2004

Information Literacy and Pedagogy from a Librarian's Point of View

Beth Bloom

INFORMATION LITERACY AND PEDAGOGY FROM A LIBRARIAN'S POINT OF VIEW

Beth Bloom

BloomBet@shu.edu

HISTORY OF FIRST IMPLEMENTATION EFFORTS

- Seton Hall librarians see need to include IL into courses

- Grant application and description

- Project description

- Methodology/description

- Initial assessment tools

- Initial outcomes

PROJECT BACKGROUND

- 1999 Association of College and Research Libraries (ACRL) publishes Information Literacy Competency Standards

- 2000 Seton Hall University (SHU) University Librarians (Marta Deyrup, S. Anita Talar, Project Director; Dr. Ming Bao, Statistician) receive grant to implement information literacy standards across the undergraduate curriculum

- 2001-2002 Creation of tutorials, redesign of bibliographic instruction program

- 1998 Middle States Association (MSA) begins discussions on new accreditation standards

- 2002 New MSA Standards released

INFORMATION LITERACY: What Is It?

According to ACRL an information literate individual should be able to:

- Access information effectively and efficiently
- Determine the extent of information needed
- Critically evaluate information and its sources
- Incorporate information into knowledge base
- Use information purposefully
- Understand the economic, legal and social issues surrounding information use
- Access and use information ethically and legally

Distance Education v. Information Literacy Initiatives

They both employ web-based delivery, but:

- Distance education offers delivery of information over the Web

- Information Literacy addresses the research process. It establishes strategies that students can apply to differing pedagogical situations (i.e., online, but on campus).

Models for Online Information Literacy

- Text-based
  - Web-delivered handouts (xml, pdf, other formats)
- Story board using multimedia
  - Online instruction to reinforce concepts (Rutgers)
- Interactive Modules
  - Quizzes, assessment, basic skills (TILT)
- Electronic reference: chat, email
  - Online discussion: reference, help, Blackboard

Grant Implementation

- Looked for a combination of models that would best suit such SHU programs as:
  - Writing across the curriculum
  - University Life Course (introductory Freshman skills)
  - English 1201/1202
  - Seton WorldWide
- Looked to exploit technology infrastructure at SHU
  - Streaming audio/video
  - Blackboard
  - Laptop computing initiative

Grant Implementation Goals

- Implementation of program across undergraduate curriculum

- Reinforcement (not replacement) of traditional bibliographic instruction

- Elicit Faculty investment in project

- Refocusing and/or redefinition of role of librarian instruction in curriculum

- Utilization of student evaluation and assessment

Program Timeline: Year I

- Initial discussions with teaching faculty
- Research into instructional tutorial programs at other university libraries
- Instruction design
- Baseline assessment of freshman information literacy skills
- Library web page added to all Blackboard modules as top tabs

Program Timeline: Year II

- Implementation of instructional modules
  - Freshman orientation
  - Library tour
  - Virtual librarian
  - English 1201
- Baseline assessment of freshman information literacy skills
- Assessment of first year students
- Feedback from consultant
- Introduction of librarians as participants in selected English 1201/1202 classes in Blackboard
- Reevaluation of online course modules

Program Timeline: Year III

- Redesign of English 1201 module

- Design of advanced English class module (English 1202)

- Assessment of surveys

- Introduction of Psychology module

Program Timeline: Year IV

- Full student assessment over four years

- Exploitation of Blackboard technology

- Full implementation of Information Literacy program into the curriculum

Information Literacy Site Demonstration

- Tour of the library
  http://library.shu.edu/cdi4/silt2/tour.htm

- Voyager Tutorial
  http://library.shu.edu/tutorweb/shucatstart.htm

- Freshman Introduction to the library
  http://library.shu.edu/cdi4/silt/lib-contentlist.htm

- English 1201/1202
  http://library.shu.edu/cdi4/silt2/1201start.htm

Project Assessment

- Survey

- Quizzes

- Anecdotal Evidence

Assessment of IL Programs

- What do you want the program to be able to do?

- What factors does the program demonstrate of exhibit if they are meeting outcomes?

- How will you gather data?

- How will you determine if you have achieved outcomes?

- How will discussion evaluation of the data occur? Who will be involved?

Assessment as Learning

- What do want student to be able to do?
- What does s/he need to know in order to do it well?
- What will facilitate the learning?
- How will student demonstrate the learning?
- How will I know student has done this well?

Demonstration of Assessment Tools: Initial Survey

- Initial survey given to incoming freshmen (http://library.shu.edu/cdi4/info-search-process.htm)

- Purpose of survey was to elicit and compare perceptions related to information seeking before and after the library information program

- Conceptual framework -- Kuhlthau's "Model of Information Search Process"

Methodology

- Target population: incoming freshmen

- Survey URL part of Blackboard component in Freshman orientation

- Response rate: approximately 40%

- Results generally positive: students felt comfortable coming into library and had high expectations of success

Demonstration of Assessment Tools: Quizzes

- Survey given to all Freshman English 1201 classes (http://library.shu.edu/cdi4/LibraryQuiz.htm)

  - Built upon the Freshman orientation module

Assessment: Quiz (continued)

- Evaluates
  - Mastery of initial steps to begin research
  - Mastery of information formats
  - Master of essential information about library

Demonstration of Assessment Tools: Anecdotal Evidence

- Based on questions from email
  - How do I structure my search?
  - Where do I look for information?
  - What kinds of resources does my topic require?
  - How can I alter my research topic to make it more manageable?

Discussion/Future Plans

- Paradigm of Information Literacy is being implemented vigorously at all U.S. universities

- Trend may be towards consortia rather than single university model
  - Examples:
    - 1) Consortia tutorials/ VALE
    - 2) Free links, organized tutorials for members

Discussion/Future Plans (continued)

- All models of instruction whether taught in conventional/traditional ways or online will rely more and more heavily on assessment

- Most universities will take advantage of different models of delivery via web: streaming video, audio, white board, Blackboard, etc.

Summary

- We have decided to work from the premise that there is value in partnering with teaching faculty in instruction design and pedagogy. Information literacy plays an essential part in this.

- We have been fortunate to have the opportunity to take advantage of state-of-the-art technology that Seton Hall provides.

Bibliography

- <u>SHU Information Literacy site</u>

- <u>TILT</u>

- <u>Rutgers</u>

- <u>Information Literacy Standards</u>

- <u>VALE</u>

- <u>National Forum on Information Literacy</u>