

Building a Framework for Information Literacy across the Curriculum

Putting Theory into Practice

Outline

- Warm-up
- Information Literacy across the Curriculum (ILAC)
 - Definition(s)
 - ILAC models
 - Frameworks for ILAC planning and implementation
- Strategic Planning and Persuasion
- UCFV as Case Study
- Wrap-up
- Questions / Discussion

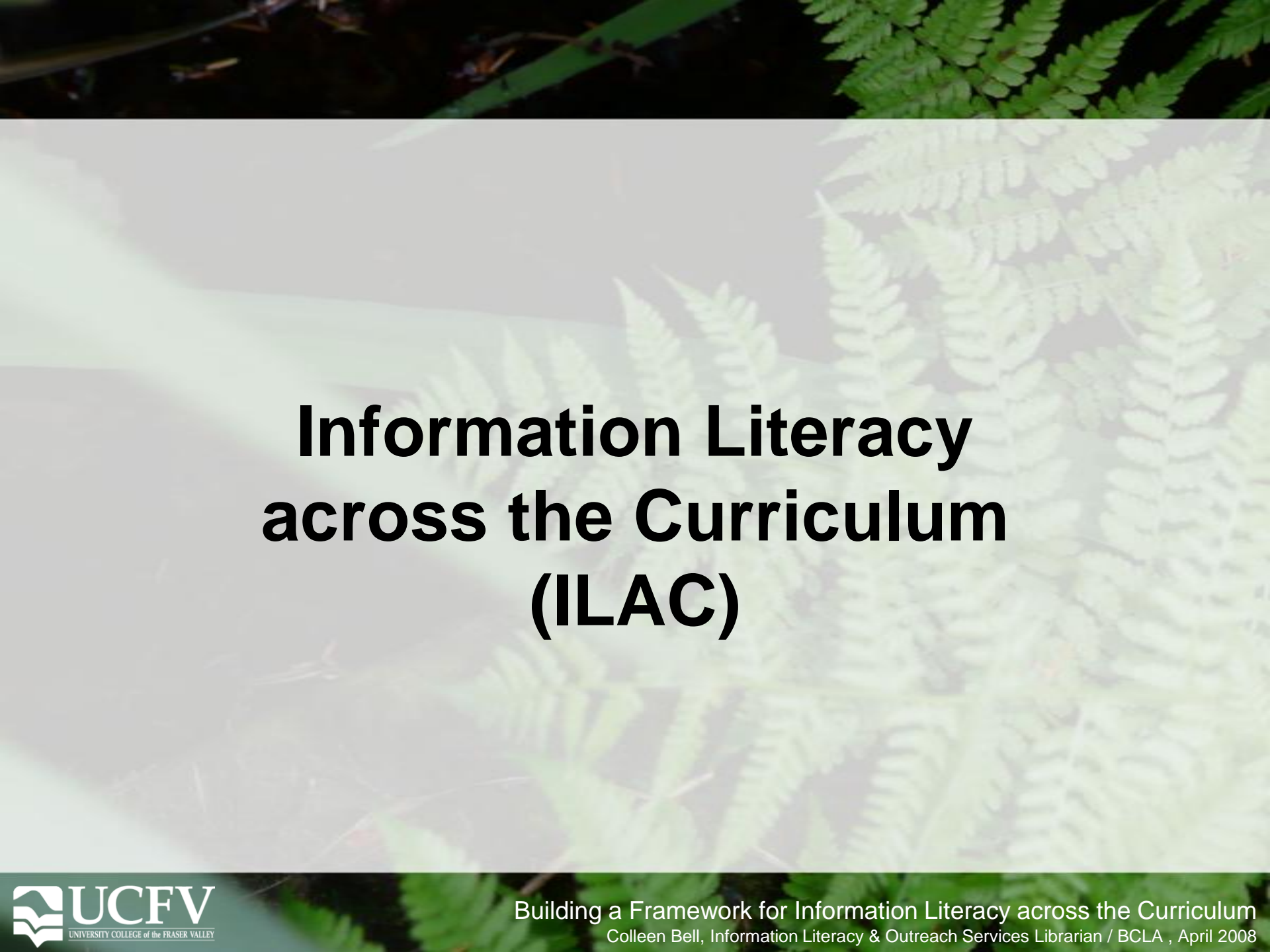
Warm-up

Warm-up...

You have 1 minute

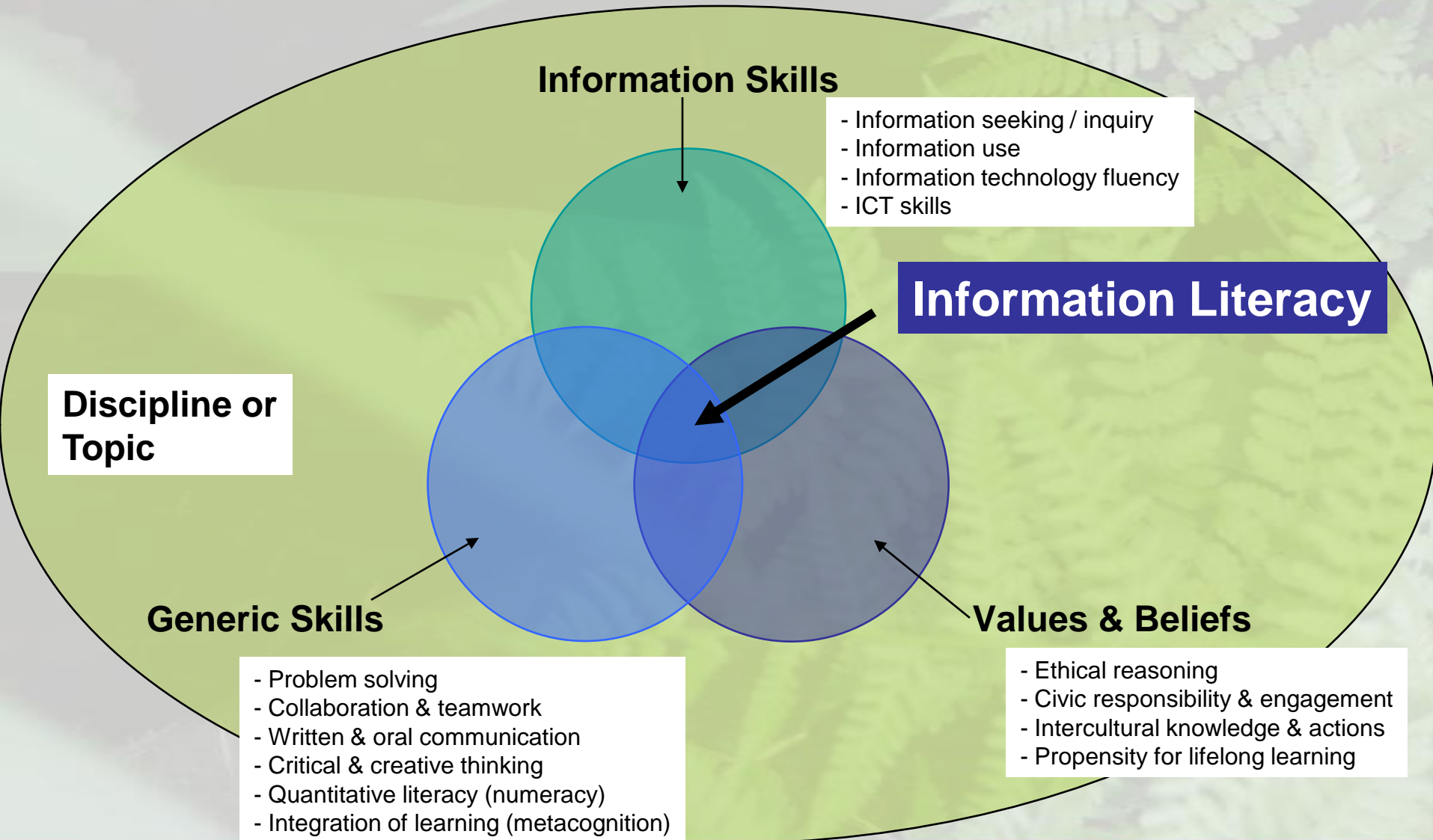
**List all of the resources, ideas, tools,
and anything else you can think of that
are currently in your IL “planning and
persuasion” toolbox**

(you might want to write this down ...
you'll use it again later)



Information Literacy across the Curriculum (ILAC)

Information Literacy: Formation



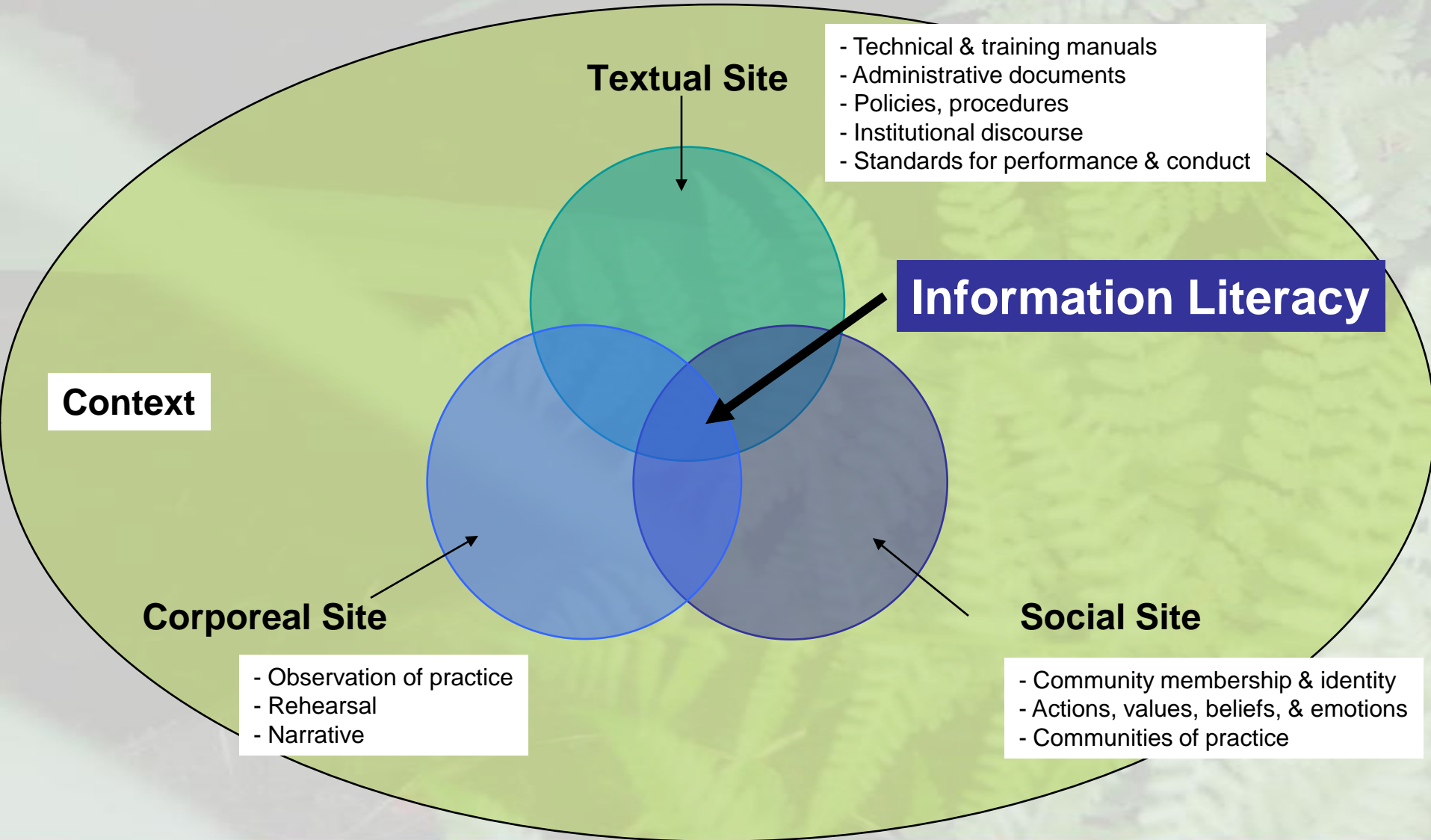
5 Dimensions of Higher Learning

- Declarative *Content Knowledge*
- Procedural *Skills*
- **Conditional** *Applications*
- **Reflective** *Self-awareness & Empathy*
- **Metacognitive** *Self-management*

Bloom's Revised Taxonomy

Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural						
Meta-cognitive						

Information Literacy: Practice



Models for ILAC

Model 1: Stand-Alone

- Students take a required course (or set of courses) to provide a base of knowledge & skills
- Formal learning opportunities in other courses reinforce general skills & concepts, relate them to specific disciplines

Model 2: Infusion*

- Sequential progression of learning opportunities linked to a core curriculum across academic programs or disciplines
- Reinforced through program design

The Infusion Model

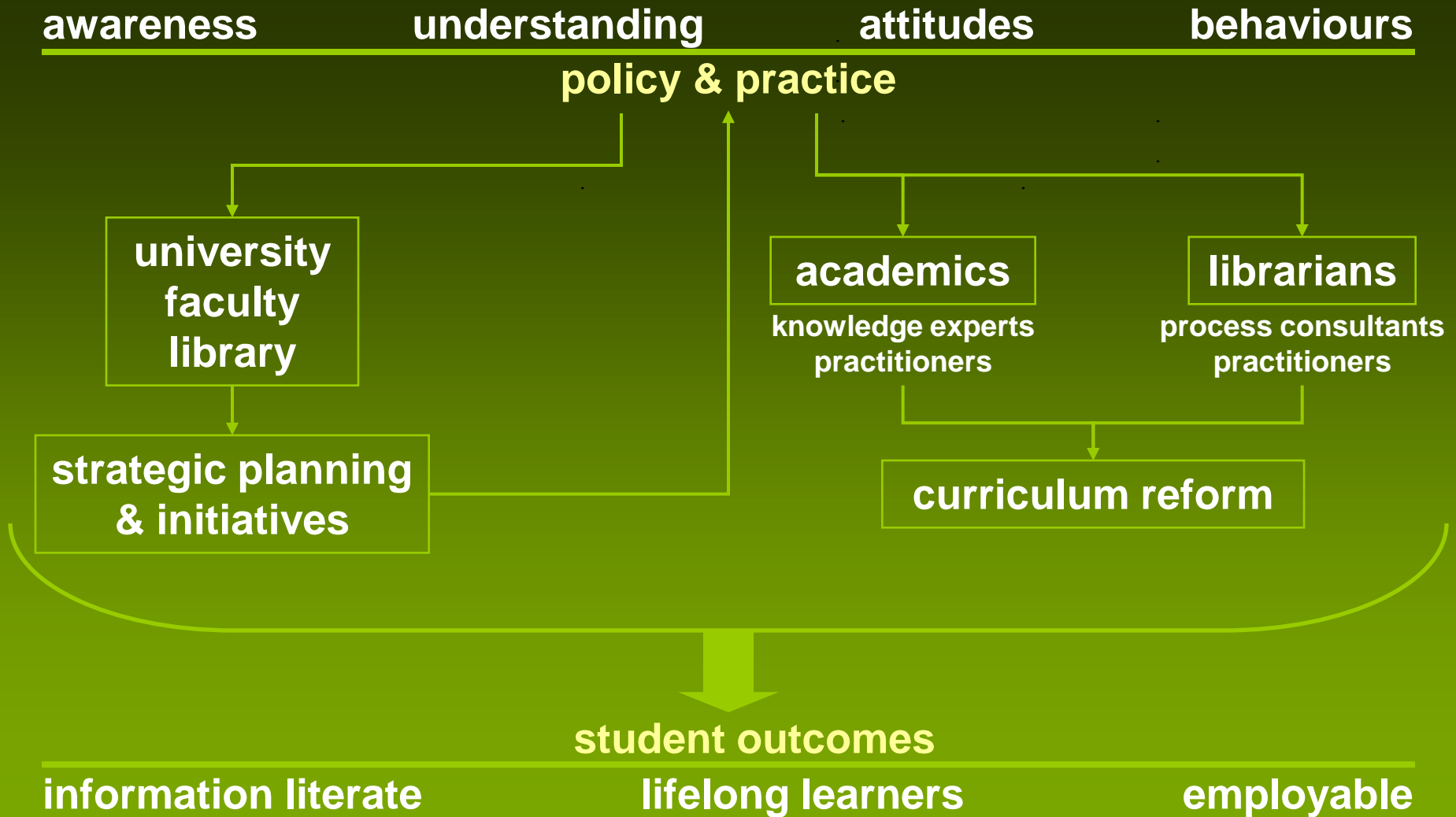
- Provides opportunities for **experiential**, **interactive**, **authentic** learning
 - Games
 - Simulations
 - Online resources to support tasks & assignments
 - Group learning
 - Contextualized skill development
- Progressive, laddered
- Recursive
- Explicit

embed
+ integrate
+ supplement
contextualized
recursive
learning

Building a Framework



Roles of Policy & Practice



J. Peacock, 2002

Institutional Framework

- Defines institution-level outcomes
 - Breadth requirements
 - Intellectual & practical skills
 - including information literacy
 - Individual & social responsibility (values, attitudes)
 - What does a graduate of this institution look like?
- Identifies assessment strategies
- Supports resources to support teaching & learning
 - Center for Teaching Excellence
 - Instructional Skills Workshops
 - professional development
 - Library, Writing Centre, Assessment Services, etc.

“In addition to whatever specialized knowledge he or she learns in a given field of study, every Windsor graduate will be known for the ... ability to demonstrate:

- the acquisition, application and integration of knowledge
- research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- critical thinking and problem-solving skills
- literacy and numeracy skills
- responsible behaviour to self, others and society
- interpersonal and communications skills
- teamwork, and personal and group leadership skills
- creativity and aesthetic appreciation
- the ability and desire for continuous learning”

Program Framework

- Defines program-level outcomes
 - Knowledge, Skills, Attitudes
 - Operationalizes institutional learning outcomes
 - What does a graduate of this *program* look like?
- Identifies assessment strategies
- Maps the curriculum to outcomes
- Identifies and makes available department/faculty resources
 - Mentors for new & sessional faculty
 - In-service professional development
 - Course releases to support
 - course & curriculum redesign
 - scholarship of teaching & learning
 - Departmental policies
 - academic integrity
 - grading
 - Student handbook

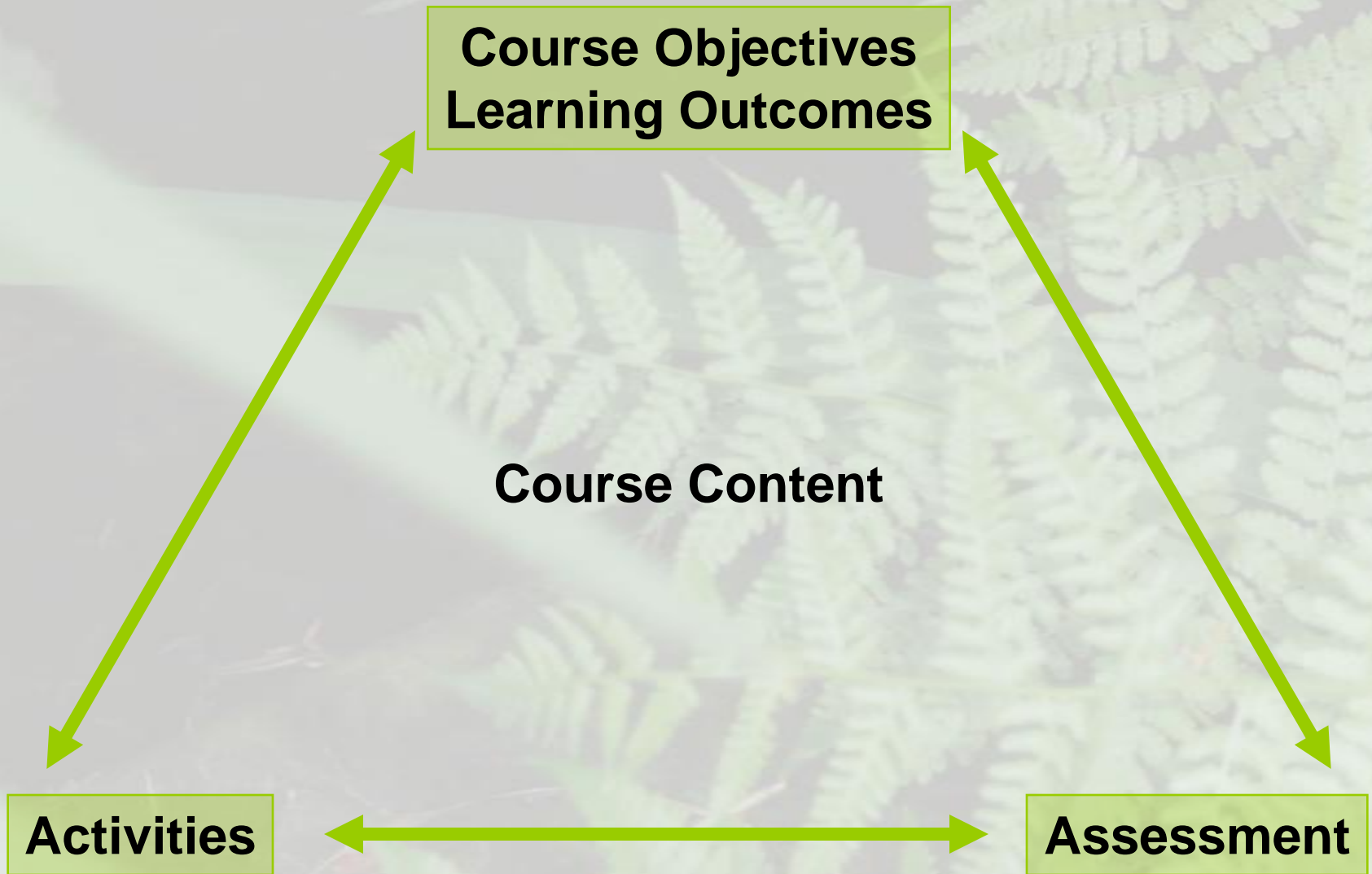
PROGRAM LEARNING OUTCOMES

REQUIRED COURSES	How Outcomes are Addressed and Assessed	Outcome #1 Understand major theories in developmental psychology	Outcome #2 Understand major theories in behavior psychology	Outcome #3 Understand major theories in social psychology	Outcome #4 Write well reasoned and data supported papers using proper APA format.	Outcome #5 Understand basic research designs and statistics in developmental, behavioral and social psychology.
Psych 101: Introduction to Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Not Assessed	
Psych 102: Foundations of Modern Psychology	Level:	Introduced	Introduced	Introduced	Introduced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 201: History of Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Not Addressed
	Emphasis	Moderate	Moderate	Moderate	Moderate	
	Assessed:	Exams	Exams	Exams	Paper	
Psych 202: Comparative Psychology	Level:	Introduced	Introduced	Introduced	Reinforced	Introduced
	Emphasis	Moderate	Moderate	Moderate	Moderate	Little/None
	Assessed:	Exams	Exams	Exams	Paper	Not Assessed
Psych 301: Introduction to Behavioral Psychology	Level:	Not Addressed	Reinforced	Not Addressed	Reinforced	Reinforced
	Emphasis		Extensive		Moderate	Moderate
	Assessed:		Exams, Paper		Project	Not Assessed

Course Framework

- Develops course learning outcomes
 - Operationalizes program & institutional learning outcomes
 - Refers back to curriculum map
- Addresses issues related to multiple sections
 - Assignments
 - Assessment
 - Faculty support
 - Delivery methods
- Provides resources for instructors
 - Syllabi
 - Assignments & exams
 - Textbook evaluations
 - Assessment models
 - portfolios
 - journals
 - conferences
 - rubrics
 - checklists
 - 1 minute paper
 - categorizing grid

Assignment Framework



Strategic Planning and Persuasion

Developing a Strategy

□ Opportunities

- What are the “hot” initiatives or burning issues at your institution right now?
 - What are faculty and administrators talking about?
 - What committees are being formed?
- Where are you already involved? Where do you need to be involved?

□ Partners

- Who are the IL champions?
- Who do you need to be an IL champion?

□ Messages

- Keep it simple ... one message (maybe two)
- What will resonate most with your audience?

Your Turn

- ❑ What are the “hot” initiatives on your campus?
- ❑ Who are your existing or potential strategic partners?
- ❑ What is your message?

(write these down ... you'll refer
back to them later)

Making Change Happen

- ❑ Information literacy is not a library issue
- ❑ Organizational culture develops slowly
- ❑ Organizational culture begins at the top

- ❑ Invert your thinking
 - How can the information literacy agenda help this initiative succeed?
 - How can the information literacy agenda help faculty successfully address this important campus initiative?

UCFV as Case Study

Institutional Framework

- ❑ Strategic plan
- ❑ Education plan
- ❑ Committees & groups
 - Library Advisory Committee (i.e., library council)
 - University College Council (i.e., faculty senate)
 - Library staff (librarians, para-professionals, students)
 - Marketing & Communications
- ❑ Resources for teaching & learning
 - Teaching & Learning Centre
 - UCFV Online
 - Learning Commons
 - Student Life
 - Writing Centre

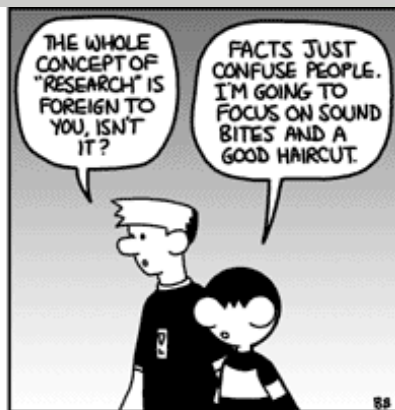
Examples



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Top 5

Reasons to use the UCFV Library

- Because the library is always there for you, even when you are not able to go to it. Online resources are fantastic!
- especially when you forgot to do an assignment due the next morning
- Because the people there are extremely helpful and patient.
- no matter how many times you lose your PIN number
- Because it's a quiet place to find time to work on your assignments.
- or sleep in a cubicle if you're really tired
- Because they're always trying to make sure we have the latest materials available to help in our courses.
- even if the latest materials happen to be from 1984
- And because when it comes right down to it, sometimes you need a smile and a good cry on Underwater Basket Weaving to curl up with.



Information Literacy Fact Sheet

PREPARED FOR UCFV ACADEMIC DEPARTMENTS & ADMINISTRATORS

SEPTEMBER 2007

Information Literacy (IL) Defined

Information literacy (IL) 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." According to Doyle (1992), "an information-literate person is one who:

- Recognizes the need for information
- Recognizes that accurate and complete information is the basis for intelligent decision-making
- Formulates questions based on information needs
- Identifies potential sources of information
- Develops successful search strategies
- Accesses sources of information including computer-based and other technologies

- Evaluates information
- Organizes information for practical application
- Integrates new information into an existing body of knowledge
- Uses information in critical thinking and problem solving"

Information literacy represents one piece of an integrated set of transferable skills and competencies that complement disciplinary knowledge and that all postsecondary graduates should possess. Others include written and oral communication; inquiry, critical and creative thinking; quantitative literacy; teamwork; integration of learning; civic responsibility and engagement; ethical reasoning; intercultural knowledge and actions; and a propensity for lifelong learning. (AACU 2005)

IL Competencies

I. Awareness

Determine the nature and extent of the information needed

II. Access

Access needed information effectively and efficiently

III. Evaluation

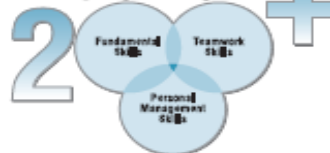
Evaluate information and its sources critically and



The Conference Board of Canada

communicate, manage information, use numbers, work with others, be a

Employability Skills



Employability Skills 2000+

“Hot” Initiatives

- Student recruitment & retention
- Teaching-intensive university
- Undergraduate research
- Educational technology
- Understanding the millennials
- Plagiarism
- Internationalization
- Sustainability

Digital Natives, Digital Immigrants, *Part II*:

Do They Really *Think* Differently?

By Marc Prensky

From *On the Horizon* (NCB University Press, Vol. 9 No. 6, December 2001)
© 2001 Marc Prensky

Different kinds of experiences lead to different brain structures.
-Dr. Bruce D. Perry, Baylor College of Medicine

MEMORANDUM

DATE: April 7, 2008
TO: Dianne Common, VP Academic & Provost
Donna Alary, Director, Enrolment Management
FROM: Colleen Bell
RE: Academic Libraries and Student Retention

I'm following up on a March 31 library staff meeting, where Dianne Common responded to a question about the dearth of research on academic libraries and student retention. Because I am familiar with arguments that both information literacy and first-year experience programs contribute to student success and retention, and because these programs enhance the library's academic impact, I wanted to see

**> 64%* of our student population =
Millennials**

** Data from the 2005/06 UCFV Fact Book*

“

So now we have a generation of students that is better at taking in information and making decisions quickly, better at multitasking and parallel processing; a generation that thinks graphically rather than textually, assumes connectivity, and is accustomed to seeing the world through a lens of games and play.

”

Program Framework

- Biology
- Library

	Stage 1 CMNS 125, CMNS 155, ENGL 105	Stage 2 CMNS 155, ENGL 105	Stage 3 Gateway Courses (1xx, 2xx)	Stage 4 Upper Division Courses (3xx, 4xx)	Stage 5 Capstone
Goals	<ul style="list-style-type: none"> Introduce library facilities, policies, services Introduce library catalogue and indexes Introduce different types of information formats 	<ul style="list-style-type: none"> Build skills in searching specific tools Learn to choose appropriate information formats Apply critical thinking and evaluation 	<ul style="list-style-type: none"> Introduce students to communication and inquiry within a discipline Practice disciplinary communication Application of general skills and knowledge within new context 	<ul style="list-style-type: none"> Practice disciplinary communication Practice analysis and synthesis skills Apply critical and creative thinking skills Solidify disciplinary writing skills 	<ul style="list-style-type: none"> Practice synthesis Apply self-evaluation skills Demonstrate understanding of own learning and development
Activities	<ul style="list-style-type: none"> Library tour early in term 	<ul style="list-style-type: none"> Orientation to resources needed for specific assignment Takes place after 	<ul style="list-style-type: none"> Introduction to the discipline: communication, structure, inquiry 	<ul style="list-style-type: none"> More advanced inquiry within the discipline Reaches degree-seeking students 	<ul style="list-style-type: none"> Large, integrative project Final project in degree program Metacognitive elements

Course Framework

- ❑ BIO 111
- ❑ BUS 100
- ❑ CMNS 125, 155
- ❑ ENGL 105

Assignment Framework

- ❑ BUS 100
- ❑ [Online Library Assignment](#)
- ❑ “What are your goals for this assignment? What do you want students to be able to do or to get from this assignment?”

Wrap-up

Wrap-up

Referring back to the lists you created earlier, identify one strategic move – an opportunity, a partner, a message – you will begin working on when you get back to work next week.

In other words, what are you going to do to continue building a framework for ILAC at your institution?

Questions / Discussion

Colleen Bell

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