Project Information Literacy

WHAT COLLEGE STUDENTS SAY ABOUT CONDUCTING RESEARCH IN THE DIGITAL AGE

Selected Handouts

Dr. Michael Eisenberg
Dean Emeritus & Professor

The Information School
University of Washington

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PIL Finding	Lessons for Higher Education
Overloaded, busy, and do things at the last minute.	• Offer on-demand info services. • Offer and highlight digital reference services. • Structure courses & assignments accordingly. • Assign readings carefully.
Rely on Google and Wikipedia – *because they can*.	• Accept Wikipedia and expect citing/crediting. • Use Wikipedia entries as assignments. • Reconsider questions/assignments.
Say they use a narrow set of approaches and skills–learned mostly on their own in high school.	• Offer a comprehensive information literacy program – defined, predictable, measured, reported.
Defining the task and assessing the process are harder than finding.	• Fewer lessons on "search" • Focus on task definition, use of info, evaluation. • Recommend milestones in major assignments.
Crunch time needs = space and facilities, not resources.	• Recognize different needs at crunch and provide services and facilities accordingly
Assignment handouts aren't helpful from an information perspective.	• Offer to work with faculty to revise handouts • Help students to interpret assignments
Regarding library, there is a shifting role from information and support to space, place, and equipment.	• Less emphasis on print collection development. • Offer flexible and collaborative spaces. • Use the Apple Store as a model for the 21st C library..

Information Literacy Program

✓ <u>DEFINED</u>: **Identify key information literacy goals and skills - link to the educational goals and outcomes across programs.**

✓ <u>PREDICTABLE</u>: **Consistency in terminology, emphasis, and expectations – for students and faculty – within programs, courses, and assignments.**

✓ <u>MEASURED</u>: **Evaluate student performance, e.g., through assignments. Assess the information literacy program institution-wide.**

✓ <u>REPORTED</u>: **Document and communicate performance (to students and faculty) and information literacy program assessment across the school.**

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An information literate individual is able to:

- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporates selected information into one's knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

www.big6.com

The Big6™ Skills Model of Information Problem-Solving

1. <u>Task Definition</u>:

   1.1 Define the information problem.
   1.2 Identify information needed.

2. <u>Information Seeking Strategies</u>:

   2.1 Determine all possible sources.
   2.2 Select the best sources.

3. <u>Location and Access</u>:

   3.1 Locate sources.
   3.2 Find information within sources.

4. <u>Use of Information</u>:

   4.1 Engage (e.g., read, hear, view, touch).
   4.2 Extract relevant information.

5. <u>Synthesis</u>:

   5.1 Organize from multiple sources.
   5.2 Present information.

6. <u>Evaluation</u>:

   6.1 Judge the product (effectiveness).
   6.2 Judge the process (efficiency).

Info Literacy Skills – Library & Faculty

Big6 Information Skills	ACRL Standard	Course Integration
1. Task Definition	1. determines the nature and extent of the information needed.	• Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources. • Create interim "milestones" in major assignments. • Consider evaluating and editing Wikipedia entries as assignments.
2.Information Seeking Strategies	3. evaluates information and its sources critically.	• Use eReserves extensively. • Stress "articles" and article search engines (e.g., *Academic Search Complete*) as valued in addition to websites and Google. • Require "annotated" bibliographies that note why a source was selected and used. • Analyze Wikipedia entries related to course content.
3. Location and Access	2. accesses needed information effectively and efficiently. 5. accesses information ethically and legally.	

4. Use of Information	3. incorporates selected information into his or her knowledge base and value system.
	5. understands many of the economic, legal, and social issues surrounding the use of information . uses information ethically and legally.
		• Teach independently then combine:
		  -- Selecting relevant information from a source.
		  -- Presenting information from multiple sources.
		• Emphasize "citations in context."
		• Consider evaluating and editing Wikipedia entries as assignments.
		• Fight plagiarism by creating a "culture of citing."

5. Synthesis	4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.	• Teach independently then combine:
		  -- Selecting relevant information from a source.
		  -- Presenting information from multiple sources.
		• Encourage multi-modal presentations.

6. Evaluation		• Include opportunities for student self-evaluation of product and process. • Involve students in creating grading rubrics

Fighting Plagiarism: Creating a Culture of Citing

- Model citing in teaching and presenting.

- Show "bad" examples – exaggerate plagiarism.

- Have students cite sources all the time.

- Expect citing in class discussions as well.

- Do not accept work without citing.

- Focus on citations in context more than bibliographies.

- Require "annotated" bibliographies – with annotations of "why" students selected a particular source as well as their "credibility" analysis of the source.

Library

- Library = the physical and virtual information infrastructure of the university

- Key Resources
  - ✓ eReserves
  - ✓ Articles and Article Search Engines

- Services
  - ✓ 24/7, virtual and physical
  - ✓ Digital reference

- Librarians
  - ✓ Information consultants
  - ✓ Tech in instruction & learning consultants
  - ✓ Information literacy teaching partners

In Summary

✓ Change focus of information literacy instruction – from resources-search to defining the task, using information and self-assessment.

✓ Embrace the Wikipedia!

✓ Be sensitive to "last minute syndrome" and crunch time.

✓ Offer consultation-coaching services—on demand.

✓ Work with faculty (and students) to:

- improve assignments.

- offer comprehensive, classroom-focused information literacy learning.