

Information Literacy: Assumptions and Q & As

Faculty Engagement
March 4 - 6
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What assumptions have you made?

What do you hear from students on information literacy/library research?

Pre-event Reflection: Three things you learned from the readings

Pre-event Reflection: Three questions you have about information literacy

Any unanswered?

In your experience, what is unique about Capella Learners?


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To what extent can we apply information on undergraduates to the Masters or PhD learners?

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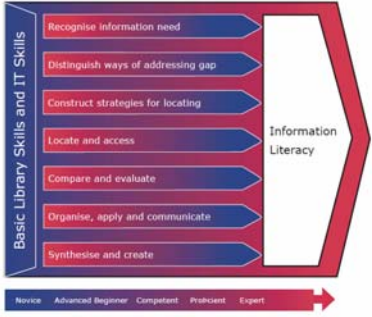
Continuum of Information Literacy

- Information Literacy is not an absolute skill that one either has or lacks; it is a continuum of skill levels—best developed by different activities in different phase of student's academic training and personal development



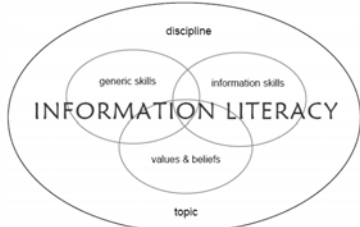
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SCONUL: Seven Pillars of Information Literacy



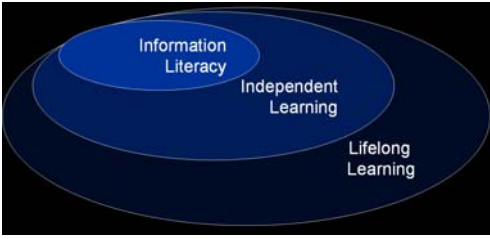
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More ways to think of Information Literacy

- Learning to learn
 - Information Literacy as a metacognitive strategy for learners to manage their own learning
- Critical thinking in action
- Using information to solve problems
- Knowledge of literature of your discipline
- Transformative
- Application in Workplace
- Application in Personal life

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Information Literacy Competency Standards for Higher Education	
Standard 1: Knowing	The information literate student determines the nature and extent of the information needed.
Standard 2: Searching	The information literate student accesses needed information effectively and efficiently.
Standard 3: Evaluating	The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4: Using	The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Standard 5: Ethical aspects	The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The Association of College and Research Libraries and the American Library Association have created Information Literacy Competency Standards for Higher Education (available online at <http://www.ala.org/ala/acrl/standards/standards.pdf>)

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University Outcome approved November 2007
Capella graduates are expected to identify information needs, effectively locate, evaluate, use and communicate information using appropriate technologies with knowledge of the legal, ethical, social, professional and discipline-specific issues surrounding the creation, dissemination and use of information.

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Standards in Competency Language	
Standard 1: Knowing	Determine the nature and extent of the information needed.
Standard 2: Searching	Access information effectively and efficiently.
Standard 3: Evaluating	Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4: Using	Use information effectively to accomplish a specific purpose, individually or as a member of a group.
Standard 5: Ethical aspects	Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

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Assessments

- Reflective
- Integrative
- Rubrics
- E-portfolios
- Research Logs
- Research e-portfolios
- Literature Reviews
- Powerpoints
- Videos
- Literature Reviews
- Test & Quizzes
- Annotated Bibliographies
- Case study
- Compare & Contrast
- Develop evaluation criteria
- Guides

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Videos on changing information landscape

- Information R/evaluation
<http://www.youtube.com/watch?v=-4CV05HyAbM>
- A Vision of Students Today:
<http://www.youtube.com/watch?v=dGCJ46vyR9o>
- Web 2.0: The Machine is Us/ing Us:
http://www.youtube.com/watch?v=NLIGopyXT_g

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Sources

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