**LOEX 2013**

***I meta friend of yours today*: using metacognition theory to make your library instruction session a hit**

**Workshop exercise and discussion**

***Principles for achieving deep processing***

***Elaboration****: how does this concept relate to other concepts that your students have already grasped or mastered?*

***Distinctiveness****: how is this concept different from other concepts that your students already know?*

***Personal****: how can your students relate this concept to their personal experience?*

***Appropriateness to retrieval and application****: how will your students grasp that this concept will be applicable to circumstances and situations beyond the examples and exercises in the instruction session?*

Stephen Chew describes four principles for achieving deep processing: elaboration, distinctiveness, relation to personal experience, and appropriateness to retrieval and application. [These are recapped in the adjacent sidebar.]

How can you apply one (or more) of these principles to instruction strategies that promote deep processing of information literacy practices and concepts?

The purpose of this exercise is not to design an entire information literacy instruction session, but to consider deliberate strategies for the careful construction of one or two discreet components of an instruction session. These strategies may focus on a specific concept (i.e. choosing an appropriate database; constructing search terms and phrases; applying Boolean logic). Or, if you’re a subject specialist, these strategies may target the discipline-specific information literacy goals of your students.