

TRANSFORMING INFORMATION LITERACY INSTRUCTION VIA SIMULATED APOCALYPSE

A ROUNDTABLE PRESENTATION

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ABSTRACT

This session details a recent effort to present information literacy and research concepts to freshmen STEM students in a manner both engaging and informative. This course utilizes a post-apocalyptic survival scenario as a framework for course content. Instructors encourage students to work collaboratively and think outside the box to overcome obstacles to their hypothetical survival in a scenario in which the class members are isolated and working with limited supplies. Students walk through each step of the research process from determining the topic of their research to presenting their findings. Playing with tropes and concepts found in pop culture, this approach to information literacy transforms the classroom environment and lays a foundation for professional and academic research from which students can build in the future. This session encourages attendees to brainstorm ways in which creative thinking can be combined with students' entertainment interests to create a unique learning experience when teaching basic, foundational concepts.

SELECT REFERENCES

Bruce, C. (2003). Information literacy as a catalyst for educational change: A background paper, paper commissioned for UNESCO Information Literacy Leadership Conference, Prague, April 2003.

Macklin, A.S. (2001). Integrating information literacy using problem-based learning. *Reference Services Review*, 29(4), 306 – 314.

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