



Information Literacy

Stephen Ford – Fulton Curriculum Reform Brown Bag, March 26, 2009

What is Information Literacy?

“Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.”

Source: ACRL Presidential Committee on Information Literacy. Final Report



Information Literacy is...

- Acquiring concepts that enable a person to use information effectively, regardless of format
- Applying these concepts to all information needs
- Using critical thinking and problem-solving skills

Information Literacy is not JUST...

- Technical skill in using a computer
- Understanding a particular program, software or database
- Simply finding information/articles on a specific topic
- Knowing how to search the Web

An Information Literate person is one who:

- Determines the extent of information needed
- Accesses the needed information effectively and efficiently
- Evaluates information and its sources critically
- Incorporates selected information into his/her knowledge base
- Uses information effectively to accomplish a specific purpose
- Understands the economic, legal and social issues surrounding the use of information
- Possesses the technical skill to use a computer
- Understands a particular program, software or database
- Finds information/articles on a specific topic
- Knows how to search the Web

Source: ACRL Information Literacy Competency Standards for Higher Education

Information Literacy Competency Standards

1. Identifying Sources
2. Accessing Information
3. Evaluating Sources
4. Using Information Effectively
5. Understanding Legal and Ethical Issues



Information Literacy Competency Standards

Basic Research Paper Assignment:

Write a 15 page paper on some aspect of censorship.

Your paper should explain and defend a particular point of view.

Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm.

Do not use internet sources.

Each article must be at least 3 pages in length and must focus directly on your topic.

Sources should be cited in APA format.

Information Literacy Competency Standards

Identifying Sources

Does the assignment encourage students to:

- identify different types of info from a variety of formats?
- identify and differentiate between popular and scholarly, current and historical and primary and secondary sources?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. **Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length** and must focus directly on your topic. Sources should be cited in APA format.

Information Literacy Competency Standards

Accessing Information

Does the assignment encourage students to:

- develop and implement a search strategy to retrieve info?
- identify key terms and synonyms for searching?
- use appropriate search strategies/finding tools?
- use a variety of search and classification systems?
- review and revise search strategies as necessary?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. **Each article** must be at least 3 pages in length and **must focus directly on your topic**. Sources should be cited in APA format.

Information Literacy Competency Standards

Evaluating Sources

Does the assignment encourage students to:

- evaluate print and electronic sources for validity and appropriateness?
- compare info to determine currency, authority, accuracy, objectivity and coverage?
- review research results and incorporate additional info?
- determine the appropriateness and value of info?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be **scholarly journals** from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. **Each article must be at least 3 pages in length and must focus directly on your topic.** Sources should be cited in APA format.

Information Literacy Competency Standards

Using Information Effectively

Does the assignment encourage students to:

- synthesize and incorporate source material effectively?
- integrate material correctly, using summaries, paraphrases and quotations?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length and must focus directly on your topic. **Sources should be cited in APA format.**

Information Literacy Competency Standards

Understanding Legal and Ethical Issues

Does the assignment encourage students to:

- recognize legal and ethical issues in the use of info - intellectual property, copyright, fair use, etc.?
- abide by the university academic integrity policy?
- use appropriate documentation style for citation?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length and must focus directly on your topic. **Sources should be cited in APA format.**

Information Literacy at SU

- Library Instruction Program
- Self help tools; General Library Tutorial, specific Camtasia tutorials, handouts and web guides,
- English 103 collaboration
- Co-teaching in selected courses
- Distance Learning; MyClasses, Distance Learning web site - www.salisbury.edu/library/distancelearners
- One-on-one student consultation
- Open-door, individual consultation with faculty (see librarian liaison handout)

Other Information Literacy Possibilities

- IL credit course
- Learning Community collaboration
- Faculty workshops to incorporate IL (assignments, course content, etc.)
- Brief, specific streaming video tutorial tools
- Gaming tools
- Distance learning; MyClasses module for IL
- Other ideas from you?

What is Information Literacy?

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

Source: ACRL Presidential Committee on Information Literacy. Final Report

Information Literacy Resources

- **Association of Colleges & Research Libraries (ACRL)**
Information Literacy:
www.ala.org/ala/mgrps/divs/acrl/issues/infolit/informationliteracy.cfm
Information Literacy Competency Standards for Higher Education:
www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf
- **Middle States Commission on Higher Education**
Developing Research & Communication Skills:
Guidelines for Information Literacy in the Curriculum
Executive Summary:
www.msche.org/publications/devskill050208135642.pdf
Handbook:
www.msche.org/publications/Developing-Skills080111151714.pdf



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