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# Incorporating and Evaluating Information Literacy Skills: Critical Thinking, Research, and 21<sup>st</sup> Century Skills For First- Year Students

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# During this workshop, participants will:

- Examine examples of institutions who have established learning outcomes and objectives in first-year courses or programs
- Study the ACRL (*Academic College and Research Libraries*) standards for higher education, as well as ISTE (*International Standards for Technology in Education*), and 21<sup>st</sup> Century Learners (matrix)
- Discuss ways to communicate and establish relationships with librarians, and identify strengths and obstacles in creating these associations.
- Discover alternative assignments for library instruction/orientation that focus on information literacy integrated into the specific discipline, or cross-disciplinary options.
- Discover a web-based information literacy assessment that can be implemented in courses and aligned with institutional standards
- Create a new assignment with student learning outcomes (SLOs) that emphasizes information literacy skills and includes critical thinking

# Introductions

- IUPUI
- Our Roles
- University College
- Bridge/Themed Learning Community
- Curriculum



# What is Information Literacy?

# What is Information Literacy?

**The set of skills needed to find, retrieve, analyze, and use information effectively.**

*Higher Ed:*

- 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)*

# Examples

- Oregon State University:

[http://osulibrary.oregonstate.edu/instruction/ug\\_comp.html](http://osulibrary.oregonstate.edu/instruction/ug_comp.html)

- University of North Carolina Wilmington:

<http://uncw.edu/universitystudies/documents/InfoLitdescription11202009.pdf>

- Oberlin:

<http://www.oberlin.edu/library/programs/fys/guide.pdf>

- University of Richmond:

<http://library.richmond.edu/services/faculty/instruction/fys/fys-librarylabs-outcomes.html>

- Butler University:

<http://libguides.butler.edu/informationliteracy>

Trinity University:

[http://php.trinity.edu/qep/info\\_lit/](http://php.trinity.edu/qep/info_lit/)

- “Expanding Horizons: Using Information in the Twenty-First Century.”
- Development of ILC
- Rubrics—campuswide
- Success=Time, Knowledge, Structures

<http://meganoakleaf.info/portaljuly2011.pdf>

# Information Literacy Resources for Curriculum Development



## Browse:

- Assignments
- Syllabi

### Select by Discipline

Education ▾

### Narrow by Goal

All Goals ▾

### Narrow by Level

All Levels ▾

Browse

## Featured Assignment:

**FREN 3306, Introduction To French Literature I: Presentation on a Literary Figure and Their Locale**

Le Coat/I

French 3306 Introduction to French Literature II (Spring 2011)  
Instructor: Dr. Nanette Le Coat  
English version

**Sample Assignment** Presented for an Information Technology Grant Application

PowerPoint Presentation on a Literary Figure and their Locale

**The topic:**

Choosing one of the ten topics suggested, explore what bearing a particular **place** or **locus** had on the creative expression of a literary figure. Examples of **places** or **loci** are literary salons, cityscapes, and exotic locales. The ten topics are listed at the end of this assignment.

**Description of the assignment:**

This presentation is the second of three, phased assignments. In the first assignment—the **annotated bibliography**— you identified relevant critical literature from both digital and print sources. You also found visual data that was relevant to your topic.





- PULs/ACRL Alignment & Competencies
- 1<sup>st</sup> and 2<sup>nd</sup> years/University College
- "Template for First Year Seminars"
- Bridge, Instructional Teams

### *Information Literacy*

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

# TRAILS assessment

- <http://www.trails-9.org/index.php?page=home>
- 9th grade (Pre-test); 12th grade (post)

## 5 Information Literacy categories:

- **Develop topic**
- **Identify potential sources**
- **Develop, use, and revise search strategies**
- **Evaluate sources and information**
- **Recognize how to use information responsibly, ethically, and legally**

# Relationships

- Authentic
- Intentional
- Assessment
- Discussion

# Lessons Learned

- Design early, talk often
- Incorporate Information Literacy/critical inquiry learning outcomes.
- Library resources aren't just books.
- Assess!
- Reflect, revise, and talk more...

**Now you try!**