Information Literacy: Developing a Plan

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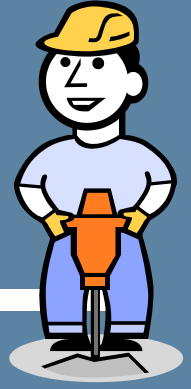
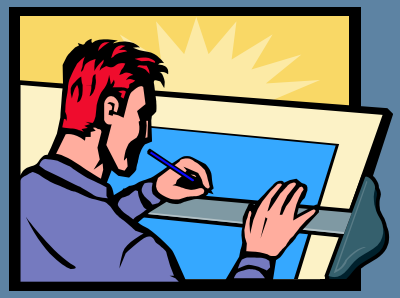
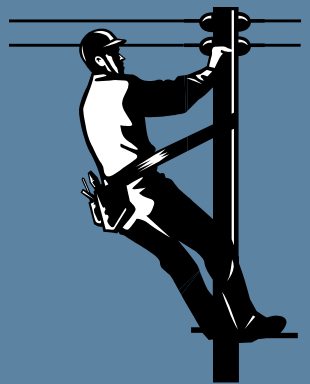
Turkey
2009

Who needs information?



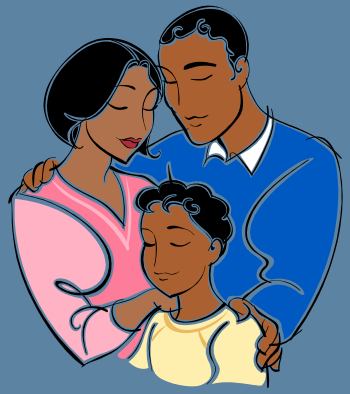
- Workers

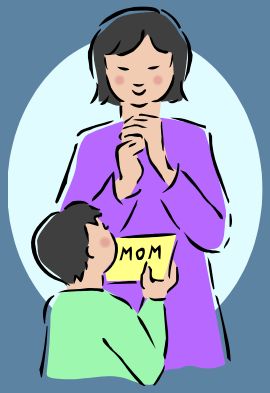




Who needs information?

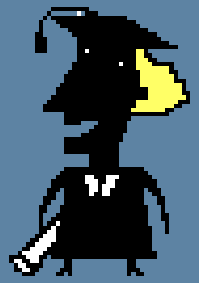
- Parents





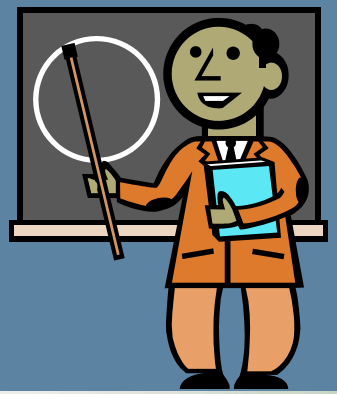
Who needs information?

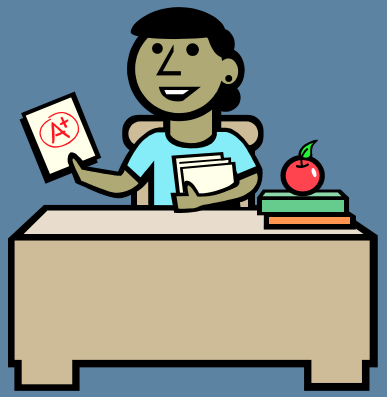
- Students



Who needs information?

- Teachers





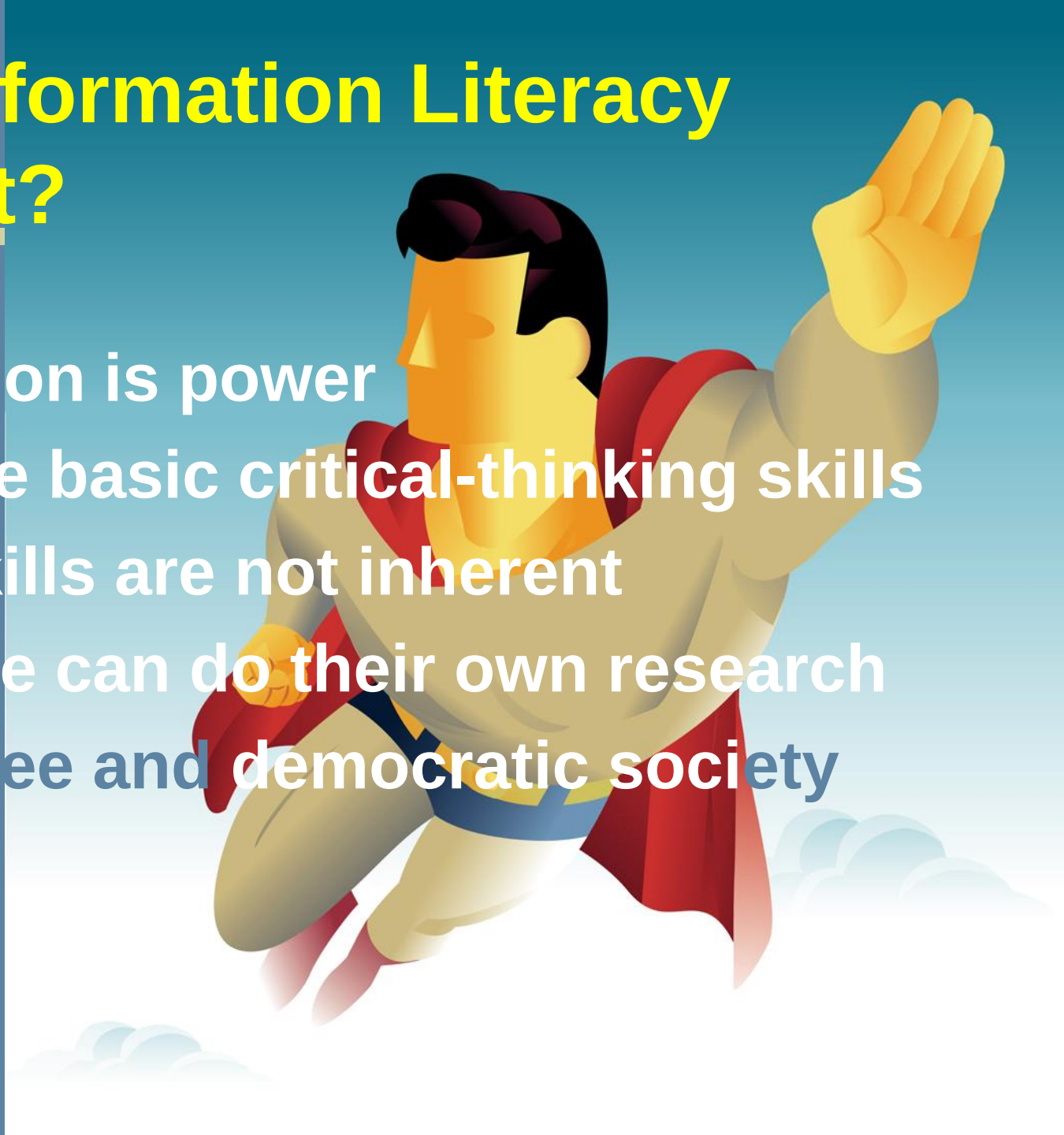
Who else needs information?
Everyone

Why do they need it?

- Fulfill their role as citizens
- Take care of their health / wellbeing
- Advance in their jobs
- Educate their children
- Find a job

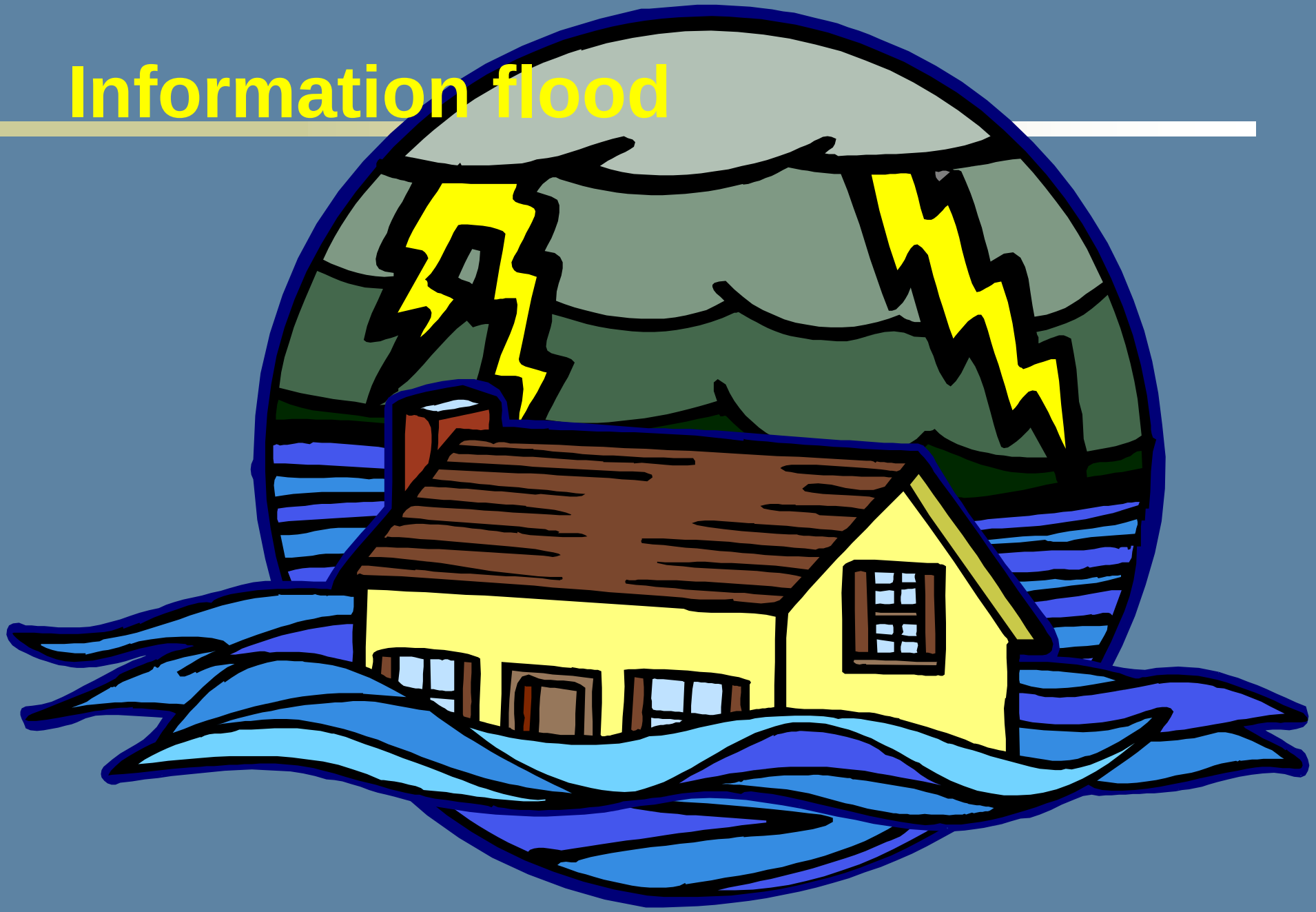
Why is Information Literacy important?

- Information is power
- These are basic critical-thinking skills
- These skills are not inherent
- So people can do their own research
- Have a free and democratic society



Information desert

Information flood



But is the information valid?

Why is IL important?

- Information is abundant
- There is so much junk out there
- Skills get out of date
- Change is constant

Why is IL important?

- Those who have formally studied Information Literacy skills ***perform better*** in their academic discipline
- Students needing remediation (48%-82% of entering CC students) perform better

Why is IL important?

- 80% begin with Google or Yahoo
- Only 1% begin with the library

Teach ‘em all you can!

Teach ‘em a little

- **Some basic principles**
- **Love of the subject**
- **A few primary resources**
- **Where and how to find more information**

What are we really teaching?

- Information Literacy
- Lifelong skills

Two questions:

- **Why do we need to do this?**

- **How do we accomplish it?**

Why?

- **For the sake of our students—to turn them into lifelong learners**
- **We must market Information Literacy.**
  - “Information literacy is not a 'library' issue. It is an educational, societal and democratic issue which should be of fundamental concern to all those who would call themselves educators.”

Bundy, Alan. *Information Literacy: The Key Competency for the 21st Century*
www.library.unisa.edu.au/about/papers/inlit21.pdf

How?

Two ways

- Formal education
- Informal education

How?

- Take advantage of the teachable moment
- Teach strategies instead of just giving them the answer
- Create a plan for doing it

Step 1. Create a definition.

There are many definitions, each varying slightly.

It is NOT

- Learning to read
- Computer literacy
- Web literacy
- Media literacy

It *is*

- <u>ALL</u> OF THOSE - and MORE!

Academic Senate for California Community Colleges

Ability to

- find,
- evaluate,
- use, and
- communicate information in all its various formats.

Academic Senate for California Community Colleges

It combines aspects of

- library literacy
- research methods and
- technological literacy.

Academic Senate for California Community Colleges

Information competency

- **includes consideration of the ethical and legal implications of information and**

- **requires the application of both critical thinking and communication skills.**

National Forum on Information Literacy

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

http://www.infolit.org

National Forum on Information Literacy

Many other definitions related to Information Literacy at:

http://www.infolit.org/definitions.html

Related definitions

- **Information Communication and Technology (ICT) Literacy**
- **Financial Literacy**
- **Health Literacy**
- **Scientific Literacy**
- **Technology Literacy**
- **Visual Literacy**

http://www.infolit.org/definitions.html

My working definition

An information competent person:

- Can discern, define and articulate his or her information needs
- Knows where and how to find the needed information
- Knows how to validate the information and its source
- Knows how to use the information appropriately
- Knows how to cite the information properly

What does *that* mean?

- Do I know what I really want/need?
- Can I tell someone else what it is?

What does *that* mean?

- Where do I find it?
- What’s the best source?

What does *that* mean?

- Is it true? Accurate? Biased?
- How do I know?

What does *that* mean?

- How do I use the information to meet my needs?

What does *that* mean?

- How do I stay out of jail?

What am I looking for?

Where will I find the information?

How will I get there?

How will I ethically use the information?

How good is the information?

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Really simple definition

- Knowing what you want and how to find and use it.

Step 2. Study the accrediting organizations

California and regional standards and guidelines

- Western Association of Schools and Colleges
- Accrediting Commission for Community and Junior Colleges
- *Information Competency in the California Community Colleges* — Academic Senate for California Community Colleges (1998).
- *Information Competency: Challenges and Strategies for Development* –Academic Senate for California Community Colleges (Adopted Fall 2002)

Step 2. Study the accrediting organizations

California and regional standards and guidelines (cont)

- CSU's Information Competence Initiative
- California State University and California community college librarians *Checklist of Information Competencies for College Students*
- Deborah Moore's *Research Across the Curriculum (RAC) Committee Report on Information Competency Requirements at California Community Colleges*
- Online Tutorial *CSU Information Competence* (Last update 1999)

Step 2. Study the accrediting organizations

Other organizations

- **Each discipline's standards (Example: National League for Nursing - NLN)**
- **Association of College and Research Libraries (ACRL)**

National Forum on Information Literacy

Media Kit Press Releases Articles, and Presentations about the National Forum on Information Literacy

http://www.infolit.org/media.html

Models of Instruction

- **The Big6.com: Teaching Technology & Information Skills**
  http://www.big6.com

- **Association of College & Research Libraries Information Literacy Web**
  http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/informationliteracy.htm

- **Information Literacy Process Model: Teacher Tips, Tools, and Tutorials**
  . **http://www.bcps.org/offices/lis/models/tips/index.html**

- **Texas Information Literacy Tutorial: TILT (University of Texas**
  http://tilt.lib.utsystem.edu/

http://www.infolit.org/sites.html

International Alliance for Information Literacy

International activities

http://www.infolit.org/activities.html

Step 3. Environmental scan

- **What's currently being done?**
- **What skills and competencies students currently possess?**
- **What resources (including personnel) are currently or potentially available?**

Step 4. Mission Statement with Goals and Objectives

- **Many ways this can be accomplished**

What are your goals?

- Mission statement
- Vision statement
- What skills do you want your students to have?

Three critical elements to making the program successful:

1) Classroom faculty

2) Learning Resources Center / Library

3) Administration

- And, of course, the students

Step 5. Dialog and create a plan for integrating all units.

- **Workshops for faculty**
- **Show faculty how to integrate IL**
- **Develop some criteria**
- **Pre- and post-testing**
- **Develop or use online tutorials**
  - **such as TILT**
  - **(Library can be a key player here)**
  - **(Help from IT may be necessary)**

Step 6. Seek funding.

Instruction may require

- **Hiring of additional personnel**
- **Addition of more courses**

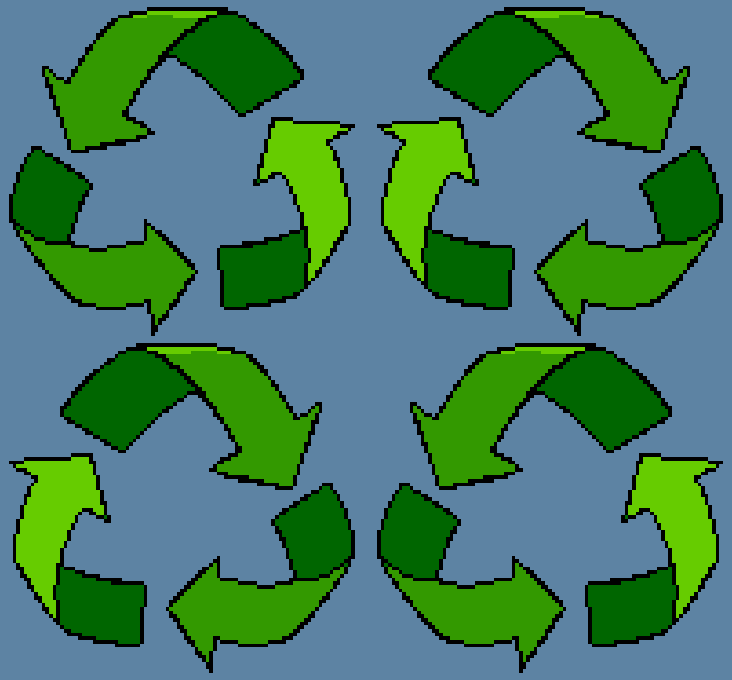
Step 7. Implement.

Various techniques

Various techniques

- Standalone course model
- Co-requisite course model (Paired courses)
- Infusion model
- Integration
- Learning Communities

Step 8+. Review, assess, revise.



Two models

Glendale Community College

“Research Across the Curriculum (RAC)” committee since 2003.

Tips for creating effective and meaningful research assignments

- Design your assignment so that the information students are seeking has context and meaning for them. Avoid treasure-hunt assignments as these usually lead to frustration for the student.

- Work through the assignment yourself to make sure the resources students need are available to them.

Tips for creating effective and meaningful research assignments

- Hand out written copies of assignments. If you can, list some of the resources students will need to use.

- If you provide students with a citation they need to look up, make sure the citation is complete and accurate. This helps students find the right material and it sets a good example.

Tips for creating effective and meaningful research assignments

- Research can be a lengthy process, so encourage students to start their research as early as possible.

- If you have a large class, avoid giving assignments that require the use of the same resource by everyone. You can further help students' access to materials by placing required items on reserve.

Tips for creating effective and meaningful research assignments

- If you (teachers) limit the use of the Web for research, make sure students understand the difference between materials on the open Web and those available through databases subscribed to by the library. Many of these databases provide full-text access to scholarly materials some of which may or may not be available in print.

Tips for creating effective and meaningful research assignments

- Encourage students to consult with a reference librarian for effective research strategies.

- Ask students to attend library workshops, or arrange for other library instructional services that might be of use to your class.

Northwestern State University (Louisiana)

Information Literacy Quality Circle

Who were these people?

Grassroots movement

- Librarian - School of Nursing
- Nursing faculty
- Dean of the School of Nursing
- Director of Libraries

How did it start?

- Pilot study by members of the ILQC
- Two faculty workshops introduced the College of Nursing Information Literacy Plan
- Matrix that shows the relationship of five Information Literacy standards and their performance indicators (based on the recommendations of the Association of College & Research Libraries)

Purpose

To produce graduates who legally and ethically access, appraise, and integrate information from multiple sources and systems to influence practice.

Secondary Objectives

- Determine the nature and extent of information they need.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporate selected information into their knowledge base, value system, and health care practice.

Secondary Objectives

- Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information needed for health care decision making.

- Use information effectively to accomplish a specific purpose, whether individually or as a member of a group.

What did they do?

- Met frequently to discuss the problems encountered due to the students' lack of IL skills.
- Decided to develop a plan to address the gaps in student knowledge.

What did they do?

- An initial assessment determined the level of student and faculty knowledge of IL.
- A contest to define IL

Conclusion

- They needed
  - A literature review
  - Development of an action plan
  - Plan implementation
- Why?
  - To improve faculty and student understanding of IL

What did literature review reveal?

- **The goal of the IL plan was *more* pervasive than preparing students for professional practice.**

- **A comprehensive, succinct, and usable plan was developed that could be integrated *across the curricula* of various programs.**

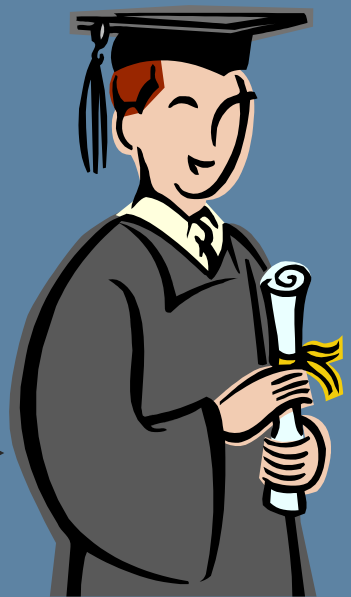
Evaluation plan was twofold

1. **Evaluating the <u>process</u> of planning, developing, and implementing the program**

2. **Measuring <u>learner competencies</u> or outcomes**

Overview

- **The Information Literacy Plan = a dynamic document intended to facilitate student and faculty movement along the novice to expert continuum for information management.**



Overview (cont.)

- **Mastery of information literacy and research skills will be demonstrated by 80% of the students receiving a grade of *C* or greater on course-specific identified learner activities.**

Overview (cont.)

- **Eventually, a capstone activity will be identified for all programs.**
- **First identified for one or a few programs.**

Overview (cont.)

- **Ninety percent (90%) of the students will score a *B* or better on the respective capstone activity.**
- **Students will submit a portfolio in the final course of their respective program.**
  - **checklist which identifies course-specific learner activities completed in the program related to Information Literacy**

STANDARD ONE: The information literate student determines the nature and extent of the information needed.

- **Performance Indicator:** The information literate student defines and articulates the need for information and identifies a variety of types and formats of potential sources for information.

Learner Outcome	Teaching Content	Examples of Learner Activities	Course(s) Nursing	Course(s) Radiologic Technology
Recognizes How information is formally and Informally produced, organized, and disseminated.	1. Overview and definition of information literacy. 2. Review of Information literacy purpose & process. 3. Review of the Introduction" section of TILT.	1.Comple-tion of TILT self-grading quizzes or other tutorials. 2. Paper on a topic of student's choice.	OR 1010 ENG 1010 NUR 1050 NUR 2160 NUR 3120	OR 1010 ENG 1010 RADT 3311 RADT3900

Learner Outcome	Teaching Content	Examples of Learner Activities	Course(s) Nursing	Course(s) Radiologic Technology
Identifies the value and differences of potential resources in a variety of formats (e.g., database, website, or book).	1. Criteria for critiquing health care information on the Web. 2. Reviewing a database tutorial (ex., ProQuest Nursing Journals, EBSCO HealthSource Nursing Academic Edition). 3. Reviewing the Information Literacy PowerPoint tutorial.	1. Tilt Module III. 2. Website critique. 3. Multiple database searches. 4. Database comparison. 5. Search for print and electronic books and media in the online catalog.	NURB 3120	RADT 2200 RADT 3311 RADT 3900 RADT 4520

STANDARD TWO: The information literate student accesses needed information effectively and efficiently.

- **Performance Indicator:** The information literate student constructs and implements effectively-designed searches.

- **Performance Indicator:** The information literate student extracts, records, and manages information and information resources.

STANDARD THREE: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base, value system, and practice.

- **Performance Indicator**: The information literate student summarizes and synthesizes the main concepts to be extracted from the information gathered in order to apply these concepts in a variety of settings.

- **Performance Indicator:** The information literate student articulates and applies criteria for evaluating both the information and its sources.

- **Performance Indicator**: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information for decision making.

STANDARD FOUR: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

- **Performance Indicator:** The information literate student applies, develops, revises, and communicates new and prior information to the planning and creation of a professional activity.

STANDARD FIVE: The information literate student analyzes the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

- **Performance Indicator:** The information literate student analyzes the ethical, legal, and socioeconomic issues surrounding information and information technology.

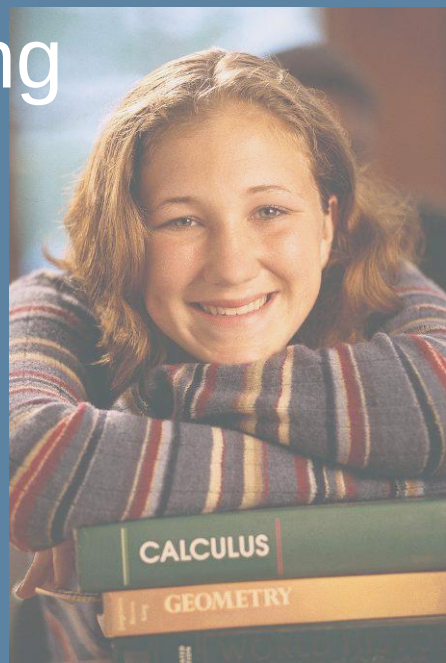
- **Performance Indicator:** The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Virtual instruction models

- Use or create?
- Examples:
  - TILT
    tilt.lib.utsystem.edu
  - 21st Century Information Fluency Project
    21cif.imsa.edu
  - Comprehensive Online Research Education
    gemini.lib.purdue.edu/core/login/login.cfm

Who will benefit?

Students!!



Meaningful, engaged learning for all students

- Auditory
- Visual
- Kinesthetic

What if we don’t?

Students

- Won’t be of the caliber of grads of other institutions
- Won’t be on top of their game
- Will stagnate
- Won’t be able to progress in their career and their life

Questions?

Teşekkür Ederim

Thank you for coming!