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Information Literacy Initiatives at the Otterbein University Library

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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."

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Information Literacy Skills

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

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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

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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

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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

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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

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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

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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

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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

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Online Tutorials

- Links found on Otterbein Library home page:

  – Library maps

  – Library Virtual Tour

  – Library Research Tutorial

Online Tutorials (Cont.)

Reference Assistance

- Individualized help for students and faculty

- Introduction to specialized databases

- Research skills

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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

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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

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Sample LibGuide Page

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

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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

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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

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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

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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   5   4   3   2   1
   well-organized

3. The instructor was knowledgeable   5   4   3   2   1
   and helpful

4. My confidence in using electronic   5   4   3   2   1
   information sources is greater than
   it was before

5. I would recommend this session to   5   4   3   2   1
   other Otterbein University students

6. The session was   too long   just right   too short

ADDITIONAL COMMENTS (OPTIONAL):

1. The best thing I learned today was

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Information Literacy Assessment Summary
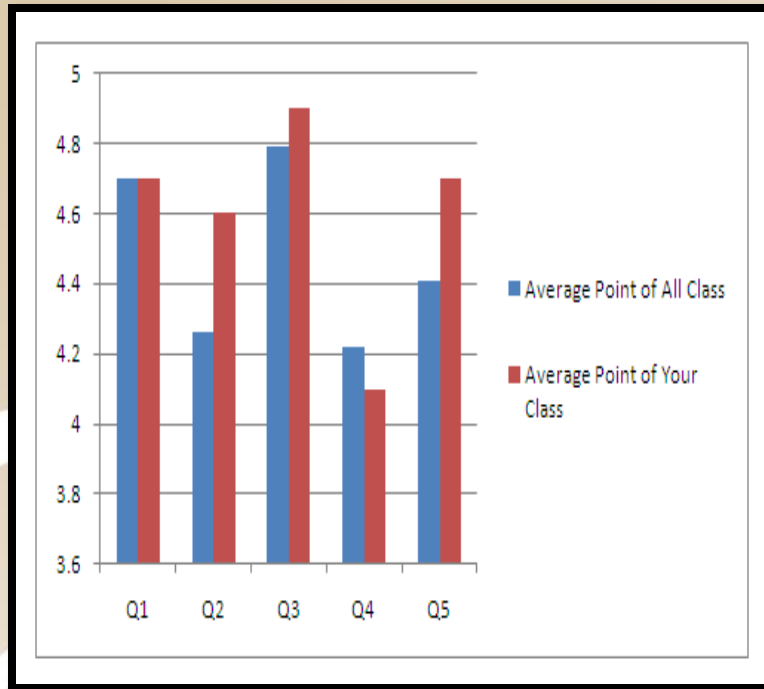
Course	Date	Instructor	Librarian
ANTH 491	1/14/11	Prof. Hallett	Betsy Salt

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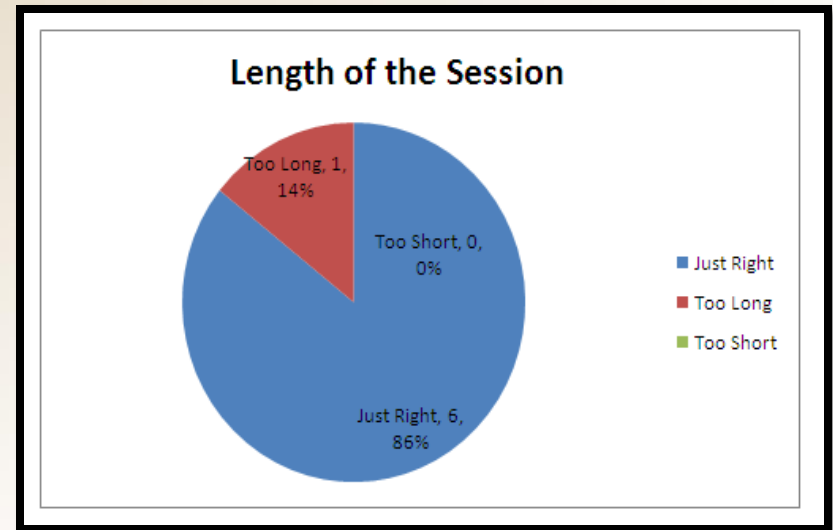
Student Comments About Information Literacy Sessions

- ## 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

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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

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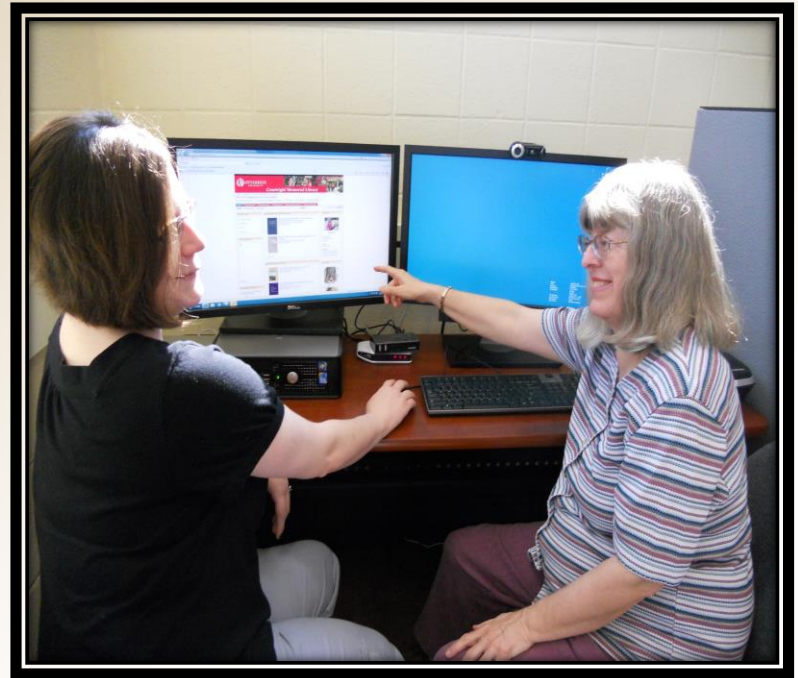
Conclusion

- 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

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Questions?

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