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

Information Literacy

Information Skills
- Information seeking / inquiry
- Information use
- Information technology fluency
- ICT skills

Values & Beliefs
- Ethical reasoning
- Civic responsibility & engagement
- Intercultural knowledge & actions
- Propensity for lifelong learning

Generic Skills
- Problem solving
- Collaboration & teamwork
- Written & oral communication
- Critical & creative thinking
- Quantitative literacy (numeracy)
- Integration of learning (metacognition)

Discipline or Topic

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5 Dimensions of Higher Learning

- **Declarative**: Content Knowledge
- **Procedural**: Skills
- **Conditional**: Applications
- **Reflective**: Self-awareness & Empathy
- **Metacognitive**: Self-management
## Bloom’s Revised Taxonomy

<table>
<thead>
<tr>
<th>Knowledge Dimension</th>
<th>Cognitive Process Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remember</td>
</tr>
<tr>
<td>Factual</td>
<td></td>
</tr>
<tr>
<td>Conceptual</td>
<td></td>
</tr>
<tr>
<td>Procedural</td>
<td></td>
</tr>
<tr>
<td>Meta-cognitive</td>
<td></td>
</tr>
</tbody>
</table>
Information Literacy: Practice

Context

Corporal Site
- Observation of practice
- Rehearsal
- Narrative

Social Site
- Community membership & identity
- Actions, values, beliefs, & emotions
- Communities of practice

Textual Site
- Technical & training manuals
- Administrative documents
- Policies, procedures
- Institutional discourse
- Standards for performance & conduct

Information Literacy

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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

Institution

Program

Course

Assignment
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Roles of Policy & Practice

<table>
<thead>
<tr>
<th>awareness</th>
<th>understanding</th>
<th>attitudes</th>
<th>behaviours</th>
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</thead>
<tbody>
<tr>
<td>university</td>
<td>policy &amp; practice</td>
<td>academics</td>
<td>librarians</td>
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<tr>
<td>faculty</td>
<td></td>
<td>knowledge experts</td>
<td>process consultants</td>
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<tr>
<td>library</td>
<td></td>
<td>practitioners</td>
<td>practitioners</td>
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<tr>
<td>strategic planning &amp; initiatives</td>
<td></td>
<td>curriculum reform</td>
<td></td>
</tr>
</tbody>
</table>

student outcomes

information literate
lifelong learners
employable

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
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Emphasis</th>
<th>Assessed</th>
<th>Outcome #1</th>
<th>Outcome #2</th>
<th>Outcome #3</th>
<th>Outcome #4</th>
<th>Outcome #5</th>
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<tbody>
<tr>
<td>Psych 101: Introduction to Psychology</td>
<td></td>
<td>Moderate</td>
<td>Exams</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Not Addressed</td>
</tr>
<tr>
<td>Psych 102: Foundations of Modern Psychology</td>
<td></td>
<td>Moderate</td>
<td>Exams</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Little/None</td>
</tr>
<tr>
<td>Psych 201: History of Psychology</td>
<td></td>
<td>Moderate</td>
<td>Exams</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Not Addressed</td>
</tr>
<tr>
<td>Psych 202: Comparative Psychology</td>
<td></td>
<td>Moderate</td>
<td>Exams</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Little/None</td>
</tr>
<tr>
<td>Psych 301: Introduction to Behavioral Psychology</td>
<td></td>
<td>Extensive</td>
<td>Exams, Paper</td>
<td>Reinforced</td>
<td>Not Addressed</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Not Addressed</td>
</tr>
</tbody>
</table>
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

Course Objectives
Learning Outcomes

Course Content

Activities

Assessment
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

Information Literacy Fact Sheet

Information Literacy (IL) is a set of skills enabling individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." According to Boyle (1990), "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 personal 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 transferrable skills and competencies that complement disciplinary knowledge and that all post-secondary graduates should possess. Often includes written and oral communication, inquiry, critical and creative thinking, quantitative literacy, frameworks, integration of learning, civic responsibility and engagement, ethical reasoning, intercultural knowledge and actions, and a propensity for lifelong learning (ACRL 2005).

Top 5 Reasons to use the UCFV Library:

1. 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 forget to do your assignment due the next morning.
2. Because the people there are extremely helpful and patient. - no matter how many times you lose your PIN number.
3. Because it’s a quiet place to find time to work on your assignments - or sleep in a cubicle if you’re really tired.
4. 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 1994.
5. And because when it comes right down to it, sometimes you need a smile and a good read. Underwater Basket Weaving seemed to curl up with.
“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

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Goals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>CMNS 125, CMNS 155, ENGL 105</td>
<td>Library tour early in term</td>
</tr>
<tr>
<td>Stage 2</td>
<td>CMNS 155, ENGL 105</td>
<td>Orientation to resources needed for specific assignment</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Gateway Courses (1xx, 2xx)</td>
<td>Introduction to the discipline: communication, structure, inquiry</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Upper Division Courses (3xx, 4xx)</td>
<td>More advanced inquiry within the discipline</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Capstone</td>
<td>Large, integrative project</td>
</tr>
</tbody>
</table>
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

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References


