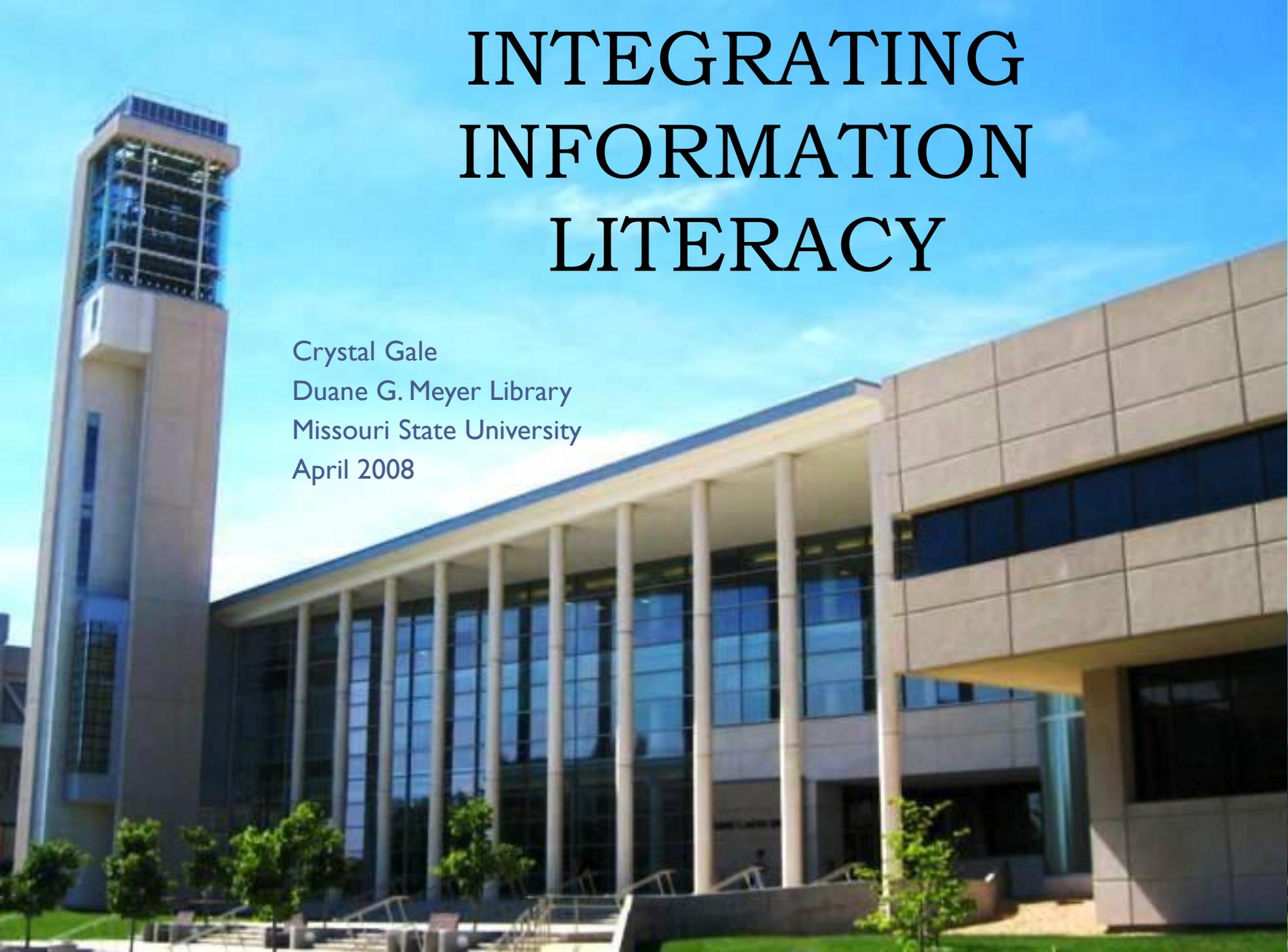


# INTEGRATING INFORMATION LITERACY

Crystal Gale  
Duane G. Meyer Library  
Missouri State University  
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# Information Literacy

"Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand." *American Library Association*

# Why do we need it?

- Students are prepared for lifelong learning
- Technological competence is not enough
- Critical to all disciplines
- Recognizes the global, ubiquitous nature of information
- Vital in the workplace of the 21<sup>st</sup> century

# Technological Skills vs. Information Literacy Skills

- Proficient computer skills are not enough
- Access is not the same as understanding
- Digital divide or *proficiency* divide?

**Information literacy is a critical thinking process, not a discrete set of skills**

# What are the skills needed?

Information literacy can be defined as a process by which students come to

- ▣ Recognize when they have a need for information
- ▣ Identify the kinds of information needed to address a given problem or issue
- ▣ Develop a search strategy and find and evaluate the needed information
- ▣ Organize the information and use it effectively to address the problem at hand
- ▣ Use the information legally and ethically

# How does information literacy instruction differ from traditional library instruction?

- Learner-centered
- Uses activities that stimulate critical thinking
- Often requires group interaction
- Collaborative
- Well-defined learning outcomes
- Assessment

# Tiered Information Literacy

**Tier 3: Graduate Level**  
**Workshops, consults, discipline-specific collaborative instruction**

**Tier 2: Lower Division & Upper Division**  
**Course-integrated library instruction embedded into discipline – related writing courses**  
**Workshops**  
**Subject guides**  
**Tutorials**

**Tier 1: Lower Division**  
**Course-integrated library instruction**  
**IDS 110, ENG 110 & COM 115**  
**[Searchpath](#) Tutorial**  
**LIS 101**  
**Research guides**

# IL Goals for First-Year Students

- **Goal 1: *Define the Information Need***

“The information literate student defines and articulates the need for information.” (ACRL Information Literacy Standard One)

- **Goal 2: *Locate Information***

“The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.” (ACRL Information Literacy Standard Two)

- **Goal 3: *Select and Evaluate the Information***

“The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.” (ACRL Information Literacy Standard Three)

- **Goal 4: *Use the Information Ethically***

“The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.” (ACRL Information Literacy Standard Five)

# Goal 1: *Define the Information Need*

## **Competencies**

- Identify key area of research interest
- Refine topic

## **Outcomes**

- Ask a focused question
- Narrow a broad topic to focus on one particular aspect
- Expand a topic which is too narrow
- Use reference works to get an overview of a topic

# Goal 2: *Locate Information*

## Competencies

- Become familiar with the libraries' organization

## Outcomes

- Understand that library staff is available to help and provide research and reference assistance
- Be able to use call numbers (LC, SuDocs) to locate materials
- Know how to find periodicals

# Goal 2: *Locate Information*

## Competencies

- Navigate the libraries' websites effectively

## Outcomes

- Know how to use course-specific research guides (pathfinders)
- Know how and when to use MOBIUS
- Know how to access due dates and renew materials
- Be able to locate periodicals at Meyer Library (TD-Net)

# Goal 2: *Locate Information*

## Competencies

- Determine range of possible resources

## Outcomes

- Be able to distinguish between a variety of print and electronic resources
- Know how SWAN differs from an online subscription index/database
- Know the pros and cons of a subscription database versus a free website
- Know that different databases serve different research purposes

# Goal 2: *Locate Information*

## Competencies

- Develop a search strategy

## Outcomes

- Predict which resources will be most useful
- Compose search statement with key words and Boolean connectors
- Understand the difference between a keyword search and a subject search

# Goal 2: *Locate Information*

## Competencies

- Use print and electronic information access tools/resources

## Outcomes

- Find books, etc. in the catalog using:
  - Author/title searching
  - Keyword searching
  - Subject searching
  - Limiting
  - Information in bibliographic records
  - Locations

# Goal 2: *Locate Information*

## Competencies

- Use print and electronic information access tools/resources

## Outcomes

- Be able to conduct a basic search in a database like *Academic Search Premier*
  - Be able to distinguish between citations, abstracts, and full-text in results list
- Be able to distinguish between different formats of full-text (e.g., print, online from a database—HTML or PDF)
- Tag and export resources

# ***Goal 3: Select and Evaluate the Information***

## **Competencies**

- Select appropriate information
- Evaluate the relevance and usefulness of the information
- Organize relevant information

## **Outcomes**

- Apply criteria including availability, currency, and primary/secondary source, popular/scholarly.
- Be able to evaluate credibility of sources for point of view/bias, reliability/accuracy, scope or depth, author's credentials.
- Prepare a working bibliography

# Goal 4: *Use the Information Ethically*

## Competencies

- Use information ethically
- Cite all sources used

## Outcomes

- Be able to understand plagiarism and copyright issues
- Be able to cite sources
- Be able to locate and use style manuals

# Assessment

Assessment is the means for learning--not just the method of evaluation

- Research journal
- Research portfolio
- Annotated bibliography
- Web-page
- Poster session
- Self-assessment
- PowerPoint presentation

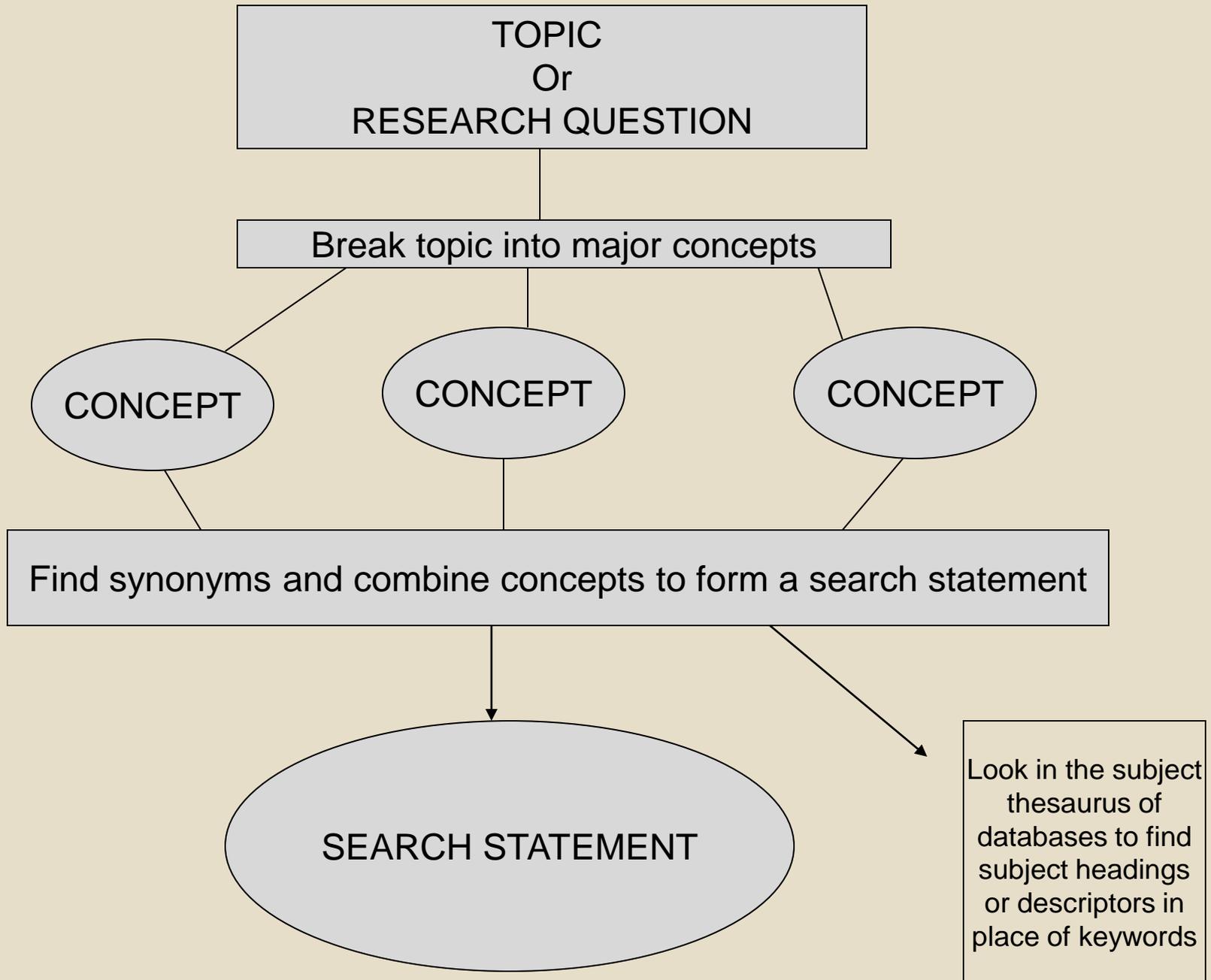
# Research Skills for First-Year Students

## Sample Assignments

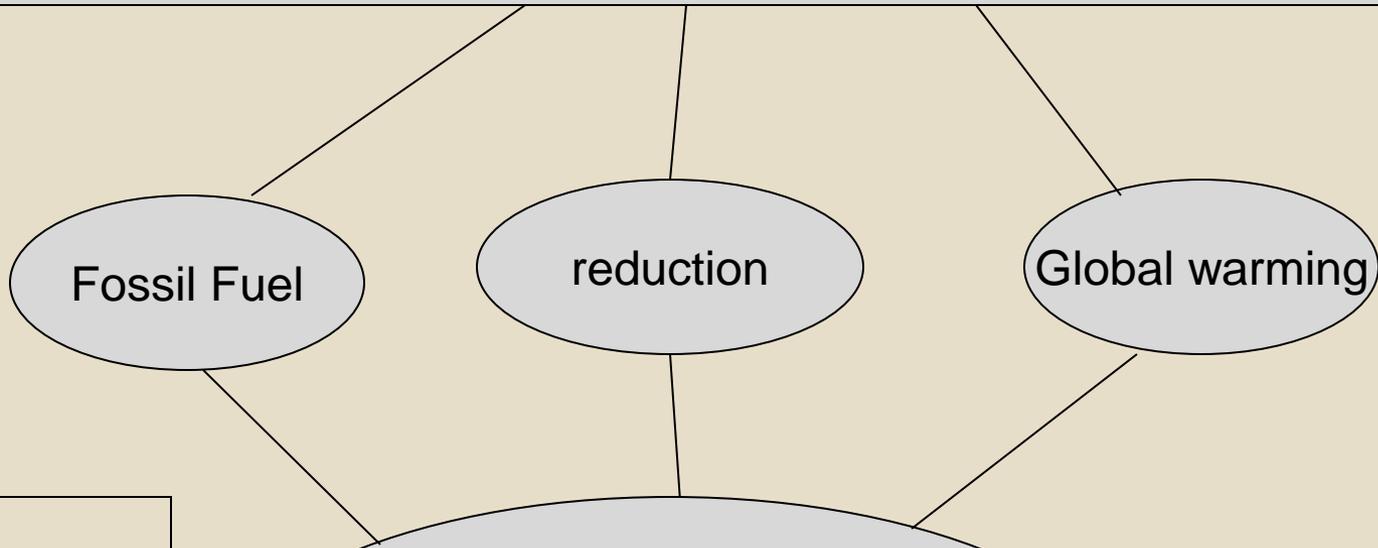
- Becoming familiar with the [cycle of information](#) and scholarly communication
- Developing a search strategy
- Improving analysis skills
- Citation mechanics

# Developing a Search Strategy

- Topic Map
- Using Databases
  - General Databases
  - Subject specific databases
  - Google Scholar



Can a government mandate reducing fossil fuel emissions halt global warming?



**DATABASES**

- Academic Search Premier
- SIRS
- CQ Researcher
- Science Direct

Academic Search Premier-  
Subject Terms

“climate change” use  
“climatic changes”

# Using Databases

## Assignment example 2

- **Using General Databases, Subject specific Databases and Google Scholar**
  - Use one [general subject database](#) to locate 2 journal articles that pertain to your topic
  - Use one subject specific database such as [Worldwide Political Science Abstracts](#) to locate 2 journal articles that pertains to your topic
  - Use the advanced search of [Google Scholar](#) to locate 2 journal articles that pertain to your topic
  - Print the citations and abstracts (you should have 6)

# Becoming Familiar with Reference Works

## Assignment example 3

### Step One: Select a Topic

- Find a relevant passage in a subject encyclopedia
- Find a relevant passage in 2 other books located in the reference area of the library
- Write a short statement of the scope of these reference materials

### Step Two

- Find 2 scholarly journal articles on your topic
- Find one book title related to your topic
- Find and evaluate two websites relevant to your topic (examples: [RYT Hospital](#), [Lasik](#))
- Cite all these using a correct citation format

# Improving Analysis Skills

## Assignment example 4

### Looking Beyond the Headlines (courtesy of Lindsey LaPlant, SJFC)

- ❑ Find an article in the popular press or newspaper that refers to a piece of research in psychology.
- ❑ Locate the original research in the scholarly literature.
- ❑ Describe your search strategy.
- ❑ Compare the popular literature's description of the research with the actual research.
  - ❑ Was the original research portrayed accurately in the popular literature?
  - ❑ Describe the similarities and differences.

# How we can help

*Meyer Library wants to be an integral part of preparing your students for success*

- Provision of instruction both inside and outside of the library
- Customized assignments
- Best practices-assignment database
- Workshops
- Online information literacy tutorial [Searchpath](#)
- Research consultation service
- E-ref, database guides, research guides

# Final Thoughts

- Collaboration! Librarians are an excellent resource.
- Please remember we are always open to suggestions !
- For more information visit our [Reference Department website](#)

*Thank You!*