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Transforming Teachers into Teacher Researchers: How to become information literate teacher researchers and model information literacy for student researchers

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Transforming Teachers into Teacher Researchers:

How to become information literate teacher
researchers and model information literacy
for student researchers

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Abstract:

Transforming Teachers into Teacher Researchers:

How to become information literate teacher researchers and model information literacy for student researchers

Information literacy is one of the major areas emphasized by the National Council for the Accreditation of Teacher Education (NCATE). According to NCATE, all candidates in school settings must be able to systematically integrate information literacy in Pre-K and K-12 school curriculum to assist student learning. The 21st century requires information literate teacher-researchers who are capable of meeting the standards set by the professional organizations such as (NCATE), the Association of College and Research Libraries (ACRL) and the American Association of School Librarians (AASL).

Teaching is no longer finite knowledge distributed by the teacher and returned upon demand. Critical thinking, evaluation of information and ethical use of information are taking the lead in the education of our children.

Information literate teacher researchers develop data driven, informed solutions for improved student learning and development. Information literate teacher researchers are able to identify authentic and standards mapped resources. In addition, information literate teacher researchers model information literacy behavior for students.

What does an information literate teacher researcher look like?

How does a teacher become an information literate teacher researcher?

This paper will examine the characteristics of an information literate teacher researcher as described by appropriate professional organizations.

It will also provide options for learning about information literacy and a list of exemplary information literacy resources.

Presenters: Susan L. Kendall
Mary H. Nino
Lorene R. Sisson



Who are Teacher Researchers?

- “Teachers who engage in educational research, generally to improve their own classroom practices” (ERIC Thesaurus)



Why Become a Teacher Researcher?

To Improve:

- Classroom Practice
- Teacher Professional skills
- Student Learning

What does **Teacher Research** accomplish?

- Bridges the gap between theory and practice
- Empowers teachers to become agents of change
- Enhances the professional growth and development of teachers.



**Effective
Teacher Researchers
are
Information Literate.**

NCATE 2000 Unit Standard 1

“Teachers cannot prepare their students to be information literate unless they themselves understand how to find and use information.”

Carr, Joanne. Information Literacy and Teacher Education. ERIC Digest ED424231 1998. p. 3

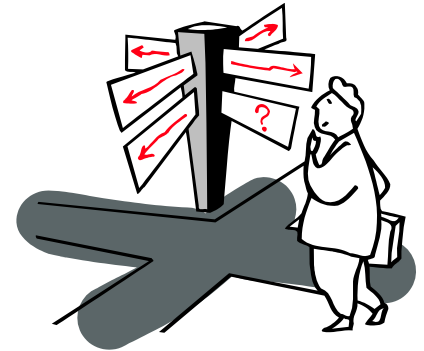
Information Literate Teacher Researchers:

- Know how to learn
- Know how information is organized
- How to find information
- How to use information so that others can learn from them

From ERIC Document: Information Literacy and Teacher Education
ED424231

How do teachers become *Information Literate* *Teacher Researchers?*

- Collaboration with Librarian
- Formal Coursework
- Independent or self instruction



Information Literacy Standards

- National Council for Accreditation of Teacher Education (NCATE)
 - http://www.ncate.org/documents/unit_stnds_2002.pdf
- Association of College and Research Libraries (ACRL)
 - <http://www.ala.org/ala/acrl/acrlstandards/standardsguidelines.htm>
- American Association of School Librarians (AASL)
 - http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf

Information Literacy Skills

- Develop IL Skills while a student / preservice teacher
- Develop IL Skills for life learning
- Learn IL Skills to integrate IL Skills into skills expected of a professional teacher

Information Literacy may be known by other names

- Research skills
- Critical thinking
- Inquiry-based learning
- Problem-based learning



A rose by any other name?

What is the Process for Information Literate Teacher Researchers?

- Terminology - learn the terminology of your project
- Sources – know the resources
- Strategies for searching
- Evaluate the results
- Integrate