

14 January 2019

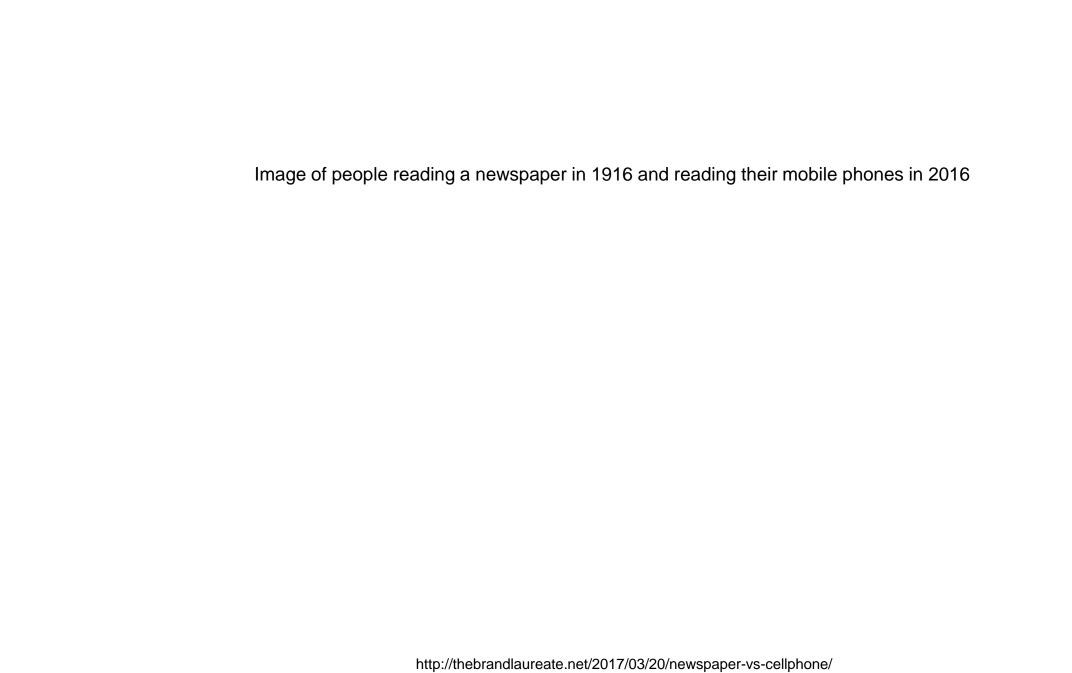
Objectives

- develop an understanding of the **core concepts** of information literacy and its **role** in the English Language Education KLA Curriculum;
- examine opportunities for developing students' information literacy skills
- develop suitable English language learning tasks for students in which they critically evaluate and use information; and
- explore resources for developing information literacy in the English Language classroom.

Run down

- Setting the scene Why is Information Literacy important?
- What is Information Literacy?
- How is Information Literacy related to ELE?
- What pedagogy should be used?
- How can Information Literacy be integrated into the learning and teaching of English?
 - Identifying needs for information (IL Area 2)
 - Locating and accessing information (IL Area 3)
 - Evaluating information, including bias (IL Areas 4 & 8)
 - Creating new ideas by using IT (IL Areas 5 & 6)
- Takeaways





Everyone is...

An editor A film-maker

A reporter

A photographer An author

Information Overkill? Since the start of the workshop...

Snapchat

8.1M photos

Facebook

1M Likes

YouTube

100 hours of clips

Messengers /WhatsApp

3.75M messages

Video of every new York times front page since 1852





Activity 1a: What You See is What You Get

- Scan the QR Code on the right.
- When you are taken to a Padlet wall, look at the photos.
- In your group, consider what the story is behind each photo.
- Share your thoughts with other groups.



Activity 1b: What You See is What You Get

- Scan the QR code on the right.
- After you are taken to another Padlet wall, study the photos.
- In your group, share what you have found.



Activity 2: What is Information Literacy?

Individually, think of three words that you think best represent information literacy. Then go to menti.com, enter the code provided and input your three words.





Information Literacy is an ability or attitude that guides an effective and ethical use of information.

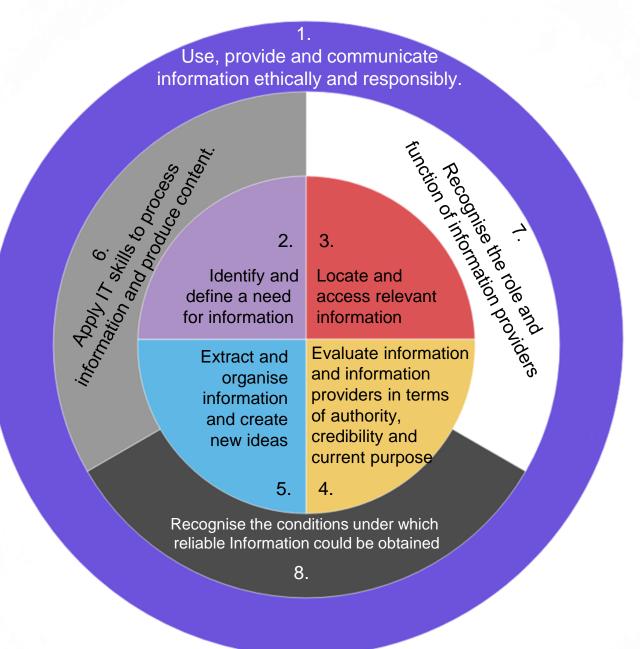


Information Literacy for Hong Kong Students

...refers to the ability and attitude that would lead to an effective and ethical use of information. The target abilities include:

- identifying the need for information;
- locating, evaluating, extracting, organising and presenting information;
- creating new ideas;
- coping with the dynamic in our information world; and
- refraining from unethical use of information such as cyber-bullying and infringing intellectual property rights.

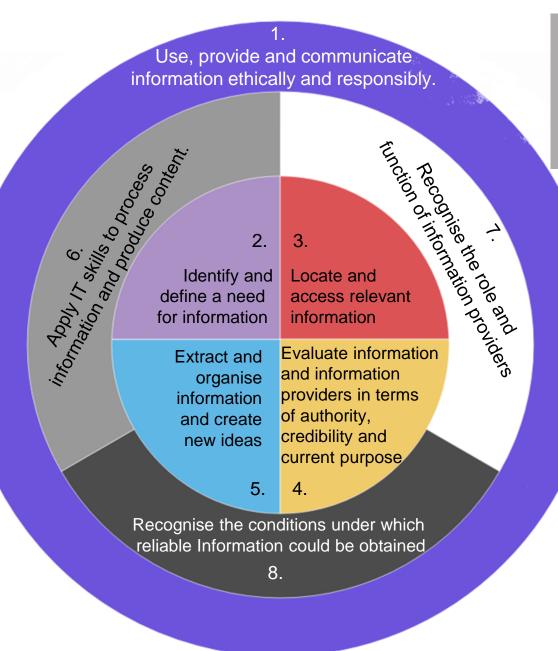






Promote ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights

Design learning activities and projects that require students to evaluate, extract, organise and synthesise information and ideas from different sources, and create new ideas of their own



Provide students with opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms

Facilitate discussion and evaluation of the power, accuracy and reliability of information, and the effectiveness of different sources in conveying information (e.g. websites, documentaries, news articles, advertisements)

Guide students to identify the bias and stereotypes conveyed in different kinds of texts



Multiple Readings

Gradual Release of Responsibility

https://www.continentalpress.com/blog/gradual-release-model-ela-strategy/





Literacy Area 1: Use, provide and communicate information ethically and responsibly

Literacy Area 2: Identify and define a need for information

Cartoon

What do you need _ infographic

Literacy Area 2: Identify and define a need for information

What does this look like in the classroom?

How can we make students aware of the **need** for information?

Image of question marks

Activity 3

Below is a typical textbook task:

Write an article for your school newspaper/magazine about the pros and cons of fast food in Hong Kong.

Complete the following tasks:

- (a) Brainstorm possible ideas about the positive / negative aspects of fast food in Hong Kong.
- (b) Identify the info you need and the key words required for your search.



Fast Food restaurant logos

Activity 4

Identify and define the information students will need to complete the task.

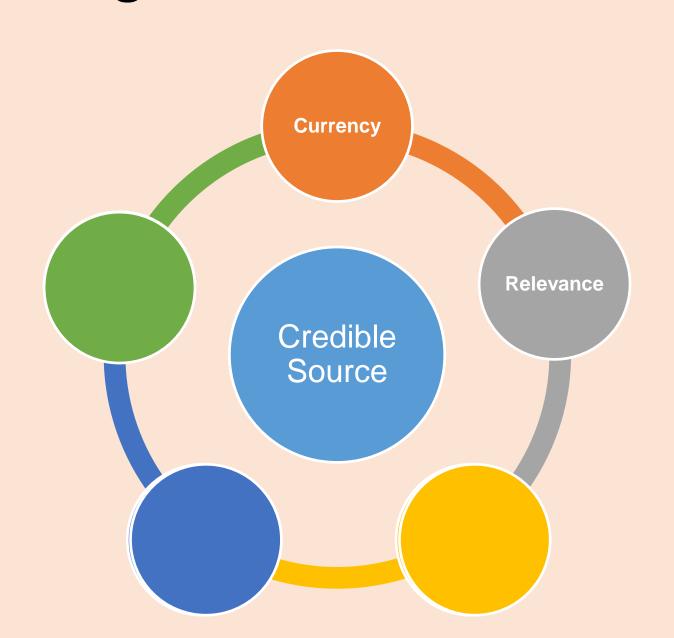
Textbook contents pages with final tasks circled

Literacy Area 3: Locate and access relevant information

Cartoon about copying content from the Internet

Photo of indecisive student

Evaluating Information – CRAAP Test



Activity 5



In groups, study the ten food-related websites, which you can find on a Padlet wall.

Decide if the websites can meet your need(s), i.e, if they can offer the information you need.

Literacy Area 3:
Locate and access relevant information

What does this look like in the classroom?

 What skills do students need to locate and access relevant information?

 How can we teach the skills and strategies for locating and accessing relevant information?

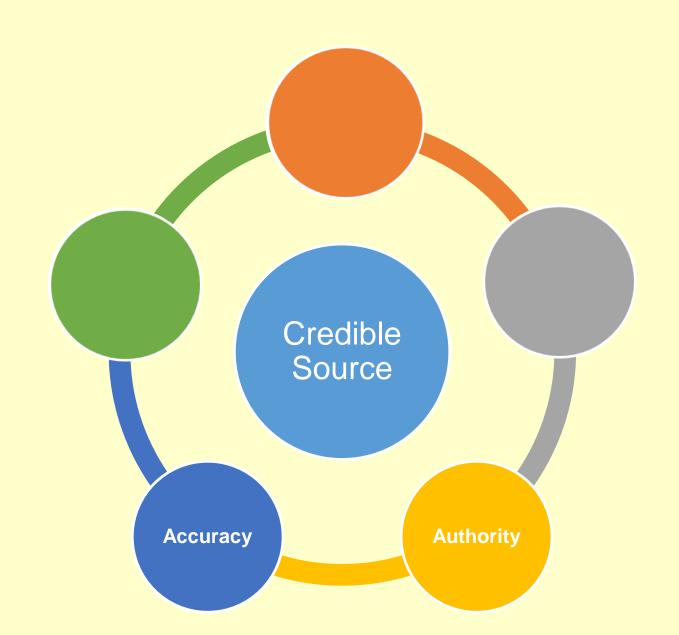
Literacy Area 4: Evaluate information and information providers, in terms of authority, credibility and current purpose

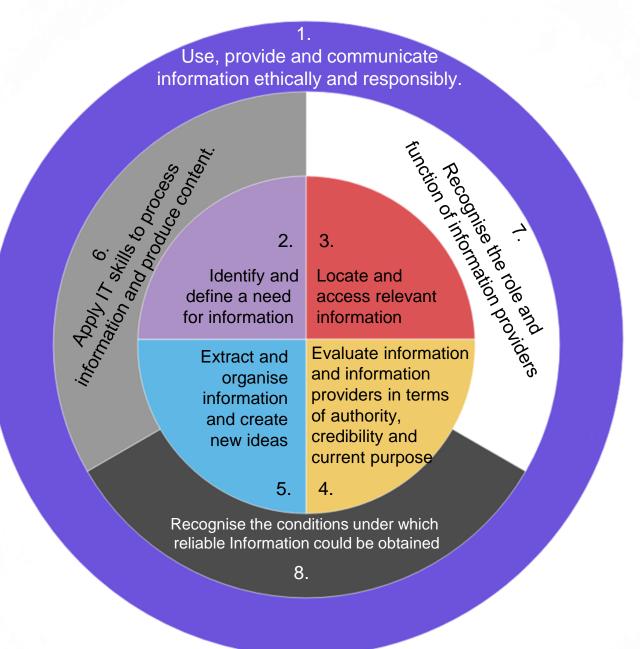
Image of person confused by too much information

Cartoon about bloggers not being a reliable source of information

Bloom's Taxanomy

Evaluating Information – CRAAP Test





Literacy Area 8: Recognise the conditions under which reliable information could be obtained

Cartoon about subjugation by propaganda

Using the Textbook

Activity 6: Setting questions for a Lesson with Typical Reading Comprehension Focuses



- In your group, scan the QR code and study the excerpt of a textbook reading text.
- Set three questions that you would normally ask to develop your students' reading comprehension skills.
- I nput your questions into the Padlet wall created for this.

Textbook page
Rainbow Eating
New Treasure Plus 1B

Activity 7: Setting questions for a Lesson with Information Literacy Focuses

- In your group, study the reading text on rainbow eating again.
- Using the CRAAP Test, set three questions that you could ask to develop students' ability to evaluate information.
- Scan the QR code and input your questions into the Padlet wall created for this.

Textbook page Rainbow Eating New Treasure Plus 1B

Who wrote this text?

Who is the target audience?

What is the purpose of this text?

Textbook page
Rainbow Eating
New Treasure Plus 1B

Going Beyond the Textbook

Activity 8: Evaluating an Authentic WhatsApp Message

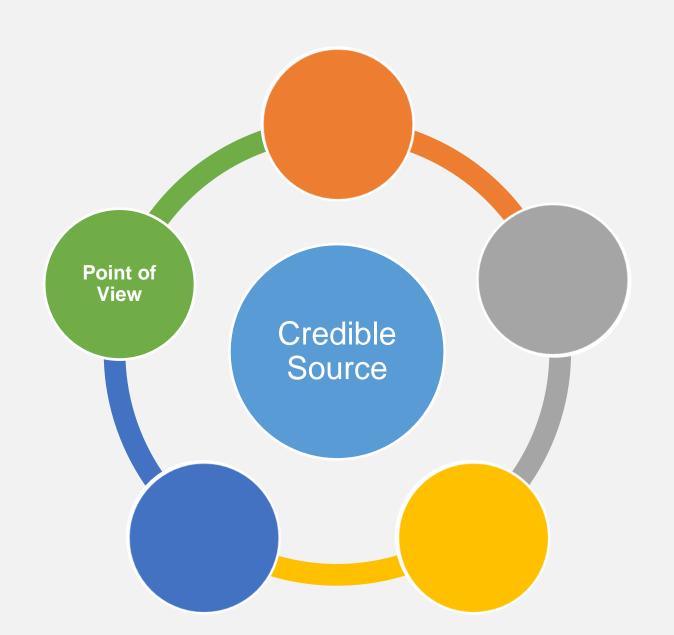
- Scan the QR code on the right, which will take you to a Padlet wall.
- Study the WhatsApp message in the first column.
- Evaluate it using the CRAAP Test.
- In your classroom,
 - what reading comprehension questions will you ask?
 - what questions will you ask to help your students evaluate the WhatsApp message?





Detecting Bias

Evaluating Information – CRAAP Test



Detecting Bias (The "P" of the CRAAP Test)

Who

• Who created the text?

• Who is the audience?

Why

Why was the text created? (i.e. the purpose)

What

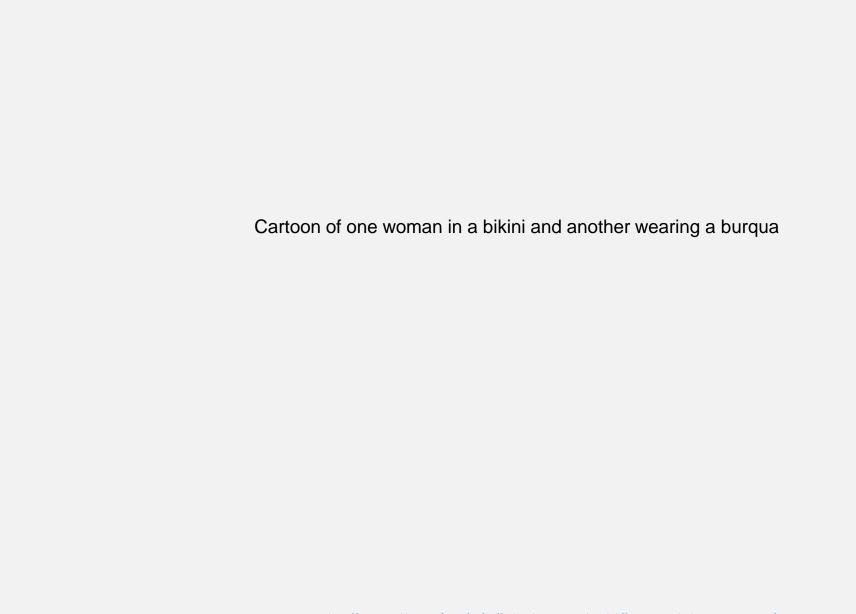
• What position does the text take?

Are there biases? If yes, what are they?

How

- How does the text influence the reader?
- How does the creator make the purpose of the text clear?

Communication is impossible without bias.



What is Bias?

- Prejudice, Partiality, Preconception
- Favouring or supporting one thing over another
- Can be:
 - Social
 - Political
 - Cultural
 - Commercial(?)
- Detectable
 - Choice of words
 - Framing
 - etc

Image with Maya Angelou quote: We are only as blind as we want to be.

Activity 9: Setting questions for a Lesson with Typical Reading Comprehension Focuses

Image of "Updated FDA Food Pyramid" with China at the bottom covered up

What is this?

What is it about? / What does it tell you about healthy eating?

What kind of food should we eat more? What kind of food should we eat less?



Activity 10: Detecting Bias in the Standard Food Pyramid

- Scan the QR code on the right, which will take you to a Padlet wall.
- Choose "The Standard Food Pyramid" in the Images column.
- Study the typical food pyramid again.
- Detect the "bias" in this food pyramid using the questions in the "Point of View" part of the CRAAP Test.



Literacy Area 4:

Evaluate information and information providers, in terms of authority, credibility and current purpose

What does this look like in the classroom?

 What skills do students need to evaluate information and information providers?

 How can we teach the strategies for evaluating information and information providers?

Activity 11: Detecting Bias in Food Pyramids

- Scan the QR Code on the right.
- Study the food pyramid you are assigned.
- Decide on what kind of diet your food pyramid represents.
- Use the questions under "Detecting Bias" (or the "Point of View" part of the CRAAP Test) to determine what the bias is.





Images of various food pyramids

https://steptohealth.com/wp-content/uploads/2017/05/1-food-pyramid.jpg

https://www.cnpp.usda.gov/sites/default/files/archived_projects/FGPPamphlet.pdf

http://www.veganpeace.com/veganism/veganfoodpyramid.html



Detecting Bias in Ads

Activity 12: Predicting What an Ad is Selling

Top part of McDonald's ad only showing the slogan 'big.beefy.bliss'

- What does an ad do?
- What is the slogan of this ad?
- What could this ad be about? Why?
- What technique is used in the slogan to sell the product?
- What effect does the slogan have?
- Which part(s) of the slogan represent fact and which part(s) opinion?

Activity 13: Detecting Bias

- In your group, study the Simple Guide to the Visual System.
- Examine the ad.
- Discuss:
 - > How the ad is designed to persuade.
 - > What "bias" is conveyed by the ad.

McDonald's big.beefy.bliss ad





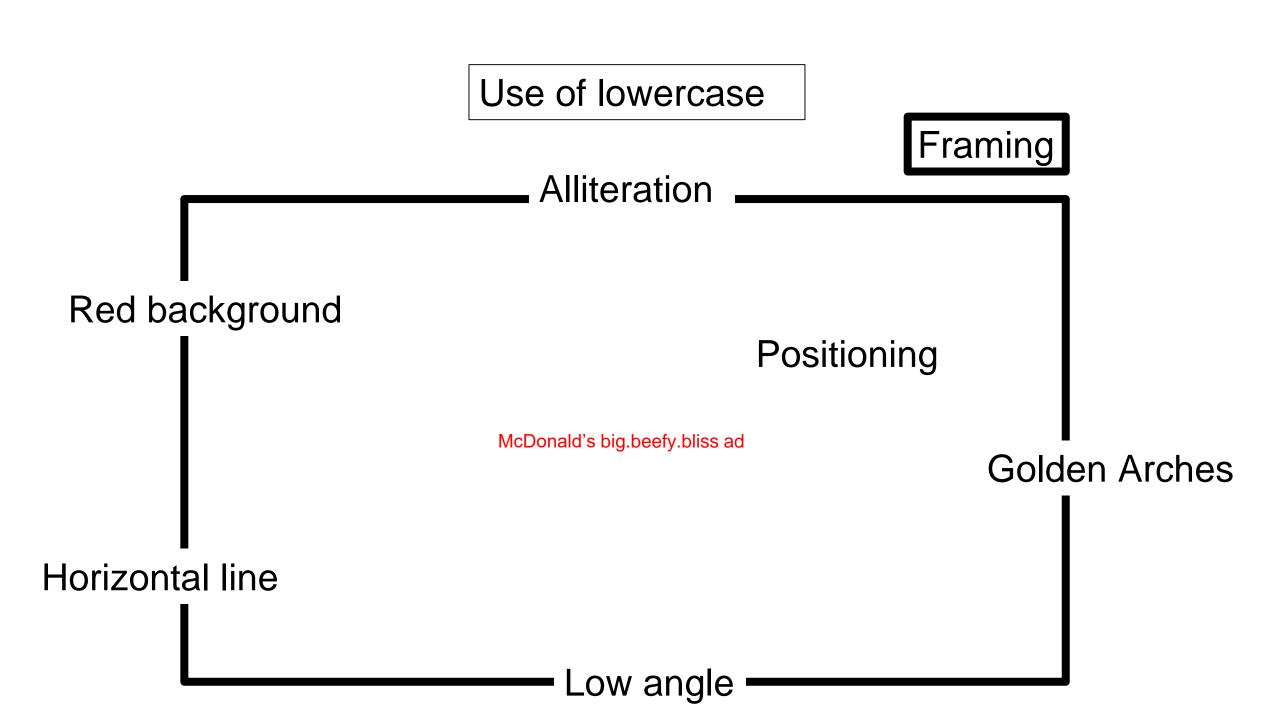
Framing Form/Shape

Focus

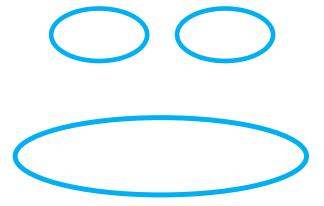
Juxtaposition

Colour

Point of view Line



Pareidolia – seeing faces



Detecting Bias in an Ad

Visual	Expression in the	Meaning	Purpose
Element	advert.		
Framing	Three burgers	The burgers are important	Highlight burgers
Focus	Three burgers	The burgers are important	Focus attention on the burgers
Colour	Red background	Red means happiness and excitement and pay attention	Draw attention, make the audience feel excited and happy about the burgers
Point of view	Low	Gives power to the subject	Make the burgers look big and imposing
Line	Generally horizontal	Stable, secure, restful	Make the burgers look solid, reliable, no problem
Texture	NA		

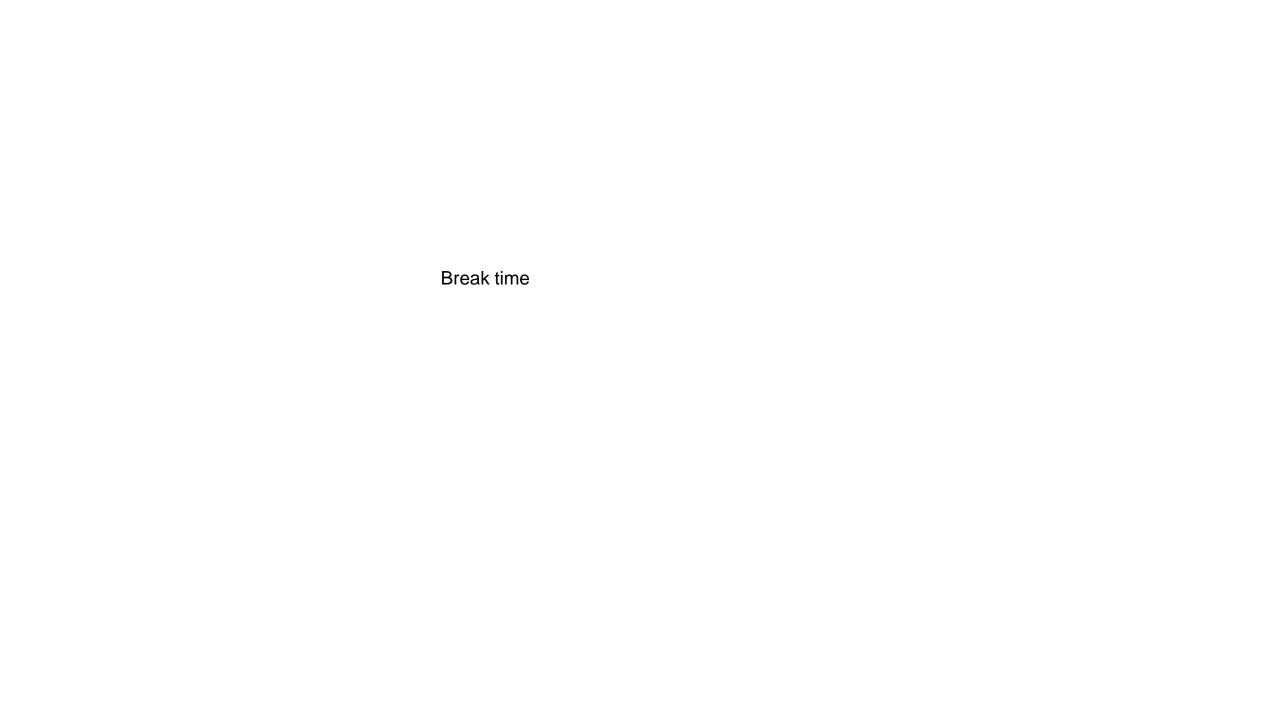
Bias: McDonald's burgers are delish, make you feel good, and good value for money, no matter what people say about its nutritious value. That they are regarded as junk food in some quarters of society is played down.

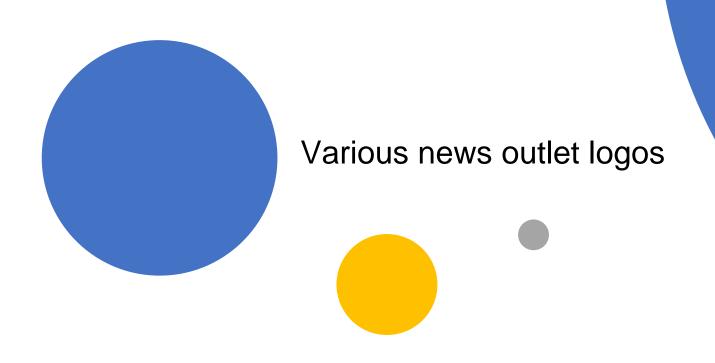


Pepsi ad with pepsi can covered by coca cola cloak

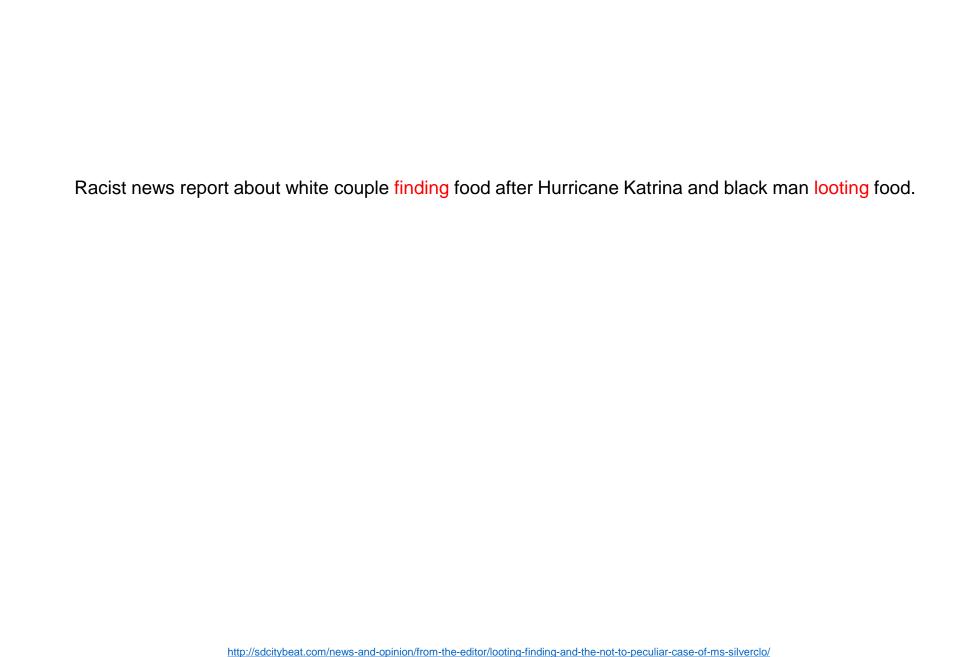
Weightwatchers' ad with wide and narrow doors

https://www.boredpanda.com/creative-print-ads/?utm_source=google&utm_medium=organic&utm_campaign=organic





Detecting Bias in News Reports



Activity 15a: Detecting Bias in News Headlines

News Headline 1

News Headline 2

News Headline 3

Choose news headlines of reports on polarising issues so that distinct contrasting views can be examined.

Prediction

What position do you expect each article to take regarding the event?

Which particular words in the headlines helped you most with your prediction?

Activity 15b: Detecting Bias in News Photos

Prediction

How do the photos help you predict the position taken in the articles?

Which aspect(s) of the photos help(s) you most with your prediction?

Include photos on the polarising issue from various news outlets, which represent opposing positions

Activity 15c: Detecting Bias in News Headlines

News Headline 1

News Headline 2

News Headline 3

Match each headline with a photo.

Various photos included in news reports on the same theme

Which photo should go with which headline? Why?

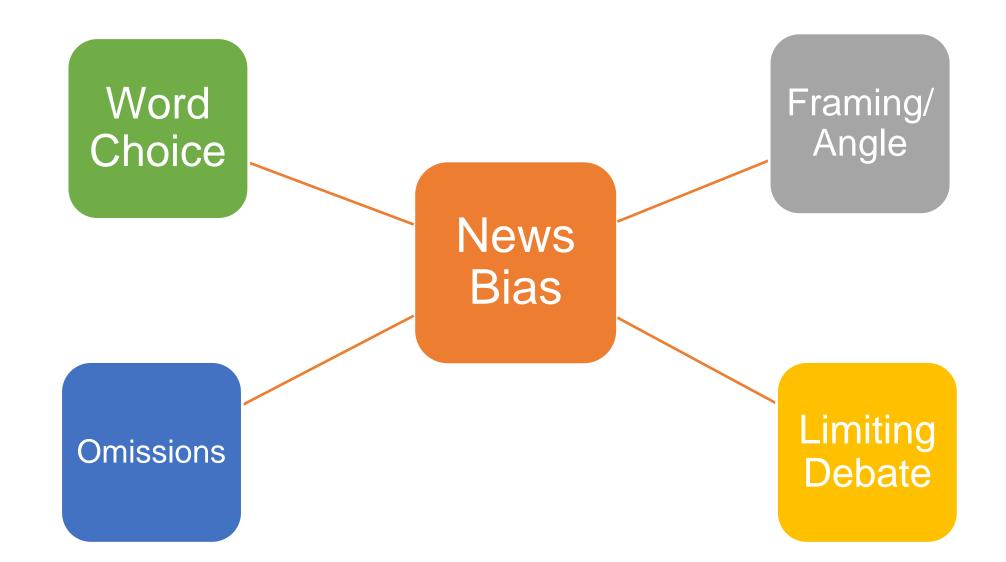
Activity 16: Identifying the Language of Bias in News Headlines

- 1. Identify the language of bias in the headlines below. How is the bias used to influence you?
- 2. Revise the headlines to reduce the bias.

Another migrant child dies at US border

BRI Bringing Challenges and Opportunities to Asia-Pacific Region

For More Advanced Students...



What did you learn from comparing the ways different news outlets presented the same news story?

Activity 16: Identifying the Language of Bias in News Reports

China Daily logo



Literacy Area 5: Extract and organise information and create new ideas

Images expressing ways to think about organising and creating new ideas.

https://www.grammarly.com/blog/how-to-write-outline/

Extract and organise information and create new ideas

Graphic Organisers

Images of graphic organisers

Literacy Area 5:

Extract and organise information and create new ideas

Identifying main ideas

- Topic Sentence
- Elaboration
- Example(s)
- Concluding / Summary
 Sentence

Hamburger paragraph structure

Literacy Area 5: Extract and organise information and create new ideas

What does this look like in the classroom?

- What skills do students need to extract and organise information?
- How can we teach the strategies for extracting and organising information?
- What skills do students need to create new ideas?
- How can we teach the strategies for creating new ideas?

Literacy Area 6: Be able to apply IT skills in order to process information and produce user-generated content

Cartoon of frazzled website maker

Photo of someone writing a blog

Various logos of websites

Students as Consumers

Various logos of apps Students as Producers



Bloom's Taxonomy

 Knows how to create new meanings

 Knows how to manipulate it

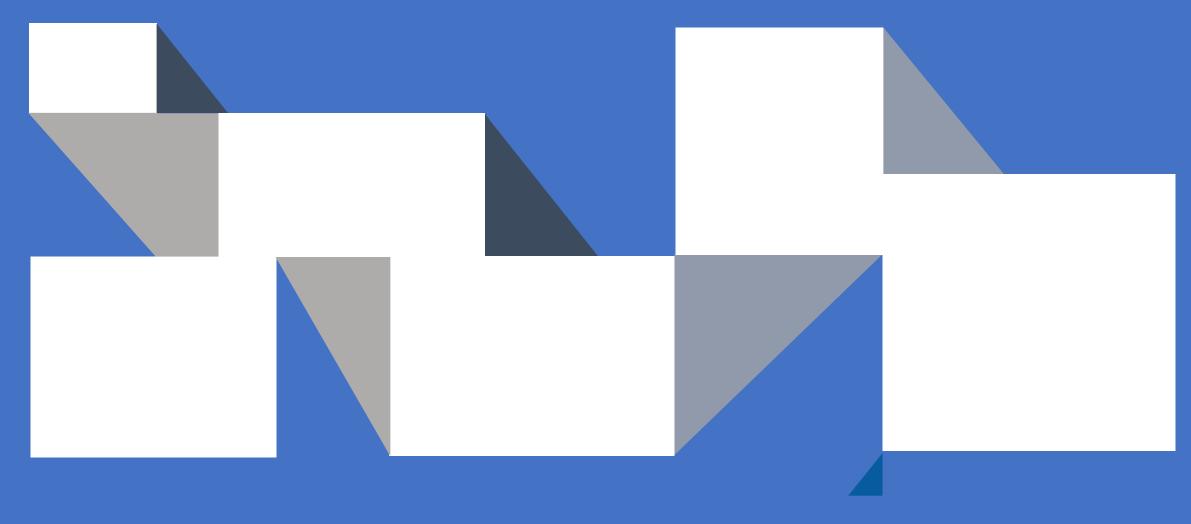
Knows where to get information

Source.

Subvertisement - Creating new ideas

McDonald's subvertisement

McDonald's subvertisement



Subvertisement – Creating New Ideas (2)

Subvertisement - Creating new ideas (3)

http://www.adbusters.org/wp-content/uploads/2016/02/adbusters_mc_cruelty.jpg

One-minute Films Rumor Net

https://www.youtube.com/watch? v=udfQMvhDbqs



Rumour.net by Cheung Cho Yi, Hong Kong

26 views







→ SHARE = SAVE ...



A Spark Video on Child Labour

https://spark.adobe.com/video/nBRWoqgRacdBo



Literacy Area 6:

Be able to apply IT skills in order to process information and produce user-generated content

What does this look like in the classroom?

- What IT skills do students need to process information?
- How can we teach the skills for processing information?
- What skills do students need to produce user-generated content?
- How can we teach the skills for producing user-generated content?

Literacy Area 7:

Recognise the roles and functions of information providers (e.g. libraries, museums, internet) in society

What information should we believe?

Participants' Takeways

Guiding students to brainstorm by filling in a table.

Providing scaffolding.

Use of padlet.

Use of advertisements.

CRAAP test for searching for information.

Bias – especially in the photo re looting

Interpretation of pictures – visual literacy skills

Deeper meanings – see through the message

Thinking out of the box

Changing news headlines – critical thinking / vocab development

ABCs of information Literacy

https://elearninginfographics.com/the-abcs-of-information-literacy-infographic/



"Smart e-Master" Information Kit on e-Learning

Developed by the EDB to support teachers to develop students' information literacy and proper attitude in using information technology

Thank you!