

Teaching an Information Literacy Course for Credit *An Ever-Evolving-Experience*

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MCRL Workshop
INFORMATION LITERACY IN MORE THAN 50 MINUTES:
Developing an Information Literacy Course for Credit
7th Annual MOBIUS Users Conference
June 8, 2006

INFORMATION LITERACY

is *more* than

typing words in

GOOGLE

and clicking

I'm Feeling Lucky

INT 108

Information Literacy

Fontbonne University Library





Helpful Hints:

Designing course content

- Be aware of criteria for course evaluation

explain the “method of madness” to students

- Utilize current effective educational research

cite case studies to validate methodology

- Conduct action research

stats verifying improved student performance in face-to-face instruction vs. online instruction led to blended course

The Learning Pyramid

from The "Classroom Flip" Model. J. Wesley Baker (2000). Ameritech Faculty Technology Development

We tend to comprehend...

10% of what we READ

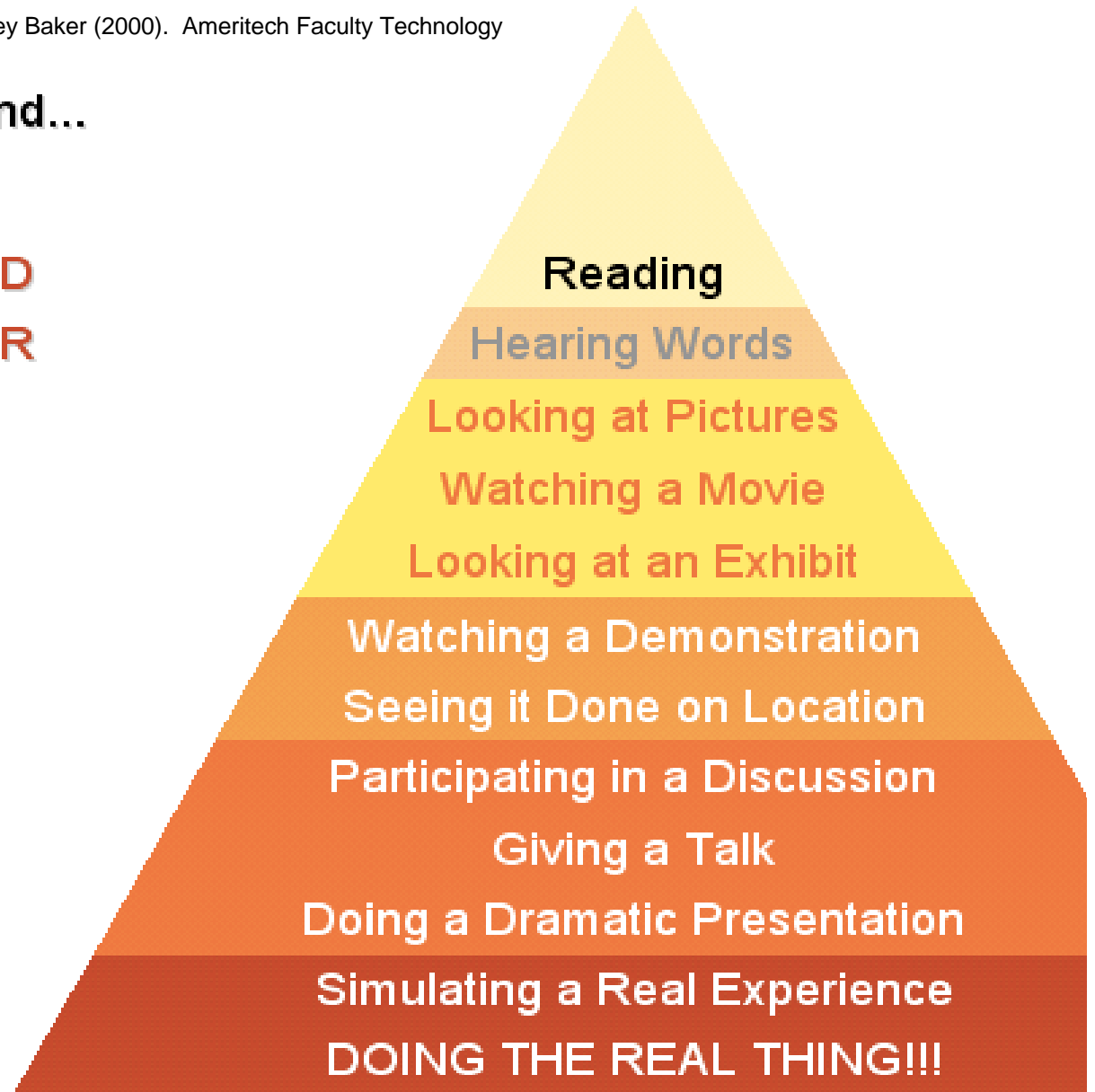
20% of what we HEAR

30% of what we SEE

**50% of what we both
HEAR and SEE**

70% of what we SAY

**90% of what we both
SAY and DO**



How do we teach students
to be
information savvy
as well as
technology savvy?





SIX STRATEGIES.....

Jenson, Jill D. *It's the Information Age, So Where's the Information? Why Our Students Can't Find It and What We Can Do to Help.* College Teaching. Summer 2004. Vol. 52, no. 3, 107-111.



1. Level of Student Motivation

“Teach why they are seeking information and where they are most likely to find it.”



2. Library “Lingo”

“Teach students the language of the library
....and then teach the language of the
electronic library. . . .”

peer reviewed boolean operator index
meta search general database
specialized database
bibliography access date
in-text citation
card catalog full text image
subject field searches controlled vocabulary
verbatim image OPAC



3. Performance based Activities: Drill and Practice

Allow students to become proficient in the specific skills they are expected to learn through practice.



4. The Physical Library

“Incorporate a trip to the library as part of the course.”



5. The Virtual Library

- Cultivate familiarity with various vendor's interfaces through practice.
- “Teach students to decipher what they see on their monitor during the search process.”



6. Articulate and Reflect

- Ask students to articulate expectations.
- Ask students to explain step-by-step the process they used to find information.
- Ask student to reflect on what they learn.


“Before this course, I always started with Google. After this course, I know to go to the databases.”



Other Points of View....

Bell, Stephen J., *Submit or Resist: Librarianship in the Age of Google.* American Libraries, October 2005, Vol. 36 no. 8, 68-71.

Wilder, Stanley. *Information Literacy Makes All the Wrong Assumptions.* The Chronicle of Higher Education, Vol. 51, no. 18. B13.



WRITING INFORMATION LITERACY LEARNING OBJECTIVES (A B C D METHOD)

A = AUDIENCE

B = BEHAVIOR

C = CONDITION

D = DEGREE OF ACCOMPLISHMENT

Developed for ACRL mid-winter workshop San Antonio, TX
Assessing Information Literacy Outcomes, by Alison Armstrong, Lori
Buchanan, and Barbara Burd, 1/2006



A = AUDIENCE

- Audience may be students, faculty, or other learning participants.



B = BEHAVIOR DEMONSTRATED

- Describes the behavior students must demonstrate
- Use action verbs
 - “**list**” 5 evaluative criteria
 - “**construct**” a search strategy
 - “**differentiate**” between scholarly & popular periodicals
- Matches level of learning
 - » **Bloom’s Taxonomy**

C = CONDITION

- An “intervention” (learning situation)
 - Instructional session
 - Self-guided tutorial
 - Assigned reading
 - Information Literacy Course
- Other phrases of Condition
 - » From memory
 - » With a map
 - » After an overview of handouts





D = Degree of Accomplishment

(to what measurable degree?)

Quantitative...

Measures a skill, task or accomplishment

- Amount of Accuracy
 - » “4 out of five times”
 - » “adequate written response” (rubric rating of 4 or above)
 - » “successfully complete quiz” (75% or above)
- Amount of Time
 - » “complete in one attempt”
 - » “complete within 1 hour”
- Amount of Criteria
 - » “identify 4 characteristics”
 - » “summarize at least 3 personal learning expectations”

A chalkboard with pink chalk and white chalk drawings. The chalkboard is green and has a white arrow pointing upwards and to the right. There are two pieces of pink chalk on the left side of the board.

Putting the pieces together...

After attending the orientation session and reading the syllabus, INT 108 students will demonstrate understanding of the course requirements and learning objectives by successfully completing a multiple choice quiz with a score of at least 75% and by summarizing 3 personal learning expectations.

A = Information Literacy (INT 108) students

B = understanding of course requirements & objectives

C = attendance at orientation; reading of syllabus

D = successful completion of quiz; 3 learning expectations

A green chalkboard with pink chalk and white chalk markings. The chalkboard is partially visible on the left side of the slide, showing a few pieces of pink chalk and some white chalk markings, including a curved line and an arrow pointing upwards.

Another example ...

After an overview on the use of Boolean operators, [C=condition] students [A=audience] will demonstrate the ability to use Boolean operators [B=behavior] by successfully conducting a search using the Boolean operator AND 2 out of 3 times. [D=degree]

A vertical image on the left side of the slide shows a chalkboard. The top part is dark, possibly black or dark green, and the bottom part is a lighter green. There are two pieces of pink chalk on the left side. There are some white chalk drawings on the board, including a curved line and a straight line with an arrowhead pointing upwards.

Week Two: “What Is Information Literacy?”

- **ACRL Standard One:** *The information literate student determines the nature and extent of the information needed.*

- Student Learning Objective:

After reading Ch. 1 of the textbook and viewing a related video stream, [C] INT 108 students [A] will articulate & support their understanding of Information Literacy [B] in a well written response that a earns a score of “adequate” on the course rubric [D].

BLOOM'S TAXONOMY



Evaluation

Synthesis

Analysis

Application

Understanding

Knowledge





The Future:

What's next?

Evolving....

OUT 


WEB.01

Websites

Posting

Newspapers Online

Encyclopedia Britannica

 IN

WEB.02

Blogs

Wikis Collaborative writing

RSS Feeds

Wikipedia





***“...INFORMATION SHOULD
NOT BE CONSIDERED A
STATIC ENTITY BUT AN
ONGOING CONVERSATION.”***

– David Weinberger

*2005 National Education Computing
Conference, Keynote Address*



Implications of teaching the newest tools in an INFORMATION LITERACY Course

- 1. New communication opportunities**
- 2. Loss of an exposure to diversity of ideas**
- 3. New evaluations skills**
- 4. New Professional Growth Opportunities**

(from Johnson, Doug. "Library Media Specialists 2.0"

Library Media Connection, April/May, 2006,

Vol. 24, Issue 7, p98.)



The BIG Picture

INT 108 is only one part of an Information Literacy Plan

A comprehensive plan

- explains the nature of such a plan
- relates to the mission of the university
- relates Information Literacy Plan to the fulfillment of the mission of the university
- states measurable outcomes...How to know if goals have been achieved?

from the Council of Independent Colleges/National Institute for Technology & Liberal Education, *Transformation of the College Library Workshop*, February 2006



**Are the things that students
learn in an INFORMATION
LITERACY COURSE
improving the quality of
research from the faculty
members' point of view?**





RESOURCES

- ACRL Mid-Winter Workshop (2006). *Assessing Information Literacy Outcomes* by Alison Armstrong, Lori Buchanan, and Barbara Burd.
- Burkhardt, J.M., MacDonald, M.C., & Rathemacher, A.J. (2005). *Creating a comprehensive information literacy plan: a how-to-do-it manual and CD-ROM for librarians*. New York: Neal Schuman.
- Jenson, J.D. (2004) It's the information age, so where's the information? Why our students can't find it and what we can do to help. *College Teaching* (52): 3 107-111.
- Johnson, D. (2006) Library media specialists 2.0. *Library Media Connection* (24): 7 98.