

INFORMATION LITERACY PROGRAM

Developed by:

University Library

Instructional Services Council

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When you hear the phrase
“Information Literacy”
what comes to mind?



SEVEN CONCEPTIONS OF INFORMATION LITERACY

- **Information technology** (information retrieval and communication)
- **Information sources** (finding information)
- **Information process** (executing a process)
- **Information control** (controlling information)
- **Knowledge construction** (building up a personal knowledge base in a new area of interest)
- **Knowledge extension** (working with knowledge and personal perspectives in a way that novel insights are gained)
- **Wisdom conception** (using information wisely for the benefit of others)

WHAT IS INFORMATION LITERACY?

- 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."

--*American Library Association, (2000, 2004)*

- *IUPUI Information Literacy Strategy*

Information Literacy is the set of skills needed to find, retrieve, analyze, and use information effectively.

AN INFORMATION LITERATE STUDENT 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.

PULs AND ACRL STANDARDS

The mission of the *University Library Information Literacy Program* is to support the teaching and learning mission of IUPUI by engaging students in the development and application of skills needed to find, evaluate, and use information that will contribute to their academic success and lifelong learning goals.

- **Goals 1-5:** <http://www.ulib.iupui.edu/research/infolit/strategy>
- **Information Literacy Competencies Year 1-4:**
<http://www.ulib.iupui.edu/research/infolit/competencies>
- **ACRL:** *Association of College and Research Libraries*
- **PULs:** Core Communication, Critical Thinking, Integration & Application of Knowledge, Quantitative Skills, Values & Ethics, Intellectual Depth, Understanding Society & Culture

UNIVERSITY LIBRARY ADMINISTRATIVE SUPPORT

Provide ongoing support for the stated goals of the program, including:

- Formal and informal teaching facilities
- Appropriate staffing levels
- Equipment and supplies for design and production of instruction materials
- Promotion of information literacy program and standards
- Reward achievement and participation in the information literacy program
- Identify or assign information literacy leadership and responsibilities
- Recognize and encourage collaboration among disciplinary faculty, librarians, and other program staff and among institutional units

CAMPUS-WIDE SUPPORT

- Guidance, influence, and support of University Librarians
- Faculty, staff, and administration inclusion
- CTL & Professional Development Opportunities

Program Transparency, including:

- Strategic documents
- Structures
- Resources
- Outcomes

NILOA AND AYIE

- Transparency of documentation
- Utilize the *Analyze Your Instructional Environment (ACRL)* framework
- at a minimum six working (focus) groups to be made up of faculty, librarians, and students from the IUPUI campus
- Samples of assignments, websites, narrative, or other documentation may be utilized in completing this task.
- In addition, the PRAC committee will also be consulted throughout this evaluation period.
- Additional academic units, such as the Center for Teaching and Learning will provide support through consultation and workshops.

EVIDENCE OF LEARNING

- Documents that record cognitive, behavioral, and affective domains of learning
- Formative and summative; measurable and scalable
- Examples: self-reports, fixed-choice tests, classroom assessment techniques, and performance assessments
- Rubrics (*VALUE, ALA/ACRL*)
- PULs/RISE inclusion in data collection (Years 1-4)
- *RAILS (Rubric Assessment of Information Literacy Skills):*
<http://railsontrack.info/>
- *TRAILS (Tools for Real-Time Assessment of Information Literacy Skills) :*
<http://www.trails-9.org/index.php>)

EVIDENCE OF COLLABORATION

- Add librarian to your Oncourse classes
- Attend CTL workshops; Information Literacy/Library Resources module
- Request a “to-your-door” information literacy workshop for faculty (CTL)
- Arrange for librarian to attend department/division meetings
- Assign authentic, integrated coursework that includes a library research/information seeking component (*i.e. RAILS rubric*)
- Include a question(s) on your course-end evaluations relating to ethical information seeking, critical thinking, resources, or other information literacy abilities and skills
- Seek student feedback on information needs, writing, and research
- Consult & collaborate with a librarian in your own research and publishing
- *Reflect, reorganize, rejuvenate*

RESOURCES

- American Library Association (2011). *ACRL Guidelines for Instruction in Academic Libraries*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesinstruction.cfm>
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- National Institute of Learning Outcomes Assessment (2011). *Providing evidence of student learning: A transparency framework*. Retrieved from <http://www.learningoutcomeassessment.org/TFComponentAP.htm>
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- Oakleaf, M. (2011). *Assessment demonstrating the educational value of the academic library*. ACRL Immersion Program. Assessment Immersion Program Participant Notebook. Chicago, IL: ACRL.
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