Information Literacy Workshop

Wednesday, January 11, 2017
9 am to 1 pm  §  Somers Lounge
Warm up

Find the person or people who have the same letter as you on their name tag.
Tell them a little bit about yourself.
Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.

~ Herbert A. Simon
Overview

1. What is Information Literacy?
2. Why is Information Literacy important?
3. How Information Literate are our students and faculty?
4. What coursework helps develop Information Literacy?
5. Library lightening round
6. Workshop time – designing your assignments with Information Literacy in mind
7. Lunch – sharing your stories
1 - What is Information Literacy?

What do you think it is?

Knowing how to access credible resources, discern ability use resources, support diverse knowledge, diverse
1 - What is Information Literacy?


While the population of the U.S. today is nearly 100% literate, only a small portion — perhaps one-sixth, could be characterized as information literates.

The top priority of the Commission should be directed toward establishing a major national program to achieve universal information literacy by 1984.

(Zurkowski, 1974, pp. 7, 27)
1 - What is Information Literacy?

1. Definition from the Association of Colleges and Research Libraries (ACRL), a division of the American Library Association (ALA):

“Information literacy is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’”

(ALA, 2000, p. 2)
Information Literacy Competency Standards for Higher Education from the ACRL

The information literate learner:

- Determines how many & what kinds of resources needed
- Effectively & efficiently accesses needed information
- Critically evaluates resources
- Effectively uses information to accomplish the purpose
- Ethically uses information
1 - What is Information Literacy?

2. Definition from the Association of Colleges and Research Libraries (ACRL), a division of the American Library Association (ALA):

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

(ACRL, 2016, p. 3)
Framework for Information Literacy for Higher Education from the ACRL

- Authority Is Constructed and Contextual
- Searching as Strategic Exploration
- Scholarship as Conversation
- Research as Inquiry
- Information Creation as a Process
- Information Has Value

Conceptual Understandings of Information Literacy
Standards and Framework Combined

- Determine the nature of information needed
  - Authority is constructed and contextual

- Access needed information effectively and efficiently
  - Information creation is a process

- Evaluate information and its sources critically
  - Information has value

- Use information effectively to accomplish a specific purpose
  - Research as inquiry

- Understand issues surrounding use of information, access & use information ethically & legally
  - Scholarship as conversation & Searching as strategic exploration

(Foisberg, 2015, p. 701)
Information is a commodity external to students

Students are passive consumers of information

Value of information is evaluated using binary guidelines

Research process is a generic series of discrete steps applicable to all disciplines

Acknowledges the behavioral and cognitive dimensions of learning

Information is constructed through social interaction

Students create, critique, and construct meaning from information

Value of information is determined by context

Research process is messy and differs based on disciplinary context

Acknowledges behavioral, cognitive, affective, and metacognitive dimensions of learning

(Foasberg, 2015)
1 - What is Information Literacy?

3. One of the College’s Undergraduate Learning Outcomes is “Intellectual and Foundational Skills” of which Information Literacy is 1 of the 10 skills highlighted.

It will be assessed with the Information Literacy VALUE Rubric from the Association of American Colleges & Universities (AAC&U)
Veritas Undergraduate Learning Outcomes

**Heritage**
- Benedictine values
- Catholic Intellectual Tradition
- Tension between reason and faith
- Analyze critical questions of our time

**Scope of Learning**
- Through study and engagement in the sciences and mathematics, social sciences, humanities, languages, and the arts

**Intellectual & Foundational Skills**
- Inquiry & analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
  - Teamwork
  - Problem solving

**Personal & Social Responsibility**
- Civic knowledge and engagement
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

**Integrative & Applied Learning**
- Integrative learning
Course Proposals:
Get credit for what you are doing!

### College Learning Outcomes

Every undergraduate course at CSS must meet at least one College Learning Outcome. Reminder: By selecting a College Learning Outcome below, you are indicating that at least one course assignment may be used for College Learning Outcome Assessment. Please use the appropriate VALUE Rubric to assist in designing this assignment.

Each Veritas course should specifically addresses at least four of the following Intellectual and Practical Skills and one of the Personal and Social Responsibility Values from our College Learning Outcomes. Reminder: By selecting an Intellectual and Practical Skill below, you are indicating that at least one course assignment may be used for College Learning Outcome Assessment. Please use the appropriate VALUE Rubric to assist in designing this assignment.

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<td>- Diversity: Intercultural knowledge and competence</td>
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<td>- Ethical reasoning</td>
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1 - What is Information Literacy?

How is it different from information fluency?

From the Council of Independent Colleges (CIC), “The Information Fluency Workshops are intended to help institutions move beyond teaching basic information literacy in the general education curriculum to infusing information fluency into those studying the topic at hand” (Ekman, 2016, para. 3).

Information fluency = computer literacy + information literacy + critical thinking (Lombard, 2016)
1 - What is Information Literacy?

So now what do you think it is?
“Thirty or 40 years ago, a student writing a research paper on the topic of acid rain might have needed to decide whether an article from a scientific journal like *Nature* was a more appropriate source than an article from a popular magazine like *Time*.

Today’s students, however, must know how to distinguish between articles published by genuine scholarly journals and those churned out by look-alike predatory and fake journals that falsely claim to be scholarly and peer reviewed.

This is a far trickier proposition.”

(Barclay, 2017, para. 18-20)
2 - Why is Information Literacy important?

1. From our Undergraduate Learning Outcomes: “...equips students with the intellectual and foundational skills that prepare them for responsible living and meaningful work”

   (CSS, 2015, para. 5)

   “...preparing students broadly for their responsibilities as skilled and ethical working professionals, as engaged and informed citizens, and as individuals seeking to realize their full human potential”

   (CSS, 2015, para. 4)
2 - Why is Information Literacy important?

2. From ACRL:

“Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning”

(ALA, 2000, p. 2)
2 - Why is Information Literacy important?

3. It helps learners be more successful in their academic studies.

Studies correlate information literacy skills and the use of library services and resources with higher GPAs, retention, and graduation rates

(Bowles-Terry, 2012; Catalano & Phillips, 2016; Cherry, Rollins, & Evans, 2013; Kot & Jones, 2014; Shao & Purpur, 2016; Soleymani, 2014; Soria, Fransen, & Nackerud, in press; Vance, Kirk, & Gardner, 2012)
2 - Why is Information Literacy important?

3. It helps learners be more successful in their professional careers.

National survey of business and nonprofit leaders conducted in 2013 on behalf of the Association of American Colleges and Universities (AAC&U) found:

95% of employers placed the greatest degree of importance on ethical judgment and integrity, intercultural skills, and professional development and continued new learning (Hart Research Associates, 2013)

> 75% want more emphasis on 5 key areas including “critical thinking, complex problem solving, written and oral communication, and applied knowledge in real-world settings” (p. 1)
3 – How Information Literate are our students and faculty?

- *Assessment in Action* research project during Spring semester, 2015
- Kevin McGrew, Sr. Edith Bogue, Iwa Else
- *Focus* was on *students and faculty in Dignitas* and upper division writing courses
- Why were faculty included?
Stages in the Development of Mastery:

- **Unconscious Incompetence**
  - "I don’t know that I don’t know"

- **Conscious Incompetence**
  - "I know that I don’t know"

- **Conscious Competence**
  - "I know that I need practice"

- **Unconscious Competence**
  - "I know what I know"

(Ambrose, Bridges, Lovett, & Norman, 2010, p. 97)
Dunning-Kruger Effect

– People are less able to assess skills accurately in areas where they are not highly skilled

– Skills required to be information literate are different and more complex in today’s information rich environment

– Few faculty have the training and resources to stay current

(Kruger & Dunning, 1999)
Project Background

- **Evaluate** a key outcome of Library teaching related to the new *Information Literacy UCLO*.
- Information Literacy Skills are also fundamental building blocks to **critical thinking** and **student writing** components of Dignitas and the UCLO.
- Developed **authentic (direct) measures** of skill and knowledge in carrying out real tasks.
- **Purpose** of the research: Ascertain the Information Literacy Skills areas where students and faculty could benefit from Librarian assistance.
Student Confidence by year at CSS

Information Literacy by Year at CSS 2015

- Using the library for resources
- Advanced search
- Explain research article
- Credibility/reliability of websites
- APA or MLA citations
- Ability to find resources
- Asking reference librarian questions
- Understanding plagiarism

Year 1 n=74  Year 2 n=64  Year 3 n=35  Year 4 n=68

(Student Life and Learning Survey, 2015)
The AiA study

– 207 undergraduate students, mostly in Dignitas
– 42 faculty
– Instrument measured
  1. Patterns of library use
  2. Confidence in particular abilities
  3. Direct measures of particular skills
Why include faculty?

- Librarians primarily teach foundational skills to students in current model
- Faculty need to reinforce and re-teach skills
- Faculty skilled in IL develop more effective assignments
- Students are most likely to bring questions to their professor
- Faculty IL knowledge and skills are crucial in assessment of students’ use of information
Simple Authentic Tasks

– Select search terms in several different situations
– Evaluate a website for bias, topic, author credentials
– Identify best reference source
– Recognize thesis statement in article
– Correct an inadequate APA citation
– Evaluate ethics of methods of using a source
Actual Search Skills

Basic Search Skills
- Faculty
- Student

Intermediate Search Skills
- Faculty
- Student
Confidence vs. Ability

Mean Confidence in Database Search Ability and Percent Correct on Authentic Search Tasks

Both differences significant, $p < .005$
Neither difference significant, $p > .20$

- Ability to use general academic database
- Ability to use subject-specific database
- Basic level search term task
- Intermediate level search term task

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<td>Ability to use general academic database</td>
<td>60.0</td>
<td>80.0</td>
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<tr>
<td>Ability to use subject-specific database</td>
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<td>Basic level search term task</td>
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<tr>
<td>Intermediate level search term task</td>
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Why we’re here

– Increase awareness that many assignments include information literacy

– Classroom faculty can work with librarians to develop assignments and resources (LibGuides) to help develop and reinforce IL skills

– IL is important at all levels of a CSS education, undergraduate lower division, upper division, and graduate courses
4 – What coursework helps develop Information Literacy?

1. Work with other intellectual and foundational skills in Undergraduate Learning Outcomes especially:

   1. Inquiry and Analysis
   2. Critical and creative thinking
   3. Written and oral communication
   4. Problem solving
4 – What coursework helps develop Information Literacy?

2. Any work requiring the use of outside resources:

1. Research paper
2. Presentation
3. Poster
4. Annotated bibliography
4 – What coursework helps develop Information Literacy?

3. Any work requiring the creation of new knowledge:

   1. Original research
   2. Analysis of information
   3. Reflection on information
What coursework helps develop Information Literacy?

**Tips**

- What do you really want them to learn to do?
- Concentrate on just one thing per assignment.
- Double check on what you want them to find.
- Require the resources you want them to use.
- Primary research articles are the gold standard, but...
- Show samples/examples
- Create templates
- Citations – the bane of scholars everywhere...
What we would like you to know about the Library...
6 – *Workshop Time*

Options to organize ourselves:

A. By school

B. By department

C. By what you wish to accomplish in this time (develop, redesign, or tweak assignments)

D. By the kind of help you would like to receive from a librarian (learning about resources for your area, ordering materials, setting up e-reserves or LibGuides, collection analysis, Turnitin, EndNote, etc.)
Information is not knowledge; it is concepts or ideas which enter a person's field of perception, are evaluated and assimilated reinforcing or changing the individual's concept of reality and/or ability to act. As beauty is in the eye of the beholder, so information is in the mind of the user.

~ Paul G. Zurkowski, 1974
7 – Lunch and Discussion

Share your stories!

➢ What is one assignment/project/lecture you are really proud of? Why do you think it worked?

➢ What is one that flopped? Why do you think it did?
References


Ekman, R. H.. (2016, October 5). CIC announces information fluency workshop on the arts: History, theory, and criticism [Electronic mailing list message]. Retrieved from richard.ekman@cic.nche.edu


