



How to Teach the Information Literacy 1 Learning Outcome

Tuesday, August 4, 2020 (2-3pm)

Thursday, August 6, 2020 (1-2pm)



Or: How to Partner
With Your Librarian
To Get Resources
And Support While
Teaching the
Information Literacy 1
Learning Outcome



Session Presenters

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Your Librarian

A librarian is paired with each Learning Foundations and Learning Explorations section.

If you haven't already been contacted, your librarian will be in touch by the end of the week.



The CSB/SJU Libraries Learning and Research Librarians Team

Your Librarian

Check our [Research Appointments page](#) to find out which librarian will be working with your class.




Subjects

- Art
- History
- Military Science
- Music
- Theater

Learning Foundations

- DeBlieck
- Dooley
- Jantzer
- Johnston (Kaarin)
- Mancuso
- Merritt Nash
- Wengler



Bonnie Finn
Fine Arts Librarian

Schedule Appointment

Contact Info

Session Outline

1. What is Information Literacy?
2. Info Lit in the Integrations Curriculum
3. Overview of Libraries' new Info Lit 1 Canvas modules
4. Next Steps → Discussion and Q&A

What is Information Literacy?

CSB/SJU's new Integrations Curriculum describes information literacy as the ability to **“identify, evaluate, and responsibly use information.”**

Many academic librarians define information literacy as
“the set of integrated abilities encompassing
the **reflective discovery of information**,
the understanding of
how information is produced and valued,
and the use of information in
creating new knowledge and participating ethically
in communities of learning.”

The “Frames” for Our Learning Outcomes

The [CSB/SJU Libraries and Instructional Technology Learning Outcomes for CSB/SJU Students](#) is based on the *ACRL Framework*.

The Six Information Literacy Frames

- Authority is Constructed and Contextual
- Information Creation is a Process
- Information has Value
- Research as Inquiry
- Searching as Strategic Exploration
- Scholarship as Conversation

Why is Information Literacy Important?



"Hey I know we have dedicated our whole lives to this, but this guy's comment on Facebook raises some interesting questions."

We live in an information-rich world that's full of complexity and competing claims.

Helping CSB/SJU students develop increasingly nuanced information literacy skills will help them succeed academically, in their future careers, and throughout their lives as discerning consumers, sharers, and creators of information.

"Information Literacy lies at the core of **lifelong learning**. It **empowers** people in all walks of life to seek, evaluate, use and create information effectively to **achieve** their personal, social, occupational and educational **goals**."

Information Literacy in the Integrations Curriculum

The Librarian's Role in Learning Foundations

Required Elements for the Writing Foundations Course

Writing Foundations courses also include several required Common Elements. While these are not learning goals, they are necessary to ensure a high-quality general education experience. The required elements include:

1. A common reading for all Writing Foundations courses
2. Embedding student attendance at Fine Arts event in the course
3. Introduction of the Integrated Portfolio
4. Instruction by a research librarian on information literacy
5. Students must attend at least one session with Writing Center tutors
6. Students will write three formal essays of increasing length and complexity during the course.
7. Use of peer and faculty feedback as part of the revision process for the three formal papers.

The Librarian's Role in Learning Foundations

Required Elements for the Writing Foundations Course

Writing Foundations courses also include several required Common Elements. While these are not learning goals, they are necessary to ensure a high-quality general education experience. The required elements include:

1. A common reading for all Writing Foundations courses
2. Embedding student attendance at Fine Arts event in the course
3. Introduction of the Integrated Portfolio
4. Instruction by a research librarian on information literacy

Note 1: Incorporating the Info Lit 1 Canvas modules is not a curricular requirement.

Note 2: If you use the Canvas modules, they are meant to complement and support, rather than replace, this in-class instruction.

Mapping the Learning Goals

Learning Outcome	Learning Foundations	CSD:I	Theo 1	Learning Explorations	Thematic Focus	CSD:S	Theo 2	Learning Integration
Analyzing Texts			1		2			
Collaboration		1			2			
Common Good			1			2		3
Gender		1				2		
Information Literacy	1			1	2			
Metacognition	1			1		2		3
Quantitative Reasoning*								
Race and Ethnicity		1				2		
Religious Engagement			1				2	
Speak		1						2
Theological Reasoning			1				2	
Write	1			2			2	3

Outcomes for the Info Lit Learning Goal

Beginner (Information Literacy 1): Students access appropriate information through common search strategies. They cite sources appropriately and articulate the value of accurate citations. Their papers are free of plagiarism.

Intermediate (Information Literacy 2): Students locate relevant information using well-designed search strategies, evaluate and use appropriate and multiple resources, and articulate why using information has many ethical and legal implications.

Advanced (Information Literacy 3): Students use well-designed search strategies to find information, evaluate and use appropriate and diverse resources, and follow the ethical and legal standards for their discipline.

Info Lit Assessment in Portfolium

INFORMATION LITERACY

Beginner: Students demonstrate the ability to access appropriate information through common search strategies. They cite sources appropriately and articulate the value of accurate citations. Their papers are free of plagiarism.

Information Literacy	Meets Expectations
Student demonstrates the ability to access appropriate information through basic search strategies.	Student work contains appropriate information (eg., draws on sources that are objective, reliable, credible, appropriately recent, and draw on appropriate levels of expertise)
Source citation is appropriate.	Student is able to correctly apply the basics of the assigned citational style. Citations are accurate and contain relatively few stylistic errors.
Student work is free of plagiarism.	Student work consistently cites information and ideas that are not the student's own.

The Info Lit 1 Canvas Modules

Rationale for These Modules

- Consistency: Students all receive the same foundational information
- “Flipped classroom” approach = Better in-class librarian instruction
 - Basic definitions and “teaching the tool” covered outside of class
 - Librarian sessions can better address student questions, be more hands-on, and focus on higher-level concepts
- Better integration with other course content on Canvas
- Built-in assessment (quizzes at the end of each module)
- Students can refer back to these materials as needed
- Easier to intentionally scaffold content for Info Lit 2 and upper-level courses

Getting Access

Option 1:

To **view** the modules, ask to be added as a Student to our Canvas course.

Option 2:

To **use** the modules, add your librarian as a TA to your Canvas course. We'll import the Info Lit 1 modules and work with you to tailor them for your specific course needs.

The Six Modules

Info Lit 1 content is currently broken up into six modules:

1. Library Orientation
2. Developing a Topic
3. Understanding Source Types
4. Searching a Database
5. Evaluating Sources
6. Citing Sources

Module Quizzes

Each module ends with a brief quiz to assess student comprehension.

Please consider assigning points for completing 1) each of the quizzes or 2) a short activity that relates to the module content.

☰	▼	Learning Foundations: Evaluating Sources
☰	📄	Learning Objectives: Evaluating Sources
☰	📄	Credibility
☰	📄	Evaluate Sources with the CRAAP Test
☰	📄	Fake News
☰	📄	Check Your Bias
☰	🚀	Quiz: Evaluating Sources

Next Steps

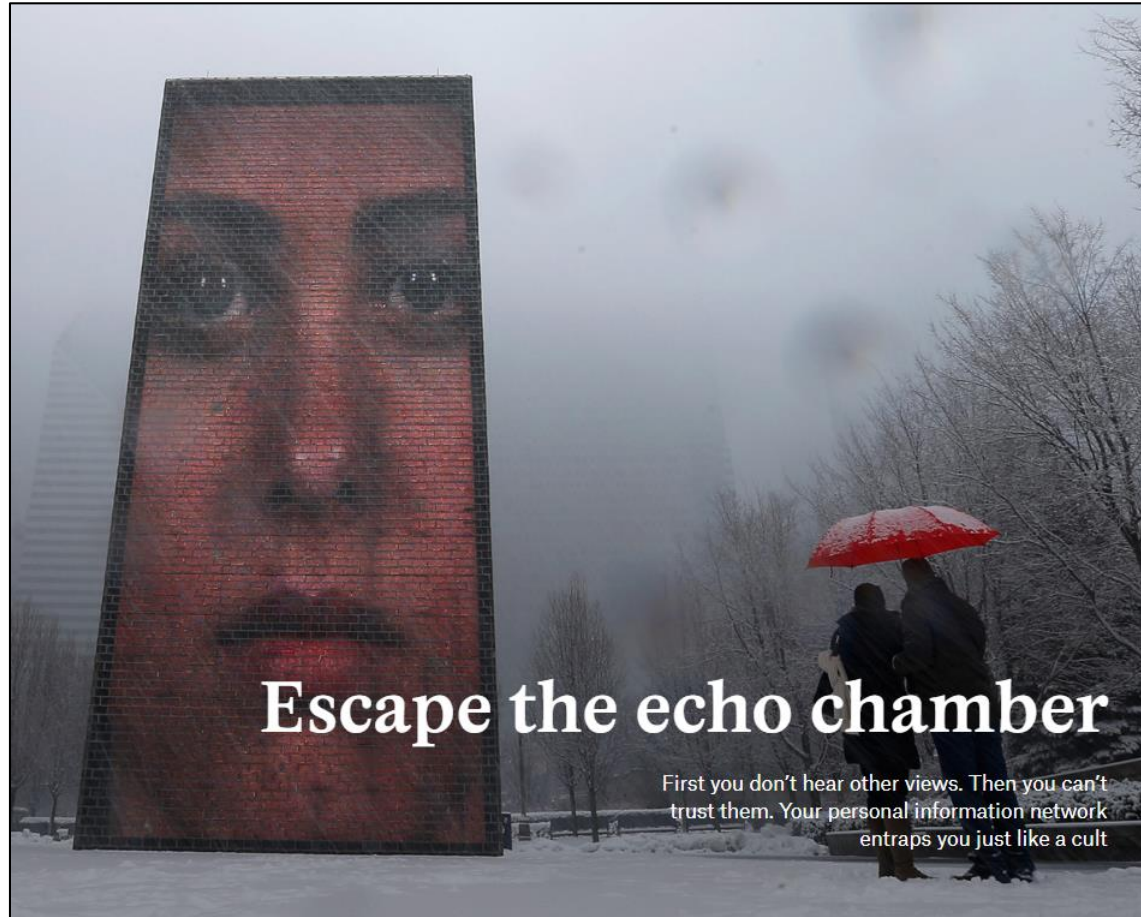
Partnering with Your Librarian

1. Share course details (topic, Info Lit 1 assignment plans, syllabus, etc.)
2. Schedule your library instruction session(s); set session goals
Note: Our default method of instruction for 2020-2021 is via Zoom
3. Canvas: Add librarian in a TA role; import Info Lit 1 modules
4. Discuss any smaller info lit activities and assignments
5. Option to refer students for library research consultations

Syllabus Statement

I encourage you to use the CSB/SJU Libraries' resources and services throughout the semester. [Librarian name (email address)] is the librarian working with our class. [He/she/they] can help you find, evaluate, and cite credible, college-level sources. Email [her] your questions or schedule a Zoom meeting with [her] by using the "Research Appointment" button on the library homepage (www.csbsju.edu/libraries).

Ties to the Common Reading?



Resources on some of the common reading's info lit themes:

- [Confirmation Bias and Database Searching](#)
- [Confirmation Bias](#)
- The “Check Your Bias” section at the bottom of our draft [“Evaluating Sources” guide](#)

Media Assignments



The Libraries and Instructional Technology collaborate on digital and media literacy course assignments. Reach out if you're interested in developing a [video, audio, data visualization, or 3D printing project](#) for your class.

A list of some of the projects that might be best-suited to a block hybrid model [is available here.](#)

Discussion

- Course development: Where are you in revamping things for a block hybrid environment?
- What Libraries support would help you the most this coming semester?
- Questions or suggestions about what we've covered?
- What topics are you and your students exploring?
- What Info Lit 1 assignments are each of you planning?
(How many of you are doing annotated bibliographies?)
- Initial response to Info Lit 1 modules?

Questions?