



# THE TORTOISE OR THE HARE:

**Undergraduates, Information Literacy, and the Slow Movement**

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# To Begin. . .



[https://commons.wikimedia.org/wiki/File:Valentine,\\_Laura\\_-\\_Aunt\\_Louisa%27s\\_Off\\_Told\\_Tales\\_-\\_0036.jp](https://commons.wikimedia.org/wiki/File:Valentine,_Laura_-_Aunt_Louisa%27s_Off_Told_Tales_-_0036.jp)



# Slow Movement

A bit of history



[https://en.wikipedia.org/wiki/Hare#/media/File:Albrecht\\_D%C3%BCrer\\_-\\_Hare,\\_1502\\_-\\_Google\\_Art\\_Project.jpg](https://en.wikipedia.org/wiki/Hare#/media/File:Albrecht_D%C3%BCrer_-_Hare,_1502_-_Google_Art_Project.jpg)



<http://maxpixel.freegreatpicture.com/Turtle-Tortoise-Animal-Slowly-Panzer-1514109>



# Slow Movement Principles

## **According to Poirier & Robinson (2014, p. 688)**

- “taking control of, and enjoyment in, any and all activities through mindful experience and reflection, and the making of conscious choice;
- establishing a balance in all activities; often through re-establishing a balance that has been lost or sidelined by pressures to act and consume quickly; and
- acting as a rational consumer; dealing with the increasing number of ‘things’ (of very diverse nature) available in greater number, and accessible more rapidly, by creating time and space to engage in consumer behavior appropriate to the situation.”



# Slow Movement Principles and the ACRL Framework

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## Selected Dispositions from the ACRL Framework (2016, p. 4-9)

- “develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview” (p. 4);
- “value the skills, time, and effort needed to produce knowledge” (p. 6);
- “value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process” (p. 7);
- “follow ethical and legal guidelines in gathering and using information” (p. 7);
- “see themselves as contributors to scholarship rather than only consumers of it” (p. 8);
- “persist in the face of search challenges, and know when they have enough information to complete the information task” (p. 9).

# Undergraduates Today

New freshman born 1999

Generation Z: "Pivotals"

Are Digital Natives

(Swartz, Skyler, & Harper, 2017)

The **'Fast Life'** includes:

- increased global mobility
- globalization
- quantity over quality
- sedentary yet expecting more service choices

(Andrews, 2008)



<https://ascent.atos.net>

# Effects of Modern Life on the Brain

## Physical & Psychological

- Stress
- Frustration
- Unreasonable expectation
- Shortened attention span
- Sensory overload
  - Multitasking
  - Screen Lighting



Pinterest.com

## Pedagogical

- Shallow learning
- Distracted
- Quantity over quality
- Rushed
- Extrinsic motivation

"Too much change in too short a time" ~ Alvin Toffler



# Technology and Undergraduates

- Own 7 informational devices
- Watch television while using a device
- Check phone 27-150 times per day
- Switch tasks 27 times per hour (twice per minute)
- Lose 45 minutes REM sleep per night
- Sleep with phones (75%)
- Answer texts and notifications through the night hours
- Stay within 5 feet of phone at all times
- Check phones before leaving bed in the morning (62%)



Orzzz.com, 2017



# The Benefits of Mindfulness on the Brain

## Physical & Psychological

- Sense of calm
- Increased attention
- Decreased stress
- Improved decision making
- Slower aging of brain
- Improved emotional regulation
- Higher executive function of brain



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## Pedagogical

- Deep learning
- Focus
- Quality over quantity
- Enjoyment of process
- Intrinsic motivation
- Improved retention

# Mindfulness and Pedagogy

Ancient Greek rhetoric

Lectio divina learning through meditation

(Badley & Badley, 2011); (Coleman, 2009)

Reflection is key

High level thinking and learning – critical thinking

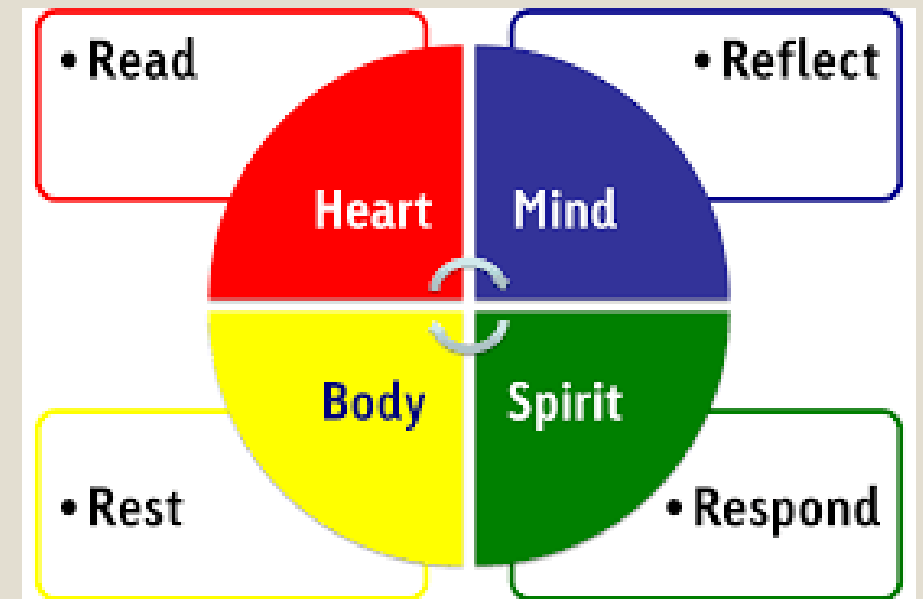
Retention

Problem solving – creativity

Inclusive, expansive perspective on topic

Ownership of learned material

(Trede & Smith, 2012)



Cta-usa.org

# Mindfulness and Pedagogy

## 3 steps to learning:

**Experiencing** information literacy

**Reflecting** upon the experience:

Learning takes place at this point, enabling students to become lifelong, self initiating learners.

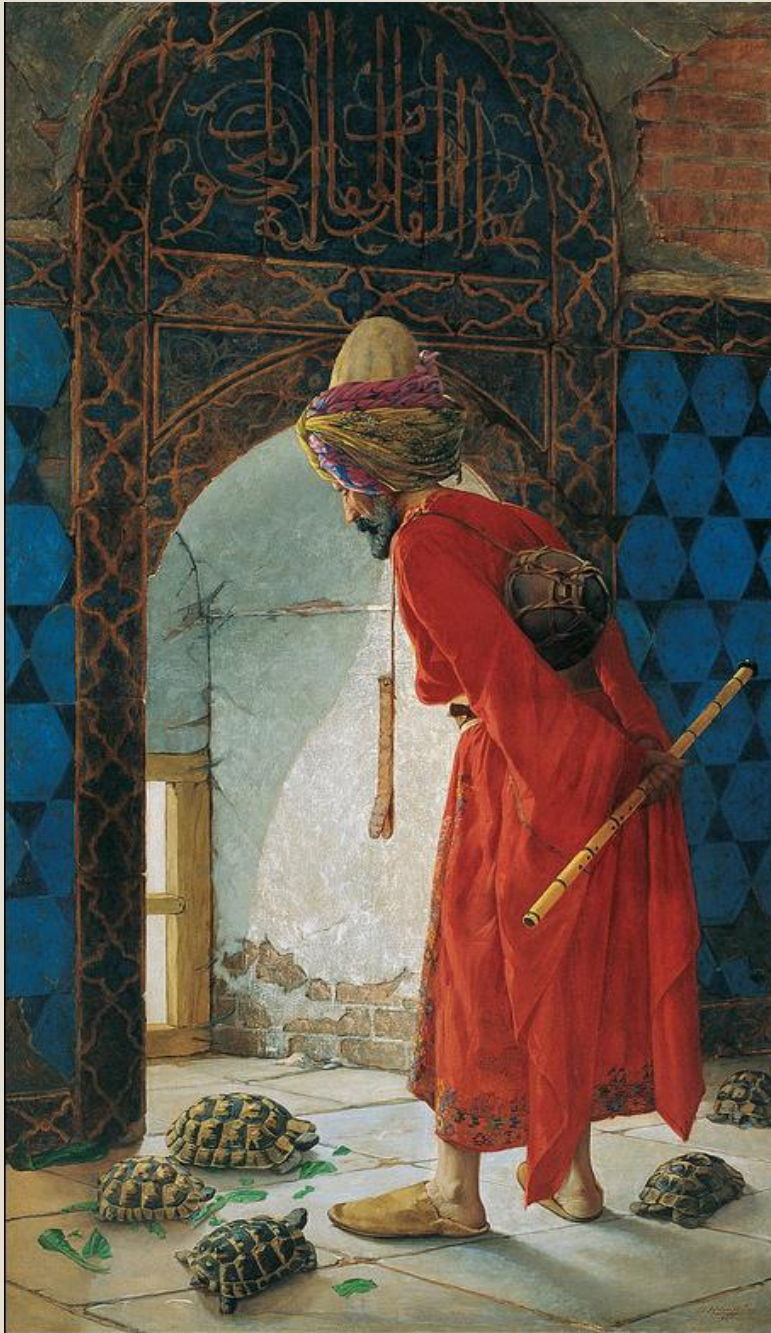
**Applying** skill to a novel experience

(qtd. In Blanchett, 2012, page 36)



# Slow Movement and the Instruction Librarian

*If we want undergraduates to adopt Slow Movement principles, then instruction librarians must be willing to model and promote the principles.*



Beth McDonough advocates for a change of approach (2015, p. 39)

## Traditional Approach (Quick) **VS.** Critical Approach (Slow)

Mechanical

Technical

Behavioral

Strategic

Skills-based

Critical

Problem-posing

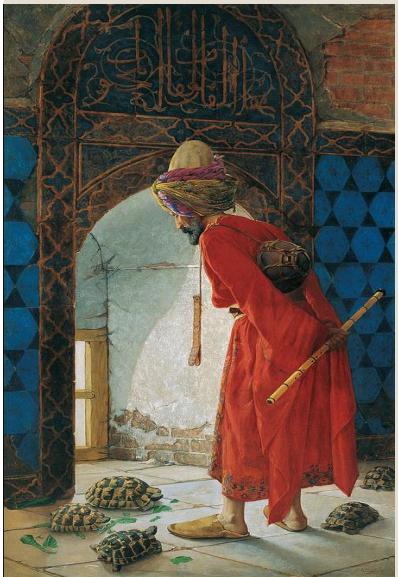
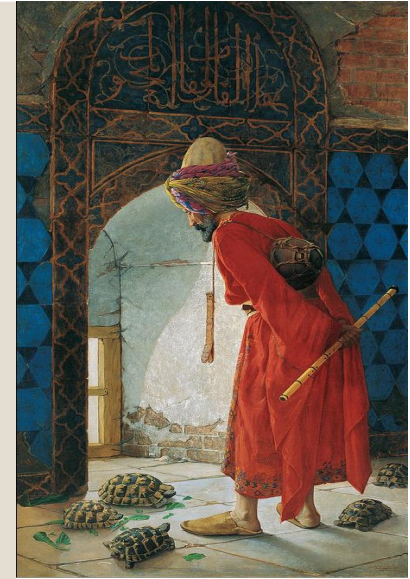
Multidimensional

Creative

Intellectual

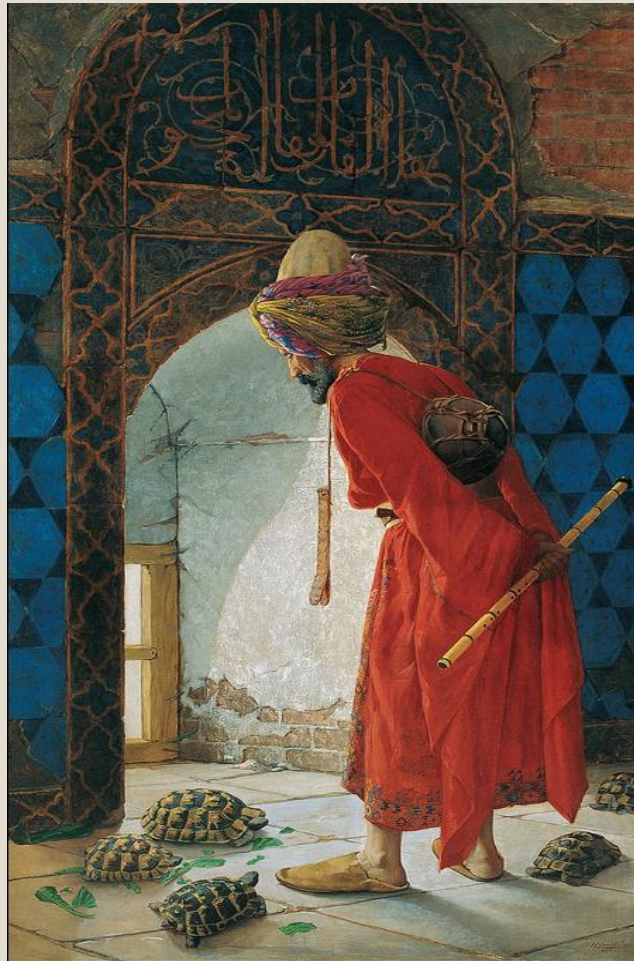
Process-based

Supportive of student agency



# Slow Movement Principles, Information Literacy, and Lifelong Learning

Academic success



Good citizenship:

- Social
- Environmental
- Political

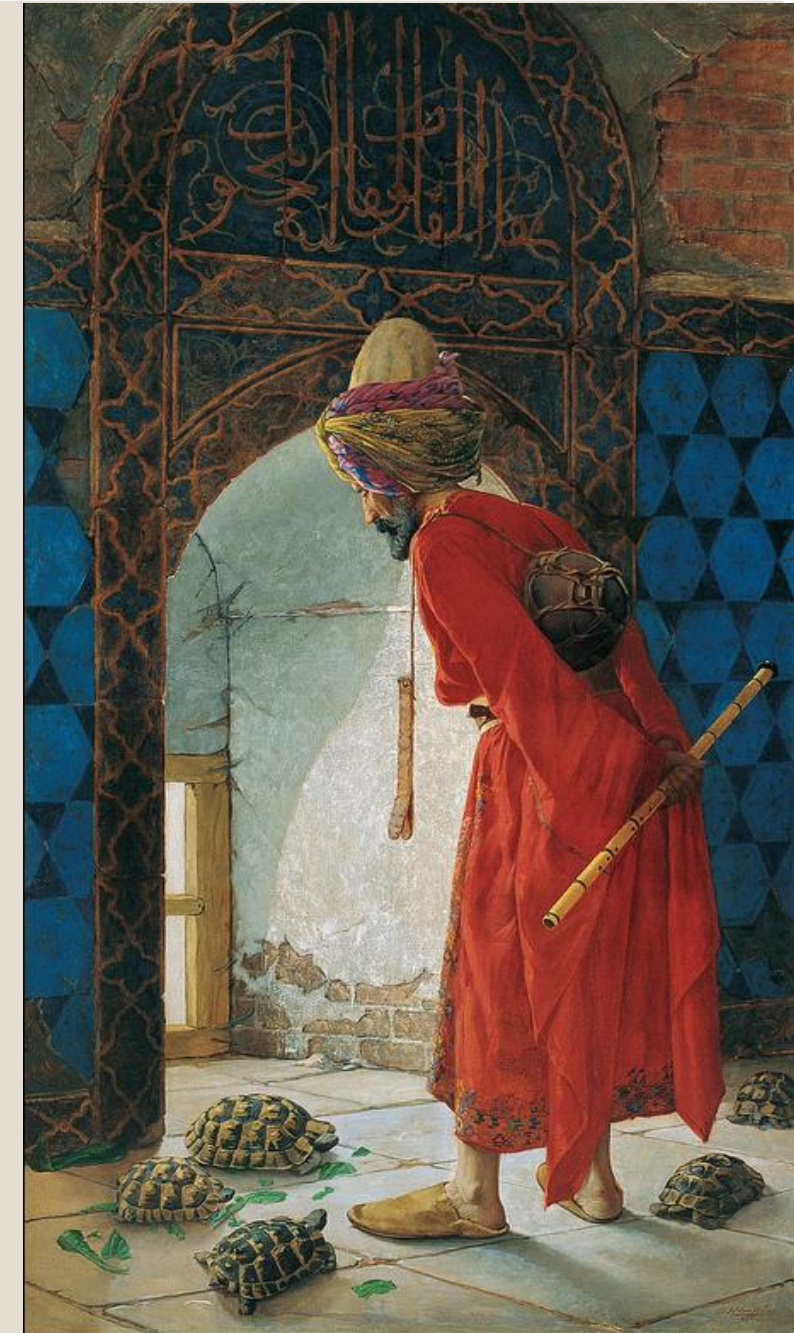
Meaningful life



McDonough also recommends (2015, p. 39, 41, 43)

- Beginning with sources with which students frequent—use resources like *Wikipedia* or *Google* as a bridge;
- Avoiding the top-down approach to teaching—create a community of learners where **everyone** is open to learning.

[https://en.wikipedia.org/wiki/Osman\\_Hamdi\\_Bey#/media/File:Osman\\_Hamdi\\_Bey\\_-\\_The\\_Tortoise\\_Trainer\\_-\\_Google\\_Art\\_Project.jpg](https://en.wikipedia.org/wiki/Osman_Hamdi_Bey#/media/File:Osman_Hamdi_Bey_-_The_Tortoise_Trainer_-_Google_Art_Project.jpg)



# Practical Applications:

## Information Literacy Instruction to Undergraduate Students

- Librarians have an instructional advantage
- Focus on "why"
- Ask open ended questions
- Facilitate; avoid didactic activities
- Model thought processes
- Make reflection a priority
- Encourage personal connection and choice
- Foster peer support and small group collaboration

(Trede & Smith, 2012); (Badley & Badley, 2011)

### How to make any lesson reflective:

Facilitate activities so that students:

- **Summarize**
- **Evaluate**
- **Draw conclusions**

(Blanchett et al, 2012)



Clickinmoms.com

# Information Literacy Activities

## which Include Reflective Practices

### Design Brief & Discussion:

- Students conduct brief search - create pathfinder, flow chart, bullet point checklist, written paragraph, Jing.
- Describe the process (ex. to locate a scholarly article), steps taken, tips and tricks, and end statement.

(Blanchett et al, 2012)

### Time Line and Reflection:

Share timeline of emotions of research process, relating universality of experiences regardless of expertise. Students refer to timeline to identify their stage within the process. Timeline steps include:

Uncertainty – Optimism – Confusion – Sense of Direction – Increasing Interest – Satisfaction

(Kuhlthau, 1994)

### Debate:

- Give background information on information literacy topic. (ex. Google versus databases)
- Allow students to examine and assess a piece for plagiarism.

(Blanchett et al, 2012)

### Interview:

In pairs, students interview each other on topic for research.

Pair follows pathfinder through process, ending with reflective questions: *What did we find?*

*What was challenging? What worked?* (Blanchett et al, 2012)



# Information Literacy Activities

## which Include Reflective Practices

### Guided Tour:

- Interview group - assess level of library experience.
- Avoid jargon, relate areas of library to *how students will use the resources*.

(Blanchett et al, 2012)

### Evaluate News Story:

Distribute enticing news story and pathfinder to check for credibility.

Students share evaluations with class, applying deductive reasoning.

### Lecture:

Ask high level questions which require analysis, personal opinion, and evaluation.

### Problem-Based Learning:

Supply students with a problem to solve/ solution to discover.

Offer students a guide sheet of tips on the process of researching answers.

# And the winner is.....



<http://read.gov/aesop/025.html>

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