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

Beth Bloom
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
  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

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