

LEVERAGING

PLACE:

USING MANIPULATIVES AND

KINESTHETIC LEARNING

STRATEGIES IN THE

INFORMATION LITERACY CLASS

Ellie Knickman

Information Literacy Librarian

Holy Spirit Library

ek624@cabrini.edu

The logo for Cabrini University is a circular seal. It features a central figure, possibly a saint or religious figure, surrounded by text. The years '19' and '57' are visible on the left and right sides of the seal respectively. The text 'CABRINI UNIVERSITY' is written around the perimeter of the seal.

CABRINI
UNIVERSITY

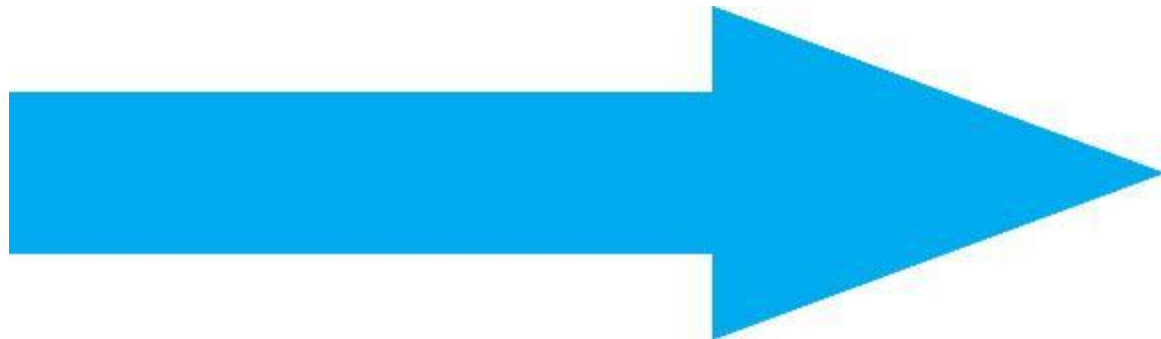
TIME AT THE REFERENCE DESK...



... at the printer

... on the databases

0



The advantages of manipulatives and active learning in the information literacy classroom go beyond their appeal to students predisposed to kinesthetic learning styles.

- Promote understanding and use of library resources by giving them a place in the real world in addition to the virtual world for students.
- Allow students to interact with library materials and locations in a more active way that promotes problem solving, discovery, and retention.

DEFINITIONS

- **Active Learning**: application of class content to activities for purposes of problem solving and discovery. Other benefits include collaboration and peer teaching. (Thomas 2009)
- **Kinesthetic activity**: an active learning tactic in which students participate actively by physical movement rather than passively by absorbing information. Of great benefit to kinesthetic learners, but strengthens cognitive function, reduces stress, and engages senses of all students (Chisholm & Spencer 2017).
- **Manipulative**: item that concretely displays an abstract concept in order to “activate a student’s real-world knowledge” (Li 2013).

“Specifically, active ILI yields:

- the psychological outcomes of decreased anxiety/increased self-efficacy using online library resources,**
- improved perceptions of online library resources, and improved perceptions of librarians in terms of helpfulness and value;**
- the behavioural outcome of improved use of librarians;**
- and the benefit outcomes of time savings and effort reduction in finding information.”**

(Detlor, Booker, Serenko & Julien, 2012)

BENEFITS OF MANIPULATIVES IN IL

- **Promotes the library as place**
- **Promotes library services as tangible**
- **Promotes understanding of resources prior to presenting them as abstractions**

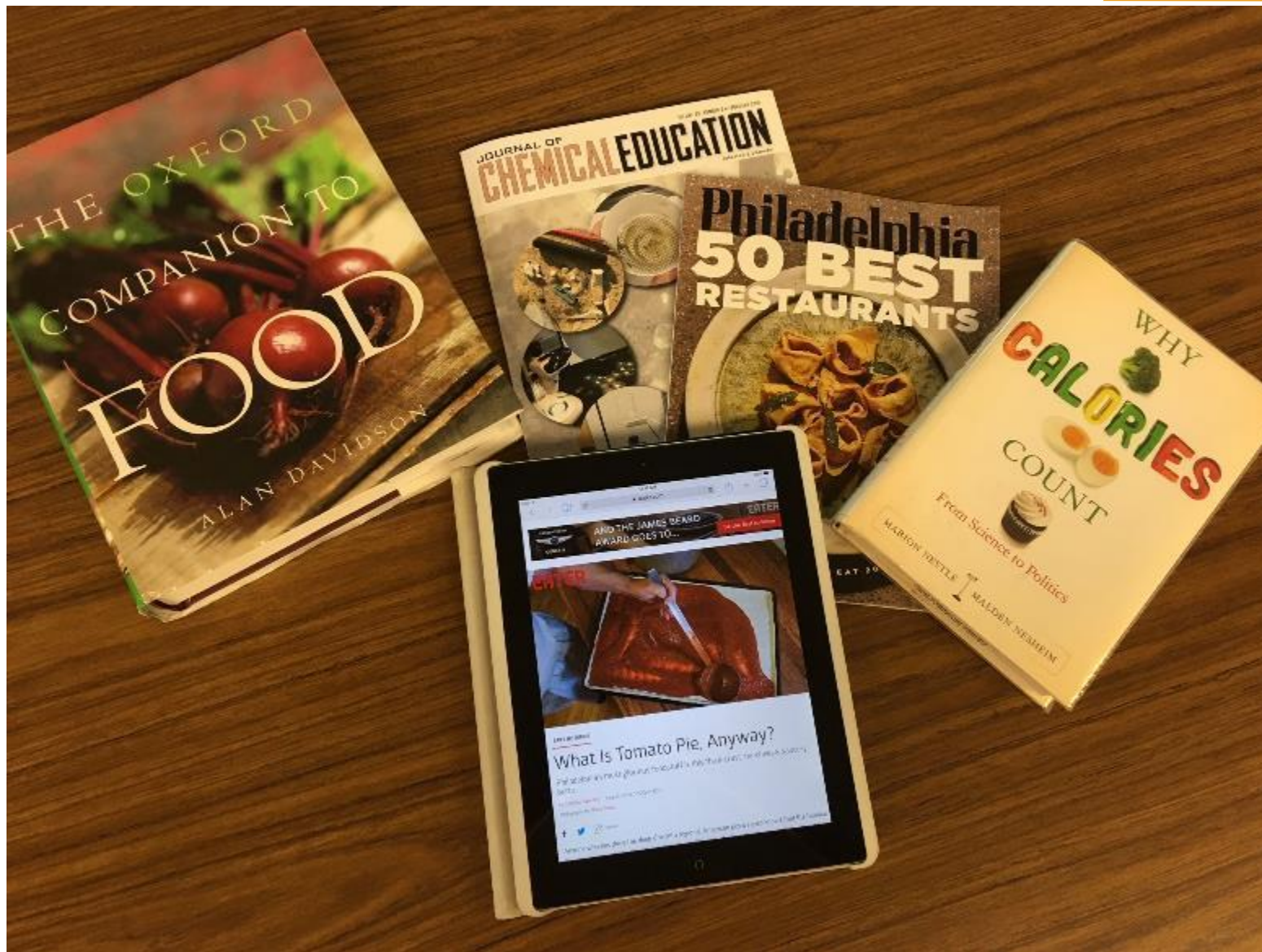
Using Different Types of Information Sources

A. Information for citing a source:		
What is the title of the container (or journal or book or webSITE)?		
Answer:		
What is the title of the article (or essay or chapter or story or webPAGE)?		
Answer:		
What is the name of the author of the article ?		
Answer:		
Write down date , volume or issue info, and which page numbers (if given) that you find.		
Answer:		
What is the name of the editor , group or organization responsible for the container ?		
Answer:		
What is the location (or database or URL or print collection) of the source?		
Answer:		
B. Is the nature of the information:		
	y	n
About one main topic ?		
Current? (about today's issues and events)		
Does it have photographs or illustrations ?		
Does it include graphs and statistics ?		
Does it contain any detailed information about the authors or editors ?		
Is this resource designed to entertain ?		
Is this resource designed to inform or educate ?		
Is this resource designed to sell or promote ?		
Does it contain any bibliographies (works cited, references) at the end or in text?		
C. How can you find information in the source:		
By using an index , table of contents , or site map ?		
By using a search engine ?		
By browsing alphabetically through the source?		
By browsing randomly through the source?		

Hunt, Fiona, and Jane Birks. "Exploring Different Types of Information Sources." *More Hands-On Information Literacy Activities*. Neal-Schuman, 2008. pp. 26-36.

ADAPTING / CREATING AN ACTIVITY

1. **Choose your activity.**
2. **Focus on the objective.**
 - Will a kinesthetic approach facilitate achievement of the objective?
3. **Collect your materials.**
 - Are your materials intangible? How do you make them tangible?



ADAPTING/CREATING ACTIVITY (CONT'D)

4. User experience

- Minimum of instruction
- Making discoveries
- Acquiring skills

5. Be available during activity

- Favor leading questions over outright answers
- Highlight discoveries

6. Debrief

- Students will review and reinforce what they learn
- You will be able to evaluate activity

**Questions,
Comments?**

REFERENCES

Bullington, F. (2012, February 3). *Put some excitement into citations!* Retrieved from <https://informania.wordpress.com/2012/02/03/put-some-excitement-into-citations/>

Chisholm, A., & Spencer, B. (2017). Let's get moving! Eight ways to teach information literacy using kinesthetic activities. *Pennsylvania Libraries: Research & Practice*, 5(1), 26-34. doi:10.5195/palrap.2017.141

Detlor, B., Booker, L., Serenko, A., & Julien, H. (2012). Student perceptions of information literacy instruction: The importance of active learning. *Education for Information*, 29(2), 147-161. doi:10.3233/EFI-2012-0924

Hunt, F. & Birks, J. (2008). Exploring different types of information sources. In *More Hands-On Information Literacy Activities*. New York: Neal-Schuman (pp. 26-36)

Li, X. (2013). Manipulatives for students with learning disabilities in mathematics. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: Wiley. Retrieved from http://ezproxy.library.cabrini.edu/login?url=https://search.credoreference.com/content/entry/wileyse/manipulatives_for_students_with_learning_disabilities_in_mathematics/0?institutionId=997

Thomas, T. G. (2009). Active learning. In E. F. Provenzo, *Encyclopedia of the social and cultural foundations of education*. Thousand Oaks, CA: Sage Publications. Retrieved from http://ezproxy.library.cabrini.edu/login?url=https://search.credoreference.com/content/topic/active_learning?institutionId=997

Tranter, J. (2019). *Human scatter graphs*. Retrieved from https://www.transum.org/software/SW/Scatter_Graphs/

Trembach, S. & Deng, L. (2018). Understanding millennial learning in academic libraries: Learning styles, emerging technologies, and the efficacy of information literacy instruction. *College and Undergraduate Libraries* 25 (3), 297-315. doi: 10.1080/10691316.2018.1484835