**CIL 121 Planning / Training outline**

**Chapter 1**

**Information literacy**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key terms:**  Competencies  Frameworks  Information literacy  Information literate person  Lifelong learning | | | |  | | |
| **Outcomes:**  Students will be able to   1. Know what information literacy is. 2. Understand why it is important to be information literate 3. Know the competencies of an information literate person 4. Know the theoretical models and frameworks for information literacy competencies. 5. Should here not be one more objective re whole brain learning?   (Pieter will give to us) | | | | | | |
|  | **Outcome/s** | | **Activity** | | **Type of activity** | **Duration** |
| 1 | All | Video to grab students’ attention | | | Class |  |
| 2 | All | Interactive search exercise | | | Class |  |
| 3 | All | Blog | | | Class |  |
| 4 | All | Overview of the course | | | Class |  |
| 5 | All | Collage of logos  <http://theconversationprism.com/> . | | | Class |  |
| 6 | 5 | Whole brain model | | | Class |  |
| 7 | All | PPT slides | | | Class + Home |  |
| 8 | All | Glossary | | | Class + Home |  |
| 9 | All | Mind map | | | Class + Home |  |
| 10 | All | Assistant Lecturer Activities | | | Class + Home |  |
| 11 |  | Register on Facebook, Twitter, Flicker | | |  |  |

1. **Video**

The purpose of the video is to grab students’ attention, wow them and to overwhelm them, so that they realise what they don’t know. It should highlight to them what an information literate person is.

1. **Interactive exercise**

* Use and example of something to search that the students will find hard to find, and that will throw them in the deep end.
* After the activity, the CIL 121 Junior lecturers can discuss evaluating the results with students (should they find something) and which sources they can/cannot trust.
* Different search engines will be assigned to different groups.

1. **Blog**

* This will be a group activity, and available as a blog in clickUP from the Discussions Tool.
* A topic will be created for each lab. After the session, the junior lecturers must delete the postings from the previous session.

1. **Overview of the course**

A mind map/overview of the course in the form of “little men”, giving specific attention to the “who, what, where and how” and which chapters address each.

1. **Collage of logos**

Site with a summary of all the Web 2.0 logos: <http://theconversationprism.com/> . A collage of logos created by previous lecturers can also be used. This can be shown to students in this chapter (to show them what they will be learning) and/or used in Chapter 12.

1. **Whole-brain model**

The whole-brain model comes in at the end of Chapter 1, and forms part of the section “How to learn”.

* The educational approach will be available in clickUP.
* Students will be provided with the HBDI model and will identify their own learning style
* The HBDI model will be availabe in clickUP.
* Students will get a tour of clickUP.

1. **PPT slides**
2. **Key terms**

Crossword puzzle (???) based on the glossary for the chapter.

1. **Mind Map of the chapter**

Gives a holistic picture of the chapter and it’s position in the course, Can be used in class and for self study.

1. **Assistant Lecturer Activities**

Activities identified and used by Assistant Lecturers

1. **Activities on social networks**

As many of the activities later in the course will be linked to some activities on social network sites, students can now register on facebook, twitter, flicker etc.

Lecturers will be required to keep IllI, Rose, Trev and/or Tumi ‘alive’ there…