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Teaching Workplace Information Literacy

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Teaching Workplace Information Literacy

Georgia International Conference on Information
Literacy
October 10, 2014

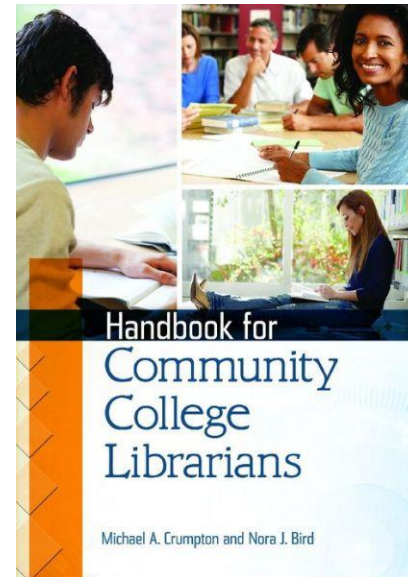
From the work of Mike and Nora, focusing on CC Librarianship

▶ Mike Crumpton

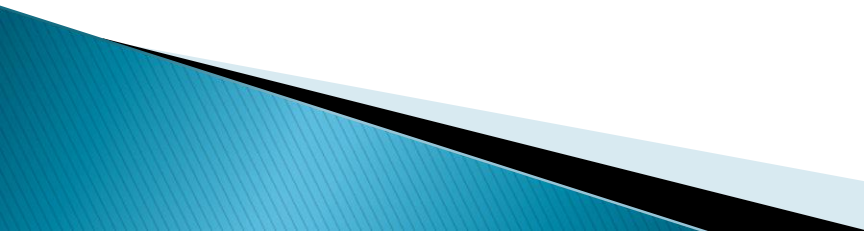
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▶ Nora Bird

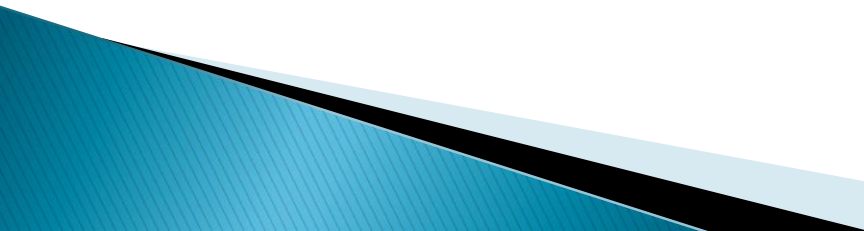
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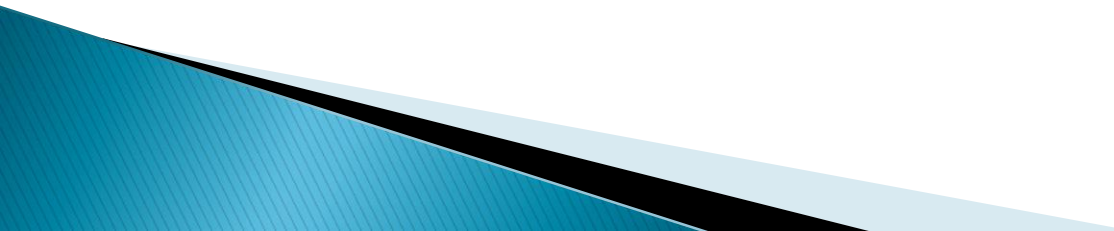
Project Plan

- ▶ Assessment
 - Surveys
 - Focus groups
 - Field literature
 - ▶ Identification of skill set(s) needed
 - DACUM
 - Detailed assessment
 - ▶ Course design
 - Temp to perm
 - Professional development
 - LIS course
 - ▶ Evaluation
 - ▶ Book to celebrate uniqueness
- 

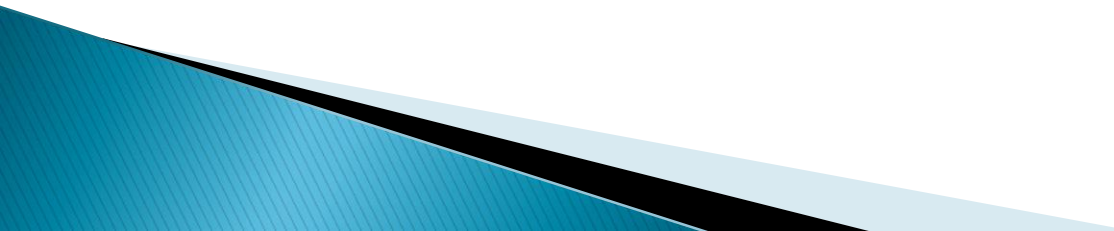
Unique Challenges of CC Libs

- ▶ Working with diverse clients/patrons
 - ▶ Workforce and lifelong learning issues
 - ▶ Dealing with early and middle colleges
 - ▶ Small staffs and personal skills employed
 - ▶ Distance education programs
 - ▶ Management and administrative skills
 - ▶ Adult learning and andragogy skills
 - ▶ Resource specialization
 - ▶ Workplace information literacy and ID
- 

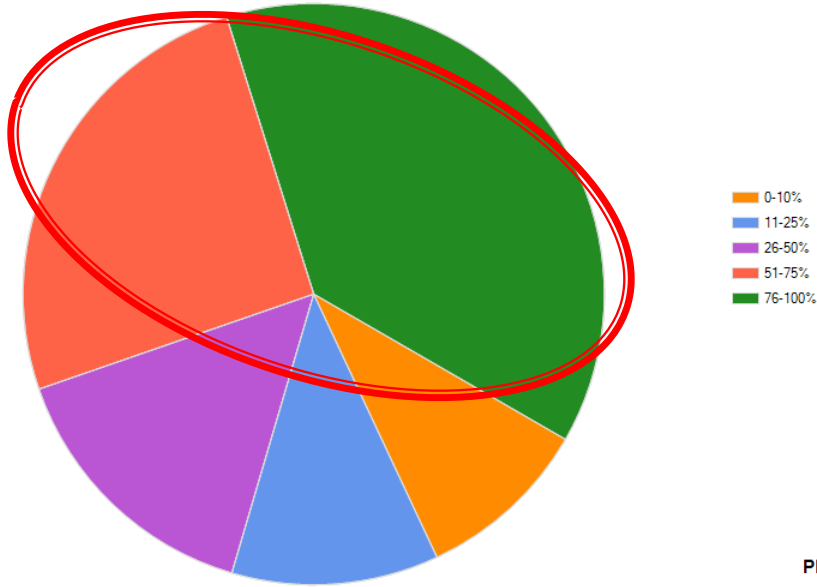
General Community College curricular purposes:

- ▶ Academic transfer preparation
 - ▶ Vocational–technical education
 - ▶ Developmental education
 - ▶ Continuing education
 - ▶ Community service
- 

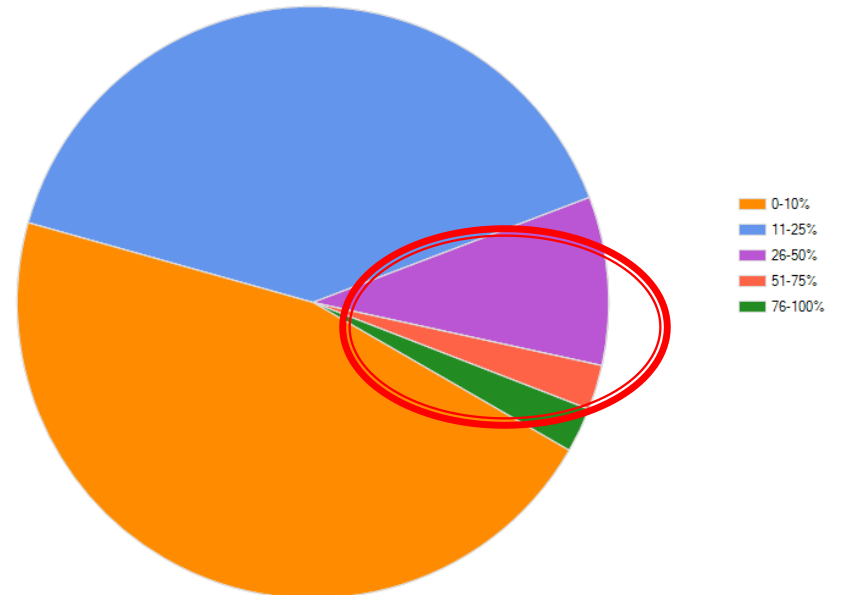
Information Literacy

- ▶ According to many definitions, the information literate person “must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”
(American Library Association, 1989)
 - ▶ Challenge is: Would you define **Workplace Information Literacy** differently?
- 

Please estimate the percentage of your library instructional program or efforts provided for core education/transfer/college prep courses in comparison to overall instruction.

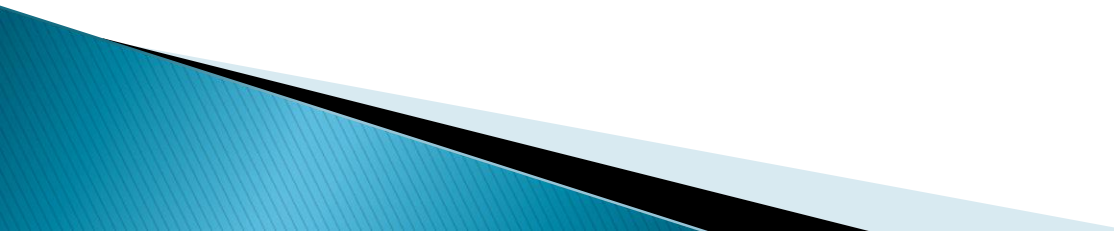


Please estimate the percentage of your library instructional program or efforts provided for technology or vocational courses in comparison to overall instruction.

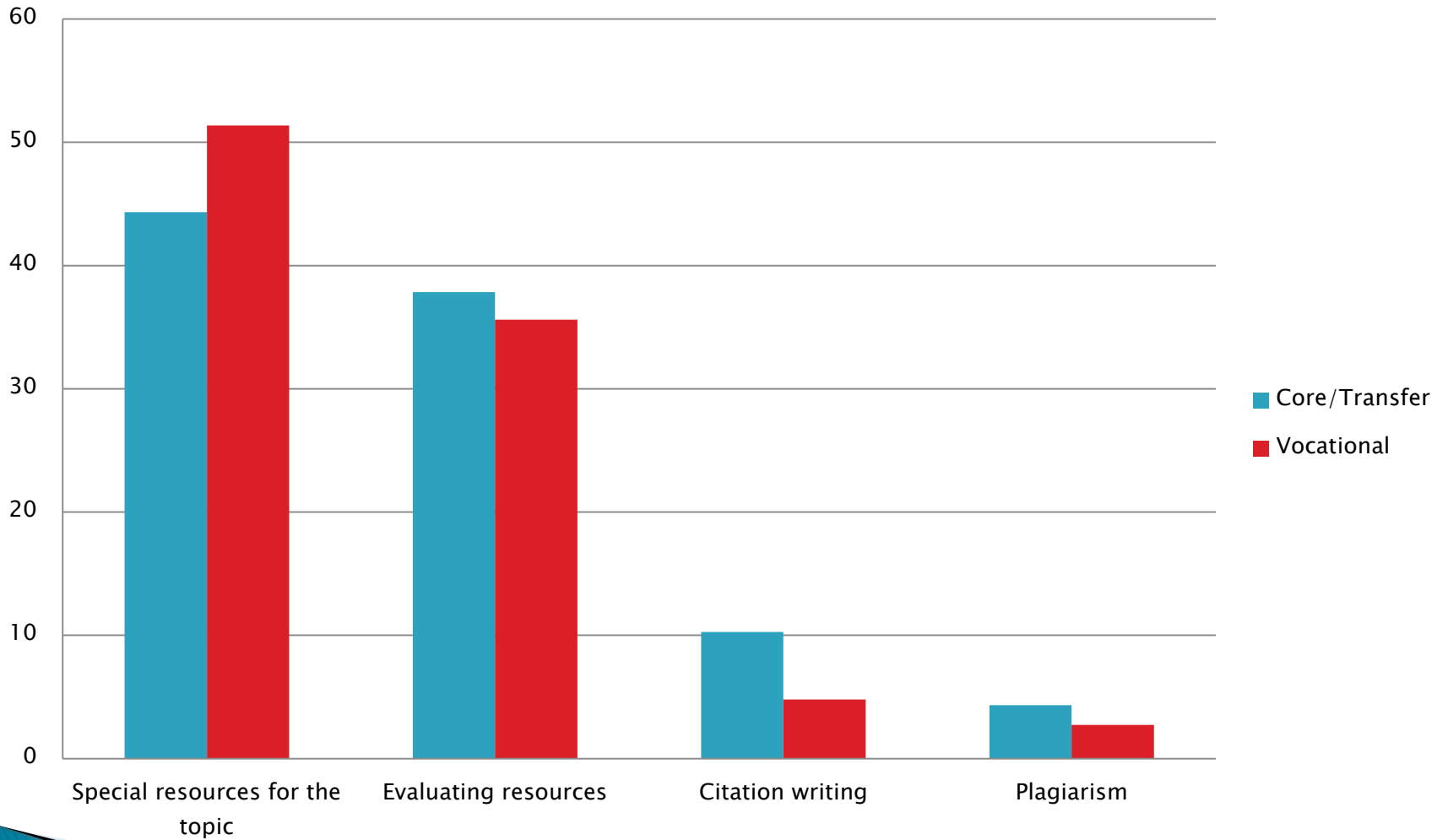


**College Prep LI outweighs
Vocational LI 2 to 1**

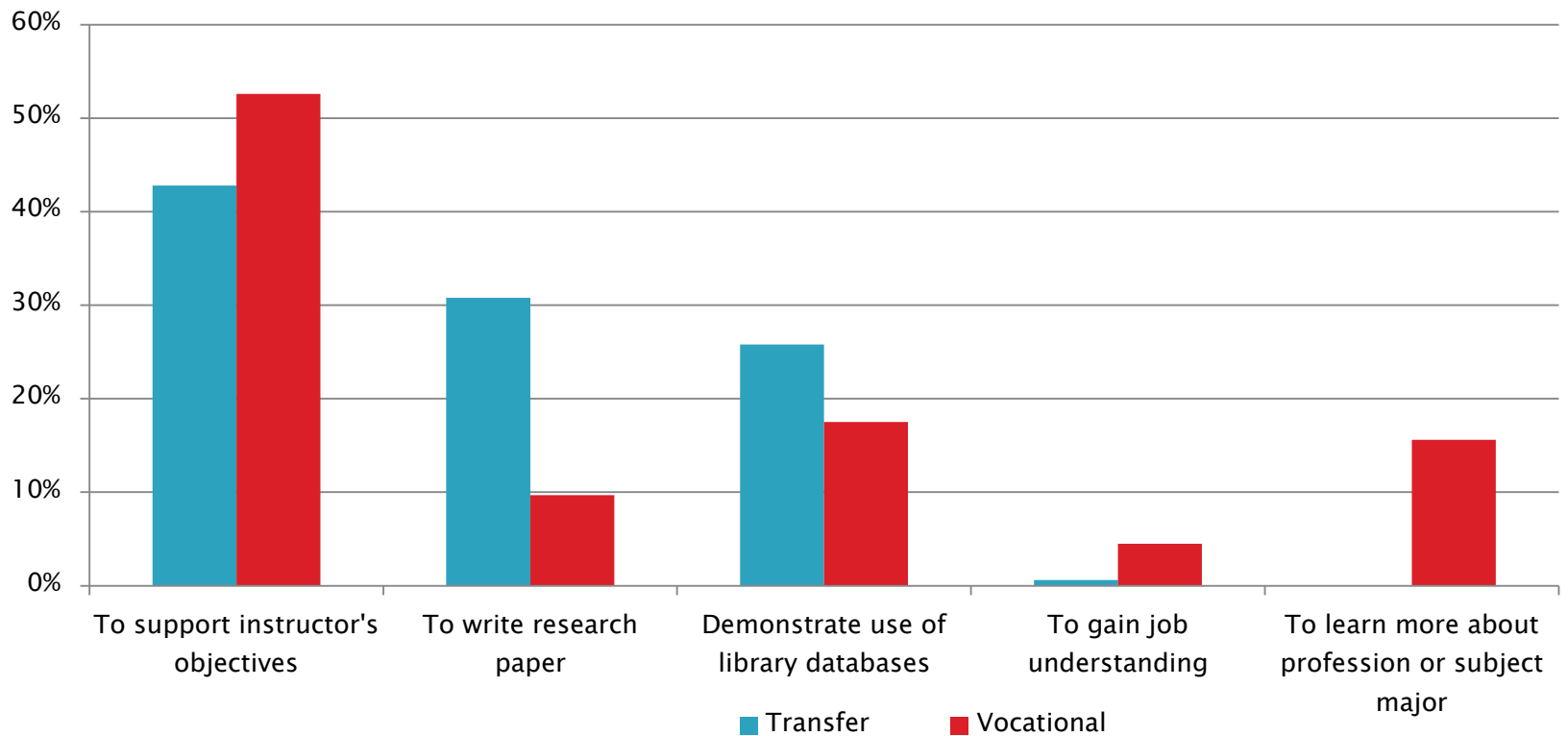
Annemaree Lloyd's Work

- ▶ *“Information literacy landscapes: Information literacy in education, workplace, and everyday contexts”*
 - ▶ Her title says it all. Context is essential to the process. There is no universal information literacy.
 - ▶ The focus has been on academic information literacy.
- 

Top Four Skills Covered in IL Classes



The primary objectives for your instructional classes

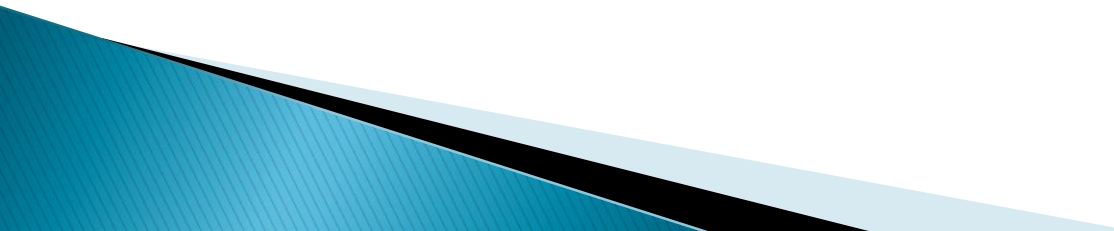


Focus Groups

- ▶ Confirmed the impression that vocational programs are underserved
- ▶ *“I don’t know many people who have HVAC degrees... If HVAC approached me to do an [IL class] I’d have to get familiar enough to be able to answer subject-specific questions. That’s a mammoth job.”*

Producing IL Equity

Re-investment of time into addressing issues of equity in information literacy teachings:

- ▶ Emphasis on explicit instruction
 - ▶ Addressing economic, social and political factors
 - ▶ Early student engagement
 - ▶ New “conceptualizations” of reading
 - ▶ IL as practice
 - ▶ Insights from workplace information literacy
- 

DEFINING WORKPLACE INFORMATION LITERACY

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BACKGROUND

Defining the Community College Librarian project is preliminary work for the larger initiative in a pending IMLS Laura Bush 21st Century Librarian grant entitled, **ECCL (Educating Community College Librarians): Developing a Librarian-Centered, Collaborative and Diverse MLIS Program**. That grant will build the capacity of UNCG to offer a program specifically targeted for community college librarians by first describing the diverse duties and assignments in present day community college librarianship.

DEFINITIONS

Workplace literacy is "Defined as written and spoken language, math, and thinking skills that trainees and workers use to perform training and job tasks" (Askov & Aderman, p. 16)

"Workforce Literacy refers to the education of the nation's workforce with the goal of realizing higher levels of literacy for all workers. It is a crucial strategy in sustaining economic growth for the nation, the state, and local communities." (Ott, p. 10)

According to the American Library Association, "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." (American Library Association, p. 1)

Workplace information literacy refers to the ability to recognize, locate and utilize relevant information in a specific workplace setting.



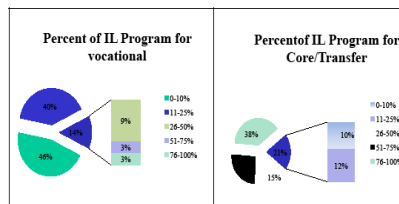
THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

INFORMATION LITERACY IN COMMUNITY COLLEGES

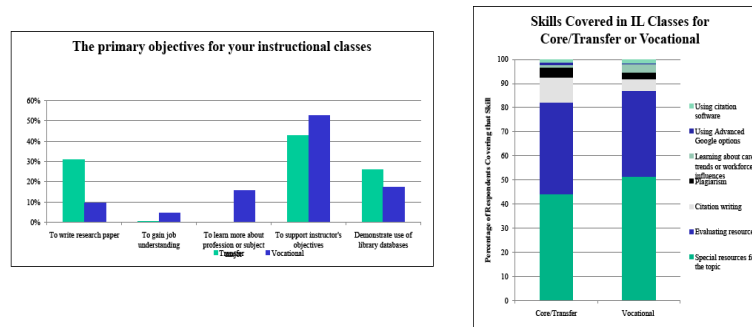
A survey was launched on May 6th with a broad agenda. Several questions sought to describe:

What is the role of the community college librarian in information literacy initiatives in their institutions?

- ❖ 63% of respondents said that they had different IL programs for core/transfer classes and vocational
- ❖ Only a small minority of respondents said that their IL programs had a strong focus on vocational students



- ❖ Most IL classes focus on instructor objectives and most focus on resources and evaluation.



- ❖ Most community colleges offer online classes and the library supports them primarily through tutorials.

Future Work

Next Steps:

- Focus groups at ALA
- Grant from IMLS to fund further focus groups
- Results reporting at ACRL and other conferences.

COME BE A PART OF THE CONVERSATION

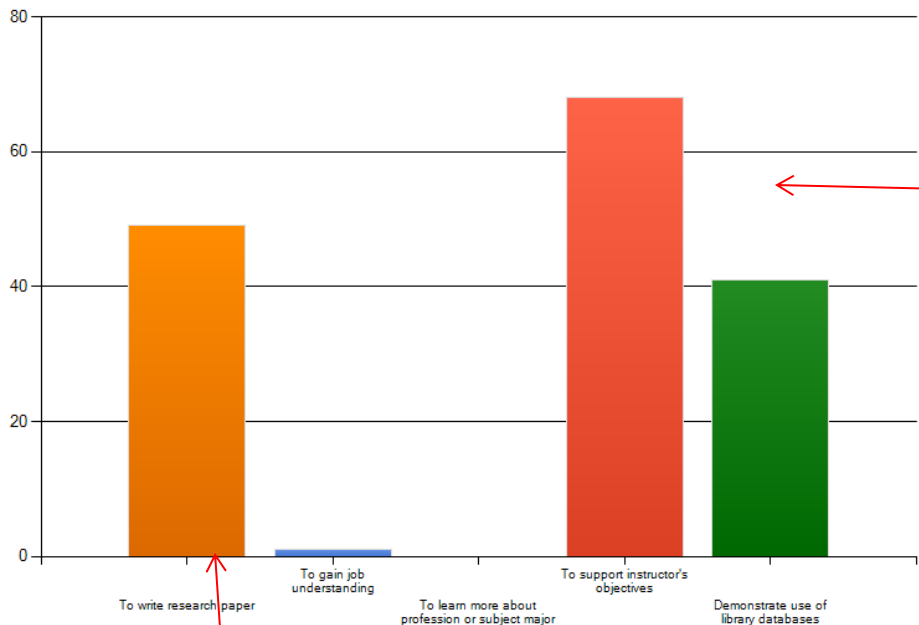
The project has its own website at:

<https://sites.google.com/a/uncg.edu/cc-librarian-project/>

Visit us here for project updates and links to our blog.

The screenshot shows the project website with a navigation menu (Home, Calendar, Contact, My Page, Project Owners, Project Owners, Project Owners, Tools, Store), a 'WELCOME' message, and a calendar for June 2010. The calendar shows dates from Sun to Sat, with 'Open OCT 1' and 'New Year' marked.

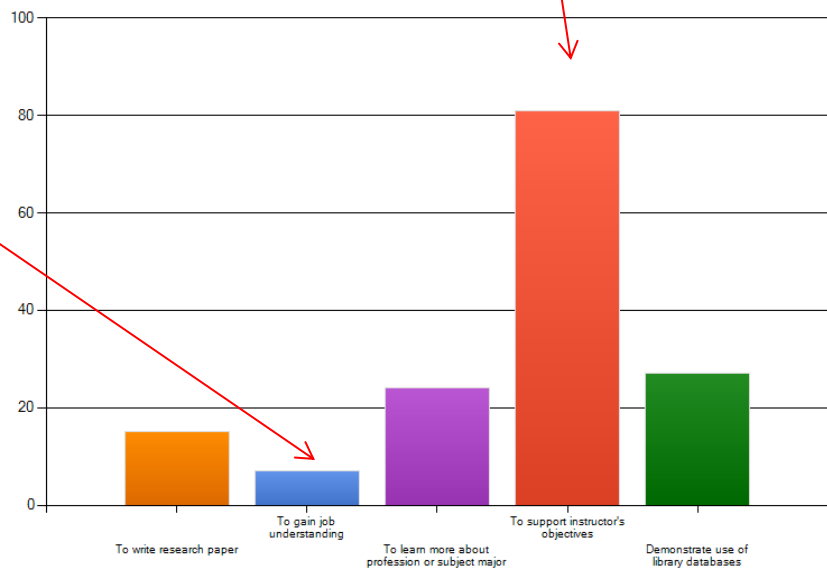
The primary objectives for your instructional classes for core education/transfer/college prep courses are:



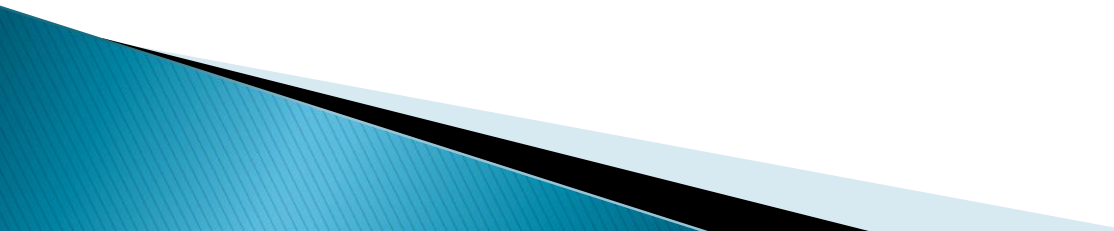
Instructor Objectives key!

Disparity with papers and jobs

The primary objectives for your instructional classes for technical or vocational courses are:



Working with Instructors

- ▶ Subject Matter Experts
 - ▶ Course specific needs
 - ▶ More resources, less academic structure
 - ▶ Request job related resources
 - ▶ Web evaluation skills important
- 

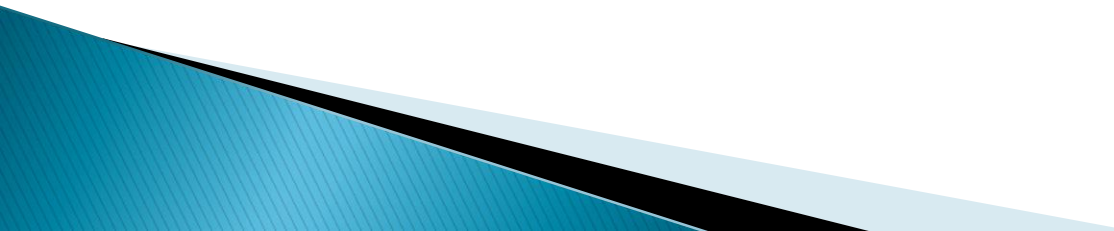
Best Practices for LI in Workplace

- ▶ Doing research
- ▶ Sources and practices
- ▶ Team approach to problem solving
- ▶ Solving information problems
- ▶ Staying on top of things after college
- ▶ Learning as a product of practice
- ▶ The role of people as knowledge resources
- ▶ Community resources that are available

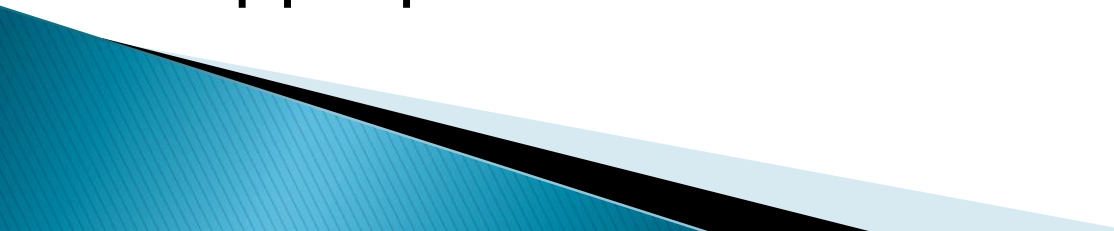
academic

Workplace needs

Related Workplace Research Skills

- ▶ Engaging or collaborating with team members or department co-workers in research process
 - ▶ Retrieving information using a variety of different formats and sources
 - ▶ Making sense or patterns and data conclusions
 - ▶ Fully envisioning problem or topic with scenario placement for “what if’s”
- 

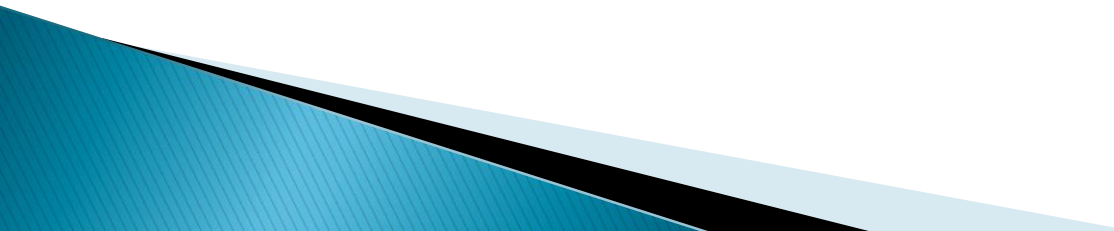
Workplace Information Competencies Needed

- ▶ Graduates should know how to evaluate sources and determine credibility
 - ▶ They should be able to critically read and analyze published sources for data relevant to solving the problem
 - ▶ They should be able to synthesize large volumes of content in order to reach appropriate conclusions
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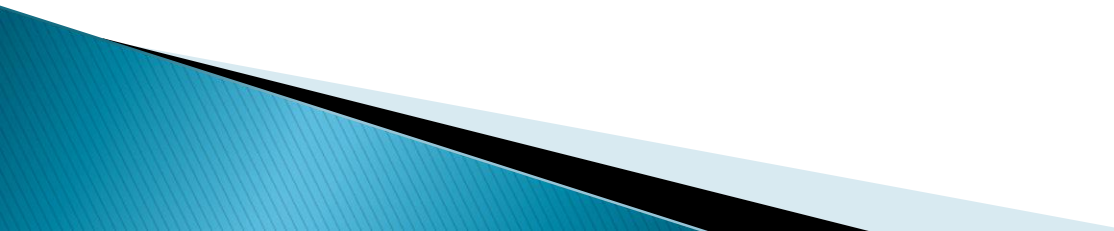
McGill's Continuing Education

- ▶ Addresses information literacy for continuing education curriculum
- ▶ Addresses diverse learning objectives and needs of CE students
 - Andragogy
 - Culture and language
 - Active environments
- ▶ Instructor awareness
 - Of options available
 - Of need for including IL within coursework

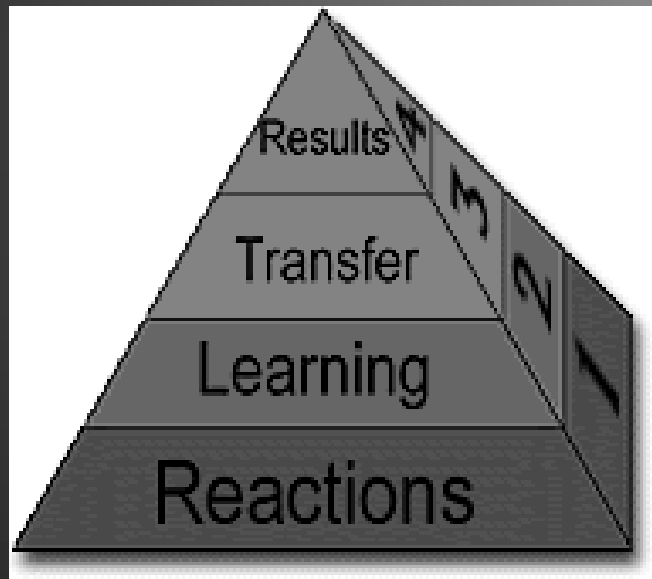
JMU – Employer Expectations

- ▶ Research study
 - Types of information in the workplace
 - Information tools used in the workplace
 - Activities performed by research and information
 - Research skills needs
 - How do graduating students measure up?
 - ▶ Results recommend a more varied approach to information literacy instruction
- 

Crawford and Irving's Human Element

- ▶ Key role of human relations in the workplace to foster information literacy
 - ▶ Proactive consultation with agencies involved in skill development and training
 - ▶ Provide internally benchmarks, resources and space dedicated to fostering IL growth
- 

Kirkpatrick's 4 Levels of Training Evaluation

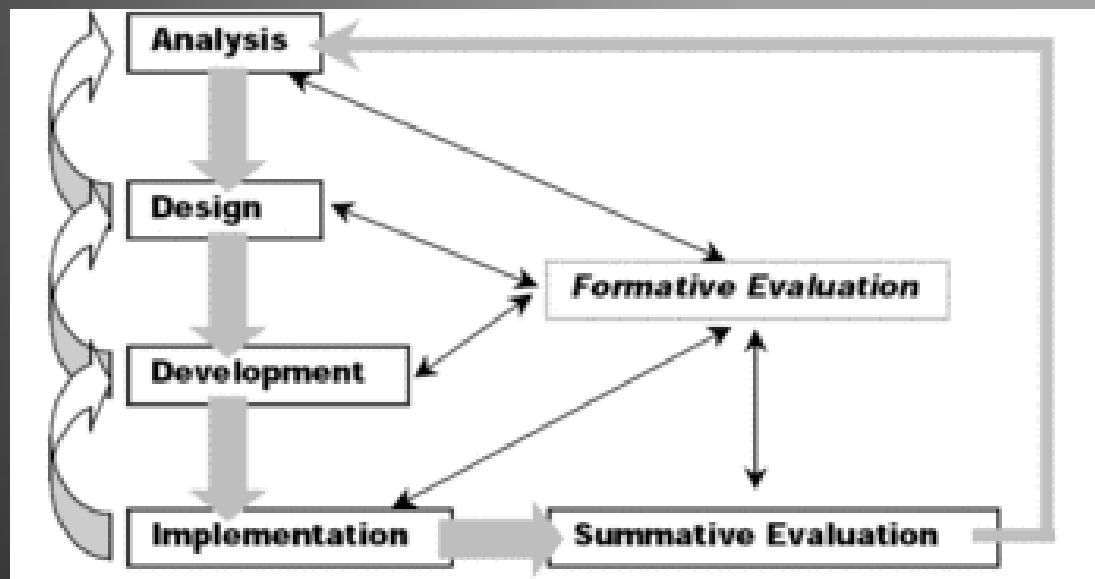


The four levels of Kirkpatrick's evaluation model essentially measure:

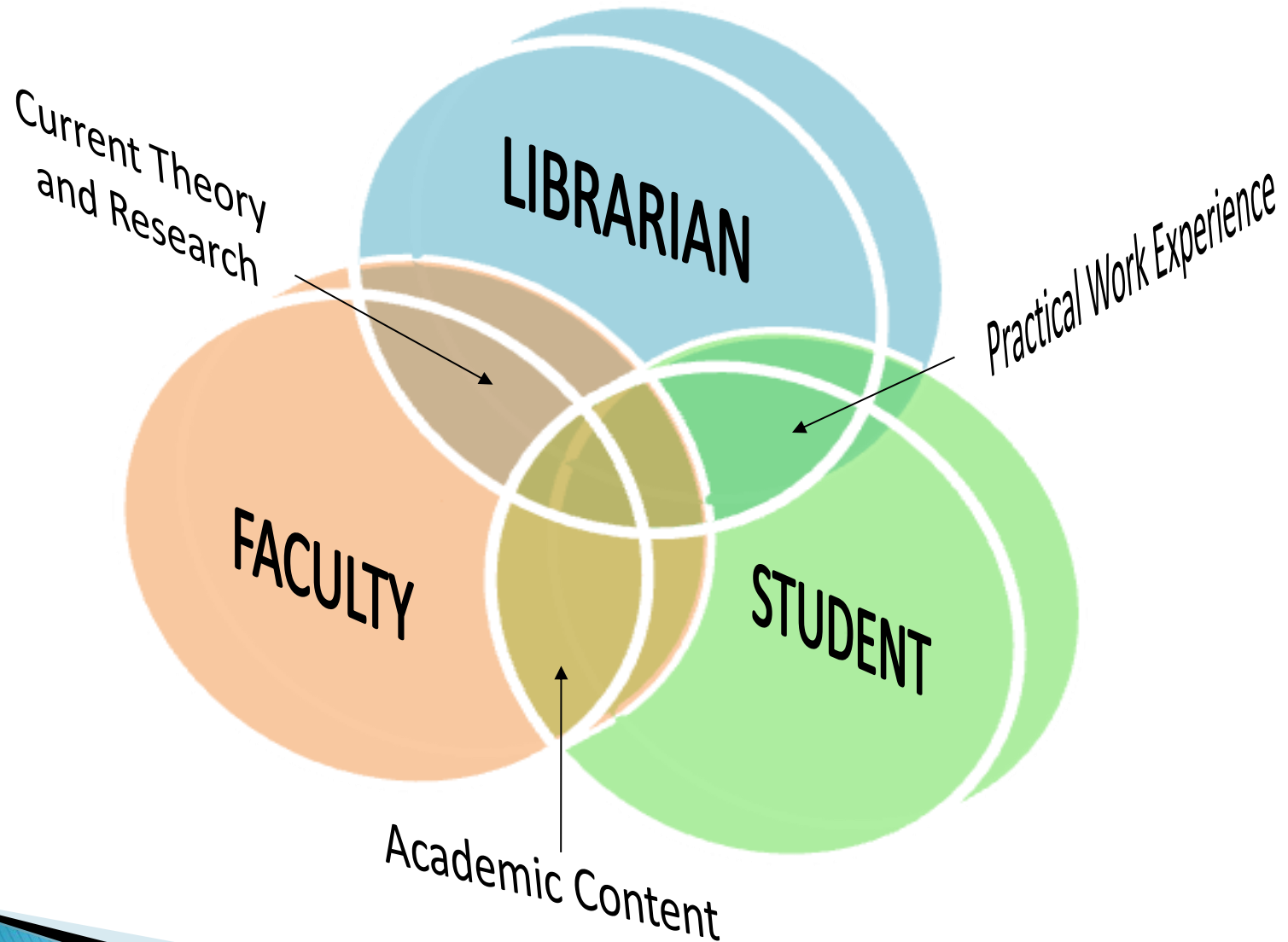
- ▶ **REACTIONS**—What they thought and felt about the training
- ▶ **LEARNING**—The resulting increase in knowledge or capability
- ▶ **TRANSFER**—Extent of behavior and capability improvement and implementation/application
- ▶ **RESULTS**—The effects on the business or environment resulting from the trainee's performance

ADDIE Model

- ▶ The ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.



Real Learning Connections Project




Training vs. Education

- ▶ Practice
 - ▶ Taking action
 - ▶ Focus on performance
 - ▶ Knowledge content
 - ▶ Educating first
- ▶ Theory
 - ▶ Cultivate minds
 - ▶ Knowledge
 - ▶ Change to known's
 - ▶ Training for something

Training

Education

In Summary

- ▶ Community colleges and their libraries serve a broad range of needs, including vocational/technical programs needing different information skills
 - ▶ Need for workplace literacy instruction strong
 - ▶ Advocacy needed for support of this unique environment
 - ▶ Uniqueness translates into broader range of skill sets for librarians
 - ▶ Workforce changes still trending high, challenges for librarians will increase
- 

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