Incorporating and Evaluating Information Literacy Skills: Critical Thinking, Research, and 21st Century Skills For First-Year Students

Rhonda Huisman
Assistant Librarian, Adjunct Faculty
School of Education/Center for Teaching and Learning

Sarah B. Zahl,
Adjunct Faculty, Academic Advisor
School of Education
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 21st 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."

Examples

• Oregon State University:
  http://osulibrary.oregonstate.edu/instruction/ug_comp.html
• University of North Carolina Wilmington:
• Oberlin:
• 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/

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

Information Literacy Resources for Curriculum Development

TRINITY UNIVERSITY

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 Coq/1

French 3306 Introduction to French Literature II (Spring 2011)
Instructor: Dr. Nanette Le Coq
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.
Information Literacy

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

- 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!