

When Will We Use This in Real Life?:
Problem-Based Learning and Its Use in
Effective Information Literacy Instruction

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What we'll be talking about today:

- o Define Problem-Based Learning (PBL)
- o Why use PBL?
- o Ways to integrate PBL into library instruction
- o Some challenges when using PBL in the library classroom
- o Our tips for using PBL

Problem-Based Learning Defined:

“PBL is any learning environment in which the problem drives the learning.” –Don Woods, McMaster University



Why use PBL?

PBL Increases Student Engagement

Krain (2010)

- o [PBL] was considered highly valuable by students because of:
 - o The direct application of theory to practice
 - o The degree of immersion
 - o They felt invested in the problem

Jones et al. (2013)

- o “Students reported higher levels of motivation when they perceived the project as a realistic simulation of the real world”

PBL Increases Learning

- o Strobel & Barneveld (2009)
 - o “PBL is significantly more effective than traditional instruction...to promote long-term retention of knowledge and skills acquired during the learning experience.”

ACRL Framework for Information Literacy and PBL

Threshold Concept: Searching as Exploration

- o Determine the scope of the question or task required to meet one's needs
- o Identify Interested parties that might produce information about a topic and how that information might be accessed
- o Demonstrate the importance of matching information needs and search strategies to appropriate search tools
- o Recognize that some tools may be searched using both basic and advanced strategies, and understanding the potential of each



Ways to Integrate PBL into Library Instruction

PBL Process

- o Facilitator introduces a problem
- o Students analyze the problem for information
- o An information need is determined
- o Facilitator introduces students to various information sources
- o Students investigate the information sources and locate relevant information

(Macklin 2001)

Problem is Introduced by Instructor as Part of the Curriculum

- o Facilitator introduces a problem
- o Students analyze the problem for information
- o An information need is determined
- o **Facilitator introduces students to various information sources**
- o Students investigate the information sources and locate relevant information

(Macklin 2001)

NURSING

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Evidence
Based
Practice



Problem is Introduced by Unknowing Instructor

- o Facilitator introduces a problem
- o **Students analyze the problem for information**
- o **An information need is determined**
- o **Facilitator introduces students to various information sources**
- o **Students investigate the information sources and locate relevant information**

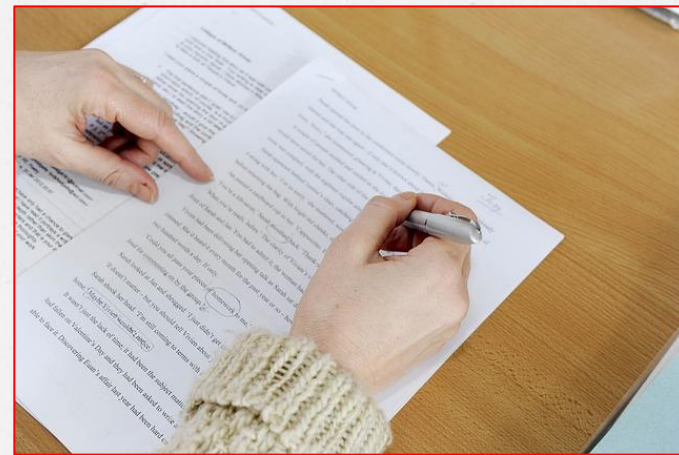
(Macklin 2001)

MKTG 4360: Marketing Research and Analytics

ENGL 3080: Business Writing



<http://www.creativethinghappenermaker.com/2013/08/2/audition-tracking-to-know-your-odds-as-an-actor/>



<http://pixabay.com/en/photos/writing/>

Problem is Introduced by Librarian

- o Facilitator introduces a problem
- o Students analyze the problem for information
- o An information need is determined
- o Facilitator introduces students to various information sources
- o Students investigate the information sources and locate relevant information

(Macklin 2001)

NURS 4950: Transition to Professional Nursing

BUSI 7970: MBA Orientation



Credit: NCIRD/OD/HCSO Flu vaccination
communications team



<https://www.flickr.com/photos/vitualis/137259915/>

Problem is Introduced by Student

- o Facilitator introduces a problem
- o Students analyze the problem for information
- o An information need is determined
- o **Facilitator introduces students to various information sources**
- o **Students investigate the information sources and locate relevant information**

(Macklin 2001)

Real World



<http://www.projectcasting.com/casting-calls-and-auditions/how-to-get-on-mtvs-real-world-real-world-29-is-now-casting/>

Challenges

- o Being a coach/facilitator instead of a reference librarian
- o Students who don't want take charge of their own learning
- o Finding the right problem
- o How to assess?
- o Harder to use PBL in 50 minute classes

Tips

- o Classroom space should be conducive to collaborative work
- o Provide feedback to students throughout activity
- o Summarize what was learned (either you or students)
- o Choose a manageable number of resources (handout to cover what you can't)
- o Transferability should be integrated into resource selection

Questions?



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