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The Impact of Creativity on Information Literacy Instruction

Introduction

- Student as Growing Organism and Reflective Learner

- Creativity Rooted in Critical and Reflective Pedagogy

- Academic library as greater participant in engaged learning
  - More intentional in teaching and constructing learning

The Study

- First Step –
  - Defining and implementing creativity in the classroom

- Closed and open-ended Questions

- Qualitative component
  - Framework for examining motivations
  - Dissecting opinions

Definition of Creativity

- "The ability to engage learners through a critically reflective process in order to foster divergent thinking, and where conversation and questioning is encouraged to challenge and reshape identities"

ACRL Framework

- Core ideas of metaliteracy

- Focus on metacognition or critical self-reflection

- Crucial to becoming more self-directed

- How Framework might influence or facilitate creative approaches

Data Collection: 5 Broad Themes

- 1) creativity in teaching
- 2) creativity in learning
- 3) the role of the library in providing creativity
- 4) barriers to being creative in the classroom
- 5) connection to the Information Literacy Framework

Data Collection (Cont.)

- Focused mostly on librarians teaching information literacy

- 227 entered survey

- 121 completed survey in its entirety (n=121)

Creative Teaching

- Would you consider your approach to information literacy instruction to be "Creative"?

- 101 respondents, or 83.5 percent, answered that their approach can be considered creative

- "Out-of-the box assignments"

- "Shaking things up"

- "Fun"

Creative Teaching (Cont.)

- IL include dialog for the way information fits into a personal context of understanding

- Relating information to everyday experiences
  - How students can use information to solve problems and decipher authority
  - Evaluate different pathways for appropriating and utilizing information

Creative Teaching (Cont.)

Opportunity for any of the instructors to offer any of the following as part of their class:

- Problem framing

- Divergent thinking

- Mental transformations

- Practice with alternative solutions

- Evaluative ability

Creativity in Learning

- How does a desire on the part of students necessitate a change to the way classes are taught? How does creativity in the classroom change the kind of learning the library provides?

- Creativity linked to engaging students (iterative process)
- Challenging preconceived notions about information, and;
- Creating a learning environment in which students want to participate.

- Emotion and Reflection = More engaging and meaningful learning for students

Creativity in Learning (Cont.)

- In your opinion, does creativity in the classroom transform the library experience, and does it engage students in the research and learning process?

- Ninety-five, or 78.51 percent, responded in the affirmative, and almost unanimously cited engaging the learner in the classroom as part of the transformative experience, and furthermore, that creativity is empowering to students.

Connection to the Information Literacy Framework

- Twenty-seven (27) of the 121 respondents indicated that the Framework supports engagement.

- Nine (9) respondents indicated that the Framework made learning more "fun"—more dynamic for meeting student needs

- Supported Higher Thinking

Connection to the Information Literacy Framework (Cont.)

- Does a departure from the standards provide more flexibility, more of an opportunity to be creative? In your opinion, is the ACRL Framework more flexible than the standards? Please explain.

- One hundred and ten respondents, or 90.1 percent said yes, but there were some variations in qualifying the "yes" attached to an agreement for the flexibility.

- Anxiety about implementing something so flexible

Barriers

- What are the barriers to implementing creative practice in the classroom?

- Teaching a "one-shot" instruction class as hurdle
- Trouble embracing definition of creativity

- Affirmative = engaging the learner; personalizing the experience

Role of Library in Providing Creativity

- What do you think is the role of the library in employing creative practice in support of learning?

- Most reaffirmed need for creativity
  - Collaboration as means for achieving creative practice
  - Engagement (loosely articulated)

- Need for Creativity tied to other pedagogical practices

Role of Library in Providing Creativity (Cont.)

- Implications on Teaching and Learning?
- Framework foster "transformative learning"?

- Framework = construct personal relationship to information for students – more student centered
- Framework = Potential for greater flexibility and chance to be more reflective
- *Reflection about what libraries are doing and why

Conclusion

- Creativity, and what it means, creates opportunities for re-thinking catalyst for transformation across education – *revealed in survey

- No agreement on definition of creativity

- Speaks to need for assessment

  - Specifically assessing the creative classroom

Opportunities

- How ACRL Framework pairs with other standards and rubrics

  - Facilitating larger conversation about creativity

- Respondents to define creativity in own terms

- Qualitative opportunities – observing & interviewing teachers and students (creativity and phenomenon)

- Expand to wider sphere of LIS professionals

Thank You!

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Questions?