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### Information Literacy Initiatives at the Otterbein University Library

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# **Information Literacy Initiatives at the Otterbein University Library**

**By**

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# Information Literacy – Definition

- American Library Association definition:

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”



# Information Literacy Skills

- Four foundational aspects of information literacy:
  - Searching for information
  - Retrieving information
  - Assessing information
  - Integrating information



# ACRL Information Literacy Standards

- Association of College and Research Libraries
- Most widely accepted information literacy standards for American universities
- Basic skills for five levels of competency defined
- Each level of competency has associated performance indicators and outcomes
- Can aid in the development of assessment tools for each level of competency



# ACRL Competencies

- Level 1
  - Determines the nature and extent of the information needed
- Level 2
  - Accesses the needed information effectively and efficiently
- Level 3
  - Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- Level 4
  - Uses information effectively to accomplish a specific purpose
- Level 5
  - Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally



# Otterbein Librarian Goals for Information Literacy

- Educate students, faculty, and staff regarding concepts for understanding information processes
- Develop and disseminate sequenced information literacy competencies
- Encourage all information seekers to become self-sufficient and technologically competent



# Otterbein Librarian Goals for Information Literacy (Cont.)

- Promote the development of dynamic course-integrated information literacy experiences
- Design information literacy instruction tools
- Develop assessment plans to evaluate student learning of information literacy skills
- Expand campus awareness of information literacy





# Desired Student Outcomes From Information Literacy

Students learn to:

- Narrow or broaden a topic
- Find relevant information
- Understand the difference between information from research journal articles, books, and the Internet
- Learn where current research in a field of interest is reported



# Desired Student Outcomes from Information Literacy (Cont.)

- Understand the purpose for and construction of annotated bibliographies
- Use information sources without plagiarism
- Use critical thinking skills
- Synthesize information to create new knowledge
- Reinforce and build on information management skills previously learned



# New Student Orientation

- Self-guided introduction to the library for small groups of new students
- Students required to find books and journal articles in order to answer questions
- Provides new students with a general overview of the library



# Online Tutorials

**OTTERBEIN UNIVERSITY**  
**Courtright Memorial Library**

Search the Library Website

Find Books & More

Search Our Catalog

Keyword  Go

OR Select One  Go

Find Articles & More

Search for Articles

Search

OR Select One  Go

**My Account**

Explore the Library Research Tutorial

Facebook

EMPLOYMENT APPLICATION

<b>Library Services</b> <ul style="list-style-type: none"><li>Acquisitions Request Form</li><li>Course Reserves</li><li>Equipment Reservations</li><li>Interlibrary Loan</li><li>Renew Items Online</li><li>Room Reservations</li></ul>	<b>Seek Help/Get Information</b> <ul style="list-style-type: none"><li>Ask a Librarian</li><li>Academic Support</li><li>Citing Resources</li><li>FAQ</li><li>Library Virtual Tour</li><li>Library Research Tutorial</li></ul>
<b>Library Information</b> <ul style="list-style-type: none"><li>About Us</li><li>Archives</li><li>Hours</li><li>Library Maps</li><li>Library Policies</li></ul>	<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>Faculty/Staff Guide to Services</li><li>Information Literacy</li><li>Center for Teaching &amp; Learning</li><li>LibGuides</li><li>Subject Guides</li></ul>

Ask a librarian

News

A-Z journal list

Library News Blog


@ Courtright Memorial Library newsletter

elf

- Links found on Otterbein Library home page:
  - Library maps
  - Library Virtual Tour
  - Library Research Tutorial



# Online Tutorials (Cont.)



OTTERBEIN University


Courtright Memorial Library  
Virtual Tour

Welcome to the Virtual Tour!


START TOUR

Use the links below to go directly to a specific area.

- 3 [Book Stacks \(L, N-Z\)](#)  
[Folios](#)
- 2 [Book Stacks \(A-K\), Periodicals,](#)  
[Government Publications,](#)  
[Academic Support Center](#)
- 1 [Reference Desk](#)  
[Circulation Desk](#)  
[Online Resources](#)
- 0 [Music Collection \(M\), Archives,](#)  
[CTL, Computer Lab, Ellison](#)  
[Room, Juvenile Collection](#)




[Hours](#) [Policies](#) [Borrowing Information](#) [Classification System](#) [Floor Maps](#) [Staff](#)



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## Research Tutorial

- Getting Started
- Performing Research
- Using Research
- Additional Info
- FAQs
- Site Map
- Picture Credits



This tutorial will help you deal with the abundance of information available in libraries and on the Internet, and provide some techniques you can use to make your research more efficient and effective. Click on **Getting Started** to begin, or click on one of the buttons to the left to navigate to other sections.



# Reference Assistance

- Individualized help for students and faculty
- Introduction to specialized databases
- Research skills



# Library Liaisons



- Liaison to four or five academic departments
- Duties of library liaisons:
  - Information literacy sessions for classes
  - Creation of course specific LibGuides
  - Research assistance to students and faculty
  - Collection development guidance for faculty



# LibGuides

- All librarians design and maintain LibGuides for their respective liaison areas
- Online guides which:
  - Are designed for specific courses
  - Cover specific subjects
  - Are relatively easy to create and update





# Sample LibGuide Page

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Library » LibGuides » ANTH 491 Globalization and Cultural Identity Admin Sign In

## ANTH 491 Globalization and Cultural Identity

Last update: Feb 3rd, 2011 | URL: <http://otterbein.libguides.com/anth491> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) ...

[Home](#) [Finding Books](#) [Finding Articles](#) [Citing Sources](#) [Authoritative Sources](#) [Search Strategies](#)

[Home](#) [Comments \(0\)](#) [Print Page](#) Search:  [This Guide](#)

### Quick Links

- [Library Web Site](#)
- [Blackboard](#)
- [Ozone](#)

Comments (0)

### Required Text Books on Reserve



**The anthropology of globalization : cultural anthropology enters the 21st century** - Ted C. Lewellen  
Call Number: Reserve: GN27 .L65 2002  
ISBN: 0897897382



**Modernity at large : cultural dimensions of globalization** - Arjun Appadurai.  
Call Number: Reserve: HM101 .A644 1996  
ISBN: 0816627924

Comments (0)

### IM a Librarian

#### OC Reference

 **Otterbein Library is online**

### My Profile



**Betsy Salt**

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ph: (614) 823-1939  
[Send Email](#)

**Links:**  
[Profile & Guides](#)

**Subjects:**  
Foreign Languages, Religion & Philosophy, Administration, Deaf Studies Minor, Anthropology

# Information Literacy Sessions



- Relevant to the research topic of the course
- Focused on specific assignment at request of instructor
- LibGuide often created
- Specialized research databases discussed
- Instruction sessions follow ACRL standards



# Course Integration

- First Year Seminar and Integrative Studies
- Liberal arts courses required for all incoming freshmen students
- Information literacy has been integrated into the design of the year-long program
  - All courses have elements of information literacy built into syllabi
  - Sessions use Integrative Studies Instructional Alignment Model



# Integrative Studies Instructional Alignment Model

- Information literacy sessions cover:
  - Finding books
  - Finding journal articles
  - Reference sources
  - Search strategies
  - Authoritative sources
  - MLA citation resources
  - Intellectual property



# Information Literacy Assessment

- Pre-test and post-test used to assess student learning in First Year Seminar and Integrative Studies first year writing classes
- Student evaluation form used in all information literacy sessions
- Library practice exercises
- Faculty e-mails and comments
- Information literacy assessment summary



# Student Information Literacy Evaluation Form

Instructor:

Course:

Librarian:

Date:

Strongly Agree=5    Strongly Disagree=1

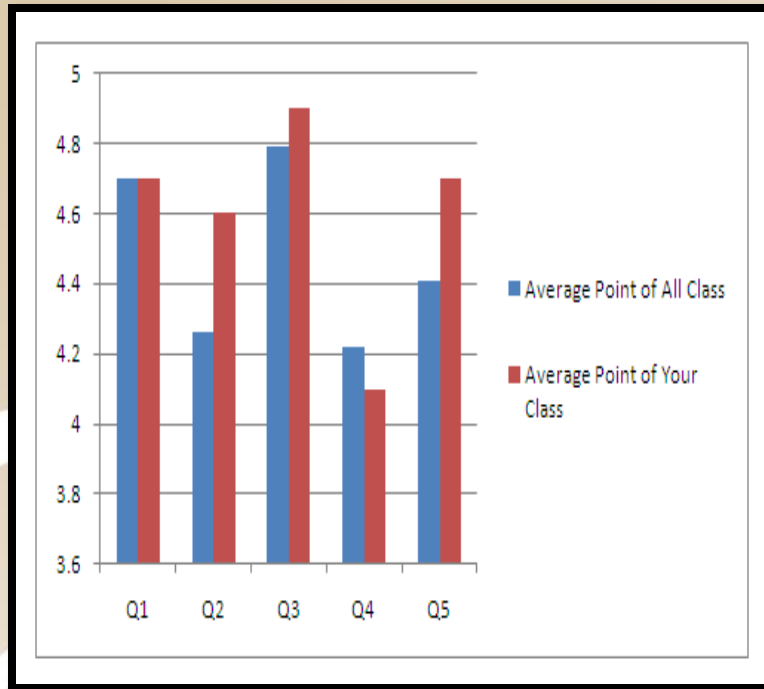
- |  |          |            |           |   |   |
|--|----------|------------|-----------|---|---|
| 1. The information presented is useful   | 5        | 4          | 3         | 2 | 1 |
| 2. The presentation was clear and well-organized                                       | 5        | 4          | 3         | 2 | 1 |
| 3. The instructor was knowledgeable and helpful  | 5        | 4          | 3         | 2 | 1 |
| 4. My confidence in using electronic information sources is greater than it was before | 5        | 4          | 3         | 2 | 1 |
| 5. I would recommend this session to other Otterbein University students               | 5        | 4          | 3         | 2 | 1 |
| 6. The session was   | too long | just right | too short |   |   |

ADDITIONAL COMMENTS (OPTIONAL):

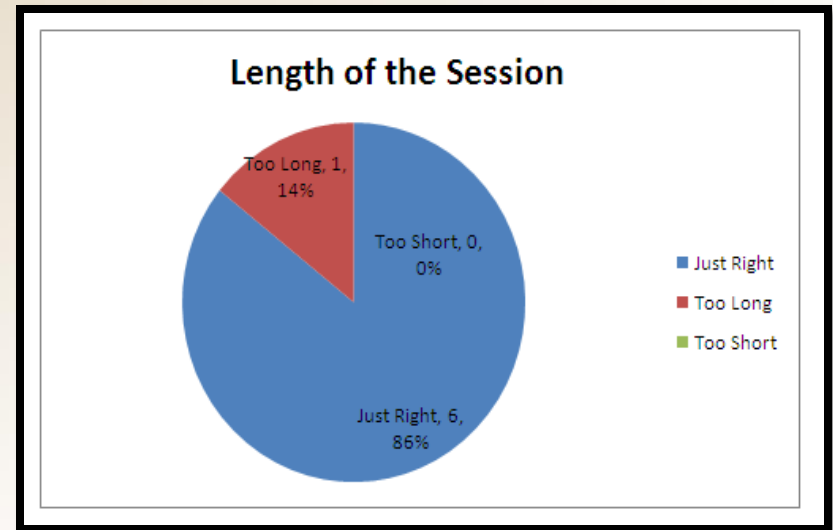
1. The best thing I learned today was



# Information Literacy Assessment Summary



Course	Date	Instructor	Librarian
ANTH 491	1/14/11	Prof. Hallett	Betsy Salt



# Student Comments About Information Literacy Sessions

- **RELG 150**

- Learned more places to look for reliable journals and information
- Learned where the religion databases are
- Great presentation, very straight forward
- Learned how to better navigate all the resources the library has to offer

- **ANTH 491**

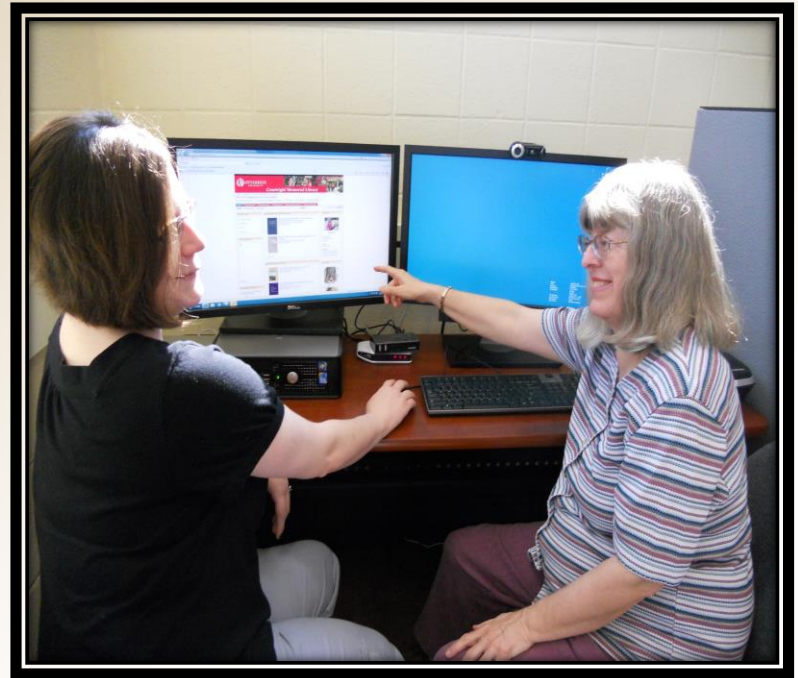
- Learned how to use LibGuides
- Learned how to use RefWorks
- Learned which databases are best for anthropology research





# Upcoming Developments

- Academic year calendar changed from quarters to semesters
- Redesign of information literacy sessions and LibGuides
- Limited “embedding” of librarians in courses
- Ongoing contributions to classes via Blackboard



# Conclusion

- Information Literacy at Otterbein strives to:
  - Teach students to do research effectively
  - Enable graduating students to locate, evaluate, and manage information skillfully
  - Increase students' confidence and comfort with evolving technologies
  - Create lifelong learners



# Questions?



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