Chapter 1 : What is Technology Literacy | IGI Global

Based on the key needs in early literacy development and the key assets most libraries already have, the Libraries, Literacy and Technology training module aims to equip librarians with the basic skills and knowledge to start integrating their institutions into literacy programs.

More specifically, the study analyzed student success and sought to determine whether written reflection and practice strengthen IL skills, including the fundamental ability to develop a research question and thesis statement. Developing research questions and formulating thesis statements are among the most challenging duties of a young researcher. From high school through undergraduate, students often have minimal experience conducting research. They may not know where to begin the research process and what steps are necessary. Student frustration is exacerbated by the fact that typically IL instruction is one-shot guidance, given only once in a semester, making it difficult for a librarian to cover all that is needed. Can a semester long, credit-bearing course aid student success in research and improve IL skills? Introduction Information Literacy IL is one of the defining concepts of academic librarianship. It influences core functions including reference, collection development and especially library instruction. However, the definition of IL is malleable and influenced by the proliferation of online resources, developments in information technology, and trends in academic publishing, all of which have dramatically altered research methods. Its six core concepts afford librarians maximum flexibility when teaching IL American Library Association The latter is exemplified by LRC Students receive one hour of face-to-face instruction each week, covering concepts concept mapping, research question development, citation and resources subscription databases, digital images, digitized primary sources central to developing IL. Due to this small percentage, credit-bearing IL courses present a relatively unique opportunity to teach IL to students. This is particularly true when compared to traditional library instruction sessions, which are typically one hour long and offered once each semester for select courses e. The following case study investigated the efficacy of IL pedagogy on undergraduate research in a section of LRC offered during the Spring semester at LaGuardia. They may not know where to begin the research process and what steps are necessary Fernando and Hulse-Killacky , As a platform to post reflection, the authors implemented electronic portfolio ePortfolio practice for the course. All twelve enrolled students were eligible to participate, and eleven elected to take part in the study. Literature Review The following literature review reflects the goals of this study and is not intended to be comprehensive. The research was empirical, using outcomes-based and affective analysis to study IL pedagogy. Managing the Revolution, a credit-bearing course previously taught at LaGuardia, which called for an annotated bibliography, accompanied by a narrative of research where students describe the process used to find each item in the bibliography and explain its inclusion. In a study of LRC, Fluk concluded that further research should be done into how research logs and journal writing affect student learning and how logs and journals should best be assigned Fluk , Colleges and universities have targeted the following learning objectives when creating or redesigning credit-bearing IL courses: Broadly considered, the literature on measuring and assessing the impact of IL instruction on educational outcomes is varied, especially in the wake of the adoption of the ACRL Framework, which omitted specific standards, competencies, and learning outcomes. The Hostos Community College study results determined that students taking IL workshops experienced a More recently, the Citation Project, a multi-institutional study on source usage in college writing, has concluded that students struggle with all aspects of citation and comprehending sources: What is an ePortfolio? Nevertheless, academic libraries have been slow implementing ePortfolios as compared to other campus departments, due in part because IL instruction is typically offered once per semester, in one class, and tailored to a specific assignment. However, a few have administered ePortfolios as a method of improving research and critical thinking. In , Three Rivers Community College designed a plan whereby students searched for scholarly articles and then discussed the techniques used to retrieve them in a written reflection of their online learning experience posted into their

ePortfolio Florea , Methods and Analysis Instructed by the authors, the LRC class in this study met weekly in one-hour face-to-face sessions for twelve weeks in the spring semester. Class lessons and assignments aimed to advance student research ability by fostering IL skills. The first class lesson introduced fundamental database tools, such as subject headings and subject term delimiters, to narrow a broad topic down to specific issues and subjects. The technique helps students comprehend article indexing and focuses student research to an elemental concept. Subject term delimiters, custom to databases, refine this list to specifics. The assignment accompanying the lesson sought to discover if database tools support critical thinking development. Lastly, in a reflection, students explained if writing the summary helped them review and disseminate the material to forge a unique and specific area to research See Appendix A. The second lesson demonstrated use of an online encyclopedia, illustrating the expansive subject list available. Then, students read an article on a select topic and gathered keywords. Students made note of words that they felt were key to understanding the topic. The final part of the lesson introduced concept maps, a graphical tool for organizing and representing knowledge. Concept maps break down a topic into related issues, with details or examples for each issue Appalachian State University: Belk Library and Information Commons Using the words marked in the encyclopedia article, students created concept maps. Following this lesson, students completed the second assignment, the class midterm, which asked them to develop a topic and their own argument using methods learned in class. Students had the option to use the first assignment topic or to select a new one. Suggestions provided were affordable housing, human trafficking, and junk food. The instructors recommended that students first break down the topic using a concept map and then develop a related viewpoint or argument from one issue or concept in the map. For the first part of the midterm, each student needed to find one scholarly article in support of their thesis argument and give a thirty-second, persuasive pitch in class to argue their viewpoint. In their ePortfolio, they provided an MLA citation of the article and wrote a one-paragraph description, which included their thesis statement, an explanation of the topic, and the reason they selected it. In the second part of the midterm, students supported their arguments with two additional scholarly articles, one in support of their thesis and one counterpoint. To showcase their evidence, students created an annotated bibliography. For this class, an annotated bibliography referred to a list of resources, each with a reference citation in Modern Language Association MLA style and a summary or evaluation Stacks, et al. Finally, in a one-paragraph reflection, students considered whether or not the lesson and midterm helped them narrow down their research and develop their arguments See Appendix B. Concept maps break down a topic or main idea into related issues or concepts, and onto details or examples. The class final required students to explain the most successful ways to develop a research question based on skills learned in class, in either a five-minute video, five-minute audio recording, or Microsoft PowerPoint presentation of at least five slides. As part of their work, they needed to describe if they will use the skills learned in other classes and assignments See Appendix C. Lastly, an eight-question survey given to students on the last day of class provided a means to quantitatively measure success of class pedagogy. It was optional and anonymous See Appendix D. Inquiry and problem solving is comprised of the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question or achieve a desired goal. Based on this framework, the instructors assessed student work on ability to: Therefore, students who received a letter grade of A on an assignment demonstrated proficient IL skills. A letter grade of B signified competent skills, a C denoted developing skills, and a grade under C deemed the student a novice. In addition to a grade, the instructors also provided constructive feedback to advise students how they could improve their work. For example, if a student assignment received fifteen out of twenty points, the grade was seventy-five, or a C, and the student demonstrated developing IL skills. In addition to grades, the authors analyzed student reflections to draw conclusions on student progress in class and uncover what pedagogies best helped. Results In the first assignment, seven students demonstrated proficient skills, two had competent skills, one showed developing skills, and one was a novice, for a class average of In a combined midterm grade, six students were proficient, three were competent, one was developing, and one was a novice, for a class average of While student work

remained at the competent stage in the first two assignments overall, performance improved to proficient on the final, for a class average of The line graph shows student progress in each of the four class assignments based on points. The class average changed from Student obstacles in the first two assignments were inability to narrow down a topic in a focused research question and lack of solid arguments in thesis statements. Another student challenge was inability to follow directions. Some failed to provide an opposing viewpoint in the annotated bibliography while others placed too much opinion in a summary. For example, one student wrote: For example, one student simply added a bullet list on the final to support the best ways to successfully develop a research question rather than explaining them. Several students neglected to distinguish between their assignments, making it uncertain where one assignment ended and another began. Student reflection on progress was generally positive. Another delved deeper, adding that they will retain class work for reference in case they need citation assistance: All participants identified both making a concept map and using fundamental database tools as the most useful approaches to develop research questions. Written feedback was also primarily positive, indicating satisfaction in semester-long IL course. Its limitations were that it was conducted on one class with a low enrollment. The ideal case is either a class with a larger enrollment in a longitudinal study or a comparative study of two class sections, one section using reflection as a learning practice and one without. The authors hope their work can serve as a framework for subsequent studies at LaGuardia and elsewhere to foster IL skills. While grade success may suggest that students gained academic proficiency in the class, student reflection provides the best argument for credit-bearing IL courses. In their own words, students reflected how they integrated key concepts into their academic work that will be used in both future classes and in life. Students suggested the concept map as the key method to success in the course, making this graphical tool a vital part of library instruction. It allows students to break down a topic and make conclusions about what area to research. Reflections also provided an opportunity to connect class pedagogy to lifelong learning. In a final study feedback response, a student summarized the need for semester-long instruction, and that the course should have been one of the first classes that they took at LaGuardia to guide their research and IL skills. Conclusion Student achievement in the course demonstrates that when applied in a credit-bearing IL course, strong IL pedagogy and effective use of instructional technology aids and enhances student success. Students generally felt that the IL skills they developed in LRC can be utilized in other courses. However, for IL instruction to be successful, strong pedagogy is tantamount in concert with thoughtful implementation of instructional technology, in this case ePortfolio. Ideally, credit-bearing IL instruction would be offered when a student begins college. The following is a list of considerations when making IL pedagogy decisions generally and possible next steps for LRC Prepare useful lessons and select appropriate assignments Nothing replaces solid pedagogy. Constructive assignments foster student learning. The lesson on concept maps as a method to develop focused research topics spurred the greatest jump in level of the inquiry and problem-solving competency. Assignments that encouraged metacognition â€" Student midterm reflections and answers in the final survey â€" also suggest concept maps as a useful method to help narrow a research topic.

Chapter 2 : Information Literacy Competency Standards for Higher Education

instructional and technology resources. teach a wide range of local, state, and national curriculum, information literacy, and technology standards, including all ISTE NETS standards.

The role of a librarian is continually evolving to meet social and technological needs. A modern librarian may deal with provision and maintenance of information in many formats, including: A librarian may also provide other information services, including: Appreciation for librarians is often included by authors and scholars in the acknowledgment sections of books. History[edit] The ancient world[edit] The Sumerians were the first to train clerks to keep records of accounts. The extent of their specific duties is unknown. Ashurbanipal was the first individual in history to introduce librarianship as a profession. Most notably, Callimachus created what is considered to be the first subject catalogue of the library holdings, called the pinakes. The pinakes contained scrolls arranged into ten subject classes; each class was then subdivided, listing authors alphabetically by titles. Many of these aristocrats, such as Cicero , kept the contents of their private libraries to themselves, only boasting of the enormity of his collection. Others, such as Lucullus , took on the role of lending librarian by sharing scrolls in their collection. A later librarian of the same library was Gaius Julius Hyginus , a grammarian. It is during this time that the first codex book as opposed to scroll enters popularity: Within the monasteries, the role of librarian was often filled by an overseer of the scriptorium where monks would copy out books cover to cover. A monk named Anastasias who took on the title of Bibliothecarius literally "librarian" following his successful translations of the Greek classicists. Later in the period, individuals known as librarius began more formal cataloguing, inventory, and classification. At the same time royalty, nobles and jurists began to establish libraries of their own as status symbols. King Charles V of France began his own library, and he kept his collection as a bibliophile, an attribute that is closely connected to librarians of this time. During this period, great private libraries were developed in Europe by figures such as Petrarch and Boccaccio. These libraries were sponsored by popes, royals, and nobility who sent agents throughout Western Europe to locate manuscripts in deteriorating monastic libraries. As a result, Renaissance libraries were filled with a wealth of texts. Librarians were needed to plan and organize libraries to meet public needs. He also contributed to the idea of organization and administration of libraries which led to the development of library collections. It was also in part thanks to Naude that some libraries began to lend books outside of the precincts of the library. He wrote two letters to Samuel Hartlib concerning the duties of a professional librarian, which were published in as "The Reformed Librarie-Keeper". He held that librarians should not only care for the books, but should also be well educated and accomplished to raise the standards of librarianship. Furthermore, he advocated that librarians deserve a living wage in order to use their energy to perform their duties to the fullest extent. He is credited as including science texts in addition to conventional literature within library collections. He is credited as creating the first functional library of modern times. With the approach of Bibliotheca Universalis, libraries changed; the content of libraries became less selective, to include literature of entertainment as well as academic value. At this time, libraries also became fully open to the public, with access no longer restricted to a small circle of readers. Out of this action came the implementation of the concept of modern library service: Positions and duties[edit] Specific duties vary depending on the size and type of library. Olivia Crosby described librarians as "Information experts in the information age". Archivists can be specialized librarians who deal with archival materials, such as manuscripts, documents and records, though this varies from country to country, and there are other routes to the archival profession. Collection development or acquisitions librarians monitor the selection of books and electronic resources. Librarians can then see those books when they arrive and decide if they will become part of the collection or not. Electronic resources librarians manage the databases that libraries license from third-party vendors. School librarians work in school libraries and perform duties as teachers, information technology specialists, and advocates for literacy. Instruction librarians teach information literacy skills in

face-to-face classes or through the creation of online learning objects. They instruct library users on how to find, evaluate, and use information effectively. They are most common in academic libraries. Both library media teachers LMTs and young adult public librarians order books and other materials that will interest their young adult patrons. They also must help YAs find relevant and authoritative Internet resources. Helping this age group to become lifelong learners and readers is a main objective of professionals in this library specialty. Outreach librarians are charged with providing library and information services for underrepresented groups, such as people with disabilities, low income neighborhoods, home bound adults and seniors, incarcerated and ex-offenders, and homeless and rural communities. In academic libraries, outreach librarians might focus on high school students, transfer students, first-generation college students, and minorities. Public service librarians work with the public, frequently at the reference desk of lending libraries. Some specialize in serving adults or children. Reference or research librarians help people doing research to find the information they need, through a structured conversation called a reference interview. The help may take the form of research on a specific question, providing direction on the use of databases and other electronic information resources; obtaining specialized materials from other sources; or providing access to and care of delicate or expensive materials. These services are sometimes provided by other library staff that have been given a certain amount of special training; some have criticized this trend. Technical service librarians work "behind the scenes" ordering library materials and database subscriptions, computers and other equipment, and supervise the cataloging and physical processing of new materials. Their duties vary, from planning summer reading programs to weekly story hour programs. They are charged with the task of creating a safe and fun learning environment outside of school and the home. A young adult or YA librarian specifically serves patrons who are between 12 and 18 years old. Young adults are those patrons that look to library services to give them direction and guidance toward recreation, education, and emancipation. In smaller or specialized libraries, librarians typically perform a wide range of the different duties. Representative examples of librarian responsibilities: Researching topics of interest for their constituencies. Referring patrons to other community organizations and government offices. Reviewing books and journal databases Facilitating and promoting reading clubs. Developing programs for library users of all ages and backgrounds. Managing access to electronic information resources. Building collections to respond to changing community needs or demands Writing grants to gain funding for expanded program or collections Digitizing collections for online access Publishing articles in library science journals Answering incoming reference questions via telephone, postal mail, email, fax, and chat Making and enforcing computer appointments on the public access Internet computers. Some librarians will start and operate their own business. They often call themselves information brokers , research specialists, knowledge management , competitive intelligence , or independent information professionals. Below are the basic differences between the types of libraries. Public library[edit] Public libraries are created through legislation within the jurisdiction they serve. Accordingly, they are given certain benefits, such as taxpayer funding, but must adhere to service standards and meet a wide group of client needs. They are usually overseen by a board of directors or library commission from the community. Mission statements, service and collection policies are the fundamental administrative features of public libraries. Occasionally, private lending libraries serve the public in the manner of public libraries. In the United States, public librarians and public libraries are represented by the Public Library Association. Libraries bridge traditional divisions between technical and public services positions by adopting new technologies such as mobile library services and reconfigure organizations depending on the local situation. In the United States, the professional association for academic libraries and librarians is the Association of College and Research Libraries. Many different types, sizes, and collections are found in academic libraries and some academic librarians are specialists in these collections and archives. A university librarian , or chief librarian, is responsible for the library within the college structure, and may also be called the Dean of Libraries or Director of Libraries. Some post-secondary institutions treat librarians as faculty, and they may be called professor or other academic ranks, which may or may not increase their salary and benefits. Some universities

make similar demands of academic librarians for research and professional service as are required of faculty. Academic librarians administer various levels of service and privilege to faculty, students, alumni, and the public. School library[edit] A school library exclusively serve the needs of a public or private school. The primary purpose is to support the students, teachers, and curriculum of the school or school district. In addition to library administration, certificated teacher-librarians instruct individual students, groups and classes, and faculty in effective research methods, often referred to as information literacy skills. Special library[edit] Special libraries can be describe as libraries designed to perform some specific function to a particular set of people or an organization i. They can be highly specialized, serving a discrete user group with a restricted collection area. In an increasingly global and virtual workplace, many special librarians may not even work in a library at all but instead manage and facilitate the use of electronic collections. Funding for special libraries varies widely. Librarians in some types of special libraries may be required to have additional training, such as a law degree for a librarian in an academic law library or appropriate subject degrees for subject specialties such as chemistry, engineering, etc. Many belong to the Special Libraries Association. It is also possible to earn a doctorate in library science. The first doctoral degree in library science was offered by the Graduate Library School, University of Chicago, Those undertaking research at the doctoral level can pursue a very wide range of interests including information technology, government information policy, social research into information use among particular segments of society, information in organizations and corporate settings, and the history of books and printing. D degrees in subject fields. Other advanced degrees often taken in conjunction with a degree in librarianship are law , management , health administration , or public administration. Library technicians , library assistants , and library associates not to be confused with academic rank of Assistant Librarian or Associate Librarian may have diplomas but usually do not hold library-related degrees. Occasionally they also hold undergraduate or graduate degrees in other disciplines. These workers, sometimes referred to as para-professionals , perform duties such as database management, library cataloging , ready reference, and serials and monograph processing. There are three ways in which these requirements can be met:

Chapter 3 : Librarian - Wikipedia

Project Abstracts. Alaska. Northwest Artic Borough School District PR/Award # SG This project has five goals: 1) to provide relevant "take home" books to students three years old to twelfth grade three times per year, 2) to provide literacy-related professional development, 3) to provide technology integration and support for literacy activities, 4) to procure feedback from.

Information Literacy Program Learning Outcomes Authority Is Constructed and Contextual Students will be able to evaluate a resource using a variety of criteria in order to determine whether it meets their information need. Students will be able to evaluate sources for currency, reliability, validity, accuracy, authority, and bias in order to determine their credibility. Students will be able to identify possible audiences, purposes, viewpoints and expertise of authors of information resources. Information Creation as a Process Students will be able to link the processes involved in information creation to a particular information need. Students will be able to distinguish between primary and secondary sources in order to select appropriate sources for their research. Students will be able to identify common characteristics of a variety of information source types in order to differentiate scholarly, trade and popular publications. Students will recognize that scholarly research materials exist in a variety of formats and will select resources that meet their needs regardless of medium. Information Has Value Students will be able to describe the legal and socioeconomic influences in information production and dissemination in order to use information legally and ethically. Students will be able to apply intellectual property laws to their use of an information source in order to use it legally. Students will be able to cite information sources regardless of format, such as data and images in order to give credit to the original ideas of others. Research as Inquiry Students will recognize that research is an iterative process that requires ongoing inquiries. Students will identify information gaps in order to formulate research questions. Students will revise their research questions in response to new information or understandings. Students will use a variety of resources in order to address the various perspectives on an issue. Students will be able to describe the role of the peer-review process. Students will be able to trace citations representing the scholarly conversation on a topic. Searching as Strategic Exploration Students will be able to align search strategies to information needs in order to work in a variety of information systems. Students will be able to develop effective research plans for locating information relevant to a research question. Students will be able to determine an appropriate scope of investigation in order to meet project requirements. Students will be able to identify key concepts and related terms in order to locate relevant sources for their projects. Students will be able to use subject headings and other controlled vocabularies in order to find additional relevant resources and limit their searches. Students will be able to retrieve books, articles and other media in order to access information appropriate to their needs.

Chapter 4 : Library instruction - Wikipedia

The picture of instructional practices of librarians responsible for information literacy instruction in the United States that emerges from the data is one in which undergraduate students are the main target population, and this audience is reached mainly through formal, but also informal, instructional opportunities in libraries.

Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity. According to the Association of College and Research Libraries information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. Pasadena City College, California. This web page features a photo that was posted with permission from Allen Richshell. The fusion of the two sets of standards aims to create students who are capable of absorbing and applying appropriate information to any situation. The document identifies three information literacy standards which encourage students to be thinkers, explorers, and citizens and outlines the essential steps of inquiry: The continuum helps apply Common Core Learning Standards to real-world classroom teaching and is a great resource to use for grade-specific lesson planning. Engage NY, 7 Nov. Standards for the 21st Century Learner Description: They shape the school library program and thus shape the learning of students in the school. They cannot be reached by the School Librarian alone, requiring collaboration with the entire schoolcommunity. American Association of School Librarians. Standards for the 21st Century Learner. This toolkit walks librarians through the process of implementing and promoting plans for information literacy at their schools. Topics include reaching out to other librarians, assessing students, and literacy standards. The toolkit includes templates and links to additional resources. Association of College and Research Libraries. Building Literacy with Popular Web 2. While it focuses on classrooms, librarians can apply these techniques independently or in collaboration with teachers to promote literacy. The Big 6 Description: The Big 6 is an information and technology literacy model and curriculum, implemented in thousands of schools from kindergarten through higher education. These standards emphasize the role of librarians and the importance of reading and information literacy as tools to understand the world. They describe how digital learners think, learn, and share their knowledge and highlight an appreciation for information. New York Library Association. The New Middle School. About Information Literacy Description: This article from the University of Texas provides a brief overview of Informational Literacy targeted at librarians. It focuses on why students need to be information literate and the skills they can learn. University of Texas Libraries.

Chapter 5 : The Making of an Instructional Design Librarian â€" ACRLog

The Library Media Resources Center (hereafter Library) at LaGuardia Community College, part of the City University of New York (CUNY) founded in , maintains an active and evolving IL program that impacts reference services, library instruction, and credit-bearing courses.

History[edit] Library instruction "began in the nineteenth century, with instruction in library use offered by a number of libraries in the United States between and , and then ramped up in the early twentieth century". Some librarians were still participating in classroom instruction but the literature shows little activity on the topic Academic library instruction mushroomed during the s and early s. This resulted in the founding of the Library Orientation Exchange LOEX , a non-profit, self-supporting educational clearinghouse, in the early s. The first conference was held at Eastern Michigan in and has been held annually around the United States ever since. It also included critical thinking, active participatory learning, and the teaching of concepts, such as controlled vocabularies. It focused on the physical library, as for the most part, that was all that users could try out during instruction. However, the goal was always teaching so that users would transfer what they learned to new situations, reference tools, and environments new to themâ€"that is, they would learn how to learn. Model programs, in order to be meaningful and effective, should respond to the changing information environment. New methods of library instruction, such as the Cephalonian method , reflect changes in instructional technology and education theory. Information and communication technology literacy ICT is an example of a modern approach to library instruction. A model library instruction program utilizes complementary tools and resources to deliver memorable, interactive instruction. These resources are necessary to engage the attention of contemporary patrons immersed in a media environment. Relationship to information literacy[edit] According to the Presidential Committee on Information Literacy, Information literacy is the set of skills a person needs to be "able to recognize when information is needed and the ability to locate, evaluate, and use effectively the needed information. Literacy competency standards are outlined by the Association of College and Research Libraries. However the same study also indicated that students who attended a longer class with a library instruction session scored significantly higher, indicating that it may not be the idea of the instruction that is flawed, but rather the method. In short, librarians have limited control over course-related instruction. These forms of instruction are also very staff-intensive, and this is exacerbated by the high ratio of students to librarians that exists in most institutions". At these sessions the librarian works one-on-one with a user to assist him or her with specific research goals. These sessions are sometimes referred to as a "term paper clinic" or a "research consultation. This slang term refers to "formal instruction given in a single session, as opposed to instruction extended over two or more sessions". Library instruction can also benefit from the utilization of video games and gaming designed for information literacy. When incorporating design principles from gaming into information literacy instruction, instructional librarians can teach students how to succeed through long, complex, and difficult tasks [14] while still keeping the learning experience engaging. Critical library instruction[edit] Critical library instruction is rooted in the idea that knowledge is culturally situated, and thus, instruction must be as well. From critical literacy , critical library instruction approaches literacy as political and literacy instruction as a political act; [17] thus, critical library instruction requires instructors to maintain awareness of power dynamics, identity intersections , and to challenge their own definitions of literacy in order to provide meaningful instruction to their particular students.

Chapter 6 : Emory Libraries Information Literacy Program - Robert W. Woodruff Library - Emory University

Technology literacy is the ability to effectively use technology to access, evaluate, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking.

Software for creating online guides Computer control technology Class recording capabilities D. Program structures Each institution will develop its own overall approach to instruction programming with comprehensive programs including the following elements: To meet these general guidelines, instruction programs should identify curricular and academic programs already in place or under development who will support evolving approaches to information literacy programming. Examples of curricular and academic programs with which instruction programs can become engaged include, but are not limited to: Evaluation and assessment Evaluation and assessment of an instruction program are systematic ongoing processes that inform and guide Library strategic direction. Measures of evaluation based on specific a student learning outcomes and b overall program goals; A variety of indirect and direct measures assessing various aspects of the program, e. The instructional setting s should, at least, duplicate the equipment, technology, and programs available to users. At minimum, the facilities should allow the instructor to demonstrate information systems in a designated teaching space. Ideally, facilities will provide the technology required to provide an individual hands-on opportunity for those being instructed. The physical setting should be flexible enough to accommodate active learning and student collaboration when appropriate. Instructional support facilities The library should provide convenient access to the equipment and services necessary to design, produce, reproduce, and update instructional materials in a variety of formats. There should be both physical and virtual spaces for the preparation and storage of instructional materials. Instructional technologists to assist with designing and providing technical support Commitment to purchasing and providing support for classroom technologies Administrative support for staffing to accomplish these goals C. Financial support Instructional programs should have adequate funds identified to attain the stated goals of the program. Funding should cover all personnel which includes student, clerical, technical assistance, and other staff as needed. In addition collaborative instructional projects with other campus units should share budgetary responsibilities when appropriate. All instructional programs should also review the following budgeting considerations: Support for continuing education, training, and development Support for continuing professional development helps to establish an atmosphere conducive to innovation and high morale. It is recommended that the library include as support: A structured program for orientation and training of new instruction librarians A program of continuing education or the provision of continuing education opportunities, including release time Organizational support and release time for continuing education and product development E. Key components of advanced Instruction Programs Relationships with key institutional curricula and initiatives Reach beyond the first year Research methods courses in disciplinary majors Progression of IL learning outcomes General education core requirements Capstone courses, learning communities, and cohorts Computer equipment, training, and support staff First-year seminars.

Chapter 7 : Advancing Information Literacy in a Semester-Long Library Instruction Course: A Case Study /

Instructional design is a systematic and learner-focused method of integrating reflection, theory, and technology into the teaching and training process. Building hands-on skills in these four areas can lead to more effective and enjoyable teaching, training, and digital-learning design.

Figuring out my role s and mastering the intricacies of the tenure-track handbook has been an enormous, time-consuming challenge. I discovered this last group in the wonderful Blended Librarian Online Learning Community , which offers fantastic webinars. A term coined by Steven J. My position and skills certainly fall under this definition. I think that a large percentage of academic librarians have at least some of these skills. Sometimes I say I have the librarian job of the future at least for academia and I think that more and more librarian jobs will require these skills going forward. Taking Stock When I started this job, I realized my new library desperately needed new and innovative ways to reach more students. After settling in last fall truly settling in will take years in this position , I started my work by doing lots of brainstorming. It was clear from the start my time is limited. I talked about keeping a work diary in my last post , but I use the same online notebook to sketch out loads of ideas. Holy cow, do I have a lot of ideas: Last semester, I strove to meet everyone that works in our very large library building and to meet the instructional designers on campus. Each of these has one or more instructional designers, and confusingly these centers tend to overlap in their offerings. I spent a lot of time tracking down needed software â€" Camtasia for the videos, Adobe Captivate for interactive tutorials. My office computer died once and had to be replaced. I had to figure out which librarians I had to talk to about getting YouTube access and my own corner of the website for tutorials still working on my own corner of the site, but I want to have a mini-repository of learning objects like that from University of Arizona libraries. So I started small. My library is currently suffering through a stacks closure due to an earthquake last spring, so I created a brief video on how to page materials. By consulting with librarians, I came up with a shortlist of other basic videos and developed two more on searching for library materials. I also took a course on Universal Design for Learning , while concurrently taking a course on writing a journal article in twelve weeks , both through our Faculty Development Center. Partly due to the stacks closure, and partly due to coming re-organization and major renovation, I moved to a new office the day before winter break. I was inspired to think about ways to develop and offer rubrics to allow librarians to self-evaluate learning objects. Accepted for virtual con]. I get asked a lot what I do as an Instructional Design Librarian. I am certain that my answer will change as I embark on new projects and as I explore new possibilities, but I have come up with a short-ish answer. I taught them to make an educational slideshow using myBrainShark and assessed their learning with Poll Everywhere.

Chapter 8 : Information Literacy | New York State Education Department

Districts may use funds for the following activities: Purchase up-to-date school library media resources, including books; Acquire and use advanced technology that is integrated into the curricula to develop and enhance the information literacy, information retrieval, and critical-thinking skills of students;.

For current news and resources see the Framework WordPress site Introduction This Framework for Information Literacy for Higher Education Framework grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the Information Literacy Competency Standards for Higher Education,1 academic librarians and their partners in higher education associations have developed learning outcomes, tools, and resources that some institutions have deployed to infuse information literacy concepts and skills into their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem. Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines. Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty. The Framework offered here is called a framework intentionally because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills. At the heart of this Framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole. These conceptual understandings are informed by the work of Wiggins and McTighe,2 which focuses on essential concepts and questions in developing curricula, and also by threshold concepts3 which are those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline. This Framework draws upon an ongoing Delphi Study that has identified several threshold concepts in information literacy,4 but the Framework has been molded using fresh ideas and emphases for the threshold concepts. Two added elements illustrate important learning goals related to those concepts: The Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. The six concepts that anchor the frames are presented alphabetically: Authority Is Constructed and Contextual Information Creation as a Process Information Has Value Scholarship as Conversation Searching as Strategic Exploration Neither the knowledge practices nor the dispositions that support each concept are intended to prescribe what local institutions should do in using the Framework; each library and its partners on campus will need to deploy these frames to best fit their own situation, including designing learning outcomes. For the same reason, these lists should not be considered exhaustive. In addition, this Framework draws significantly upon the concept of metaliteracy,7 which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces. This Framework depends on these core ideas of metaliteracy, with special focus on metacognition,9 or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem. Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. The Framework opens the way for librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and

even curricula; to connect information literacy with student success initiatives; to collaborate on pedagogical research and involve students themselves in that research; and to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond. Grant Wiggins and Jay McTighe. Association for Supervision and Curriculum Development, Threshold concepts are core or foundational concepts that, once grasped by the learner, create new perspectives and ways of understanding a discipline or challenging knowledge domain. Such concepts produce transformation within the learner; without them, the learner does not acquire expertise in that field of knowledge. Threshold concepts can be thought of as portals through which the learner must pass in order to develop new perspectives and wider understanding. Meyer, Ray Land, and Caroline Baillie. Meyer, Ray Land, and Caroline Baillie, ixâ€"xlii. For information on this unpublished, in-progress Delphi Study on threshold concepts and information literacy, conducted by Lori Townsend, Amy Hofer, Silvia Lu, and Korey Brunetti, see http: Libraries and the Academy 11, no. Knowledge practices are the proficiencies or abilities that learners develop as a result of their comprehending a threshold concept. Generally, a disposition is a tendency to act or think in a particular way. More specifically, a disposition is a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow the preferences to become realized in a particular way. Metaliteracy expands the scope of traditional information skills determine, access, locate, understand, produce, and use information to include the collaborative production and sharing of information in participatory digital environments collaborate, produce, and share. This approach requires an ongoing adaptation to emerging technologies and an understanding of the critical thinking and reflection required to engage in these spaces as producers, collaborators, and distributors. Mackey and Trudi E. Reinventing Information Literacy to Empower Learners. Frames These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required. Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. An understanding of this concept enables novice learners to critically examine all evidenceâ€"be it a short blog post or a peer-reviewed conference proceedingâ€"and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms. Knowledge Practices Learners who are developing their information literate abilities define different types of authority, such as subject expertise e. Dispositions Learners who are developing their information literate abilities develop and maintain an open mind when encountering varied and sometimes conflicting perspectives; motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways; develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview; question traditional notions of granting authority and recognize the value of diverse ideas and worldviews; are conscious that maintaining these attitudes and actions requires frequent self-evaluation. Information Creation as a Process Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences. The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the

creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs. Dispositions Learners who are developing their information literate abilities are inclined to seek out characteristics of information products that indicate the underlying creation process; value the process of matching an information need with an appropriate product; accept that the creation of information may begin initially through communicating in a range of formats or modes; accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes; resist the tendency to equate format with the underlying creation process; understand that different methods of information dissemination with different purposes are available for their use. Information Has Value Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination. The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may also be leveraged by individuals and organizations to effect change and for civic, economic, social, or personal gains. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information. Dispositions Learners who are developing their information literate abilities respect the original ideas of others; value the skills, time, and effort needed to produce knowledge; see themselves as contributors to the information marketplace rather than only consumers of it; are inclined to examine their own information privilege. Research as Inquiry Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field. Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved. Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry extends beyond the academic world to the community at large, and the process of inquiry may focus upon personal, professional, or societal needs. The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods. Knowledge Practices Learners who are developing their information literate abilities formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information; determine an appropriate scope of investigation; deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; use various research methods, based on need, circumstance, and type of inquiry; monitor gathered information and assess for gaps or weaknesses; organize information in meaningful ways; synthesize ideas gathered from multiple sources; draw reasonable conclusions based on the analysis and interpretation of information. Dispositions Learners who are developing their information literate abilities consider research as open-ended exploration and engagement with information; appreciate that a question may appear to be simple but still disruptive and important to research; value intellectual curiosity in developing questions and learning new investigative methods; maintain an open mind and a critical stance; value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process; seek

multiple perspectives during information gathering and assessment; seek appropriate help when needed; follow ethical and legal guidelines in gathering and using information; demonstrate intellectual humility i. Scholarship as Conversation Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations. Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. Dispositions Learners who are developing their information literate abilities recognize they are often entering into an ongoing scholarly conversation and not a finished conversation; seek out conversations taking place in their research area; see themselves as contributors to scholarship rather than only consumers of it; recognize that scholarly conversations take place in various venues; suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood; understand the responsibility that comes with entering the conversation through participatory channels; value user-generated content and evaluate contributions made by others; recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage. Searching as Strategic Exploration Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops. The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies both possible relevant sources as well as the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher. Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from various search strategies, depending on the sources, scope, and context of the information need. Knowledge Practices Learners who are developing their information literate abilities determine the initial scope of the task required to meet their information needs; identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information; utilize divergent e. Dispositions Learners who are developing their information literate abilities exhibit mental flexibility and creativity understand that first attempts at searching do not always produce adequate results realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search seek guidance from experts, such as librarians, researchers, and professionals recognize the value of browsing and other serendipitous methods of information gathering persist in the face of search challenges, and know when they have enough information to complete the information task Footer navigation.

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This Framework for Information Literacy for Higher Education (Framework) grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas.