

Escape Rooms and Puzzles and Zombies, Oh My!

Integrating the AASL Standards Framework for Learners with the
ACRL Framework for Information Literacy

Chatham School of Science & Engineering

Early College

Juniors, Seniors, and some fifth year high school students from Chatham county.

STEM focused

All three Associate degrees are offered, but students are required to take upper level math and science.

Location issues

2 years in Siler City, 2-3 years in Pittsboro.

Challenges

Transition

Students in the CSSE spend two years on a high school campus before transitioning to CCCC.

Comfort

The Pittsboro campus has few communal spaces large enough to accomodate this growing population.

Containment

They're teenagers, after all!

Solution

The library

1. Book club
 2. Existing library activities for teens
 3. Orientation during first week on campus
 4. Information literacy workshops
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Workshops!



The AASL Standards for Information Literacy

Think

Create



Share

Grow

Inquire

Think

- Formulate questions
- Recall background information

Create

- Use evidence to investigate
- Devise plan to fill knowledge gaps

Grow

- Continually seek knowledge
 - Engage in sustained inquiry
-

Include

Think

- Adopt a discerning stance toward points of view and opinions

Create

- Evaluate a variety of perspectives

Grow

- Reflect on their own place within the global learning community
-

Collaborate

Think

- Demonstrate their desire to broaden and deepen understandings

Create

- Establish connections with other learners to build on their own prior knowledge and create new knowledge

Share

- Involve diverse perspectives in their own inquiry processes.
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Curate

Think

- Identify possible sources of information
- Make critical choices about information sources to use

Create

- Seek a variety of sources
- Systematically question and assess the validity and accuracy of information

Grow

- Perform ongoing analysis of and reflection on the quality usefulness, and accuracy of curated resources
-

Explore

Think

- Engage in inquiry-based processes for personal growth

Create

- Problem solve through cycles of design, implementation, and reflection.

Share

- Express curiosity about a topic of personal interest or curricular relevance
 - Co-construct innovative means of investigation
-

Engage

Think

- Understand the ethical use of information, technology, and media
- Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need

Create

- Acknowledge authorship and demonstrate respect for the intellectual property of others.

Grow

- Reflect on the process of ethical generation of knowledge
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It's all about the process

“I’m a Celebrity, You Should Trust Me”

Authority is Constructed and Contextual

AASL

- Adopt a discerning stance toward points of view and opinions (Include)
- Identify possible sources of information (Curate)

ACRL

- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
- Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);

“Zombie Outbreak”

Information Creation as a Process

AASL

- Evaluate a variety of perspectives (Include)
- Reflect on the process of ethical generation of knowledge (Engage)
- Establish connections with other learners to build on their own prior knowledge and create new knowledge (Collaborate)

ACRL

- Articulate the capabilities and constraints of information developed through various creation processes;
- Accept that the creation of information may begin initially through communicating in a range of formats or modes;

“Escape the Library”

Research as a Process of Inquiry

AASL

- Recall background information (Inquire)
- Use evidence to investigate (Inquire)
- Problem solve through cycles of design, implementation, and reflection (Explore)

ACRL

- Deal with complex research by breaking complex questions into simple ones
- Use various research methods, based on need, circumstance, and type of inquiry
- Synthesize ideas gathered from multiple sources
- Draw reasonable conclusions based on the analysis and interpretation of information



Escape the Library

Hints, tips, tricks

- Students have learned four library resources at this point in the workshop series: CCCC Library catalog, Science Direct, Credo Reference, and Summon.
Your version of this activity will require you to use two of these!
- **USE CCCC's catalog!**
- There are a variety of puzzle types. Look for anagrams, ordering clues, and missing words.
- NO ONE WON THIS LAST TIME!!

