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Technology Telling Stories: Library Instruction Perspectives from an Information Literacy Librarian and an Archivist

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We read a short story and then asked people to respond with how it felt to be told a story.

Presentation organized into sections on theory and practice

Starts with oral traditions – human culture, stories transmitting information from one person to the next.
In religion, stories used to transmit complex ideas. In myth, stories explained the mysteries, the wonders, the unknown. Today, "stories" get relegated to a childhood phenomenon, we tend to think about it as for kinds, but stories are all around us – even as adults we crave stories – 60 minutes, NPR, reality TV. And, we understand the structure of a story – the ___ , climax, and resolution. The brain studies – sports and soap operas.
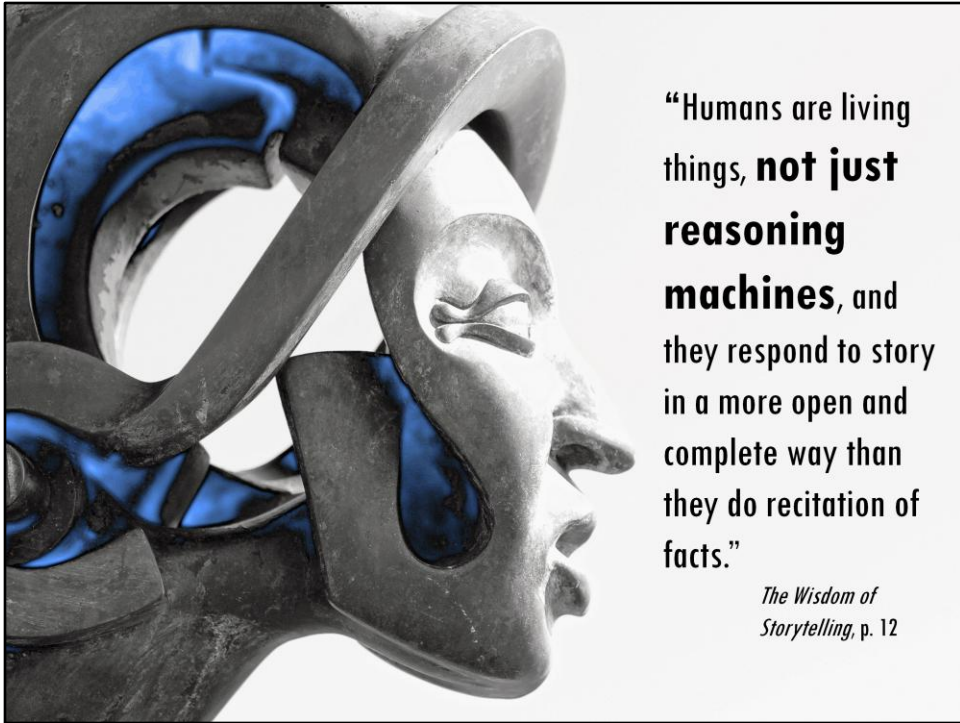
"Humans are living things, **not just reasoning machines**, and they respond to story in a more open and complete way than they do recitation of facts."

The Wisdom of Storytelling, p. 12

It's important in instruction sessions to convey information to students, but we can't rely on logic and information alone to drive our sessions. Also important to recognize students as people with feelings.

Model of the Information Search Process

	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assessment
Feelings (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction/ confidence	Satisfaction or disappointment	Sense of accomplishment
Thoughts (Cognitive)	Vague →→→			Focused →→→	Increased interest		Increased self-awareness
Actions (Physical)	Seeking relevant information		Exploring →→→		Seeking pertinent information	Documenting	

Source: Kuhlthau (2004, p. 82)

Figure 2.2. Model of the Information Search Process.

Carol Kuhlthau's Model of the Information Search Process reminds us that feelings play a critical role in the research work that students do. And, the draft of the Framework for Information Literacy helps us recognize the critical role that feelings play in this process.

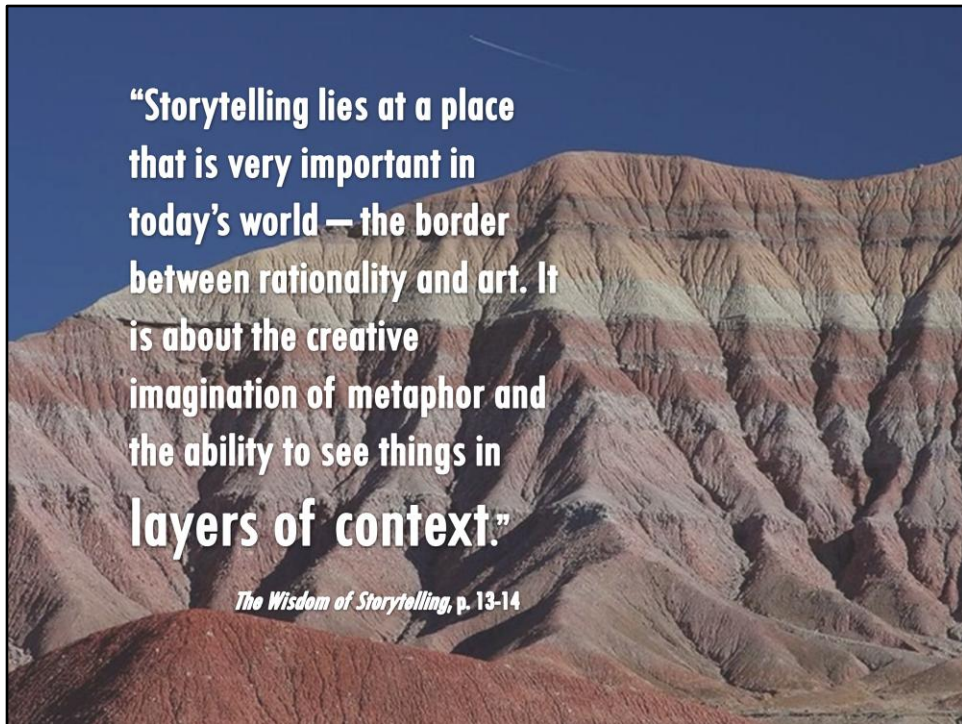"We don't need more information. We need to know what it means. We need a story that explains what it means and **makes us feel like we fit in** there somewhere."

The Story Factor, p. 111

We all have moments when we feel really alone, and students seem to experience those moments more. Stories have the ability to ground us and give us a common experience, helping us to feel like we fit in.

"Storytelling lies at a place that is very important in today's world — the border between rationality and art. It is about the creative imagination of metaphor and the ability to see things in **layers of context.**"
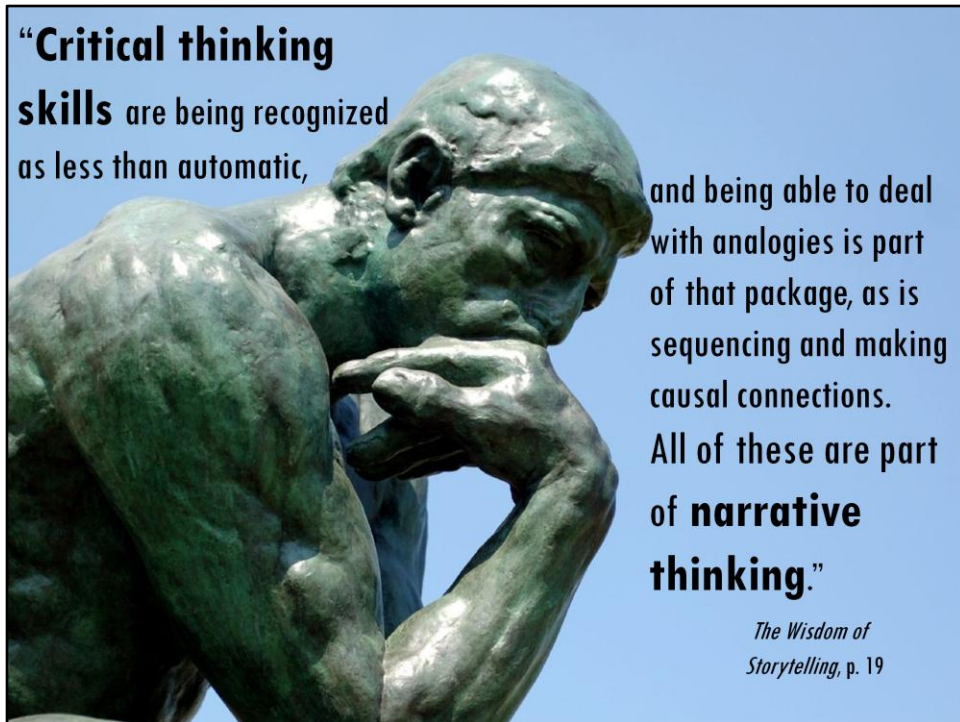
The Wisdom of Storytelling, p. 13-14

The ability to take complexity and then recognize patterns as well as familiar concepts and ideas is key to understanding information today. Stories can take complexity and reveal layers of context.

In the archives, students are immersed in primary sources (as additional layers of context) that help to reveal and elucidate the meanings found during their broader research, hopefully aiding in their construction of questions, problems, and research topics.

"**Critical thinking skills** are being recognized as less than automatic, and being able to deal with analogies is part of that package, as is sequencing and making causal connections. All of these are part of **narrative thinking**."

The Wisdom of Storytelling, p. 19

Narrative thinking goes hand-in-hand with critical thinking.
Narrative thinking also plays a large role in research assignments that involve audio and visual components. We're seeing more and more assignments move in this direction.

Digital components/projects required as part of class syllabi, program requirements will continue to need our instruction and reference support.
How do we as professionals support these assignments and adapt our teaching?

How/Where/Data about institutions requiring students to have digital components to assignments rather than or in addition to a traditional research paper or writing assignment – documentaries, blogs, social media projects , oral history, ethnography/interviews, local history or local issues (sometimes so current, limited sources are available).

Information Literacy Student Learning Outcomes

1. Students will be able to define an information need in order to construct an effective research strategy.

2. Students will be able to construct an effective research strategy in order to identify a variety of relevant information sources.

3. Students will be able to identify and select relevant information sources in order to analyze and interpret the information.

4. Students will be able to analyze and interpret information in order to evaluate, synthesize and draw conclusions.

Comments (0)

Briefly describe UK's Information Literacy Program. 4 Learning Outcomes. Primarily one-shot sessions. Learning Outcomes determined by assignment, timing of library session. Archival activities focus on LO 3 and 4, usually during 2-3 class sessions.

http://storybird.com/books/got-it-2/?token=ybswv47r42
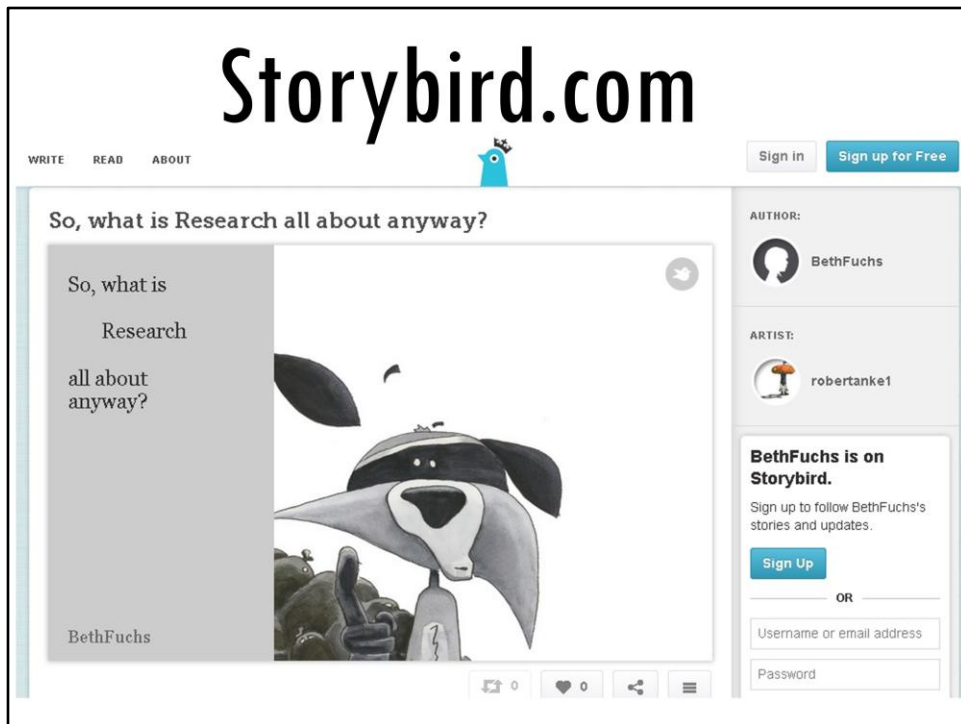
The most literal interpretation of using stories in instruction in our presentation.
A site to combine artwork, most of which seems like it could come straight out of a children's storybook, with your words.
Created to introduce students to the complexities of college-level research in a non-threatening way

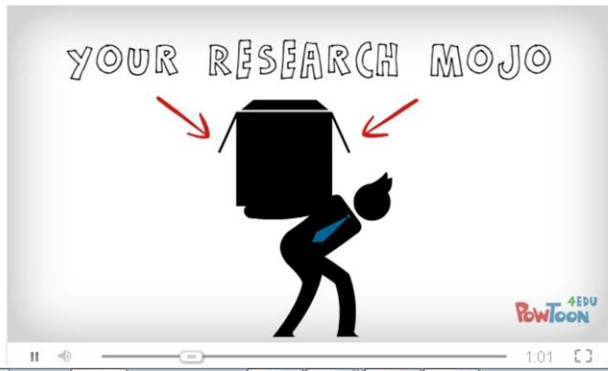http://www.powtoon.com/p/czsEbd45YmD/#/

Not your standard library orientation!
A site for creating animated videos with little technical knowledge.
Created to welcome new students and introduce them to our student learning
outcomes. Used live narration to go with the video. Now using this site to create
videos with voice-over for online tutorials.

Archival Research

Students will:
- Identify
- Describe
- Evaluate
- Analyze
- Curate

In Special Collections and Archives, we are surrounded by stories. Diaries, journals, love letters, photographs, innumerable types of documents, newspapers and beyond, all of the primary source material that can provide the details, the backdrops, the places and spaces where life, culture, history, art, love and loss and learning take shape.

The big question for us as Archivists, is how to connect these stories with the research process. Active learning activities help students to understand how to incorporate these elements into their thesis, their arguments, to use these items as writing prompts, to see them as part of culture, as items ripe for literary critiques, rhetorical analysis, evidence, and as artifacts. Sources to be picked apart, mined, scanned for bias, agency, and examples; eyed for stereotypes, archetypes, metaphor and allegory; viewed with skepticism, while also seeking earnest perspectives and truth in the fragmentary bits and pieces.

The power of touch: An examination of the effect of duration of physical contact on the valuation of objects

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Abstract

The duration of ownership has been shown to increase the valuation of items that people currently own as well as items they have owned in the past, a phenomenon termed the "length-of-ownership effect." We hypothesize that the duration of exposure to an item will foster increased pre-ownership attachment to an item and increased valuations in a manner similar to duration of actual ownership. We examine this effect in two experiments, both variations of the

Recent studies have shown that touching objects leads people to value the object more. This is a main concept in the development of our hands-on research activities.

Reinforce/demonstrate why hands on is important to telling stories.

Turning Archival Research Into a Story...

We want students to use our materials to elucidate the broader themes of their discipline, to enliven their scholarly communication, and contribute original research to their fields while bringing our unique and rich collections to the forefront. I am also personally interested in using the perhaps mundane and ubiquitous items that influence the cultural subconscious, reinforce social norms and the status quo - such as advertisements, ephemera, commercials - to demonstrate to students how information is used, and therefore how to use it themselves.
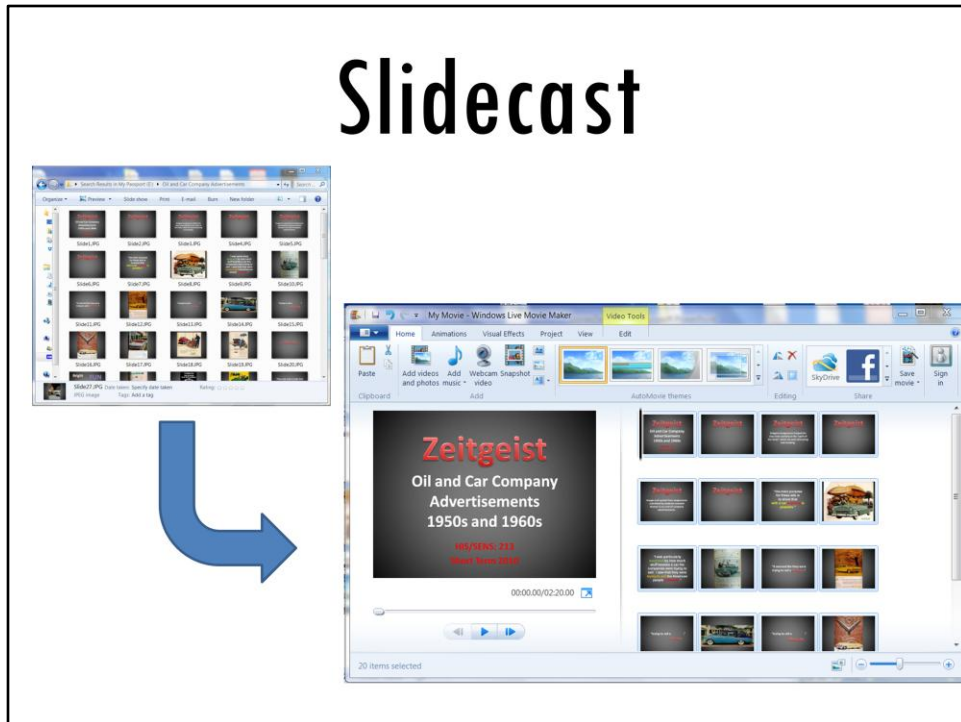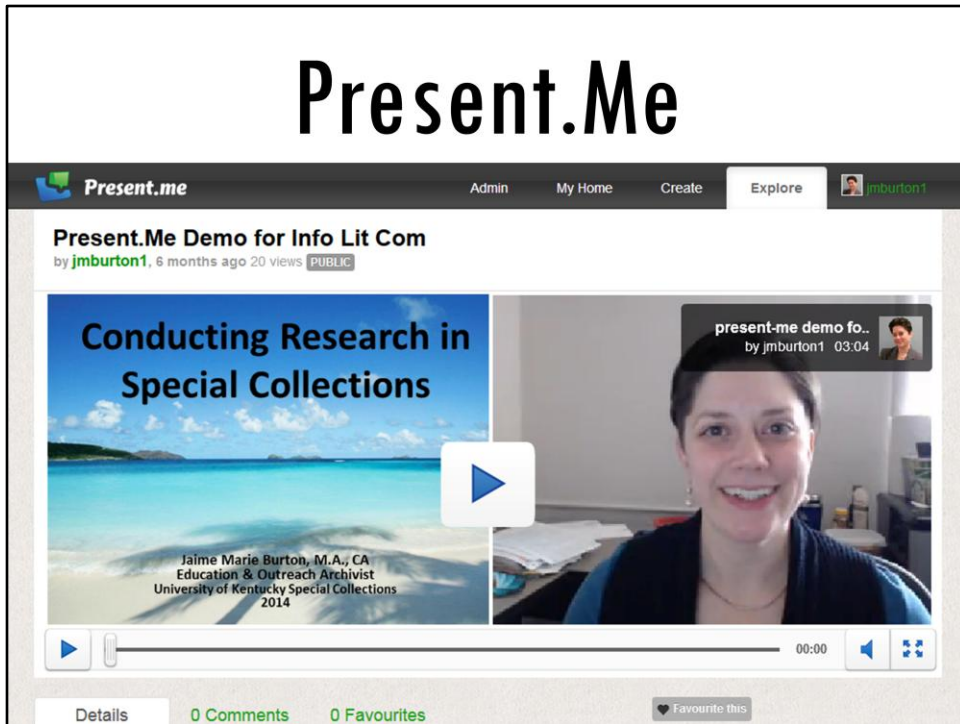
The "slidecast" is a very simple tool using well-known and familiar technology to tell a story. Students must locate images that demonstrate their plot, collect them in either a PPT or folder, then import into Movie Maker and overlay with a song. It serves as a very simple entry point into learning storyboarding and visualization of emotional persuasive/argument writing.

Description of advertisement assignment for History of Oil class, then provided viewing of a 3 minute slidecast sample.

Present.Me is another simple, free online tool for narrating, images and slideshows, videos, tutorials, or other demos. Education subscriptions are also very reasonably priced. Provides a demo.

Blogs and Social Media
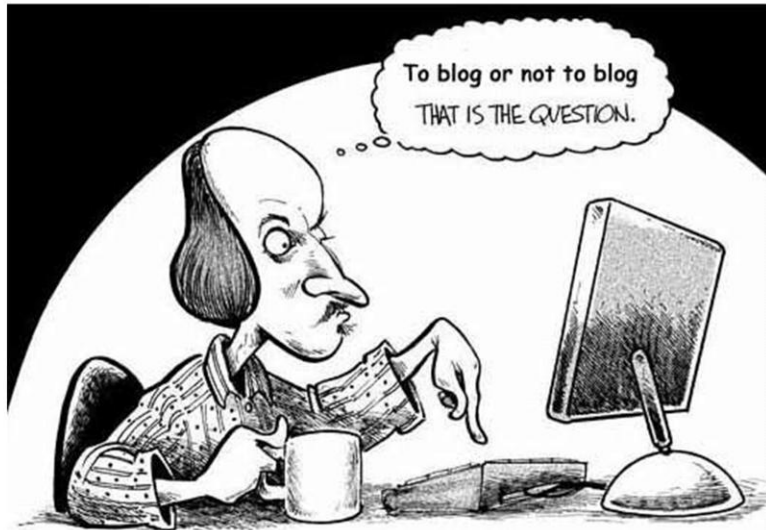
Many students are required to blog throughout the semester or to turn in their research via a social media or journal format.

Blogs and Social Media

There are scores of possibilities and it is important for Librarians and Archivists to understand these tools in order to teach students how to use them to support their projects and incorporate into their research.

Digital Exhibits

omeka

html/css

In Special Collections, we also have opportunities for students to create online exhibitions of their work, especially interns and , using basic web technologies, or tools such as OMEKA.

Happily ever after…

More and more assignments are project and media orientated, with video/audio and less text. Storytelling will be a larger factor – so how are YOU going to respond to students' needs?

Suggested Reading

Lambert, Joe. 2010. *Digital Storytelling Cookbook*. Berkeley, CA: Digital Diner Press.

Reynolds, Garr. 2012. *Presentation zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders Pub.

Simmons, Annette. 2006. *The story factor: Secrets of influence from the art of storytelling*. New York: Basic Books.

Spaulding, Amy E. 2004. *The wisdom of storytelling in an information age: A collection of talks*. Lanham, Md: Scarecrow Press.

Willingham, Daniel T. 2009. *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

Museums, Libraries, and 21st Century Skills. Institute of Museum and Library Services, 2009. http://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf

http://niche-canada.org/research/niche-digital-infrastructure-project/environmental-history-slidecasts/

Additional notes:
What's Trending:
As Informational Professionals – how do we grow/evolve?
How does media affect our teaching – to think about this is the kind of assignment we are supporting?
Marketing our services to an audience?
Connecting to individual students as a person with stories?

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"Model of the Information Search Process." Carol C. Kuhlthau, Leslie C. Maniotes, and Ann K. Caspari. Guided Inquiry: Learning in the 21st Century. Westport, CT: Libraries Unlimited, 2007. 19. Print.

"And now Buster squeezed into the A1." kelly reeves. https://www.flickr.com/photos/misskelly/9420720409/ CC BY-ND 2.0
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"Close up of The Thinker." Brian Hillegas. https://www.flickr.com/photos/seatbelt67/502255276/ CC BY 2.0
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"To blog or not To Blog." https://www.examtime.com/blog/top-10-reasons-to-start-blogging-today/

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More Q&A