Outline

- Defining information literacy
- University Studies IL requirements
- Information literacy in your discipline
  - Examples of:
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    - Student Learning Outcomes
    - Opportunities for Student Learning
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Defining Information Literacy

“... the ability ‘to recognize when information is needed and to locate, evaluate and use effectively the needed information.’ [American Library Association. (1989) American Library Association Presidential Committee on Information Literacy. Final Report. Chicago.] Demonstrating information literacy involves determining the extent of information needed, accessing the needed information, critically evaluating the information, organizing the information to accomplish a specific purpose, and using the information ethically and legally.”

Definitions of Terms Used in UNCW Learning Goals
University Studies Requirements

- Students are required to take 9 hours from this component. *(First-Year-Experience, and at least two additional IL-intensive courses – at least one in the major)*

- Most likely students who start at UNCW as first year students will take the First Year Experience, English Composition, and then the IL course in the major to fulfill this component.
Information Literacy in Your Discipline

- Every discipline uses information.

- The sources of information may vary from discipline to discipline.
  - English: Books, journal articles, manuscripts, poems, performances, etc.
  - Geology: Journal articles, data sheets, soil samples, etc.
  - Marketing: Market research data, observation, company websites, etc.

- All students in every discipline should be able to:
  1. Determine the Extent of Information Needed*
  2. Access the Needed Information*
  3. Evaluate Information and its Sources Critically*
  4. Use Information Effectively to Accomplish a Specific Purpose*
  5. Access and Use Information Ethically and Legally*

*Language from AAC&U VALUE Rubric
Already Teaching This?

- How are your students learning where to find information in the discipline?
- To use specific information seeking tools for the discipline (e.g. PsycINFO for psychology)?
- To appropriately cite information using the discipline’s writing convention (e.g. APA for nursing)?
- To incorporate information into one’s own writing, reports, presentations?
- To critically evaluate information?

- Research methods courses?
- Writing intensive courses?
- Other?
Exposure to IL: Why the IL Requirement?

- “Don’t they get that in ....”

- 70 to 80% of students take Freshmen Seminar
  - One library instruction session focused on evaluation of information

- English Composition (ENG 101, 103, 201)
  - Many sections have a library instruction session focused on tools for a specific assignment (library catalog, multidisciplinary databases like Academic Search Premiere)
  - Instructors discuss other IL aspects (MLA, incorporating information into writing, etc.)
  - Not all students take ENG Comp at UNCW (AP credit, transfer students, etc.)

- In the major: Some departments require a library instruction session but many do not. Some instructors address IL in courses and some do not.

- Unclear what students are exposed to and when (consistency)

- Anecdotal from librarians: “I am graduating in May and I’ve never had to find a book or article before ...” “Why can’t I use this blog for my paper?” “I’ve already written my paper but now I need some stuff to cite ...”
What IL is NOT

- IL is NOT: How to use a computer
  - Although in many cases you need a computer to obtain information.

- IL includes:
  1. How to determine the information needed
  2. How to access the needed information (not necessarily using a computer) from various sources (popular, scholarly, free, online, in print, etc.)
  3. How to evaluate information critically
  4. How to use information effectively to accomplish a specific purpose
  5. How to access and use information ethically and legally
Each course must address all of the Common Student Learning Outcomes for the component, and list these Common SLOs along with course-specific SLOs in the model course syllabus (to be attached).

For each Common SLO:

- List the course SLOs that address the common SLO
- Describe the opportunities which will be provided for students to learn the outcome (readings, class discussion and/or activities, applied projects)
- List the means of assessment (exams, papers, projects, quizzes, etc.) that will be used to determine the level of student understanding
The student will:

- IL 1. Be able to determine the nature and extent of information needed to solve a problem.

- IL 2. Access information effectively and efficiently from a variety of sources.

- IL 3. Evaluate information critically and incorporate appropriate information into his or her knowledge base.

- IL 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose.

- IL 5. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
Opps for Learning and MOAs: In General

- **Opps for Learning**
  - See handout: [http://www.library.arizona.edu/documents/ust/Outcomes_Activities.pdf](http://www.library.arizona.edu/documents/ust/Outcomes_Activities.pdf)
  - Lectures, discussions, worksheets, group work, peer review activities (about information and its use)
  - Workshop with liaison librarian in discipline to learn about resources: [http://library.uncw.edu/directory/liaisons](http://library.uncw.edu/directory/liaisons)
  - Textbooks (typically called, "Research in ..." for discipline specific IL)

- **Ideas for MOAs**
  - Research paper
  - Annotated bibliography
  - Individual presentation
  - Group presentation
  - Alternatives to research paper: [http://www.nichols.edu/library/instructionalservices/alternatives.html](http://www.nichols.edu/library/instructionalservices/alternatives.html)
  - Google search: “alternatives to the research paper”
I. Rationale

- Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

- Why is this an IL course?
“All Biology majors are required to take at least one BIO 495 Seminar class. While the topics and delivery of any given BIO 495 section may vary, the common SLO's across all sections of BIO 495 require the student to use multiple skills to select, research, independently evaluate, present and discuss an aspect of biological discovery or research to their peers. Of particular relevance to this component is that all students are asked to use appropriate databases and other resources to locate the scientific literature that they will subsequently focus upon and use in their research. The common purpose (either as individuals or groups) is for students to use these resources to develop a presentation of their selected topic to their peers. Students are also required to critically evaluate the content of their sources and discuss their findings in class.”
“In the ‘Colloquium for Majors’ capstone course, students must define the scope of their own research projects as well as the positions and approaches they take to their topics. Students find, assess and use published work that is relevant to interdisciplinary responses to issues shared by philosophy and religion. Students gain research skills that are required in graduate work in both philosophy and religion. Research sources in both disciplines may be found in traditional libraries as well as in archives, databases, private libraries and web sites, electronic journals, online public domain sources, blogs and elsewhere. Students must select from many sources of varying quality and relevance, interpret the significance of each for the specific philosophical issue they address, and accurately and ethically represent and acknowledge each source they use.”
IL 1.

- Be able to determine the nature and extent of information needed to solve a problem.
- See page 8 in booklet and handout

Example (PAR 301):

“Identify methodological issues in the study of religion. Students select relevant claims, arguments, and approaches on a specific topic in the study of religion. Students assess the value of claims, evidence, arguments, and applicability of the methodologies.”
Opportunities for Student Learning for IL1

- PAR 301: “Students investigate potential research topics, perform literature searches and discuss strategies and outcomes of research. Students engage in peer review and revise sources in response to peer and instructor reviews.”

- EVS 495: “Each student is required to have a session with the UNCW science librarian focused on their research project. Development of a research paper includes an oral defense, detailed outline, formal powerpoint presentation, and submission of the final manuscript in either APA or MLA format.”
Means of Assessing Course SLOs for IL1

- PAR 301: “Students do written assignments and a research paper. Students engage in peer review and revise written work in response to reviews.”

- EVS 495: “Assessment is performed through evaluations of the research paper and a related oral presentation.”
IL 2.

- Access information effectively and efficiently from a variety of sources.
- See page 9 in booklet and handout

- Example (BIO 495):
- “Be aware of and use a range of information accessing skills and databases to find relevant research papers and literature related to thus topic.”
Opportunities for Student Learning for IL2

- BIO 495:
  - “Having focused on a specific area of inquiry students are encouraged to use a variety of literature databases and library services to gather the necessary literature. Types and sources of information are discussed and students are expected to use correct citation conventions. All Biology majors are now required to obtain Pechenik, J.A. 2007. A short guide to writing about biology, 6th edition and the relevant chapters on literature searches and ethical use will be required reading.”
BIO 495:

“Means of assessment vary from section to section. However a common element to all of the BIO 495 classes is the application of our program assessment rubric which includes all of the major SLO's described above and in the model syllabus. This rubric is attached to the syllabus. All students are assessed with this rubric in addition to any other assessments an individual instructor may use in their section.”
IL 3.

- Evaluate information critically and incorporate appropriate information into his or her knowledge base.
- See page 11 in booklet and handout

- Example (PAR 301):
  - “Analyze and compare methods and theories in the study of religion. Students use these methods and theories to interpret ‘religious’ data and evaluate their usefulness.”
Opportunities for Student Learning for IL3

- PAR 301:
  - “Students listen to lectures, view samples of sources and the use of sources, and participate in discussions and workshops on the use of source materials. Students engage in peer review and revise written work in response to peer and instructor reviews.”
Means of Assessing Course SLOs for IL3

- PAR 301:
- “Students submit assignments and papers. Students engage in peer review and revise written work in response to reviews.”
• Individually, or as a member of a group, use information effectively to accomplish a specific purpose.
• See page 13 in booklet and handout

• Example (ENG 204):
  "Design documents, including memos, instructions, and reports, that meet the needs of their audiences and accomplish their goals.
• Construct arguments that appeal to several audiences at once and are based upon multiple sources of evidence.
• Write clear instructions that can be used by multiple levels of audiences.
• Write for different media, including print and electronic media.
• Work with others to improve their writing and produce texts and presentations."
Opportunities for Student Learning for IL4

- **ENG 204:**

  “Opportunities for student learning include analyzing multiple case studies alongside service-learning projects that challenge them to assess a situation and create texts in response, using information that is appropriate to the audience and purpose of the documents. These assignments demand extensive reading, internet or archival research, interviews, and some original research. Students discuss these cases and clients with their peers in working groups and as a class. At the close of the semester, student groups present these projects at the English in Action Showcase.”
Means of Assessing Course SLOs for IL4

- ENG 204:
  - “... multiple writing assignments in multiple media. Examples of these assignments include instructional documents for software, hardware, or other products; hands-on or online tutorials; letters, memos, instructions, or other documents written in response to a case scenario; extended formal reports about topics or projects in the students' fields of study; service learning projects that may include newsletters, manuals, brochures, or websites composed for non-profit clients in the community; and quizzes and exams.”
IL 5.

- Understand many of the economic, legal, and social issues surrounding the use of information and access, and use information ethically and legally.
- See page 14 in booklet and handout

- Example (MAT 495)
- “Demonstrate understanding of standards for ethical citation and use of mathematical ideas.”
Opportunities for Student Learning for IL5

- MAT 495:
  - “Active reading of journal articles and book excerpts.
  - Discussion and critical evaluation of mathematical materials.
  - Investigation of mathematical ideas through literature search, computation, and contemplation.”
Means of Assessing Course SLOs for IL5

- MAT 495:
- “Short article summarizations, rigorous problem solutions typeset in LaTeX, a moderate-length expository paper, a moderate-length oral presentation, and a poster presentation, each with appropriate citation of sources.”
Resources

- AAC&U Information Literacy VALUE Rubric
  (http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf)

- Information Literacy Competency Standards for Higher Education
  (http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm)

- Information Literacy in the Disciplines Wiki
  (http://wikis.ala.org/acrl/index.php/Information_literacy_in_the_disciplines)

- Information Literacy Outcomes with Ideas for Active Learning & Assessment
  (http://www.library.arizona.edu/documents/ust/Outcomes_Activities.pdf)

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