Information Literacy: the NU Plan

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Instruction Team
August 31, 2010
IL

- Library Instruction
- Bibliographic Instruction
- Integrated Bibliographic Instruction
  - Earlham Model
- Information Literacy
  - Competencies / Standards
  - Pedagogy
    - Student Centered Learning
    - Active Learning
    - Adult Learners / Andragogy
- Assessment (HOTS)
1999 NU’s 1st IntoLit Plan

National University Graduates will:
- Recognize when information is needed
- Know how formal knowledge is organized
- Know how and where to locate information
- Know how to evaluate the accuracy, currency, relevancy and bias of information
- Know how to use information effectively

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<th>Instructional Tools</th>
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2000 ACRL’s InfoLit Competency Standards for Higher Education

Information Literacy Competency Standards for Higher Education

These standards were reviewed by the ACRL Standards Committee and approved by the Board of Directors of the Association of College and Research Libraries (ACRL) on January 18, 2000, at the Midwinter Meeting of the American Library Association in San Antonio, Texas. These standards were also endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004). A PDF of this document is available.

Five copies of the Information Literacy Competency Standards are available in booklet form at no charge. Additional copies may be purchased from the Association of College and Research Libraries for $25.00 for a package of 25. Orders (along with check or money order made payable to Association of College and Research Libraries) should be sent to:

Association of College and Research Libraries
Attn: Standards Fulfillment
50 East Huron Street
Chicago, IL 60611

http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm
2002 NU’s Revised InfoLit Plan

Definition: “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.’” (ACRL)

Tier 1 provides students with an overview of the National University Library services, resources, and information on how to access these. It also introduces students to 1-3 basic information databases and the Internet.

Tier 2 introduces students to discipline specific resources and focuses on scholarly / research literature.

Tier 3 provides in-depth consultation and collaboration on the development of senior projects and theses with the focus on the development of historical overview of the topic, literature review, and research or program models.
## Fall 2004

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<th>Activity</th>
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<td>Course-Integrated (3-tiers for every program)</td>
<td>Objectives &amp; Assessment</td>
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<td>PPT / Content Outline</td>
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<td>Learning Activities &amp; Guides</td>
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<td>Pathfinders &amp; Webliographies</td>
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<td>Orientation Tutorials</td>
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<td>Point-of-Need Tutorials &amp; Guides (Quick Start; APA; Tests (Buros)… in process &amp; TBA)</td>
<td>Objectives &amp; Assessment</td>
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<tr>
<td>Advanced Tutorials…TBA</td>
<td>Objectives &amp; Assessment</td>
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BoT Meeting — Anne Marie

- Basic information literacy skills orientations
- Course-related instruction in collaboration with faculty
- Advanced research skills
- Individualized assistance to students

F2F > Embedded in Online > Tutorials
**Assessment**

**Student**
- Smile Sheets: “Did this session meet your needs?”
- Self Assessment: Perceived need & change
- Authentic Assessment: Measurable change in knowledge / learning outcomes (pre/post-tests)
- Quiz (iLibrary & Advanced)
- Information Literacy Standardized Assessment

**Librarian**
- Reflection
- What worked well / What needs change

**Program Review**
IL

- **Authentic Assessment**
  - Meaningful application of essential knowledge and skills *(Authentic Assessment Toolbox by Jon Mueller)*
  - Solve “real-world” problems *(Authentic Assessment-Basic Definitions and Perspectives by Rodney Custer)*

- **Student Learning Outcomes**
Writing Measurable Objectives
– Student Learning Outcomes

- Action Word + “in order to” = outcome
- Action Word Handout (Bloom’s Taxonomy)
- Smart Objectives
  - S = Specific—concrete, action words
  - M = Measurable—numeric or descriptive
  - A = Attainable—feasible
  - R = Results Focused—measurable outputs (products)
  - T = Timely—target date, includes steps/plan
AMS System *(Accountability Management System)*

- Centralized Assessment Repository
- Available Online
- Links between Learning Outcomes
- Improves Planning
- Increased Transparency
- Focus on Analysis, Synthesis, and Closing the Loop

"Workspaces" for Process Management

- Internal Program Review
- Accreditation Planning
- Strategic Planning
- Operational Planning
AMS: PAR / FAR

- Strategic Planning
- Accreditation
Questions?