Information Literacy in the English Language Classroom

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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
Why is Information Literacy important?
Image of people reading a newspaper in 1916 and reading their mobile phones in 2016
Everyone is...

An editor

A reporter

A photographer

A film-maker

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

https://www.youtube.com/watch?v=hw5yB3MkNEg&t=14s
Fake news infographic

It’s Groupfie Time!
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.
What is Information Literacy?
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.

What are the critical aspects of Information Literacy?
1. Use, provide and communicate information ethically and responsibly.

2. Recognise the conditions under which reliable information could be obtained.

3. Locate and access relevant information.

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

5. Extract and organise information and create new ideas.

6. Apply IT skills to process information and produce content.

7. Identify and define a need for information.

8. Recognise the role and function of information providers.
How is it related to ELE?
Use, provide and communicate information ethically and responsibly.

1. Use, provide and communicate information ethically and responsibly.

2. Identify and define a need for information.

3. Locate and access relevant information.

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

5. Extract and organise information and create new ideas.

6. Apply IT skills to process and produce content.

7. Recognise the role and function of information providers.

8. Recognise the conditions under which reliable information could be obtained.

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.
What pedagogy should be used?
Gradual Release of Responsibility

Multiple Readings
Morning
Tea
How can Information Literacy be integrated into the learning and teaching of English?
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

https://blog.ipleaders.in/can-data-processing-charge-be-taxed-as-royalty/

https://www.manausa.com/blog/mls-tallahassee/
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.
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

https://americanlibrariesmagazine.org/whaddyaean/

http://resources.seattlecentral.edu/iris/evaluate/evaluate_intro/evaluate_info_intro.shtml
Evaluating Information – CRAAP Test

- Credible Source
  - Currency
  - Relevance
  - Authority
  - Accuracy
  - Point of View
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
Bloom’s Taxonomy
Evaluating Information – CRAAP Test

- Credible Source
- Accuracy
- Authority
- Relevance
- Point of View
4. Recognise the conditions under which reliable information could be obtained.

5. Extract and organise information and create new ideas.

6. Apply IT skills to process information and produce content.

7. Recognise the role and function of information providers.

8. Recognise the conditions under which reliable information could be obtained.

1. Use, provide and communicate information ethically and responsibly.

2. Identify and define a need for information.

3. Locate and access relevant information.

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

5. Extract and organise information and create new ideas.

6. Apply IT skills to process information and produce content.

7. Recognise the role and function of information providers.

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

Cartoon about subjugation by propaganda

https://sites.google.com/site/garciacapstone/political-cartoons
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.
- Input 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.
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?
Lunch
Detecting Bias
Evaluating Information – CRAAP Test

- Credible Source
- Currency
- Relevance
- Authority
- Accuracy
- Point of View
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.
Cartoon of one woman in a bikini and another wearing a burqa
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
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://skinnybonny.com/paleo-caveman-diet-plan/
Image of “Updated FDA Food Pyramid” with China at the bottom first covered up and then revealed

https://politicalcartoons.com/cartoon/rj_matson/37967/updated_fda_food_pyramid_color/
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.
Visual Literacy Skills

Framing
Focus
Colour
Point of view

Form/Shape
Juxtaposition
Line
Pareidolia – seeing faces

McDonald’s big.beefy.bliss ad
### Detecting Bias in an Ad

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

**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.
Activity 14
Ads for you to examine

Pepsi ad with pepsi can covered by coca cola cloak

Weightwatchers’ ad with wide and narrow doors

Break time
Detecting Bias in News Reports
Racist news report about white couple finding food after Hurricane Katrina and black man looting food.
**Activity 15a: Detecting Bias in News Headlines**

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

<table>
<thead>
<tr>
<th>News Headline 1</th>
<th>News Headline 2</th>
<th>News Headline 3</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>News Headline 1</th>
<th>News Headline 2</th>
<th>News Headline 3</th>
</tr>
</thead>
</table>

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...

- Word Choice
- Framing/Angle
- Omissions
- Limiting Debate
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
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/


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

Graphic Organisers

Images of graphic organisers
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
Students as Consumers

Various logos of websites
Various logos of apps

Students as Consumers

Students as Producers
Bloom’s Taxonomy

- Knows how to create new meanings
- Knows how to manipulate it
- Knows where to get information
Subadvertisement - Creating new ideas

McDonald’s subadvertisement

McDonald’s subadvertisement
Subadvertisement – Creating New Ideas (2)
Subadvertisement - Creating new ideas (3)


https://www.youtube.com/watch?v=llvuJTF08M
One-minute Films
Rumor Net

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

Rumour.net by Cheung Cho Yi, Hong Kong

26 views
A Spark Video on Child Labour

https://spark.adobe.com/video/nBRWoqgRacdB0

Do you know who produce the battery in your phone?
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!