

# Information Literacy across the UCFV Curriculum

*A Presentation to the UCFV Library Advisory Committee*

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**Motion:** David Thomson moved/Sven van de Wetering seconded that the Library Advisory Committee formally endorses the concept of information literacy as an educational goal at UCFV, and is committed to work together to promote this within the institution. (February 3, 2006)

## Definition

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. An information literate individual is able to:

- determine the extent of information needed
- access the needed information effectively and efficiently
- evaluate information and its sources critically
- incorporate selected information into one's knowledge base
- use information effectively to accomplish a specific purpose
- understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally (ACRL)

## Contextualizing Information Literacy

1) Broad Educational Frameworks, e.g.:

a. *The Learning Every Student Needs* (AACU 2005, 2)

Knowledge of Human Culture and the World	Intellectual and Practical Skills	Individual and Social Responsibility
<ul style="list-style-type: none"><li>▸ Science</li><li>▸ Social sciences</li><li>▸ Mathematics</li><li>▸ Humanities</li><li>▸ Arts</li></ul>	<ul style="list-style-type: none"><li>▸ Written and oral communication</li><li>▸ Inquiry, critical and creative thinking</li><li>▸ Quantitative literacy</li><li>▸ Information literacy</li><li>▸ Teamwork</li><li>▸ Integration of learning</li></ul>	<ul style="list-style-type: none"><li>▸ Civic responsibility and engagement</li><li>▸ Ethical reasoning</li><li>▸ Intercultural knowledge and actions</li><li>▸ Propensity for lifelong learning</li></ul>

b. *Five Dimensions of Higher Learning* (source unknown)

- Declarative learning: learning *what* (facts & figures)
- Procedural learning: learning *how* (skills & procedures)
- Conditional learning: learning *when & where* (application/s)
- Reflective learning: learning *why* (understanding one's self & others)
- Metacognitive learning: learning *how to learn* (directing & managing one's own learning, including self-assessment)

c. *IUPUI Principles of Undergraduate Learning* (<http://common.iupui.edu/undergraduatelearning.html>)

<p><b>Core Communication and Quantitative Skills</b></p> <p>The ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology--the foundation skills necessary for all IUPUI students to succeed.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>(a) express ideas and facts to others effectively in a variety of written formats</li> <li>(b) comprehend, interpret, and analyze texts</li> <li>(c) communicate orally in one-on-one and group settings</li> <li>(d) solve problems that are quantitative in nature</li> <li>(e) make efficient use of information resources and technology for personal and professional needs</li> </ul>
<p><b>Critical Thinking</b></p> <p>The ability of students to analyze carefully and logically information and ideas from multiple perspectives.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>(a) analyze complex issues and make informed decisions</li> <li>(b) synthesize information in order to arrive at reasoned conclusions</li> <li>(c) evaluate the logic, validity, and relevance of data</li> <li>(d) solve challenging problems</li> <li>(e) use knowledge and understanding in order to generate and explore new questions</li> </ul>
<p><b>Integration and Application of Knowledge</b></p> <p>The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.</p>	<p>Ability to apply knowledge to:</p> <ul style="list-style-type: none"> <li>(a) enhance personal life</li> <li>(b) meet professional standards and competencies</li> <li>(c) further the goals of society</li> </ul>
<p><b>Intellectual Depth, Breadth, and Adaptiveness</b></p> <p>The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.</p>	<ul style="list-style-type: none"> <li>(a) Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study</li> <li>(b) intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines</li> <li>(c) adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations</li> </ul>
<p><b>Understanding Society and Culture</b></p> <p>The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>(a) compare and contrast the range of diversity and universality in human history, societies, and ways of life</li> <li>(a) analyze and understand the interconnectedness of global and local concerns</li> <li>(b) operate with civility in a complex social world</li> </ul>
<p><b>Values and Ethics</b></p> <p>The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>(a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices</li> <li>(b) recognize the importance of aesthetics in their personal lives and to society</li> </ul>

- 2) Standards Developed by a Community of Practice, e.g.
- a. *Information Literacy Competency Standards for Higher Education* (ACRL, <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>)

**Standard Four**

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

**Performance Indicators:**

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

*Outcomes Include:*

- a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
- c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

*Outcomes Include:*

- a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
- b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

*Outcomes Include:*

- a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- b. Uses a range of information technology applications in creating the product or performance
- c. Incorporates principles of design and communication
- d. Communicates clearly and with a style that supports the purposes of the intended audience

- b. *Discipline-specific standards* (for a fairly comprehensive list of existing or developing standards, see <http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/index.htm>) – example from APA attached (Appendix A)

**Information Literacy across the Curriculum**

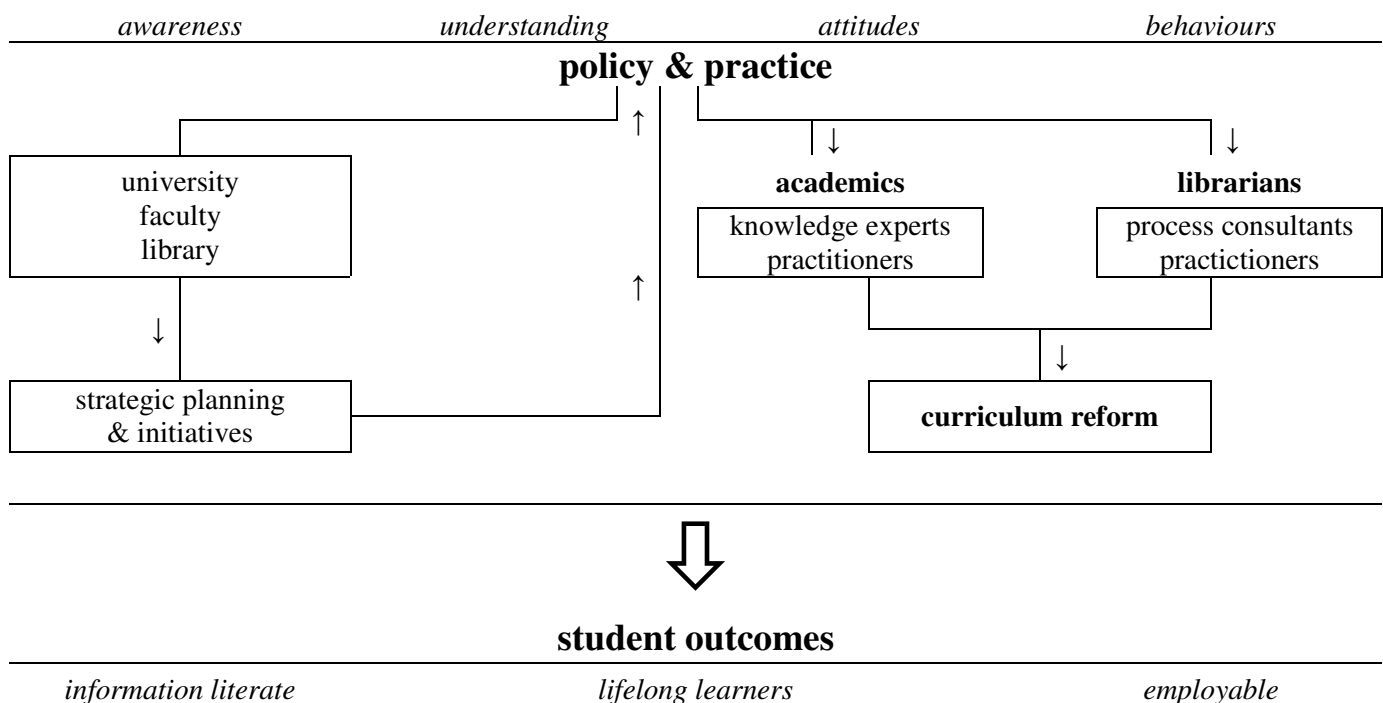
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learning

**Embed:** Faculty, in collaboration with librarians, embed information literacy into the course and degree curriculum through learning objectives, assignments, activities, lectures, and assessment

**Integrate:** Librarians work directly with students in the classroom to teach specific concepts and skills; faculty provide structured opportunities for students to engage in information literacy activities

**Supplement:** Students are provided with opportunities outside the classroom to develop their information literacy abilities; examples of such opportunities include tutorials, workshops and seminars, service and experiential learning, integration into course web sites and the campus portal

**Contextualized, recursive learning:** Students receive multiple, developmental, intentional, strategic opportunities to develop information literacy abilities, both inside and outside the classroom



[Source: Judy Peacock, Queensland University of Technology Library, 2005]

**Information Literacy at UCFV: One Scenario (still very much a draft)**

	<b>Stage 1</b> CMNS 125, CMNS 155, ENGL 105	<b>Stage 2</b> CMNS 155, ENGL 105	<b>Stage 3</b> Gateway Courses (1xx, 2xx)	<b>Stage 4</b> Upper Division Courses (3xx, 4xx)	<b>Stage 5</b> Capstone
<b>Goals</b>	<ul style="list-style-type: none"> <li>▸ Introduce library facilities, policies, services</li> <li>▸ Introduce library catalogue and indexes</li> <li>▸ Introduce different types of information formats</li> </ul>	<ul style="list-style-type: none"> <li>▸ Build skills in searching specific tools</li> <li>▸ Learn to choose appropriate information formats</li> <li>▸ Apply critical thinking and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▸ Introduce students to communication and inquiry within a discipline</li> <li>▸ Practice disciplinary communication</li> <li>▸ Application of general skills and knowledge within new context</li> </ul>	<ul style="list-style-type: none"> <li>▸ Practice disciplinary communication</li> <li>▸ Practice analysis and synthesis skills</li> <li>▸ Apply critical and creative thinking skills</li> <li>▸ Solidify disciplinary writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▸ Practice synthesis</li> <li>▸ Apply self-evaluation skills</li> <li>▸ Demonstrate understanding of own learning and development</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>▸ Library tour early in term</li> </ul>	<ul style="list-style-type: none"> <li>▸ Orientation to resources needed for specific assignment</li> <li>▸ Takes place after introduction of research assignment</li> </ul>	<ul style="list-style-type: none"> <li>▸ Introduction to the discipline: communication, structure, inquiry</li> <li>▸ Reaches all students in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>▸ More advanced inquiry within the discipline</li> <li>▸ Reaches degree-seeking students</li> </ul>	<ul style="list-style-type: none"> <li>▸ Large, integrative project</li> <li>▸ Final project in degree program</li> <li>▸ Metacognitive elements</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>▸ Orientation exercise/tutorial introducing library catalogue and general periodical index</li> </ul>	<ul style="list-style-type: none"> <li>▸ Annotated bibliography</li> <li>▸ Basic research report/paper</li> </ul>	<ul style="list-style-type: none"> <li>▸ Discipline-specific formats (e.g., lab reports, ethnographies, interviews, literary criticisms, performance or book reviews)</li> <li>▸ Parts of research papers (e.g., literature review, problem statement)</li> <li>▸ Collaborative research papers</li> </ul>	<ul style="list-style-type: none"> <li>▸ Research papers</li> <li>▸ Posters</li> <li>▸ Discipline-specific formats</li> <li>▸ Collaborative service learning project</li> </ul>	<ul style="list-style-type: none"> <li>▸ Research paper</li> <li>▸ Learning portfolio</li> <li>▸ Service learning project</li> </ul>
<b>Assessment</b>	<p>Still to be developed; potential tools include rubrics, online evaluations, formative assessments throughout assignments (e.g., constructive feedback), peer evaluation, etc.</p>				

# Your Turn: Where Do We Go From Here?

## *Some Suggestions:*

- › Initiate Policy Changes
- › Join Ongoing Conversations
- › Initiate New Conversations
- › Practice What We Preach
- › Scholarship of Teaching and Learning

## **References & Recommended Reading**

Association of College & Research Libraries [ACRL]. (2004, February). *Information literacy competency standards for higher education*. Retrieved February 2, 2006 from <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

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