

*Metaphors  
Be with You*

*Lyn Mathews and  
Rorie Fredrich*

LIBERTY  
UNIVERSITY

# Overview

- Surprising Success
- Educational Theory
- Practical Application

# Surprising Success

Date-base Searching Presentation

Hasse, J. (2016). *Date-base Searching* [Google slides].

Retrieved from

<https://docs.google.com/presentation/d/1U096I9odakz-PPhqp74vnA9vrevYD1JhQGiVVy7EbXE/present?ueb=true&slide=id.p> .

# Using Metaphors in Teaching and Learning

---

- Metaphors/Similes - Implicit/Explicit comparison
- “Metaphor allows us to understand one domain of experience in terms of another” (Lakoff & Johnson, 1980, p. 117).
- “Metaphors are necessary as a communicative device because they allow the transfer of coherent chunks of characteristics – perceptual, cognitive, emotional, and experiential – from a vehicle which is known to a topic which is less so” (Ortony, 1975. p. 20).

# Why Good IL Teaching Matters

- Pew Research Center found that teachers report that middle and high school students conduct research almost exclusively online through Google, Wikipedia, and YouTube (Purcell, Rainie, et al., 2012).
  - Stanford History Group (2016) surveyed over 7,000 students in middle school, high school, and college, and concluded their ability to evaluate information is "bleak" (Wineburg, McGrew, Breakstone, & Ortega, p. 4).
- Students tend to over-estimate their information literacy skills (Gross & Latham, 2013).

# CONSIDER

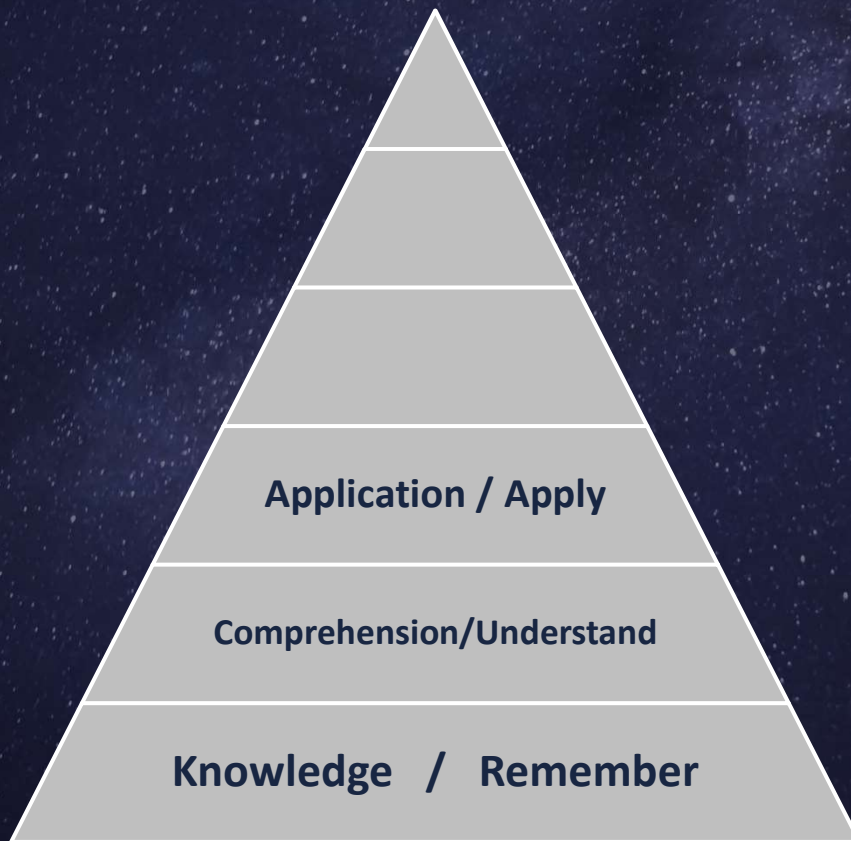
- Why do entering freshmen lack information skills?
- Did freshmen learn information skills as part of their high school curricula?

***Information  
may be  
lost  
in  
space.***

# SUCCESSFUL LEARNING

---

Learning is a process.



## SKILLS

- File
- Retrieve
- Apply

Base three levels of Bloom's Taxonomy

(Anderson et al., 2001)



# SCHEMA THEORY

---

Knowledge is organized  
into components, a  
framework of sorts.



(Bartlett, 1932) (Piaget, 1952)

---

Students often "file" new information by semester, course, subject, or instructor.

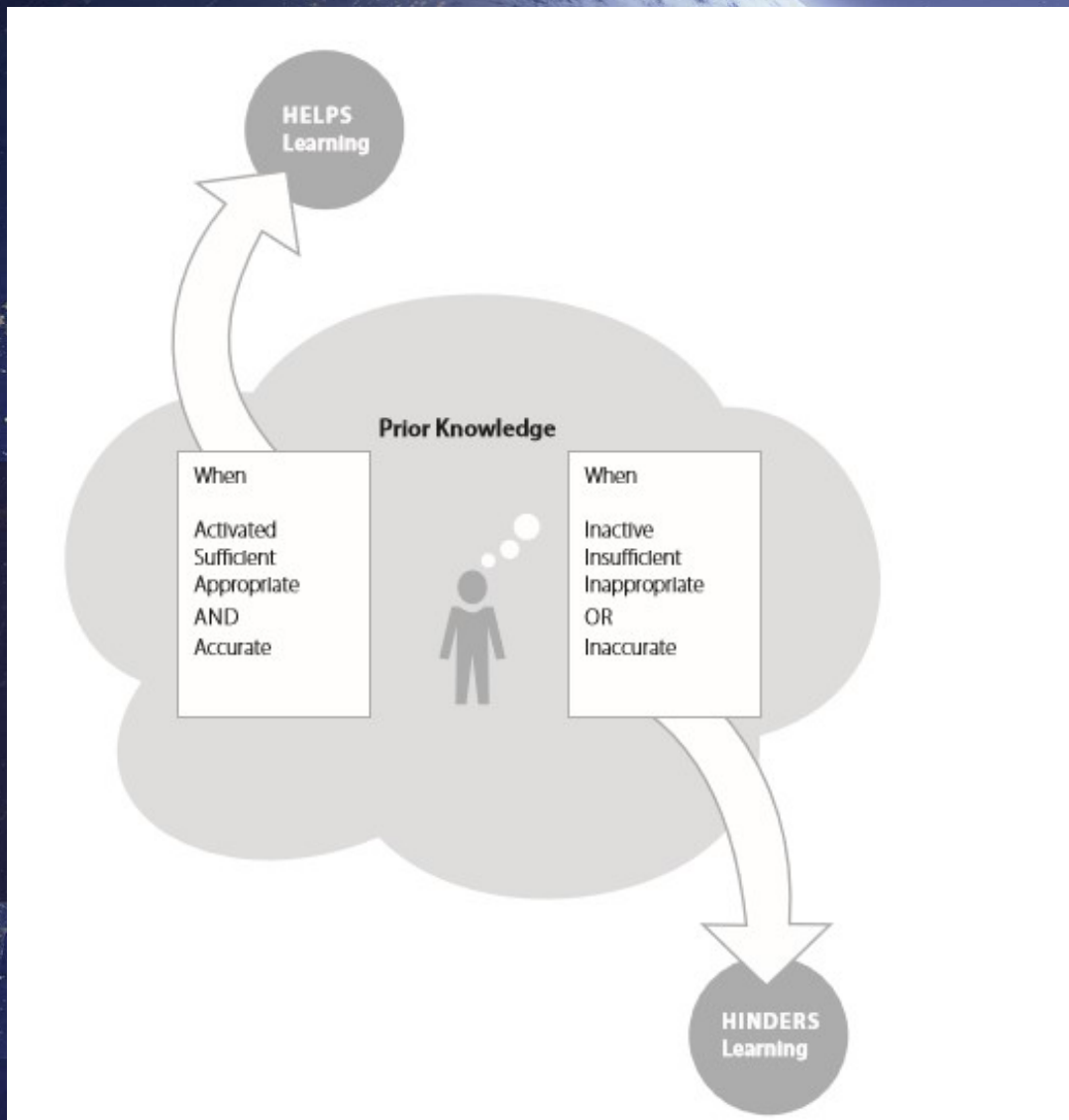


# ACTIVATE PRIOR KNOWLEDGE



- Questions
- Brainstorm
- Think-pair-share
- Turn and talk
- Graphic organizer
- Response journal
- Metaphors and similes

Bransford & Johnson's research (1972) demonstrated that this knowledge needs to be used in context.



(Ambrose et. al, 2010).

"If students' prior knowledge is robust and accurate and activated at the appropriate time, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning."

(Ambrose et. al, 2010, p. 12).

# When Metaphors Don't Work

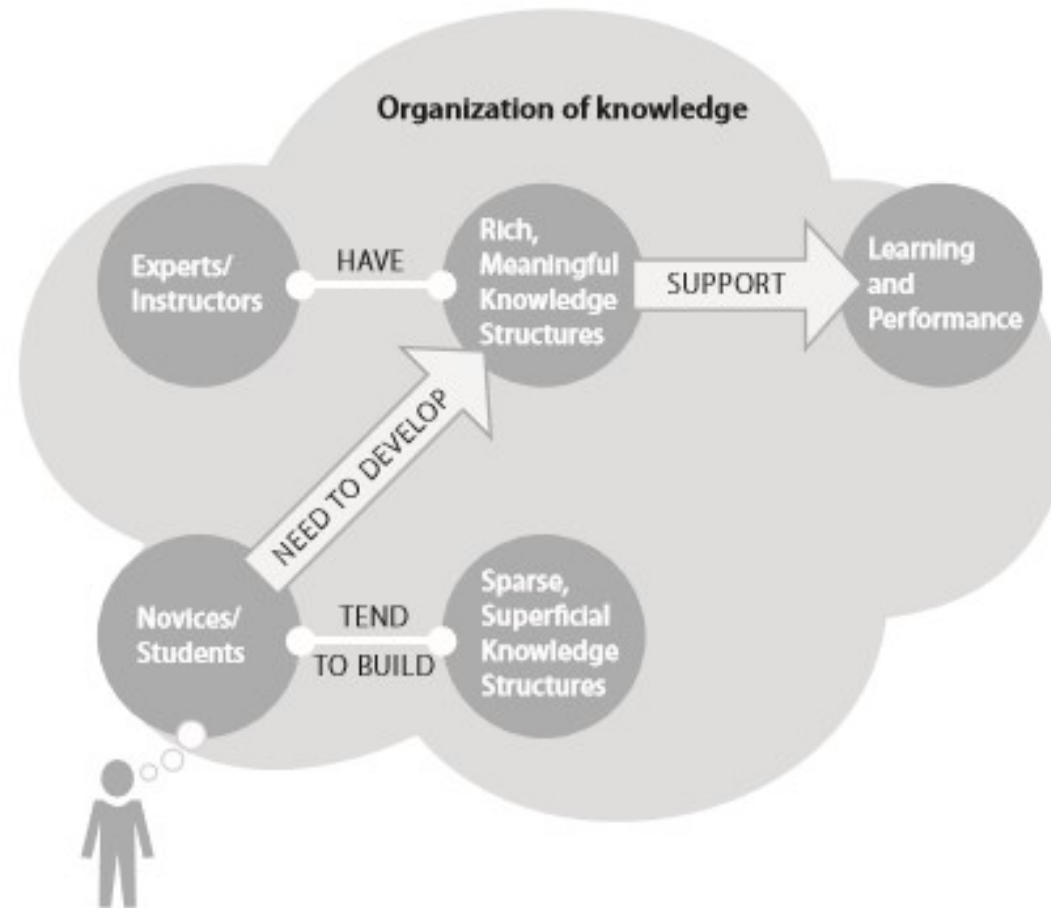
---

When your classroom is full of people who "don't share the same culture, knowledge, values, and assumptions, mutual understanding can be difficult" (Lakoff & Johnson, 1980, p. 231).

Lakoff and Johnson (1980) say you must negotiate understanding.

- Example: Yellow brick road





**Figure 2.1.** Differences in How Experts and Novices Organize Knowledge

(Ambrose et. al, 2010)

# High Level Library Metaphors

---

## Traditional Library Metaphors:

- Library as the "heart of the university"
- Library as "storehouse of knowledge"
- Library as laboratory

## Six Metaphors for a New Age:

- Library as Café
- Library as Apple Store/Genius Bar
- Library as Brain
- Library as Commons
- Library as Town Square

Guthro, C. (2019). The 21st century academic library: Six metaphors for a new age. *Library Leadership & Management (Online)*, 33, 1-12.

Information Literacy Concept/Skill	Metaphor/Simile/Analogy
Gap in the literature	Missing brick in the road
EBSCO and ProQuest	Coke and Pepsi of the database world
Call number	The item's physical address in a library
Using databases	Databases are like dating websites in that finding a source is like finding a date. See Hasse, J. (2016). <i>Date-abase Searching</i> [Google slides]. Retrieved from <a href="https://docs.google.com/presentation/d/1U096I9odakz-PPhqp74vnA9vrevYD1JhQGiVVy7EbXE/present?ueb=true&amp;slide=id.p">https://docs.google.com/presentation/d/1U096I9odakz-PPhqp74vnA9vrevYD1JhQGiVVy7EbXE/present?ueb=true&amp;slide=id.p</a>
The value of doing background research/understanding the subject area's sources	The information landscape – getting your bearings in the field of information
Scholarship	Intelligent conversation
Searching for information	Strategic exploration



## Participants' Ideas and Applications:

Information Literacy Concept/Skill	Metaphor/Simile/Analogy
Scholarly vs. popular	1 star and 5 star hotels, professional vs. amateur, Tony award vs starlet, almonds vs. candy, best friend vs. stranger
	Head coach (SME) and referee (other subj expert) and sports analyst (pop)
	Classic movie vs. marvel/DC, neighbor handy vs. plumber K. Lamar vs. Post Malone
Keywords	Give example of vernacular/slang → scientists don't use that word
Sources	Shopping Walmart or high end boutique –you're worth it
Library, databases-organization	Closet/dresser, articles of clothing (system of organization)
Abstract vs Full Text	IMDB vs. DVD
Organizing research	Self-care keep ( not stressful)
Research	Fishing –cast your net, sort fish

# THANK YOU!



Lyn Mathews

[Jmathews5@liberty.edu](mailto:Jmathews5@liberty.edu)

Rorie Fredrich

[Rfredrich1@liberty.edu](mailto:Rfredrich1@liberty.edu)

# REFERENCES

---

- Ambrose, S. A., Bridges, M. W., & DiPietro, M. (2010). *How learning works: Seven research-based principles for smart teaching*. Retrieved from <http://ebookcentral.proquest.com>
- Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives* (Abridged ed.). London;New York;: Longman.
- Bartlett, F. C. S. (1932). *Remembering: A study in experimental and social psychology*. Cambridge [England]: The University press.
- Bransford, J. D., & Johnson, M. K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 717. Retrieved from <http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/1297345254?accountid=12085>
- Gregory, G. (2016). *Teacher as activator of learning* Thousand Oaks, CA: Corwin doi: 10.4135/9781483394350
- Gross, M. & Latham, D. (2013). Addressing below proficient information literacy skills: Evaluating the efficacy of an evidence-based educational intervention. *Library & Information Science Research*, 35(3), 181-190. <http://dx.doi.org/10.1016/j.lisr.2013.03.001>
- Guthro, C. (2019). The 21st century academic library: Six metaphors for a new age. *Library Leadership & Management (Online)*, 33, 1-12.
- Lakoff, G., & Johnson, M. (1981). *Metaphors we live by*. Chicago: University of Chicago Press.
- Ortony, A., (1975). Why metaphors are necessary and not just nice. *Educational Theory*, 25 (1), 45-53. <https://doi.org/10.1111/j.1741-5446.1975.tb00666.x>
- Piaget, J., & Cook, M. T. (1952). *The origins of intelligence in children*. New York, NY: International University Press.
- Purcell, K., Rainie, L., Heaps, A., Buchanan, J., Friedrich, L., Jacklin, A..., Zickuhr, K. (2012). How teens do research in the digital world. Pew Research Center. Retrieved from <http://pewinternet.org/Reports/2012/Student-Research>
- Wineburg, S., McGrew, S., Breakstone, J. & Ortega, T. (2016). Evaluating information: The cornerstone of civic online reasoning. Stanford Digital Repository. Retrieved from: <http://purl.stanford.edu/fv751yt5934>