Teaching and Learning Excellence

Self-Directed Learning through Information Literacy
"PIL InfoLit Dialog, No. 1: Wikipedia"

The first in our series of public service short videos, produced for discussion, debate, training, and education by any and by all. The topic of this video is: How do students use Wikipedia during their course-related research activities? The video's content is drawn from the PIL Discussion Groups, held on seven U.S. college campuses during fall 2008. (No permission is required for use of videos in educational activities.)
With more information and information technology available to them everywhere, our students are more information literate from the start.
By the end of this session, you’ll have some ideas and tools from information literacy that you can use with your students to help them become more engaged, responsible, self-directed learners.
How?

We’ll be exploring ...

- What you expect and need from this workshop for you and your students.
- Many facets of information literacy.
- Many ways information literacy interacts with learning, especially through inquiry activities.
Pre-Test

Use 5 minutes to respond to the questions in your manual.
Tell Us ...

- Who you are
- What you teach
- What you want out of this workshop
- Your answer to one of the pre-test questions
Workshop Objectives

- Explain what information literacy is
- Align information literacy with your aims and objectives
- Describe some conditions that make successful student inquiry possible
- Analyze some conditions that prevent student success in inquiry
- Design some learning activities and assignments
- Design assessments
"PIL InfoLit Dialog, No. 3: Frustrations"

What do students say about frustrations in conducting research in the digital age? The video's content is drawn from the PIL Discussion Groups, held on seven U.S. college campuses during fall 2008. The third public service short video in our series, produced for discussion, debate, training, and education by any and by all. (No permission is required for use of videos in educational activities.)
What Is Information Literacy?

Information Literacy includes the ability to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate 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

Information Literacy is also:

- Focused on inquiry and self-directed learning
- Associated with information overload
- Supportive of lifelong learning
- Process-oriented
- Linked to accreditation

Information Literacy may encompass:

- Visual Literacy
- Media Literacy
- Network Literacy
- Computer Literacy
- Traditional Alphabetic Literacy
- Cultural Literacy
- Library Instruction

Visual Literacy and Media Literacy may be categorized as Visual Literacy.
A Set of Capabilities

“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.”

Multi-Faceted

Source: Erasmus University Rotterdam
### Figure 2
Regional Accrediting Organizations and Information Literacy Standards

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<thead>
<tr>
<th>Name</th>
<th>Regional Authority</th>
<th>URL</th>
<th>Information Literacy in Standards</th>
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<tr>
<td>Middle States Commission on Higher Education</td>
<td>Washington D.C.; New York; Pennsylvania; Florida; Delaware; Maryland; New Jersey; Puerto Rico; U.S. Virgin Islands</td>
<td><a href="http://www.msche.org/">http://www.msche.org/</a></td>
<td>Extensive, includes the phrase &quot;information literacy&quot;</td>
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<tr>
<td>New England Association of Schools and Colleges</td>
<td>Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Canada</td>
<td><a href="http://www.ncasc.org/">http://www.ncasc.org/</a></td>
<td>Significant, includes the phrase &quot;information literacy&quot;</td>
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<tr>
<td>Southern Association of Colleges and Schools</td>
<td>Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia</td>
<td><a href="http://www.sacscoc.org/">http://www.sacscoc.org/</a></td>
<td>Significant, does not use &quot;information literacy&quot;</td>
</tr>
<tr>
<td>North Central Association of Colleges and Schools</td>
<td>Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming</td>
<td><a href="http://www.ncahlcamingcommission.org/">http://www.ncahlcamingcommission.org/</a></td>
<td>Minimal, does not use &quot;information literacy&quot;</td>
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<tr>
<td>North West Commission on Colleges and Universities</td>
<td>Alaska, Washington, Oregon, Idaho, Montana, Nevada, Utah</td>
<td><a href="http://www.nwccu.org/index.htm">http://www.nwccu.org/index.htm</a></td>
<td>Significant, does not use &quot;information literacy&quot;</td>
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<tr>
<td>Western Association of Schools and Colleges</td>
<td>California, Hawaii, Guam, Pacific Basin</td>
<td><a href="http://www.wascsenior.org/wasc/">http://www.wascsenior.org/wasc/</a></td>
<td>Significant, includes the phrase &quot;information literacy&quot;</td>
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SACS 2008 *Principles of Accreditation*:

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)
A Global Development Priority

Information for All Programme (IFAP)
An intergovernmental Programme of UNESCO

Information Literacy

Information literacy and lifelong learning have been described as the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations.

Source: UNESCO
Process-Oriented

- Information literacy
  - Determine the information need
- Access information
- Evaluate sources
- Use information effectively
  - Understand legal & ethical issues
- Incorporate into knowledge base

Inquiry!

Source: Florida Atlantic University Libraries
IL in the ACRL Standards

- “ACRL” is the Association of College & Research Libraries (a division of the American Library Association)
- The Standards are the Information Literacy Competency Standards for Higher Education (2000)
- Online at http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm
“... individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. ... The uncertain quality and expanding quantity of information pose large challenges for society” (2).
“Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. ... Information literacy ... is an intellectual framework for understanding, finding, evaluating, and using information -- activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning” (3).
“Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life” (4).
“The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses” (4).
“Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum’s content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning” (5).
The 5 ACRL Standards (1-2)

1. The information literate student determines the nature and extent of the information needed. (p. 8)

2. The information literate student accesses needed information effectively and efficiently. (p. 9)
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (p. 11)

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. (p. 13)
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and *uses* information ethically and legally. (p. 14)
How important is library literacy for your students?
"PIL InfoLit Dialog, No. 4: Strategies"

What do students say about their information-seeking and research strategies? The video's content is drawn from the PIL Discussion Groups, held on seven U.S. college campuses during fall 2008. (No permission is required for use of videos in educational activities.)
Aligning Information Literacy with Your Aims

Information Literacy Learning

- A core competence that supports
  - lifelong learning
  - productivity
  - self-development

- Your teaching philosophy
  - depends on
  - affects development of

- Content learning
  - varies by
    - Discipline or Field
    - SLO
    - Learning Objective
    - Lesson objectives
      - based on Bloom
Isn’t information literacy as we’ve seen it defined related to all of these?
Teaching Philosophies

- Perennialism
- *Essentialism: holds that the major purpose of education is to transmit culture and core knowledge to each new generation
- *Progressivism: truth is relative; since knowledge is always changing, we should teach children how to think rather than what to think
- Reconstructionism
- Existentialism
- Eclecticism

David Diehl, TL 1071
# Theories of Learning

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<th>Traditional</th>
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<td>Constructivist</td>
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<td>Information Processing</td>
<td>Social Constructivist</td>
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<td>Instructivism</td>
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<td>Objectivism</td>
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David Diehl, TL 1071
How is information literacy relevant to your work in your discipline, field, or career area?
Bloom’s Taxonomy: SLOs, Learning Objectives, Lesson Objectives

http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy
Try It ...

- Analyze how information literacy aligns with ...
- Your emphasis on core competencies
- Your educational philosophy
- Your theory of learning
- Your discipline, field, or career area
- Your SLOs and objectives
"PIL InfoLit Dialog, No. 2: Procrastination"
What do students say about procrastination and carrying out course-related research in the digital age?
The video's content is drawn from the PIL Discussion Groups, held on seven U.S. college campuses during fall 2008. The second public service short video in our series, produced for discussion, debate, training, and education by any and by all. (No permission is required for use of videos in educational activities.)
4 Perspectives on Student Readiness for Inquiry

- Inquiry and Adult Learning (Malcolm Knowles)
- Students’ Experience of Inquiry through Wm. G. Perry, Jr.’s “Scheme” of Development
- Women’s 5 Stages of Knowing (Belenky et al.)
- The Experience of Learning (Marton and Booth)
"PIL InfoLit Dialog, No. 5: Finding Context"
What do students say about their need for contextual information? The video's content is drawn from research conducted by Project Information Literacy.
Brainstorm some possible activities and assignments that incorporate information literacy into some part of your courses.
How could these be developed for use in your courses?

Consult:

- “What Do Students Need to Succeed in Inquiry?” (Manual, p. 14)
- “Preparing the Way for Student Research Success” (p. 16)
- The “Worksheet for Developing an Inquiry Learning Assignment” (p. 17)
Let’s compare the models included in the Manual, pp. 19-24.
# a. Understand research

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b. Recognize problems and related information needs

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c. Form good questions

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d. Search and find relevant information

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e. Evaluate sources and information

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f. Integrate information into their knowledge base

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g. Use and present information effectively

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h. Use information ethically and legally

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### Get support in the process

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j. Develop a motivation to engage in independent learning

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**k. Reflect on the process**

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T&L Tip #1: Information Needs and Use are Pervasive

Design activities that help students recognize the relationship between information needs and use in everyday and professional life and in your field or discipline.

Your students will become better able to see the value of course learning and apply it in the real world.
T&L Tip #2: “Ask. It’s How People Learn!”

Develop students' ability to ask good questions. Questions call for answers, and the search for answers requires disciplined thinking with information.

By learning to ask questions and look for answers, students will learn to ask good questions and learn in your discipline or field.
Teach students to recognize and tolerate ambiguity. Use different sources to illustrate different perspectives or positions on key issues. Require students to see the value of different positions.

Your students will learn to think analytically and creatively in your discipline.
T&L Tip #4: Reduce student anxiety

Reduce your students' anxiety about using information facilities so they can concentrate--for example, give them a tour of the library, the library website, and/or a resource you expect them to use.

When students feel at home with different facilities, they can use them selectively at appropriate times.
T&L Tip #5: Information Has a Life

Create assignments and activities that help students understand how information is produced and distributed in your field or in academic life.

This will give them a better understanding of your course material.
T&L Tip #6: Teach the Essential Sources

Design activities that force students to become familiar with and use particular information sources essential to work in academic life and/or in your field.

In the process of becoming familiar with the sources, they will learn content.
Design activities that help students distinguish and use kinds of resources (e.g., "journals") associated with activity in your field and/or in academic life.

Students will start to learn how people in the field think.
T&L Tip #8: Evaluation Is Fundamental

Give students practice in applying varied evaluative criteria to information and information objects.

With your feedback, students will learn the standards, rules, and norms that apply in your discipline.
T&L Tip #9: Apply Research Findings to the Research Process

Develop assignments that make students revise and narrow or expand their research questions and search strategies (but not start over!) based on their preliminary results.

As students engage with appropriate and relevant source material, they better understand course content and apply disciplinary thinking.
Encourage students to ask questions that require them to find or "construct" the information they need (e.g., through surveys, observation, or experiment).

Students will acquire a better understanding of the problems and solutions that are characteristic of your field.
T&L Tip #11: Mentally Manipulate Information

Create assignments that force students to remember, analyze, categorize, and compare information that is significant from the perspective of your discipline or field.

Students will learn your content.
T&L Tip #12: Use New Media

Create assignments that require students to explore the ways newer information media and technology connect with your course material.

This will help them appreciate changes in the field.
Help students recognize the different positive values associated with crediting sources of information. Situate citation practices within real communication practices. If citation is an important practice in your field, help students recognize what makes it important.

This will help them appreciate basic practices in your discipline.
Give assignments that require students to present information in different styles, formats, and media.

As they work with information, their understanding will grow.
Let’s review.

Don’t forget the evaluation!