands about reality. They distinguish more easily than most people the fresh, concrete, and idiographic from the generic, and abstract. They live in the real world of nature rather than in the man-made idea of the world such as abstractions, expectations, beliefs, and stereotypes that people use as a view point of the world.

Self-actualizing people are more able to see what is actually there and accept it, rather than create a world based on their selfish wishes, hopes, fears, anxieties, theories and beliefs, even of their own cultural groups. Self-actualizing people are more comfortable with what they see and are not afraid of what they do not see. Self-actualizing people are not threatened or

frightened by the unknown and that is what makes them different from the average human being. (Author's note: I ask what distinguishes an average person as opposed to a self-actualizing person. Is a self-actualizing person a person of wealth? Can a poor person be self-actualizing? Can a person of wealth be an average person according to Maslow?

By being a self-actualizing perception is clear, reality is accepted, which effects inner relationships, outer relationships, and relationships with society. They accept themselves as they are, others, and human nature as a whole. They see human nature as it is and not as they want it to be. They do not complain about water because it is wet. They accept the work of nature rather than argue with nature for not doing things a way that they see as humane and lawful. The self-actualizing person does not suffer shame, guilt, or anxiety because of their human nature, nor do they look down on the nature of other human beings. Maslow said that, one must not confuse self-actualizing with being complacent or un-ambitious. They do sometimes feel unhappy with human reality, whether in themselves or others.

The self-actualizing person tends to want their privacy, they are their own person, autonomous, very independent, and resist enculturation. He or she desires to help all humanity, and looks for a few deep friendships over many superficial friendships. He or she loves others as he or she loves him- or herself no matter what the shortcomings. The self-actualizing person is known for spontaneity. Nonconformance can be conventional on the right occasion, and is usually voluntarily, where the ordinary person follows conventional wisdom automatically. Self-actualizing people are motivated at becoming all that they can become. Creativity is sometimes lost when one is acculturated. The self-actualizing person's creativeness touches everything that they may do. Creativity for the self-actualizer can sometimes be in mopping floors to cooking canned soup. It is not so much as what they do, but more as to who they are.

Lowry (1973) concluded that because of inhibiting forces such as enculturation and ungratified basic needs, most human beings do not show this type of creativeness. The self-actualizing person sees the problem and possible solutions as they are, rather than what they or other people would like to see. The self-actualizing person is furnished with a foundation for the value system, and the outline of this foundation is spontaneity. These are healthy impulses to trust that are at the higher level of character growth, character expression, maturation, and development, which causes the self-actualizing person to appear as the godly man from antiquity. Maslow contended that the self-actualizing person looks at nature as it is separate from human beings, and not just there as a playground for human beings, and sees nature as its own being, rather than something to be used. (Author's note: I believe the human being is one instrumental part of nature.)

The main idea of peak-experience is the understanding of the whole of being. Once we understand the whole of being, we can tolerate the existence and perception of inconsistencies of oppositions, and contradictions. The oppositions are reconciled for good rather than for bad. Maslow (1954) contended that peak-experience is only good and desirable, not bad or something not desired. During peak-experience, reality can be seen clearly. This confirms what philosophers and theologians posit, that the whole of being is only good.

The qualities that Maslow (1954) saw as the whole of being are wholeness, perfection, completion, justice (oughtness), aliveness, richness (differentiation, complexity, intricacy), simplicity, beauty, goodness, uniqueness (individuality, novelty), effortlessness (ease, grace, lack of strain, striving, or difficulty), playfulness (joy), truth, self-sufficiency. The peak experience brings a person to inner happiness. Peak-experience shows the wholeness and goodness of the outside world of a person, and also actualizes the wholeness and goodness in people. There are

after-effects in peak-experience that can change a person's perspective of the world, or parts of the world. Also, it can change how a person sees him or herself that is positive or healthy, including how they view other people and how they are treated. Peak-experience can be psychotherapeutic and show remission of neurotic symptoms. It can also have the effect of releasing a person to be more creative, spontaneous, expressive, and being more self-actualized.

The person who is at peak-experience may feel that life is worth living even though life is full of pain and un-gratifying, and that beauty, excitement, honesty, goodness, and truth exist for him or her Lowry, 1973). So we ask the question, what is peak-experience? One may think that it is a personal experience with heaven - an outer experience - in which a person would eventually return to earth (Lowry, 1973).

Thesis: Piaget

Genetic Epistemology

Piaget suggested that intelligence is synonymous with the ability to adopt thinking or action. He found a child to be a growing organism in a required biological development. When referring to genetic epistemology and developmental psychology, there is no complete beginning. When we try to go further towards the beginning of life, we start to talk about biology.

Piaget saw children as thinking organisms that become knowledgeable about social and physical situations in the world in which they live. He began testing children on how they understood physical, biological, and social worlds at different age levels in an attempt to understand how children develop knowledge. As a result, Piaget developed an experimental philosophy when trying to solve philosophical questions by testing the questions empirically, which he later called genetic epistemology. Genetic epistemology deals with the formation and

the meaning of knowledge, and with the means by which the human mind goes from a lower level of knowledge to a higher level of knowledge. Piaget noted that psychologists should not spend time figuring out what is lower or higher level knowledge, but should spend time explaining how lower knowledge is transformed into higher knowledge. He noted that the transition from lower knowledge to higher knowledge is a matter of fact. These transitions are historical, psychological, or biological (Piaget, 1973).

Genetic epistemology is the development of knowledge where the human mind transforms from lower level knowledge to higher level knowledge. (Author;s note: I believe that the transition from lower level knowledge to higher level knowledge can be the combining of historical, psychological, and biological because all life except for its beginnings includes these three elements.) Piaget contended that primitive human beings, insofar as we know, were not studied, but we have many children today we can study. Evans (1973) concluded that considering the nature of knowledge using psychological data is appropriate, and while the epistemologist considers certain psychological aspects of a problem, he or she does not look to psychological research, nor does he or she look to psychologists; he or she looks to personal thoughts and knowledge. Piaget mused that an epistemologist has certain set ideas in their thinking. He, however, agreed that mathematical reality comes from language.

Piaget talked about the figurative and the operative aspects of thought. The figurative aspect is the imitation of states, which is momentary and static. The cognitive part of figurative function includes perception, imitation, and mental imagery, and can be called interiorized imitation. The operative aspect does not work with states, but works with transformations going from state to state. This adds to the actions, and transforms objects or states, and intelligence, which can be called systems of transformation. The figurative is set in a lower class than the

operative. States are recognized as a result of transformations, or the point of departure for

transformations. Piaget concluded that the foremost aspect of thought is the operative aspect.

He saw human knowledge as being active, and *to know* is assimilating reality into systems of

transformation.   Knowledge is not a passive replication of reality because when a person makes

a copy, the person must know the item he or she is copying. Piaget's focus on this theory was

that to know something means a person makes contact with it creating directions for

transformations that can be acted out.

To understand reality, a person must make systems of transformation that agree with

reality. This is isomorphic to transformation of reality. Transformational structures that include

knowledge are not copies of transformations of reality; they are isomorphic models through

which experience helps people select between knowledge as a system that makes transformations

become more apparent. Piaget understood that logical and mathematical structures tend to be

abstract and that physical knowledge that comes from experience tends to be more concrete.

Piaget asked the question: "What logical and mathematical knowledge is abstracted from?" He

suggested that there are at least two possible offering. One is that when a person approaches an

item or object, knowledge comes from the item or object. Piaget made note of the child who

experiences holding large heavy items verses small heavy items and learning that size does not

necessarily coincide with weight. With this experience, the child's knowledge is abstracted or

gained from the items. This provides empiricism and agrees with experimental or empirical

knowledge. The other possibility is when a person is acting upon an item as the action or

motivation, which is the transformation followed through mentally, and in this possibility, the

abstraction is brought about from the action itself.

Piaget noted commutativity, which is the sum that is independent of the order, and sometimes has a physical aspect to knowledge. People can sometimes gain knowledge from actions carried out. He referenced simple abstraction and reflective abstraction as types of abstraction from objects. Reflective abstraction can have two meanings when thinking of psychology and physics. The physical reflection is demonstrated with a beam of light bouncing off one surface to another. This abstraction is a reflection from action to the level of intellectual. Reflection shows the mental process of reflection when a person is at the level of the thought process, and information starts to reorganize.

Piaget talks of two types of actions. One is individual actions such as throwing, pushing, touching, or rubbing, which provides abstraction from objects or items. This Piaget refers to as simple abstractions. Reflective abstraction is not based on individual actions, but is based on a coordinated action. Coordination can exist in different ways, such as joined together, which Piaget coined as additive coordination where one succeeds one another such as a temporal order, or as he coined it, as being ordinal or in sequential coordination or intersections between actions. Such coordinations have similar logical structures. Piaget hypothesized that logical thought is not found in language by itself, although language is of importance. The roots of logic are found in the coordination of actions, which is reflective abstraction.

Piaget proved that before people have any experiences with language, they have logical mathematical structures, a sensory-motor intelligence, which is logic of action around the end of the first year to the second year of life. People possess language about the middle of the second year, according to Piaget. Although many scientists believe that logical mathematical structures come from linguistic forms, which causes a person's intellectual development, sensory-motor intelligence has its own logic of action. Actions that develop sensory-motor intelligence can be

repeated and generalized, which means that a young child can learn by repetitive actions. This is what Piaget called a scheme, which he noted is the logic of schemes. Schemes in and of themselves do not have a logical component; schemes are coordinated with other schemes, which give a general coordination of actions, which in turn develops a logic of actions creating logical mathematical structures.

Stages of Cognitive Development

The stages of cognitive development of Piaget starts at the beginning of life, which is the sensory-motor period (to 2 years) to the pre-operational period which is (2 to 7 years), to the concrete operational period which is (7 to 11 years), and the formal operational period, which is (11 to 15 years). Piaget discussed notions as imitation and awareness of self, and how he recognizes the different rates of children's development at these stages.

Education and Development of Morality

Piaget's developmental model is the process of knowing that starts to develop before children begin to speak. Starting with language is not an ideal starting point in understanding how children develop; one must start before language, which is called the sensory-motor period. The sensory-motor period is the first step in Piaget's developmental model, and starts from the time of birth up to the beginning of symbolic thought. From birth to mid second year, many changes take place in a child's development. At birth, there are isolated actions like sucking, touching by accident, listening, in which everything is centered on the child's body. Knowledge begins with interactions not with the I or object. When interactions between subject and object are made of isolated actions that are not coordinated, there is no existence of objects or subjects. When interactions are coordinated they are reciprocal and simultaneous constructions of subjects in one instance, and in objects in another instance.

Piaget found that a young child simultaneously develops being aware of themselves as subjects and being aware of independent objects as they develop their actions and interactions. Piaget talked about peer relationships, cognition, justice, and reflection. His research on moral development and peer relationships, cognition, justice, and reflection was broadened by Kohlberg in 1969 in his six-stage sequence of moral judgment development.

In recent years, there has been a competing theoretical concept on the subject of moral development, which in the current model makes moral development research integrative, nuanced, complex, and multifaceted. Theorists say there are significant differences in the current developmental acquisition of morality between the child, teenagers, and adult, although it seems to have overlapping tendencies of morality among individuals.

Current theories accept that morality includes cognition and judgment, emotions, and biology. Theorists observe the contribution of diversity in social relationships including morality or acquiring morality, which includes family (parents, brothers and sisters), and relationships with peers and adults who are not family. Also, there are theories of morality beginning in early childhood or the end of adolescence. It is known that boys and girls are different with respect to their moral orientations and moral growth. There are questions as to whether schools should promote character education or enhancement of moral reflection and debate. Debates about morality involve most areas of social life. Talks of school segregation, poverty, education achievement gaps, housing, and job discrimination among others, reflect morality mostly debated regarding views of justice, fairness, welfare, care, and empathy. The way we view morality guides our vision for a just society, and how we accomplish that goal. Helping to understand children's social experiences, educational experiences, and the way adults perceive children's experiences and what is expected culturally falls within the domain of morality development.

Educator's goals are to improve the lives of students, which improve society as a whole towards justice, fairness, and most of all, equality. Piaget researched and defined moral development conducted from a structural-developmental approach. Lawrence Kohlberg extended it, with creation of research on moral judgment, moral reasoning, and social interaction approaches to moral development.

Piaget and Kohlberg's work changed the moral development field from being a behavioral approach to morality to considering qualitative shifts in moral development. Piaget found that morality lives in a system of rules, and the existence of morality relies on the respect with which people observe the rules. Kant, Durkheim, and Bovet all agreed with Piaget on this theory. What these theorists did not agree on is how the mind begins to respect the rules. The moral rules that children learn about respect come from adults. For adults to understand children's rules, or their decoding of rules, one must think in terms of the child's morality and not the adult conscience. Even before a childred talk, they learn the rules of their parents. When they enter school or get old enough to play with other children, they adopt the rules of their older peers in games in which adult intervention is reduced. The relationships compared in following the rules exist between practice and consciousness of the rules.

In developmental research on morality, Piaget (1932) noticed that there is synchrony between mental related functions of scholars, researchers, scientists, and theorists, and mental activities noticed in the ways human beings do things in the area of morality. These situations are sometimes called structural-development or cognitive-developmental, and Piaget was under the premise that people "try to figure things out." Piaget believed that development does not include accommodating the socialization of people, and that numerous experiences that help with the development also help with relations with adults and peers.

Piaget argued there are two primary levels of the development of moral judgment that go with two primary types of social interactions. Before being taught morals, children's moral judgments are heteronomous and are related to children's connection with adults or people in authority. The beginnings of morality are in the meaning of obligation originating from respect for adults and the rules of adults.

Children's relationships with peers can diverge, and include situation within which there occurs a shift to autonomous thinking allowing mutual respect and considering fairness, justice, and cooperation. There is moral conflict and choice in children, as well as in adults. First, a person recounts a particular experience in life by telling a story about it, or constructs a narrative to represent it. The narrative is usually a story of a person's real-life conflict or a story about a moral conflict. The person's story includes how they learned a lesson from their experience, which is part of their moral development from the story. If one is asked about whether they have made a difficult decision, they tell a story, which is a moral story about what they learned about the importance of telling the truth. The role of storytelling and narrative - focusing on oral narrative - has much to do with moral education. Currently, attention on the importance of moral education in schools is under consideration by educators. We should think about developing educational programs that include moral development in children and teenagers.

Holistic Education

Nielsen (2006) concluded one form of holistic education is the imaginative teaching method, which helps students learn more about their feelings and ideas by imagining from a current experience. The teaching style of Rudolf Steiner (1997), which is labeled Steiner education, is very similar to Piaget and Dewey's experimental-constructivist learning. This means that teachers not only provide new ideas and insight on developments not known to

students, but students gain insight and learn about the unknown themselves by exploring through trial and error and using their imagination through the learning process (Nielsen, 2006).

Piaget, Dewey, and Steiner believed that good stories, whether told from the heart, a book, or students doing the readings, teaches students about life, what's good or bad, right and wrong, beautiful or ugly, without forcing these ideals on them. Instead, children are able to naturally learn these concepts of life. This helps to structure the student's morals and ethics in a holistic manner when they hear stories about other people's experiences that have meaning. Children (and adults) have their own experiences to relate in reference to what they hear, see, read, or live. Unconscious learning of ritual and routine songs, prayers, poems, and verses regularly performed by students allows them to remember words, then phrases, then meanings, and they start to have relationships with the passages.

Thesis: Dewey

The idea of the empty religiosity of scotch philosophy was something that forced Dewey (1964) to work toward change. Dewey learned principles of new functional psychology from William James. It was the Darwinian framework of challenge, response, irritation, and doubt from which Dewey learned the theory of inquiry inspired by Charles Sanders Peirce. Learning about the importance of the new social psychology, he was inspired by George Herbert Mead. These and more theorists were positive inspirations for Dewey. There were negative influences for Dewey that he realized were in his learning. One main negative influence was formal philosophy's nauseous idealism that came from Josiah Royce. Some of the influences that were of social Darwinism and the gospel of wealth, Dewey noticed, particularly in the area of politics, caused people to neglect, distort, or cover up problems, rather than trying to solve them. Dewey found problems in the way children were taught in schools that reflected an out-of-date theory.

During Dewey's time, a new society was coming about as more immigrants contributed to population growth increases, increasing social change (Dewey, 1964). The schools could not keep up with changes in the new and expanding U.S. society. This was the subject that Dewey talked about and provided critical analysis about during his career. Dewey's focus on basic philosophy was to get rid of dualisms, and he was in the frame of mind that it had to be one way or the other. He tried to bring together ideas that were usually kept separate, especially in education, in which he tried to put together every area of thinking and show each phase of activity while putting together every step of the philosophical aspect of education. Dewey believed in the experimental method as the main avenue to knowledge, which gave him the belief in the project method as a way of establishing the curriculum of schools based on an experimental track or basis.

Dewey's ideas and philosophy were merged when it came to ethics and psychology, psychology and logic, logic and science, and science and aesthetics (Dewey, 1964). His main views were in the philosophy of science. When understanding Dewey's philosophy of education, one must understand the concept of his science. He thought science as being theoretical, with a foundation in biology. The human organism needs to rest or equalize, and it needs to be flexible to adapt to a changing environment. Dewey was influenced by Peirce's *The Fixation of Belief* (1877), which showed that to be satisfied, people can have beliefs that make them comfortable. They can have the authority to appeal to authority or tradition, and priorities based on taste and intuition. Dewey was so intrigued by these ideas that he used this as a foundation for his theories in philosophy, and the philosophy of education. His ideas of scientific method were control, experiment, and objective tests. Dewey wanted to develop a

scientific method of reflection for every area of human activity, as well as politics, art, and morality.

Dewey (1964) borrowed main ideas for his instrumentalist or experimentalist version of the philosophy of pragmatism from Pierce and William James. Dewey's view of science was characterized by objectivity, honesty, freedom, and open-endedness. Dewey looked at democracy as the political realm of scientific method combining purposiveness and objectivity, freedom and discipline, individual speculation, and public verification. He noted that criteria for action must be flexible, adaptable, and susceptible to change. Dewey found that the scientific method of investigation, grouped with naturalistic desire, provided a flexible and stable way to assess ethics.

Value

Dewey (1964) proposed that when we think of something of value, we think of our expectations and desires when something is the matter, or a situation exists, or some problem arises. This is when something is lacking in an immediate situation, or the absence of something that produces conflict. He contended that when things are going smoothly, we generally do not have desire, or the need to try to put an effort towards fixing something. We generally just let things take their own course naturally. In education, students usually find value in their studies, are only interested in what motivates them the most. This gives them a problem to solve, which is the conflict that prompts their motivation to find a solution. Dewey posited that people do things from force, which is an acquired habit, without stopping what they are doing to ask what they are trying to get or acquire.

Dewey (1964) saw value as a person's feelings, which is the feeling of most things and not the things themselves.   Dewey used the example of a hungry animal looking for food, and

how it does not have preconceived notions or cannot form the idea of a particular end-object, or even arrive at the point of evaluating the object of desire. Pure tension keeps the animal moving towards satisfaction of that tension.   Students do not necessarily know what they are looking for in getting an education, nor do they have a clear preconceived idea of their needs. The tension in meeting their needs, including getting an education exist, or persist, even though they may not really know where it might lead them, but with hopes that they will be successful in the end result. Dewey called this the desire and end-in-view of learning, which is a transformation of an impulse. Valuation is related to desire and interest because it validates that valuation happens when there is something the matter, which is something to solve, a need, lack, or conflict to be resolved by changing the situation.

Knowledge

Dewey (1964) discussed tantology when explaining life and after-life as a whole. Tantology means needless or meaningless repetition in close succession of an idea, statement, or word. Dewey indicated that knowledge does not come immediately. He theorized that knowledge of two different kinds of situations should be used as two meanings in different ways. Both meanings have to be tested and an understanding of the two is that they operate differently. Just as education and knowledge acquired Before Christ (BC), and education and knowledge acquired today (AD), they belong to two different histories, and the situation of the history at each particular time belongs to that time period. We must test and analyze the two respective histories to improve upon knowledg. Therefore, looking at the consequences of the two histories, it is possible to make a clear revelation between the value in knowledge of the two time periods.

Dewey (1964) draws an analogy of a carpenter deciding to build a house. He goes through the checklist of what he needs to build the house, such as finances, materials, tools, pencil and paper, which Dewey calls logical theory, and this coincides with the practice of knowing and the evolving of the cycle of the experience of building. He asserted that when changing the direction of experience, we move from affectional quality to the practical, appreciative, or reflective, which has a dual effect when we strive. There are obstacles; when there is affection we become attached, when we do things, we accomplish, when we appreciate, there is value, when we think, we question. When we think we strive, when we do, we think. Dewey contended that knowledge comes from reflection and is experimental in the physical sense of experimental. He concluded that thinking and knowledge-getting d not only involves the cortex and talking, but also involves exploration and physical analyses, which are worked on until they are near perfect. The object of knowledge is its objective, and the objective is not realized until it is reached.

Human Nature

Dewey (1964) contended that theologians have taken a very dim view of human nature by honoring the gods, pagans, and secularists. He reported that morality is concerned with controlling human nature, and that moralists are of the mindset that human nature is evil because people cannot control it and because they are rebellious by nature. Rules can be followed and concepts created when we look to human nature and await a response. Dewey reminds us that moral principles that lift themselves up by putting down human nature are committing suicide, and also are also contradictory. There is a difference between the ruled and the rulers, and with regulation and indifference. Dewey noted that parents, priests, chiefs, and social censors have

posited reasons for many things, reasons that are not always understood by those who are regulated, which are the young, laymen, and ordinary people.

Many understand that good children make little trouble for their responsible adults, and those who are bad must be bad by nature (Dewey, 1964). Overall, good people do what they are taught to do and obey the rules, and when they do not, there is thought that something out of the ordinary is wrong and the actions are not their nature. No matter how much men in authority turn moral rules into a business of supremacy, theories that account for the origin of a rule to assess a normal situation are not true. Because there is no understanding of human nature, there is cause for disregard for it. When something is not understood, it cannot be managed knowledgeably (Dewey, 1964).

Learning

Dewey (1964) posited the idea of activity as an important element in the educational principle. He argued that the idea of self-activity has been labeled as the highest level of an educational ideal. The idea or the word activity as interpreted is found to be too formal, or too much on the inside, and often not practiced, and results in a key phrase that is only talked about. Dewey indicated that to make the idea activity relevant, one must use it widely to include growth of power, which also means realizing the meaning of the action of the activity. He noted that this action excludes things done on a routine basis that involve habit and are mechanical, which are external forces and very common in our daily lives. Activity, which is a real type of educative interest, is different at every age level, with each individual synthesizing previous experience, and with different social experiences. Dewey posited that unlike other animals, humans require the need to learn other things outside of those things learned instinctively, and acquire the habit of learning. Dewey questioned the idea of learning as a physical activity. He contended that

physical activity has to be learned, although it is not all physical, but also mental and intellectual.. He noted that we start learning by using our organs of sense such as our eyes, ears, touch, smell, and movement, which are our connected muscles. Because the movement of our eyes is connected to how we move our arms and fingers with touch and feeling, learning takes place that is the mental sense wherein we find out something new about ourselves.

Dewey observed the rapid growth of a baby and all of their activities that are physical, which eventually turn into mental exercises, which Dewey called object-lessons. These are intellectual, but when looking at the child externally, the actions of the child appear to look like only physical actions. When we look at a child in school, one of the ways to determine if the child is learning is by testing and observation of the child. (Author's note: I think we put too much emphasis on this part of children's learning. We most often rely on the external to do this. We often don't know what goes on in the inside of the child and what they are actually learning. There is a lot of research ahead of us to truly know what a child has learned instead of using those quick fixes regarding whether a child has learned, such as one shot tests to determine if a child is learning or not, and put more emphasis on the learning of a child and less emphasis on testing.)

Society

Dewey (1964) concluded that the relationship between the individual and society might be meaningless. He concluded that individuals *are* the society in which they live, and society is their connection to each other, although they are not in constant association with one another. This conjointness of action, as Dewey postulated, and the end results, affect people as individuals as well as their emotions, desires, planning, and valuing. Dewey contended that the word *society* is both an abstract and a collective noun. Societies can mean many different things,

such as associations, different types of groups, gangs, criminal clubs, sports, socials, scientific gatherings, and all other collections of individuals. What is common in societies is united action or the inevitable. It can be organized crime to learned scholars, artists, or neighbors. Societies can be schools and their belief systems, and the methods of their teachings. Societies can be within the confine of schools such as organizations, fraternities, and sororities.

Ethical Theory

Dewey (1964) contended a method is a procedure, a sequence of operations that can be physical or mental, and that can affect a result of some sort. If one does not get a result, then there is no method. Methods thrive on success. Results do not thrive on methods, which Dewey called supremacy, which means that no method can be supreme. Stuart (1939) stated "They (the organizations) acquire mental quality, such as to have a directed tendency to change the precarious and problematic into the secure and resolved; they are intellectual as well as mental" (p. 2). Dewey contended the method of experimental inquiry is supreme. Dewey suggested that there are ethical questions to be asked, such as what is the personality, character, or nature that makes the supreme appeal to human beings. He asserted that the ends in an ethical situation are seen as incompatible, discrepant, heterogeneous, and opposed; they seem to get into each other's way as there is no common denominator to show worth.

Dewey (1964) contended that an ethical situation involves rival ends from which a person is attracted to the notion of incommensurable. He argued that in a regular situation of end and means, the end is not questioned, and that there are some ways of arriving at it that are commensurable in situations of time needed, the costs, what it takes physically or monetary, and advantages and drawbacks. Dewey found that people do not really know when to be logical when in a human encounter, and thus, engage in inescapable encounters of mortal humans. He

asserted that we can only use our best judgment, have a sense of humor, use our common sense, and have a sense of good will, although good will that comes from life in ethical interest and theory is not a descriptive standard and not even a solvable formula.

Dewey (1964) posited that moral fanaticism is not where ethical problems thrive. He concluded that the whole idea with ethics is its oppositions, which creates interest in ethics. Dewey also noted that science requires public test to ensure objectivity and public verification, and that the method of science in ethics ensures objectivity in moral judgments and public justification. Science gives the idea of belief, tested and accepted, and susceptible to change. A scientific ethic gives a compatible set of belief habits to move or guide conduct.

Philosophy of Experiential Education

Ratner (1939) suggested Dewey believed that the history of educational theory is opposite to the idea that education is developed from within. He proposed that education theory is founded on its natural capacity, is a process, and takes time generated by habits born of pressures coming from the outside. Dewey argued that the opposition in education comes from the traditional, progressive education. Progressive education is learning from the experiences of the past to create a new way of educating in the future. The traditional theory of education is that learning is a means of acquisition of what is already in text books, and from the teachers, which Dewey saw as static. Progressive education is making the most of opportunities in one's present life, and learning about the changing world. The progressive philosophy is the relationship between each level of experience and education. Dewey concluded that those who stress progressive education should do more than say that they are against the traditional theory. (Author's note: I agree with Dewey that to promote change in education one must have an educational structure to support such change as something better and more reliable than the

existing one. In today's society we are promoting change, very frequently without establishing a good foundation for the changes in education. As a result of this, we are losing our students. They get to college and can barely read and write a paper. This is why my research topic of *The Information Literacy Needs of College Freshman and Community College Students Entering A Four-Year Institution* is relevant at this time in the 21st century, which is my focus for the depth portion of this essay.)

Dewey (1964) argued an open-minded person is observant of new ideas and has the responsibility to make the connections with their philosophical tendencies. He noted that one of the most important senses of philosophy is being calm and having endurance when we face adversity, such as loss, or the ability to bear pain without complaining. Dewey sees this as a wholeness characteristic of philosophy, a power to learn or extract meaning, even when it comes from bad karma or is unpleasant.

Conclusion

By observing what other societies in antiquity have done, and learning from their mistakes, we have had forward thinkers considering the Egyptians and the philosophers of Athens. Societies flourish when its people are educated, and people are educated when society flourishes. Education and society is a symbiotic unit. In the 21st century, our educational system is failing due to constant excessive changes in teaching methodologies. In the U.S., the political climate is ever changing due to federal government mandates, corporate ideals, and globalization. A question that we should be asking ourselves is what happened to our students love for learning, instead of learning just for the sake of getting a good paying job. Why can't our student's educational needs and interests be developed beyond that of getting a good paying job? Education should be for personal growth, not just materialistic growth. Lifelong learning

not only means what takes place in the classroom, but learning at home, in our communities, and culturally. In America, we put too much emphasis on getting good grades and scoring high on tests. Maslow believed that one can find the ultimate values in mankind by observing the best of mankind, which is based upon the values of truth, goodness, and beauty. Maslow also believed that having the highest level of needs met, such as the self actualization need, should be the ultimate path towards achievement. He argued that learning and getting an education is being at one's full potential of being a whole person.

(Author;s note: I don't agree with Maslow when he reported that if a person receives reinforcement for doing good, that person will continue to do good, because when students are given reinforcement with good grades so they will continue to learn, once they get good grades and get their diploma, they feel they have achieved learning and see no need or reason to continue.) Piaget believed that intelligence is synonymous with the ability to adopt thinking or action. He saw children as thinking organisms that become knowledgeable about social and physical situations in the world in which they live. He believed in genetic epistemology, which deals with the formation and meaning of knowledge, and with the means by which the human mind goes from a lower level of knowledge to a higher level of knowledge. He found that a young child simultaneously develops being aware of independent objects as they develop actions and interactions, and that moral conflict is in children as well as in adults. Dewey found problems in the way that children were taught in schools that reflected an out-of-date theory, rather than using common sense. He believed in the experimental method as the main portal to knowledge, as well as in the project method as a way of establishing the curriculum of schools. These theorists and their theories had as many similarities as they had differences in their thoughts on education. (Author's note: What impacted me the most was their sincere dedication

in trying to solve this almost insolvable problem of developing the right way to educate our young and their information literacy needs.)

Section 2: Depth

(SBSF 8120: CURRENT RESEARCH IN SOCIETAL DEVELOPMENT)

Introduction

The Depth component of this KAM is a summary of body of knowledge about the information literacy needs, reading and writing, and critical thinking skills of students in the 21st century, and an analysis of some of the problems and questions facing educators today. The Depth component also includes a recitation of the social responsibility body of knowledge that addresses accountability for how and when students learn and acquire the necessary skills to become a productive citizen.

Annotated Bibliography

Alfino, M., Pajer, M., Pierce, L., & Jenks, K. O. (2008). Advancing critical thinking and

information literacy skills in first year college students [Electronic version]. *College &*

Undergraduate Libraries, *15*(1-2), 81-98. Retrieved from Academic Search Premier on

October 3, 2009.

This article demonstrates, in a freshman skills program, the critical thinking and English composition courses at Gonzaga University. One of the goals of the case study is to show that students can think by themselves, explain what they are thinking, and discuss classes in which librarians participate and collaborate. One of the goals in the subject English 101 course was to get students to communicate effectively by writing argumentative papers. The faculty noticed an improvement in the student writing, which slowed successful collaboration. The students writing indicated that they were information literate, college-level thinkers, and writers. I chose this article because it was an example that demonstrated success for freshman students in critical thinking and English composition classes.

Alger, C. L. (2007). Engaging student teachers' hearts and minds in the struggle to

      address (il) literacy in content area classrooms [Electronic version]. *Journal of*

      Adolescent & Adult Literacy, 50(8), 620-630. doi: 10.1598/JAAL.50.8.1.

      Alger (2007) examined and changed the way 25 student teachers thought on the way they were teaching. The student teachers first thought they did not need to teach students reading and writing skills because they assumed the students already knew how to do it, and also assumed they learned reading and writing in earlier grades. When the student teachers from middle and upper class (a) took a three unit course on improving the literacy skills of their students, (b) implemented reading strategies as part of their classroom practice, (c) read literature on the illiterate, and (d) observed how adult illiteracy is a disadvantage politically, socially, and economically, that content area teachers had some influence over changing the approach to the curriculum. School districts have been reluctant to teach content area teachers to commit to including literacy as a goal for their classes.

      It is difficult to break the cycle of traditional teaching, which was originally based on a factory model of education. This is apparent in the mental model of the school as a factory in the industrial age. Fourth and fifth grade teachers provide students with writing tasks about comprehension, but do not teach the students reading strategies to help them accomplish the task.

      The student teachers learned from this course, and the literature on illiteracy, that literacy and social justice work hand-in-hand, and that the level of literacy determines the role a person plays in society. From this experience the student teachers concluded they would change the way they believed children should learn, and integrate literacy instruction and social justice in their classrooms.

The research question asked was "What methods in teacher education can we use to change the beliefs and mental models of educators to better serve the literacy and social justice of future students?" This article touched upon some critical points about the way that we teach our children. It focuses on strategic ways that we can change our factory-mimic ways of teaching, and how we can better serve our students by teaching them how to read and write in middle and high school. The author stressed the importance of educators changing their mental models about how and what to teach students. Alger (2007) could have talked more about how educators should proceed towards changing the mental models to better address 21st century illiteracy, and how literacy and social justice is a right, not a privilege in present day society. I think that the author argued well that literacy for students is an issue of social justice. This article directly relates upon my research interests, which are the information literacy needs of freshman and community college students entering a 4 year institution.

Andrews, T., & Patil, R. (2007). Information literacy for first-year students: An embedded curriculum approach [Electronic version]. *European Journal of Engineering Education, 32*(3), 253-259. Retrieved from Academic Search Premier on October 3, 2009.

Engineering and industrial designers in this study learned to access, evaluate, and synthesize good quality research papers in a first-year college course. They learned new critical thinking, problem solving, research, and information literacy skills, as well as written and oral communication skills. The skills were taught by library staff that assisted them in the classroom. Students were in a 5 hour per week class with duration of 14 weeks and were expected to match in-class time with independent work and team study time. During this course, the students were also able to develop lifelong learning skills with which to become responsible citizens in a

democratic society. There was a rating of library services by graduating students from the school of engineering, annotation assessment results, and team research document assessment results. I chose this article because the authors provided research that showed student success in critical thinking, problem solving, research, information literacy skills, and lifelong learning.

Bissett, S. J. C. (2004). Situating the library in the first year experience course [Electronic version]. *Community & Junior College Libraries, 12*(2), 11-22. Retrieved from Academic Search Premier on October 3, 2009.

 John Gardner, who is employed by the National Resource Center for The First Year Experience and Students in transition, asked librarians at an ACRL conference to get more active in the first year experience classes on their campuses. Bissett noted about how important it is to have librarians collaborate in teaching first year experience courses at the beginning of a student's tenure in college. Bissett provided statistics about librarian involvement in FYE on college campuses throughout the U.S. More time should be devoted to FYE than the 1 to 2 hours allotted time for librarians teaching FYE. Teachers should be more flexible and try to commit to collaborations with librarians in teaching FYE. I chose this article because it addressed the purpose of my research that deals with first year experience Freshman students and information literacy needs.

Dadzie, P. S. (2009). Information literacy in higher education: Overview of initiatives at two Ghanaian universities. *African Journal of Library, Archives and Information Science, 19*(2), 165-175.

 Dadzie (2009) examined information literacy initiatives in the University of Ghana and the University of Cape Coast. The information literacy initiatives included library literacy,

computer and media literacy, and communication skills literacy. The research consisted of interviews with directors, heads of departments, officers in charge of different programs, and several students taking courses. Some of the challenges in the information literacy programs at the two Ghanian Colleges included lack of collaboration among the departments providing information literacy programs, too many students taking the courses, not enough faculty teaching the courses, and not enough staffing.

The recommendations for improving the information literacy programs consisted of getting a commitment to the program by university management, improving the information technology infrastructure, building partnerships between the library and the faculty, including a review of the library school's curriculum, and core courses on information literacy. Dadzie stressed that by promoting information literacy combined with life-long learning, which are essential for social inclusion, economic development, and quality of life in a global society would be win-win solution to the problem of illiteracy. This article is of great relevance to my area of study as my research interests are the information literacy needs of freshman and community college students entering a 4 year institution.

Galvin, J., (2006). Information literacy and integrative learning [Electronic version]. *College & Undergraduate Libraries, 13*(3), 25-51. Retrieved from Academic Search Premier on October 3, 2009.

Galvin (2006) discussed the competencies found in information literacy such as finding information, evaluating information, and using it effectively and ethically. Galvin examined past and present research and how it focuses on the importance of these factors. Galvin recommended that faculty and librarians collaborate in teaching information literacy skills to students, especially because of today's global society and the need to be cognizant of the

implications of it on the life course of students. Galvin stressed the importance of Writing

Across the Curriculum wherein writing is a communicative skill, promotes critical thinking, and

emphasizes active participatory learning wherein students learn by writing during the Freshman

Year Experience, and Learning Communities. With these programs in place, librarians can work

on outcomes and assessments of outcomes for information literacy instruction.

　　　　Galvin (2006) studied successful collaborations of information literacy being taught at

several universities throughout the U.S. Results of the case study showed the importance of the

similarities of WAC and information literacy. To develop critical thinking skills, students need

more than just writing skills; students must learn to access information, evaluate it, and have a

purpose for it. Galvin provided statistics from the College and Research Libraries (ACRL) about

the number of library instruction classes taught throughout the U.S. This article was chosen

because it addressed the information literacy needs of students for finding and evaluating

information, and also providing an assessment of the freshman year experience and the success

of learning communities.

Greene, S., & Ackerman, J. M. (1995). Expanding the constructivist metaphor: A rhetorical

　　　　perspective on literacy research and practice [Electronic version]. *Review of Educational*

　　　　Research, 65(4), 383-420. Retrieved from Academic Search Premier on October 9, 2009.

　　　　Greene and Ackerman (1995) defined the word 'rhetorical' as relating information to

make a point, and decried readers and writers who become fixed and communicate texts, tasks,

and social contexts as absolutes. The authors also defined the term 'constructivism,' which can

be perplexing with discussions of social construction of reality. The author's review of the

literature consisted of four areas of research that were (a) using models of reading and writing

that suggest interactivity between the mind and the text, and an exploration of beginning

attempts to portray literacy contexts, (b) discussion of studies about how readers and writers draw upon the sum or range of what has been perceived, discovered, or learned and textual information to develop a rhetorical set of facts or circumstances that surround an event, and the idea that is intended as well as the idea of devising plans. The authors reviewed task representation and discussed assumed authority in writing tasks and where experience determines the ability of communities on literate practice. Greene and Ackerman also illustrated how research and theory applies to the textual space of readers and writers, and that it is inter-textual and inter-subjective in nature. This article was chosen because it emphasized the constructivist's perspective in reading and writing.

Holland, D., Skinner, D. (2008). Literacies of distinctions; (Dis) empowerment in social movements. *Journal of Development Studies, 44*(6), 849-862. doi: 10.1080/00220380802058180.

Holland and Skinner (2008) argued "literacy activities are looked at from the centrality to the formation of new identities that includes and excludes the effects of their power when imagining and evoking liberatory worlds" (p. 849). Holland and Skinner researched, in an ethnographic study, women's activism in Nepal during the 1900s when they were getting ready for the Tij festival and it was the first time they would use literacy skills in creating songs for the Tij songbooks. The women struggled to publicize their rights as human beings and rights to be educated and heard. It was also the first time the educated women acted with freedom of expression and power. While educated people were valued as a social identity, women were upset that they were denied such recognition. Social artifacts played a major role in whether women were literate or illiterate as they imagined a better way of life. Male privilege kept

women in Nepal at the mercy of mothers-in-law, husbands, and the entire political and social system.

The Tij was a way to demonstrate social movements by providing different identities to work towards social change. Women of Nepal begin to work together in song to rid illiteracy through social identities and in collaboration with each other and literacy artifacts, and soon realized the power of literacy artifacts. This article showed how illiteracy can hurt a nation socially, politically, and can become a human catastrophe. The discussion was relevant to my research interest, which is the information literacy needs of freshman and community college students entering a 4 year institution.

Hotchkiss, J. L., Moore, R. E., & Pitts, M. M. (2006). Freshman learning communities, college performance, and retention [Electronic version]. *Education Economics*, *14*(2), 197-210. Retrieved from Academic Search Premier on October 9, 2009.

Hotchkiss, Moore, and Pitts (2006) use a standard treatment effects model to show that when students are involved in a Freshman Learning Community, their academic performance and retention improves. The purpose of the research was to quantitatively evaluate the success of a Freshman Learning Community (FLC) program to positively affect the goal of retention and performance on an urban campus. Hotchkiss et al. concluded that psychological theories show students in a small community, in their first year of college, improve performance, which increases retention. This qualitative study was designed to determine how experiences turns into real quantitative outcomes. Hotchkiss et al. analyzed the FLC program and its academic structure. The program is focused on the Empirical Model of the FLC and the issue of self-selection.

The purpose of the paper was to attain accurate measures of the impact of FLC participation on Academic performance (GPA) and retention. Results showed that by participating in the FLC, the student's retention rates improved. Results also showed that the vulnerable group, which was black males, would be measured higher because of the benefit of being in the program. This article was chosen because it dealt with the freshman learning community and the academic performance and retention of freshman students.

Johnson, C. M., Lindsay, E. B., & Walter, S. (2008). Learning more about how they think: Information literacy instruction in a campus-wide critical thinking project [Electronic version]. *College & Undergraduate Libraries*, *15*(1-2), 231-254. Retrieved from Academic Search Premier on October 9, 2009.

Johnson, Lindsay, and Walter (2008) argued that critical thinking and information literacy are very much in affiliation. Johnson et al. asked some very realistic questions, such as "How do academic librarians help to prepare students to conduct research in an information environment defined by "digital democracy?" The environment of information that students struggle with today changes rapidly. Johnson et al. explored the combination of critical thinking instruction and information literacy instruction at Washington State University in which there was a collaboration of faculty and librarian. Johnson et al. provided a background of the six libraries on campus and the departments, duties, and titles of the librarians. They discussed the priorities of having an information literacy instruction environment, and its successes as part of an instruction program and faculty.

One of the learning goals was information literacy with critical and creative thinking, quantitative and symbolic reasoning, and communication, which included writing

communication, and learning outcomes for freshman students. The authors saw writing across

the curriculum as important to the goals of the University as critical thinking instruction. They

explored current and past research on the topic. This article was chosen because the authors

demonstrated that critical thinking and information literacy works together to help freshman

students become successful learners and succeed in a 4 year institution.

Jones, S., Enriquez, G. (2009). Engaging the intellectual and the moral in critical literacy

      education: The 4 year journeys of two teachers from teacher education to classroom

      practice. *Reading Research Quarterly,* 44(2), 145-168. Dx.doi.org/10.1598/RRQ.44.2.3.

      Jones and Enriquez (2009) researched of two middle class white female students in a

graduate course of a 4 year qualitative case study focusing on literacy and culture for primary

grade students. The authors concentrated on "intellectual shifts," which is called Hick's

"shifting," a reflection of Bourdieu's (1984) construct of the habitus that are relevant for teachers

to effectively teach children who have backgrounds different than theirs. There was also a

consideration of moral shifts that can provide teachers with the ability to see school children

differently. Jones and Enriquez relied on two graduate students in the case study to be willing to

reconstruct their habituses so that they could see children and students differently.

      The case study was to see if graduate students are able or not to teach school children

how to think in critical literary educated ways, and for the teachers to teach and have discussions

on social justice. The ability of teachers to teach across differences, striving towards social

justice, and giving their children of diverse backgrounds a level playing field regardless of their

economic, gender, ethnic, religious, and cultural backgrounds was the objective of the study.

Jones and Enriquez (2009) argued that teachers must fight against homogenizing pupils, and see

their collaborations with teacher education for social justice as a dynamic situation tied to the

habitus. There were several questions that were left by the authors to be answered in future research. This qualitative case study more than appropriately covered my research interest, which relies on why students in their first year of college need more training to adequately prepare them for the balance of their higher education experience. My research interest is the information literacy needs of freshman and community college students entering a 4 year institution.

Juchniewicz, M. M., Dagostino, L., Carifio, J. (2007). Beginning with literacy needs:

Community college program development that considers individual students' contexts. *Community College Journal of Research and Practice, 31*(3), 199-215. doi: 10.1080/10668920500441879.

Juchniewicz, Dagostino, and Carifio (2007) discussed providing academic programs that provide diverse ideas to a body of diverse students. Their focus was a strong literacy component that could lead to a successful college experience. Juchniewicz et al. surveyed the diversity of community college students such as age, maturity levels, academic aspirations, abilities, need for immediate employment, and other attributes representing diverse needs. Juchniewicz et al. introduced the spheres of a literacy model that had several kinds of literacies. The literacy model could assist community college students develop a set of skills, attitudes, and proficiencies needed to be successful as a community college student. There were five different spheres of literacy: (1) Functional literacy; (2) specialized literacy; (3) cultural and multicultural literacy; and (5) composite environment.

Juchniewicz et al. (2007) concluded that community college students come with a wide array of literacy abilities and beliefs. Common factors that these students have are expectations, hopes, and apprehensions. Juchniewicz et al. contended that many community college students

need remedial skills because they have failed high stakes tests or lack the intellectual ability. Some community college students have skills that are non-academic, or have less than adequate prior schooling. The authors argued a literacy program must include the student's goals, abilities, and life situation to be successful. Students must be nurtured and encouraged to move forward successfully through the spheres of literacy so they can contribute to their academic community and to society as a whole. Community college students must be introduced to clinics, study centers, workshops, library workshops, resource centers, campus resources, community activities, literature, and world ideas to be successful in literacy and become lifelong learners.

Juchniewicz (2007) et al. noted there should be a literacy coordinator or someone with similar credentials in charge of the literacy department, and that their educational background is very important. There are other basic criteria that are important when selecting a literacy coordinator. Even though the authors do not suggest changing current programs, they do admit there needs to be a component of multiple literacies. They suggest an assessment and evaluation component about student success and progress. Although testing is important, it should not be the only device in the determination of a student success, and that faculty, students, and staff should be surveyed to determine the success of the program (Juchniewicz, et al., 2007).

The authors argued there are still instructors who discourage students from being in a class where they don't seem to fit. This academic folklore must change as students come with diverse needs and abilities that must be acknowledged with multiple literacies to help with the success of all students. This article provided me with other possibilities to refine my research on the information literacy needs of freshman and community college students entering a 4 year institution.

Lupton, M. (2008). Evidence, argument and social responsibility: first-year students' experiences

of information literacy when researching an essay. *Higher Education Research &*

Development, 27(4), 399-414. doi: 10.1080/07294360802406858.

This research project was about how first-year students learned or experienced

information literacy when researching for and writing essays. Lupton (2008) studied how first-

year students research, write, and present evidence to support an argument. Lupton quoted the

Association of College and Research Libraries (ACRL, 2000) as information literacy being a

broad educational concept that has two similar components. Information literacy is considered

as seeking, locating, evaluating, selecting ,and organizing information. It includes using

information to analyze, synthesize, create new knowledge, communicate, make decisions, and

problem solve. It is a part of critical thinking, independent learning, and lifelong learning.

Lupton (2008) reviewed how generic skills and graduate attributes are identified as

processes, skills, and knowledge that include written communication, information literacy,

critical thinking, problem solving, and team work, which creates lifelong learning. Essay writing

is known as a generic skill of written communication and incorporates the experience of

searching, locating, selecting, evaluating, organizing and managing information to learn and

create new knowledge, such as information literacy. The methodology included 20 students

enrolled in a first-year, first semester environmental studies course at an Australian research-

intensive university. Using a phenomenographic approach, the students were selected with

maximum variation that included age, major and degree program. The students were interviewed

a week after the essay was due. The research on the students was in three categories: (a) Seeking

evidence; (b) developing an argument; and (c) Learning as a social responsibility. There were

also sub-categories mentioned. Lupton (2008) collected data with which to answer the question

"Is information literacy generic or is it situated within a context?" It was found that information literacy included both generic and situated, which are universal and contextual.

This article showed the importance of learning and exploring a research topic, rather than just going through the steps of research and writing and not learning from the whole process. Results revealed the important of exploring the topic for new information that might contribute to the body of knowledge and participate in lifelong learning. This is the epitome of my research interest ,which is the information literacy needs of freshman and community college students entering a 4 year institution.

Mittermeyer, D. (2005). Incoming first year undergraduate students: How information literate are

they? *Education for Information, 23*(4), 203-232. Retrieved from Academic Search

Premier.

Mittermeyer (2005) explored the question "When entering the first year of undergraduate study, how information literate are the students?" The study involved 3,000 participants with a response rate of 56.9% with 12 of 15 universities participating in the study. With 20 variables, the researchers found that respondent's knowledge of basic information-seeking tools was often minimal. The research took place in the province of Quebec (Canada) in which a working group of librarians was asked to look at library instruction because they were concerned about the low level of knowledge of the information seeking processed of first year freshman undergraduates. The working group was also trying to develop library instruction teaching tools so that they could start a forum of sharing information and expertise.

The study goals were to produce data on the information research skills of undergraduate freshman beginning studies at Quebec universities to help librarians tailor services they provide to students and help university library administrators by giving them the necessary data to

supports their recommendations to integrate information literacy into the curriculum. There was a long debate as to the usage of the terms 'library instruction' vs. 'information literacy' in which bibliographic instruction was replaced by information literacy. Information literacy was defined by the American Library Association (1989) in a published document of the Final Report of the Presidential Committee on Information Literacy, which reported, "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Although several institutions used different names, the objectives and educational concerns were the same. One of the objectives that seemed to be universal was that of creating lifelong learners. The work environment is changing, and students will need to continue to learn beyond their college education. Mittermeyer (2005) stressed that library instruction is not just limited to obtaining information, but students should be taught how to understand and evaluate information to see if it is needed for their research, and how to use, manage, and integrate information to enhance their knowledge. Mittermeyer also concluded that research shows the library profession cannot agree on the best method for assessing these skills. The author concluded that while there is still debate internationally on information literacy and efforts to compile a skills list and standards, little attention is given to teaching information literacy and merging it into curriculae.

The participants, when divided into working groups, worked on major information literacy issue clusters and defined information literacy as "the ability to identify, locate, evaluate, organize, and effectively use information to address issues or problems at hand that face individuals, communities, and nations." The study consisted of 11 librarians who were specialists in information literacy, library directors, and personnel from the registrar's offices of

15 Quebec universities, as well as the CREPUQ staff. The information specialists, librarians, and library technicians observed that there were big gaps in student information skills. Although literature shows how little students know about basic library research, there is little evidence of evaluations done. The main objective of the study was to verify whether librarian observations were correct in what they perceived to be low levels of knowledge of the information seeking process especially among freshman entering college at the undergraduate level. A questionnaire was developed on which students scored low that verified what the librarians had thought. The working group concluded that they met the objectives that confirmed what the librarians thought about the information literacy skills that students had even though the study had limitations. The librarians had evidence that their theory was correct and they can now develop classes and programs to help the students. They also have evidence with which the library directors can fight for implementation of an information literacy program in the university curriculum. This article and the research provided me yet more ideas in developing my research on the information literacy needs of freshman and community college students entering a 4 year institution.

Orme, W. A. (2008). Information literacy and first-year students. *New Directions for Teaching and Learning,* 2008(114), 63-70. doi: 10.1002/tl.317.

Orme (2008) argued that higher education improves on the success of first-year students in the area of library and information science when moving towards a holistic way to improve information abilities. Orme defined information literacy by quoting the American Library Association (1989). In a section of the Association of College and Research Libraries (2000), they had to provide the distinction between information literacy and information technology skills. Orme discussed Christine Bruce's publication of the seven faces of information literacy in Higher Education (1997), which gave a clearer picture of information literacy. Bruce (1997)

talked of seven categories of information literacy, which showed a relationship between a person looking for information and how a person finds information. Bruce showed from the table of progression within the seven categories that the start of finding and retrieving information by an individual is by itself creating and changing information. This is what makes information literacy a lifelong learning ideal.   Orme (2008) also discussed the works of Benjamin Bloom, who was a Harvard professor who tried to invent a tool for educators that would help them to match how they teach with how students learn. Bloom worked with the cognitive realm centered on knowledge, and the intelligence and skills of students. Bloom called this phenomenon "affective aspects of learning," which dealt with emotions and feelings.

 Orme (2008) reflected on the findings of William Perry, a faculty member at Harvard in 1950s who worked on research devising a scale of intellectual development. Perry created nine stages of intellectual development that happens when an individual is going through an undergraduate course. Perry also considered the role of personal epistemology and the impact of personal epistemology on information processing.

Orme (2008) reviewed Schommer's questionnaire that hypothesized five epistemological beliefs where Schommer tried to look at differences in epistemological beliefs and several student characteristics. Orme attempted to define constructivism and used Gergen's definition as "the mind of a person that constructs reality keeping in a relationship that is systematic to the outside World." Orme also reflected on the constructivist approach to information literacy curriculum in which Bruce's ideas of information literacy are regarded as a similar phenomenon, which shows a relationship between the information user and the information environment. Orme reviewed the main role the constructivist approach, which is employed in developing an information literacy study plan for first-year students and focused on students who have existing

knowledge and beliefs about knowledge and learning, which, in turn, has an impact on the development of information literacy skills.

Orme concluded first-year students are similar to immigrants living in a new country, and noted "the higher education community should explain and help them (students) with the new culture" (p. 10). This article sheds new light on information literacy and gives me a more expansive vocabulary with which to work from. It also serves as a support document on my research interest, which is the information literacy needs of freshman and community college students entering a 4 year institution.

Rhodes, C. S., Wolf, L. B., Rhodes, G. J. (2005). Professional development laboratory: Center for literacy and community services. *Journal of Children & Poverty, 11*(1), 77-85. doi: 10.1080/1079612042000333063.

Rhodes, C. S., Wolf, and Rhodes (2005) reviewed the epidemic of children not being able to read or write adequately. They found research stating that children are not reading, or are reading below grade level. Rhodes, C. S. et al. found that the U.S. educational system has failed to increase the literacy of the poor, immigrants, and minority children. Normal classrooms include children with special needs as a result of the mandates of the NCLB, including children with AIDS, fetal alcohol syndrome, drug addiction, traumatized, or introduced to crime and violence. More children are having babies, and an escalating number of families are living in poverty. Immigrants who do not speak English and their children increases the at-risk condition of the children, who may not be able to read at grade level. At-risk children are in more need of teachers and literacy specialists than may be available to teach them. Rhodes, C.S. et al.

recommended community based literacy clinics that support families, caregivers, and teachers to help children read and write at grade level.

As literacy education moves to the forefront of student learning and public education, there is a crisis in America's education system, and several levels of the crisis. Rhodes, C.S. et al. addressed four of the many levels of crisis among which are the need to prepare new teachers to help struggling readers and writers. A better prepared teaching staff for the urban schools is needed as well as a continuous professional development program for the teachers, and literacy programs for parents and caregivers. This would enable all students to have an equal opportunity for success in their education. Community-based literacy clinics should include a community-based reading clinic in a professional development laboratory (PDL) that requires graduate students and faculty to work with urban teachers, and administrators to help at-risk students and families to accomplish literacy teaching and learning objectives. The centers could be a source for the entire community, serve as a clinical practicum experience and study for graduate students, help uncertified teachers become certified, and provide teachers and administrators with professional development opportunities. Such centers could help parents and caregivers in literacy, which encourages the parents and caregivers to take an active part in helping children read and write better. Also, the centers could help teachers to bridge the gap between theory and practice to provide a more successful teaching group for the at-risk students in urban settings.

Three problems existing centers were trying to diffuse, which were (a) the increasing number of uncertified teachers,(b) the induction of novice teachers, and (c) the lack of professional development opportunities for the teachers (Rhodes, C.S. et al., 2005). The authors noted that people do not change when confronted about shortcomings, but people change because they have buy-in and are willing to change. This study and the centers were organized in

New York City where one-third of the teachers were uncertified with no student teaching experience. Teachers that were uncertified were teaching on emergency status. Some of the incentives for the teachers participating in the centers were seminars, workshops, opportunities to create professional alliances, and offers of support while gaining teacher certification.

The Professional Development Laboratory center for literacy and community services assists K-12 students learn, and assists parents and caregivers in literacy attainment, as well as teachers at all levels in the attainment of professional development skills. There were five objectives met while introducing the centers to the three schools in the New York school district. This article provided me a model from which to analyze more with the hopes of creating a model that may serve my research interest, which is the information literacy needs of freshman and community college students entering a 4 year institution.

Rhodes, L., & Carifio, J. (1999). Community college students' opinions regarding the value of their freshman seminar experience [Electronic version]. *Community College Journal of Research and Practice*, 23, 511-523. Retrieved from Academic Search Premier on October 9, 2009.

Rhodes and Carifio (1999) explored the opinions of community college students taking a freshman seminar course. Rhodes and Carifio conducted a qualitative approach to ascertain the opinion of the students regarding the value of the course. There is an increase in the number of colleges throughout the country using the freshman seminar programs to strengthen student success and retention. The purpose of the research was to determine what the students thought about the course and to find out if the students did not like the course, and if not, to remediate any problems. The authors found that there were two types of students taking the freshman seminar course (Adult experienced/Younger 18-23, and not so experienced). They found the

adult students thought the course content was repetitious and they were being treated like children. The younger adults thought the course content was what they needed to know, and wanted more. Through this study, the researchers found a gap in the literature about freshman seminars for older students, who are not the same as traditional 18 year old students. This article was chosen because it took a different approach to freshman student success in information literacy and retention, and found a gap in the research in this aspect of the information literacy needs of community college students taking a freshman seminar course.

Literature Review

Rhodes, Wolf, and Rhodes (2005) posited that there is a crisis in our nation's schools that has a direct relation to reading skills. The urban public schools are hurt the most. Students are not meeting the basic standards of reading and writing, and thus, when entering a 4 year institution cannot meet the rigorous requirements, and also retention suffers as they give up and drop out before completing a 4 year degree. Alger (2007) argued that the student teachers first thought that they did not need to teach their students reading and writing skills because they assumed the students should already know how to do it, and assumed they had learned reading and writing in earlier grades such as elementary, and secondary schools. Rhodes et al. (2005) discussed the epidemic of children not being able to read or write adequately. There is research stating that children are not reading or reading below grade level. The authors found that the U.S. has failed to increase the literacy rate of the poor, immigrants, and minority children.

(Author's note: I chose this topic because of this student dilemma, which continues to escalate, although educators say that they see improvements.) In the literature, there are continuous reports that students from every level of schooling up to college are not at the level of success when it comes to reading, writing, and information literacy. Also, information literacy,

according to the Federal Government report, *Higher Education at the Crossroads* (2001) is a part

of "emerging skills and knowledge that is obtained by graduates for being an active part of a

democratic society." It is a requirement for being a participative citizen, social inclusion,

creation of new knowledge, personal empowerment and lifelong learning (ALIA, 2001). Lupton

(2004) said that information literacy is the foundation and support to the development of critical

thinking, lifelong learning and being a participatory and responsible citizen. Alger (2007)

contended that illiteracy gives students who grow up as adults a big disadvantage politically,

socially, and economically, and is a content area teachers' should have some influence over

changing.

It is hard to break the cycle of traditional teaching and what is based on a factory model

of education. This is apparent in the teaching practices in the school as a factory model, which

came from the industrial age. (Author's note: I started my research by looking at different

theories and what three different theorists thought about education and literacy. I will now look

at the current literature in this literature review to define information literacy, look at what some

researchers are saying about reading and writing learning skills of our students, information

literacy and social responsibility, libraries, librarians, students' first-year in college, and best

practices for improvements in information literacy, and perspectives on information literacy in

society, and education.) It is important to know that developing information literacy skills helps

students connect their own ideas to the world of greater ideas and to debates that relate to them

(Alfino, Pajer, Pierce, & Jenks, 2008).

(Author's note: First, I find it necessary to define information literacy. The Association

of College and Research Libraries (ACRL, 2000) defines information literacy as being a broad

educational concept that has two similar components. Information literacy is seen as seeking,

locating, evaluating, selecting, and organizing information. It includes using information to analyze, synthesize, create new knowledge, communicate, make decisions, and problem solve. The American Library Association (ALA) defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Andrews and Patil (2007) found that information literacy is more than technological savvy or on-line research. It develops critical thinking and reflection by increasing large amounts of information available through a wide range of technologies. Orme (2008) contended there is a distinction to be made between information literacy and information technology skills that depend on the information seeker, information need, and the information environment. It is a part of critical thinking, independent learning, and lifelong learning (Lupton, 2004, 2008). Holland and Skinner (2008) defined literacy as an important goal of social movement activists often of demand in literacy training. Dadzie (2009) discussed the Boyer Commission on Educating Undergraduates in the Research University (2001) and how it suggested that the first-year college experience provide motivation for intellectual growth and a foundation in inquiry-based learning. The Commission also stated that students should be introduced to information literacy at the start of undergraduate freshman college year in a required course where they would learn about information literacy principles where library assignments wherein line with course assignments.)

Alfino et al. (2008) found the goals of College curriculums are to improve students' abilities to think and express their ideas clearly when writing and communicating. Alger (2007) concluded that literacy is a problem nationwide, although teachers tend to ignore it. Andrews and Patil (2007) noted that college graduates command several skills and literacy's to achieve lifelong learning skills, and also apply knowledge and the intellect in a professional way, and to

apply critical, reflective and creative skills to make firm decisions in a professional way. Information literacy skills start with the ability to read and write at one's grade level before one can locate, evaluate, and use the information that is needed in a successful way. It is a great accomplishment to know and understand the learning of a literate person.

We must first know how to get an illiterate person to the point of being literate; this is where the real challenge is and not just understanding what a literate person should be able to do. Dadzie (2009) stated that several authors agree that to help students develop their information literacy skills is by merging the information literacy learning into the student's course curriculum. This method assists information literacy focused subject matter into the students' studies while creating a collaborative partnership between the librarians and the teaching faculty. Andrews and Patil (2007) concluded library skills should not be used by themselves, but should be a major part of the research and study process. Alfino et al. (2008) found faculty who brought their classes in for information literacy instruction also believed that by including library skills in course materials adds coherence to the curriculum, and helps students develop goals for learning.

Andrews and Patil (2007) asserted that an information literate person should be able to (a) know when there is a need for information and figure out the extent of the information that is needed, (b) know when to get the information in an efficient and effective way, (c) evaluate the information in a critical way and know how to seek information, (d) know how to organize the information that is collected or generated, (e) give input of past and new information to develop new insights and/or create new knowledge, (f) have a basic understanding of different issues such as economic, legal, social, ethical, and cultural when using information, and (g) see information literacy as a road map towards lifelong learning.

Orme (2008) discussed the main role of the constuctivist approach and how it plays a part in developing an information literacy study plan for first-year students. Orme focused on students who have existing knowledge and beliefs about knowledge and learning, which has an impact on the development of information literacy skills. Orme argued first-year students are similar to immigrants living in a new country, and asserted that "the higher education community should explain and help students with the new culture. Greene and Ackerman (1995) contended one should assume that students who write are presumably in school, and that information literacy is a learned activity, and that literacy, when it comes from school, means learning that takes place in school. Though Galvin (2006) stated that assessment of information literacy instruction in U.S. academic institutions is not documented well. There is a very low percentage of institutions that have gathered this kind of information about students who were information literate when they graduated. How do we insure ourselves that a student's information literacy needs are met at every level of their schooling?

Reading and Writing

The U.S. Department of Education and the National Center for Education Statistics (1999) revealed that 31% of children in the fourth grade are reading at or above the normal level, and at the eighth grade level, the percentage is only 33% (Rhodes, et al., 2005). Children with special needs who are labeled as students with Aids, fetal alcohol syndrome, drug addictions, and students who are accustomed to crime and violence are included in regular classrooms and makes reading and writing in the classrooms even more challenging. Families with single parents are on the rise, and depending more on teachers to develop their children with reading and writing skills. More children in the U.S. are having children, and more families are living at the poverty level. There are more families with two parents working, and students are left home

alone to fend for themselves, and having no guidance as to how to complete their homework come to class ill prepared and end up further behind in their class work. Their reading and writing skills are affected. There is a high percentage of teachers who are uncertified and start teaching on emergency licenses; they often have no educational theory to support their practice and have no student assistant experience before being thrown into the classroom. Usually, the teachers who teach in such an urban setting are ill prepared to teach students who have special needs that are demanding because they have not completed the required course work in college to apply the theory-practice connection in teachers' preparation; these teachers teach the elementary and secondary schools where learning the basic concepts of reading and writing is crucial and should be taught by highly trained educators. Current educators need to be trained to teach in diverse situations. It is known that teachers who need certification for reading or literacy instruction go through a rigorous learning process at universities. In a situation where teachers are not meeting the expectations of teaching students, they need to learn in respect to reading and writing. Rhodes et al. (2005) suggested we need to offer seminars and workshops for teachers who need help, and they suggested Professional Development Laboratories for Literacy and Community Services, which are comprised of graduate literacy education students team-teaching in the K-12 schools to get their clinical experience credit in the field verses only on the college campus. This would be facilitated by a college faculty member who would be an advisor to the literacy education graduate students, the K-12 students, caregivers, parents, and teachers.

There should be at least 3 to 4 faculty members who would be specialists in literacy education, who would supervise the graduate students, and who would serve as tutors in the program. Rhodes et al. (2005) termed this a school-based model and not a university-based

model, which allows university faculty to collaborate with teachers and administrators in the school surroundings to promote professional growth and development for all concerned. I feel that this is a step in the right direction. It is research that is applied directly in the field. Students, caregivers, and parents can get the help they need; and teachers can be educated to better educate the students to read and write successfully and go on to college with those abilities and able to transfer those skills to developing their information literacy needs. The graduate students can acquire the needed experience in teaching students of diverse needs. Thus, when they go out into the real world they will have hands-on experience on how to combat the ills of the urban schools while also creating an awareness of the problem of urban school children who are not able to read and write at their grade level, and take a proactive stance at ridding our public schools in an urban setting of illiteracy and making a positive contribution to society.

Galvin (2006) suggested integrative learning, which is defined as strategies where students work towards learning in intentionally linked ways. It calls for interdisciplinary curricula and a variety of learning experiences that are intended to prepare students to aspire in the 21st century. Alfino et al. (2008) argued that having an understanding of when and where to use their own knowledge and the knowledge of others, students start to express themselves in language that is conducive to learning. Universities, as well as schools, need to accept the responsibility that children in some U.S. public school systems cannot read and write, especially when the purpose of the university is to research the ills of society, and surely, illiteracy is a primary ill. There are several reasons that influence students' reading and writing abilities. For students to become avid readers at their grade level, they need well-trained teachers, and have the promotion and encouragement of reading and writing in the home as a daily requirement.

This should be supplemented with collaboration between parents, caregivers, teachers, and tutors (Rhodes & Ringler, 2004).

Rhodes et al. (2005) stated that we need to provide community outreach situations, and that Centers for Literacy and Community Services empower parents and caregivers in providing literacy opportunities for children. This helps the connection between the university and K-12 schools because they can catch children early in helping them to read and write at their grade level. By having the parents and caregivers involved, this helps the parents and caregivers with their reading and writing skills so that they are more able to engage and help their children with their homework. This outreach situation is made affordable to the parents and caregivers involved by helping them with childcare services and giving them books they can read to their children.

Galvin (2006) noted there is an importance of writing across the curriculum where writing is a communicative skill. Students learn by writing. Integrative learning is defined as strategies where students strive towards learning intentionally and in ways that are connected, which includes several experiences in learning that prepares students for achievements (Galvin, 2006). Galvin suggested that to prepare students for the 21st century, we need to promote writing across the curriculum, which means writing and reading must be in every course so that students can acquire critical thinking skills, learn course materials better, and become better readers and writers. Galvin also posited that writing is more than just communicating and that it is seen as being a process of applying critical thinking skills, and is also part of communicating, which moves students toward critical thinking. Alfino et al. (2008) defined critical thinking as someone who is aware of their own perspective, commitments, and biases, pursues truth methodically and relentlessly, and sensitively assesses and responds to others while

understanding various pragmatic goals of speech. Although I agree with Galvin that having

programs after school is important as well, there needs to be a system of collaboration between

parents and teachers, or tutors in after-school programs to teach students reading and writing

skills. Galvin (2006) discussed learner-centered writing-intensive classes as being an important

part of student learning, but I would like to venture further by saying that our students need not

only writing-intensive classes, but that the learner-centered formula should include reading-

intensive classes as well as writing-intensive classes. It is a challenge for students who cannot

read adequately to be able to comprehend what they are reading and have the critical thinking

skills so that they can apply what they read; and write effectively from the sources that they have

read.

Alfino et al. (2008) concluded students who have little knowledge of a topic probably see

the topic from a narrow point of view and have not thought of opposing views or views opposite

to their position. Juchniewicz, Dagostino, and Carifio (2007) contended that in providing

academic programs that provide diverse ideas to very diverse students with very diverse

experiences and needs is a challenge for educators in today's society. Freshman and community

college students come to a 4 year institution with many different literacy abilities and beliefs.

Some commonalities of these students are expectations, hopes, and apprehension that they may

need help for basic skills. It is known that older students learning needs are different than

younger traditional 18 year old students learning needs, but there is not enough research to

address this (Rhodes &Carifio, 1999).

Alger (2007) argued that fourth and fifth grade teachers provide students with writing

tasks about comprehension, but do not teach their students reading strategies to help them have

an understanding of what they are writing about, which would help them complete their writing

assignments. Alger also contended that we must focus on strategic ways that we can change our

factory-minded ways of teaching, and how we can better serve our students by teaching them

how to read and write in middle and high school, so the fight against illiteracy can be won.

Educators must find a way to teach individual students what they need to succeed in reading and

writing so most, if not all, students can be successful in their individual studies.

Alger (2007) also suggested it is important for educators to change their mental models to

address 21st century illiteracy and how literacy and social justice is a right and not a privilege in

our present day society. Alger (2007) indicated that for teachers to show commitment to their

students, they need to engage the head or mind and the heart, so they can implement the reading

strategies as part of what they teach in the classroom. Often, teachers remain the sage on the

stage by doing round-robin reading and giving questions from the end of the chapter. One of the

challenges we face in educating an ethnically and racially diverse student body that often comes

from the working class are the issues that often stem from or plague their homes and

communities and lead to them struggling in their reading and writing skills (Alger, 2007). How

often do teachers overlook the fact that their students are struggling to keep up with basic reading

and writing; to keep up the pace of finishing their curriculum on time and pushing their students

through the class unprepared, confused, and ignorant of the learning that should have occurred.

What a waste of time and energy on both parts.   This oversight is costing society millions of

dollars to correct the problem once these students are adults and not employable, or incarcerated,

or worse.

Information Literacy and Social Responsibility

Alger (2007) cited a teacher's credential program where the focus of the class was to give

the student teachers strategies to help students learn vocabulary and reading materials so the

student teachers could more clearly assess student reading abilities. Teachers need to see literacy as pedagogy and social action combined, which are very much related. There is a need for more awareness of illiteracy, and literacy as it relates to power, fairness, and how they are symbiotic to literacy and social justice. One might ask a question about what the role is of illiterate people who have less chances for succeeding, are put in poor situations, do not have the knowledge and skills to move out of poverty, and can't speak for themselves. To know what role a person plays in society, one must know how literate that person is (Alger, 2007). There is a relationship between literacy and sociopolitical power, and if one cannot read or write, it is a challenge to be connected to economic and political power.

When people are illiterate, they find it hard to find access to social justice. I think basing a person's educational level on how a person is treated socially, economically, and politically is not a sound or good use of human resources. Teachers are empowered to help the illiterate to become competent in reading and writing skills, and have a direct effect on the future success of those who may ordinarily be the disadvantaged. Why should we wait until those students get to college level before we decide that there is a problem, and we decide to take care of the problem. As one teacher so eloquently put it, "If I give students the tools to gain a successful life, I am guaranteeing that they have the knowledge to understand and realize the social ills that plague our society; and keep them from progressing in life" (Alger, 2007).

Dadzie (2009) argued that information literacy is emerging as a viable set of skills in the 21st century. People from all walks of life need information literacy skills for them to maintain and become a productive citizen in the community. Also, information literacy skills are proven to help students progress academically with the knowledge to secure a healthy lifestyle, whether it is a job or living life to its fullest. Dadzie reported there has been a lot of attention directed

towards the Prague Declaration and the Alexandria Proclamation concerning information literacy that give a vision of a society that is in control and can master information while encouraging government and global entities to create policies and programs that promote information literacy and life-long learning.

Information literacy and life-long learning are an essential part of social inclusion, economic development, and quality of life in the information technology society. Information literacy is very important to our colleges and universities as it fosters an environment of inclusion and academic success. More and more students of diverse backgrounds are not academically prepared when entering a 4 year institution. They have very little knowledge of basic research and information finding skills. They often cannot locate information, evaluate, synthesize and merge ideas, or even give credit when using someone else's sources (Dadzie, 2009). Information literacy programs drive the educational process, and students who adhere to the program have fewer problems succeeding in the programs that required writing papers and locating reliable sources of information in the library (Dadzie, 2009).

There is no way for unprepared students to learn everything there is to know in their major field if they are not information literate. They need to develop critical information literacy skills so that they can become competent enough to become independent in life-long learning (Dadzie, 2009). Students need to be able to translate information literacy knowledge to learning from course work to college or campus life to lives within the general community. It is known that information literacy should be taught to first-year college students and community college students entering a 4 year institution to stimulate intellectual growth and have a good foundation in inquiry-based learning.

Information Literacy, Libraries, Librarians, and First-Year Students

It is known that academic librarians have been actively involved in the teaching of library instruction courses for many years (Mittermeyer, 2005). For several years the terms for information literacy were bibliographic instruction or library instruction, although recently the term is information literacy. The *Final Report of the Presidential Committee on Information Literacy* defines it as "Being information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Dadzie (2009) reported that information acquisition is one of the most important skills for the 21st century, and that everyone needs information literacy skills that help them to become responsible citizens in the community. Also, information literacy skills can enhance the possibility in succeeding in education with the promise of future job opportunities.

A student must learn how to use information effectively, efficiently, and ethically. Academic librarians are concerned about what is perceived as a low level of knowledge of information literacy-seeking strategies of first-year undergraduate students (Mittermeyer, 2005). Boff and Johnson (2002) found first-year experience (FYE) classes were perfect for teaching freshman students information literacy skills, and Bissett (2004) found librarians have always been searching for ways of connecting with students. Bissett noted that 80% of FYE courses showed that librarians were engaged in the design of library instruction. Library instruction classes only last 1 hour, and with the many skills and experiences needed for student development in information literacy, it is just not long enough to give students the basic concepts (Bissett, 2004). Librarians need to spend more time with the students for them to get a good foundation and really develop their information literacy skills. Library instruction should not be

something that is added to the class work, but should be integrated into the course work and be as important as the course work. Better relationships or collaborations should be built with faculty and librarians to promote quality learning from our students (Bissett, 2004).

Galvin (2006) stated that there has been quite a bit of research about the need for collaboration between faculty and librarians, and the needs are evident when faculty and librarians work on promoting information literacy. It is up to the administrators to fight for more involvement of the library in first-year experience classes, and to note that librarians are most crucial to the new freshman students and transfer students entering into 4 year institutions (Bissett, 2004).

Mittermeyer (2005) stated that a working group of librarians convened together to assess library instruction because they were concerned about the low level of knowledge of the information seeking process of first year freshman undergraduates.   The librarians concluded that library instruction would lead students to acquire new emerging procedures to strive towards a more autonomous way of learning.   After a day-to-day observation of librarians, Mittermeyer found there were gaps in students' information literacy skills. Not only were students having a hard time locating, evaluating, and interpreting information, they were also having problems with reading, writing, and critical thinking skills.

Students who begin college often do not have information literacy skills (Galvin, 2006). The dilemma is to seek to determine whether students entering a 4 year institution in a first-year undergraduate program are ready to retrieve, process, and evaluate information (Mittermeyer, 2005). Having students only develop writing skills is not enough to enhance their critical thinking skills. Johnson, Lindsay and Walter (2008) found that information literacy and critical thinking works together, and that there are collaborations that intersect critical thinking and

information literacy. Students also need to be able to learn to find, evaluate, and use information for a specific topic (Galvin, 2006). While this is a challenge for students, institutions have very different methods about how they deliver information literacy instruction, often leaving out or ignoring the fact that students cannot comprehend what they are reading, and also have problems writing a complete sentence. Some may give tours while others may give one-shot general information or assignments related to instruction sessions.

A very common picture of library instruction or information literacy instruction is a one-session library instruction lesson that is taught by a librarian with the instructor collaborating (Galvin, 2006). Usually, this one session is for freshman undergraduates so that community college transfers may miss this opportunity to get the needed information literacy instruction. Often, libraries and librarians are overwhelmed with their relationship with first-year experience programs because of inadequate staffing and trying to keep up with an increased workload (Galvin, 2006).

Librarians are worried about how the class assignments are not connected to the library component of the assignments, which leaves gaps in learning and continuity in learning content (Galvin, 2006). Current information literacy programs were developed from past library instruction programs, but now highlight information technologies and information resources (Orme, 2008). Orme contended that first-year students are very much like immigrants who are new to a country, and that educators have a responsibility to incoming undergraduate students to explain the new culture and the rare and central role that information plays in an academic culture. Although it is of importance for students to learn critical thinking skills and increased knowledge; it is even more important for educators and administrators to pay closer attention to the type of knowledge and how it is acquired (Orme, 2008).

Alfino et al. (2008) suggested that library faculty have been merged into instructional teams that have helped to develop many innovative ways to help with the critical thinking goals. Applied epistemology moves us closer to a higher awareness of point of view, and as an element of information literacy curriculum supports the library faculty to heighten student awareness of several areas of knowledge that can work in argumentative speech and writing. Collaboration with a freshman seminar program has been successful in several ways. It can develop an aggressive approach to outreach by the academic library when librarians notice problems with the current instructional collaboration; and contact partners to think about how they can be better in curriculum design and teaching instruction classes (Johnson, Lindsay, and Walter, 2008). Librarians can then use their expertise in information literacy to develop new ways of teaching first-year students that are taking the freshman seminar course about library resources and services (Johnson et al., 2008). Johnson et al. concluded that because Web 2.0 technologies were widely used, it stimulated very important questions about authority and quality of teaching and learning. Because of these challenges, academic librarians collaborated with colleagues throughout the university to help students strategically use critical thinking skills in locating, evaluating, and managing all types of information.

Conclusion

Researchers cited above universally stated that students are not meeting the basic standards of reading and writing and struggle to stay in college. There is hope for these college students in succeeding in their college education. There is no doubt that illiteracy on any level is bad for the student, the economy, and society as a whole. We now know that a factory model of educating our young is not the best way to go about teaching students how to learn. We must teach our future educators to think creatively when utilizing different teaching strategies and

models, and remind them that we now live and teach in the 21st century. Information literacy is now the term used for student learning. In the past, the term has evolved and changed several times. The definition of information literacy is consistent with the Association of College and Research Libraries (ACRL) and The American Library Association (ALA). Orme (2008) makes a distinction between information literacy and information technology. Alger (2007) acknowledges that illiteracy is widespread in the U.S. and is often ignored by educators.

We now know, according to Andrews and Patil (2007), what an information literate person should be able to accomplish. Why is it so complicated for educators to teach students what they need to learn these basic principles? The U.S. Department of Education and the National Center for Education Statistics (1999) reminds us that only 31% of fourth graders are reading above the normal level. We are reminded that many children in the U.S. are having children, and more families are living at the poverty level.

Teachers are not spending the time, at any level of school, to help students with their reading and writing skills, and pass the blame and responsibility on to the next teacher. I ask the question, when will this vicious and damaging cycle stop? As a result of this, college undergraduate freshman and community college students entering 4 year institutions are not prepared for university work. One pertinent solution to this problem is Galvin (2006) when he suggested that we need to promote writing across the curriculum. I would take it further to suggest writing and reading across the curriculum.

Making sure students acquire the necessary skills to succeed is a social responsibility. Teachers, faculty, and librarian collaborations can enhance student learning starting at the elementary level through college. Library instruction should be a part of the courses taught as one-session information literacy instruction is not sufficient for students to develop critical

thinking skills. As it takes a village to raise a child, so it takes not only a village to teach them, but also the collaborations of teachers, faculty, and librarians alike, at every stage of student learning, to ensure that their information literacy needs are met.

Section 3: Application

(SBSF 8130: PROFESSIONAL PRACTICE AND SOCIETAL DEVELOPMENT)

Introduction

The Application component is a summary of some of the support mechanisms found at San Jose State University (SJSU), and how developing the information literacy skills of students has garnered collaborations between teaching faculty, librarians, staff, and administrators to ensure increase in the graduation rates and success of their students.

Chang (2001) contended that correcting the problems of our schools is a slow process when addressing the needs of children and teens that are affected with academic challenges. There is an increase of English language learners and a shortage of teachers who teach them. So what do we do when they reach college? How can we help them to complete their education at a 4 year institution by solving their information literacy needs, respectfully San Jose State University (SJSU) in San Jose California? For about 75 years, the history of SJSU was to preserve the mission of the university, which was to prepare future teachers. Integrative learning has been one of the primary focal points of SJSUs educational objectives. Structured integrative learning was developed at SJSU around 1988 as part of the California State University General Education Plan constructed under the leadership of the SJSU Vice President during that time.

Main Characters

The President of the University, Vice President of Academic Studies, university faculty, administrators, and the Academic Senate of SJSU were in collaboration in establishing a program to meet the information literacy needs of freshman undergraduates, community college students entering SJSU, and undergraduates in general taking GE classes. This program was

supposed to increase the retention rate of students and help them successfully through their education to graduation.

SJSU

SJSU was established in 1857 and is the oldest public university of higher education on the West Coast. SJSU is located in downtown San Jose and is part of the so-called Silicon Valley, an area of high technology development companies. SJSU is one of the largest universities in the 23 campus California State University System. It has a diverse student body of about 28,000, 1,800 full-time and part-time faculty members, and 1,450 staff. There are available resources and academic institutions that are neighbors to SJSU as well. The campus comprised of a main campus, a sports and physical education campus, and auxiliary sites covering a total of 154 acres.

SJSU has a strong commitment to undergraduate education in liberal arts and sciences and offers programs in applied and professional areas. It is the leader in engineering, education, computer science, and business graduates in the Silicon Valley region. SJSU creates leaders and professionals for a complex global society. SJSU offers 69 baccalaureate degrees, 81 concentrations, and 61 Master's degrees, 29 concentrations, and 6 Master's degrees in special sessions, and have plans for an EdD program in education leadership. The popular undergraduate programs are art, business administration, nursing, and psychology. The popular graduate programs are library and information science, electrical engineering, software engineering, social work, and educational administration and supervision.

The academic structure of the university consists of seven colleges of Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, and Social Sciences; schools of journalism and mass communications, library and information science,

music, and dance, nursing, and social work; international and extended education; and, the University Library. The university is accredited by the Western Association of Schools and Colleges. Twenty-four programs are accredited from national professional associations. There are a number of centers and institutes at SJSU that include specialized resource materials such as the Steinbeck Center, Beethoven Studies Center, Center for the Literary Arts, Materials Characterization and Meteorology Center, and the Mineta Transportation Institute, and others. SJSU is part of the intercollegiate athletic program at the NCAA Division I-A level and is a member of the Western Athletic Conference.

Problem and Goal

The problem is that students are coming to SJSU poorly prepared for a 4 year institution of learning, and the lack of reading and writing abilities is what is keeping them from progressing. Macklin and Fosmire (2004) concluded there is a difference between being information literate and being able to access information technology. Poor preparation results in students being put into remedial classes to prepare for the rigors of university work. They either progress into the classes of academic proficiency, or drop out of the system. This causes retention rates to be below normal levels, which is alarming to the university system because students are not graduating. The goal is to fulfill the information literacy needs of the students so that they will achieve, learn, and go on to become lifelong learners and graduate. Staley, Branch, and Hewitt (2010) noted that in assessing student information literacy skills at SJSU, educators have not found any consistent way of improving them.

Problems Faced and Obstacles

The problems faced are students coming to SJSU not prepared for college work. Their reading and writing skills are not college level skills. The obstacles was trying to get the

students relevant in their reading and writing skills, and fulfilling their information literacy needs so they could succeed in college, graduate, and become lifelong learners. Macklin and Fosmire (2004) stated that students were trying to keep up with the myriad amount of electronic resources available to them and were not developing the research skills necessary in identifying information needs, not able to sort through information resources, not able to evaluate information, and have no problem solving skills. Chang (2001) suggested having collaboration between the students' home and their school by engaging parents, grandparents, siblings, and family friends so that they can learn and share ideas with each other about how to affect students learning.

    At SJSU, the Board of General Studies review of assessment data for over 280 GE courses between 1998 and 2005 located a need for structure that would present goals for undergraduate student's retention up to graduation. The Board also noticed the need for GE learning objectives in such areas as ethics, values, intercultural communication, and information literacy. This was a campus-wide review that was adopted by the Academic Senate and was approved by the President of the University in 2005. The partners agreeing to the information literacy instruction of the SJSU were faculty, librarians, and administrators.
The university President, administrators, and the Academic Senate made it possible for collaborations between the university faculty and the university librarians in establishing information literacy library instruction classes for students to address their information literacy needs. Macklin and Fosmire (2004) remind us that information literacy creates an environment for people to master content to help them with problem solving skills, be more self-motivated towards goals, and have better control in their learning. The university faculty made

appointments with the university librarians and assigned students topics for papers and brought their classes to the library for a one-session information literacy class with the librarian.

Staley, Branch and Hewitt (2010) stated that students' learning has been affected by the shrinkage of time for the information literacy sessions, which limits the librarian's ability to get all of the required information across to the students. The university librarian would teach how to research by finding books in the library catalog, using key words as a search strategy, finding journal articles in the database, and teaching what scholarly material or peer-reviewed articles were, how to locate, evaluate, how not to plagiarize, and how to organize information. Staley, Branch and Hewitt suggested that librarians assess SJSU student's knowledge of the content learned from information literacy concepts in many different ways. Macklin and Fosmire (2004) found that information literacy helps students realize when certain information is needed, and how to locate information, evaluate information, and have constructive use of information. The university faculty should participate in the information literacy session.

Macklin and Fosmire (2004) found librarians were consistent in developing best practice of information literacy skill development and were involved in the planning and evaluation of student assignments thus working in partnership with the faulty who were participating in observing students information skills. Administered mid-career, the information literacy and WST results will be useful in assessing student mastery of integrative learning and the impact of institutional improvements over time. A variety of strategies are being employed to support students in further developing information literacy skills, including (a) librarian consultation with faculty on information literacy objectives and course design, (b) a Website that includes links to activities, which can help support information literacy teaching and learning, and (c) a series of online tutorials designed for SJSU students that has been adopted by the California State

University (CSU) Information Literacy Initiative office and is available at the CSU Chancellor's website. There is an assessment test provided by the Educational Testing Service (ETS) that measures research and information literacy skills in seven different areas: define need, access, evaluate, manage, integrate, create, and communicate information. To assess future student's outcomes, SJSU scores should improve when new information literacy activities are immersed into first-year experience courses. There was a university campus-wide conference on information literacy in 2005.

Results

Having the information literacy one-session instruction classes helped the students in their learning, although many of the 28,000 students are not able, because of time or limited resources, to take one of these one-session information literacy classes. Staley, Branch and Hewitt (2010) found that the scores of the students showed improvement for some of the learning outcomes, and they were responding to the instruction classes favorably. As a result of the students scoring higher on information literacy instruction tests, there was an influx of faculty trying to sign their classes up for these one-session library instruction classes (Macklin & Fosmire, 2004).

Macklin and Fosmire (2004) stated that librarians and faculty applied the ACRL information literacy competencies as the bases for determining the learning objectives and the possible outcomes of the classes. There were more faculties wanting these classes in some colleges than others. For instance, English and History classes demanded more of these sessions that computer science or engineering classes. This overwhelmed the librarians and put a strain on the department as their staffing situation could not keep up with the demand. They had to rely on part-time librarian staff and library and information studies interns to help with the

overflow of information literacy instruction classes. Macklin and Fosmire (2004) believed that information literacy instruction should be merged into the course content and made an integral part of the class; thus, student skills could be applied directly to the content and make learning more effective.

Commentary

Personal Assessment

Even though having information literacy instruction improved some students, there were a great number of students whose needs were not met and who are dropping out of college as a result. A problem still exists of meeting the information literacy needs of undergraduate freshman and community college students entering SJSU. Some of the basic information literacy needs of these students are reading and writing, and until these lower needs are met, as Maslow discussed, these students will not improve and have less chance of completing their college education. Also, they might not become well rounded citizens in their community and possibly become a hindrance in their community and society.

What must we do to help such a high percentage of student population's information literacy needs? One, we must openly and honestly deal with the fact that our students need help with reading and writing. Two, we must accept the social responsibility that we, as educators, must deal with this problem at every level, including the college level. Three, we must collaborate between college, high school, Jr. high school, and elementary school in making sure that students at every grade level are taught the basics of reading and writing, and not wait until college level to notice that there is a problem, and then ignore it.

How do we handle college students not being able to read and write at their grade level? We need to include reading and writing in our curriculum and for every class to ensure that our

students are properly prepared. As Staley, Branch and Hewitt (2010) commented, spending more time on fewer concepts during information literacy sessions would help in assessing student learning. Students also learn differently as individuals; thus, we need to take this into account when teaching them.

Macklin and Fosmire (2004) suggested that group learning be used to develop ways of sharing ideas and insights on problems and information needs, and that interaction with peers be deemed more successful than students interactions with faculty and librarians. Because students are individuals and develop different learning styles, we as educators should be mindful of that. Macklin and Fosmire (2004) argued that one approach for all students does not work when we are developing a curriculum for information literacy integration, and that librarians create learning tools and give instruction support to students through on-line course management software.

There are many different reliable tools to use when helping students learn, such as media and digital learning objects when helping them with their reading and writing skills. Digital learning objects is defined as online learning with the need to reach students at any level in venues other than the library or classrooms, which calls for approaches in library instruction for higher education students (Hunsaker, Howard, Liu, & Davis, 2009). Staley, Branch and Hewitt (2010) endorsed the use of digital learning objects because they address basic research skills that are taught in information literacy instruction classes.

Because of the higher demand for information literacy classes, I developed a digital learning object that is a videocast that teaches students the basic things they need to know about the SJSUs Dr. Martin Luther King Jr. Library, which is a 4 minute videocast filmed in the Library, and shows how to navigate the library catalog, Link+, interlibrary services, where they

can study, the location of the library café, where they can eat and study in the library, the library

hours, when extended study hours are in the library, and other subject. This videocast can be

viewed on youtube and/or itunes university by searching "SJSU Library Basics with Captions."

I did this so that when librarians teach their sessions they would not have to go over the basic

things and have more time to go over research needs. Also, the students could get the basic

information at their leisure time outside of the instruction class and come to class with questions

about the videocast posted on YouTube and iTunes university. I used students as actors and

students and staff as video production staff to produce the video, which helped to get the

attention of the student body. The videocast is under 4 minutes in length and can be watched

from student's laptops or their iphones if they have web access.

Conclusion

This case study relates to the Breadth and depth of this paper because the moral

principles of education lie before us. This researcher has presented more questions than answers

in my journey to sort out the multiplicity of this problem. Since the beginning in Egypt and

Athens in institutionalizing education, there have been various philosophical approaches to the

correct way to educate students. Maslow, Piaget, and Dewey tried to explain what they thought

was the answer to educating our young, and left us with more questions than answers. So where

do we stand now with educating our students?

It is the Democracy in which we live that gives us answers close enough to be of any

sense. If we do learn one thing from the foragers of knowledge from our past, it is that we must

continue to be the thinkers of our time and pass knowledge down the line to the next generation

so they may be able to link the train of thought and pass it on. Hopefully, one day, the puzzle

will be solved through the links of Egypt's Alexandria, Maslow's Hierarchy of Needs and Self-

Actualization, Piaget's Genetic Epistemology or Stages of Cognitive Development, Dewey's

Ethical Theory or Philosophy of Experiential Education, and even Information Literacy and

Social Responsibility.

It is human nature, as Maslow put it, to focus on needs building upon one another until

we reach the self-actualization need, which makes us strive for answers to the betterment of

mankind. Whether it is the best method to teach one-session information literacy classes or

using teaching aids such as digital learning objects, I am sure that, in the future, we will arrive at

other solutions to our information literacy needs for students. There would definitely be a

problem if all mankind stopped thinking and stopped trying to solve the ills of today and in

seeking solutions for our future.

I am hopeful about the future after researching and finding that people before us and

those before them were reflecting and studying and learning for the betterment of future beings.

They set the stage for us, and in the now, we must take the torch and continue in the fight for

democracy and world peace and do what our ancestors have done for us and keep the momentum

going for as many generations as we are humanely allowed. We must take the time and be

patient with our students and not teach over their heads, and teach them until they learn what

they need to learn. We must not rush through the subject matter for the sake of getting through it

on time. We must focus on the real issues, and that is teaching our students what they need to

learn because the real focus should be on mankind and not things and motives. I don't think that

the thinkers of yesterday were involved with teaching for the sake of teaching. They learned and

taught for the sake of moving mankind forward with knowledge to creating a better world for

mankind ahead of them.

In Athens during the times of Plato, Socrates, Diogenes, Protagoras, Aristotle, and many others, education and the teachings of philosophy was of great importance. These great philosophers took education and teaching in stride whilst playfully learning and thinking. They laughed at and made a mockery of each other, thus forcing each other to perfect their craft to regain confidence of their peers. A lot of the lectures took place in the streets or at gymnasia. Plato taught mathematics, numbers, geometry, and astronomy were amongst his topics. Diogenes the cynic would think about teaching the young, old, rich, and the poor. He thought that education was sustaining to the young, consolation to the old, wealth to the poor, and ornament to the rich. In Athens, there was a distinction between those who wanted to be entertained and those who wanted to learn. Learning and teaching amongst the men of Athens was considered dichotomous.

The philosopher's audience in the gymnasia mostly consisted of young men between the ages of 12 to 18, although other ages engaged in the learning process. Plato was frustrated with the youth of Athens because he had to repeat the basics to them, and there was a high dropout rate amongst them. Just as in society today, Plato found it very complex to teach students of varied ability, varied motivation, and varied experience, which created a real challenge. Athens' learners came from various backgrounds such as unemployed chorus-dancers, poor artists, slaves and ex-slaves, and female students. Some serious students who studied for years started their own schools. Even though students were charged a fee to study, Plato was known to be the first person not to charge a fee. It was known in Athens that if a student was determined to learn, they would find a way to learn no matter how poor they were. Aristotle did not have a building nor a library for his books. He housed them at his place of residence.

The people of Athens traveled to learn others ideas. The teaching of scientific and philosophical ideas was not a small activity in Classical Athens. Ordinary people of Athens were taught philosophical ideas in the agora, gymnasia, the theatre, and the streets, to name a few such places. There were formal as well as informal meetings that were public or private and could be arranged at the last minute. Most of the educators and philosophers of Athens during this time had to work hard for a living and many of them were poor either at birth or by other situations. Most of them were metrics for part of their life.

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