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

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

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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
  [link](http://library.shu.edu/cdi4/silt2/tour.htm)

- Voyager Tutorial
  [link](http://library.shu.edu/tutorweb/shucatstart.htm)

- Freshman Introduction to the library
  [link](http://library.shu.edu/cdi4/silt/lib-contentlist.htm)

- English 1201/1202
  [link](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](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.
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

- SHU Information Literacy site
- TILT
- Rutgers
- Information Literacy Standards
- VALE
- National Forum on Information Literacy