



INFORMATION LITERACY PLAN 2009-2010

Updated June 1, 2009

Table of Contents

	Page
Preface.....	3
What is Information Literacy.....	3
Vision.....	3
Mission.....	3
Goals.....	4
Objectives.....	4
ACRL Information Literacy Competency Standards.....	4
The Role of the Information Literacy Plan in the Library.....	5
Audiences.....	5
Types of Instruction and Instructional Materials.....	6
Recommended Teaching Methods.....	7
Collaboration with Faculty.....	8
Introductory Concepts.....	9
Advanced Concepts.....	9
Assessment / Evaluation.....	10
Future Initiatives.....	10,11



Emmanuel d'Alzon Library Information Literacy Plan

Preface

The College reference librarians have designed the following information literacy plan to meet the research needs of faculty and students. The Information Age makes it imperative that all information seekers be well versed in the concepts of information literacy. The plan is based on the Association of College & Research Libraries' Information Literacy Competency Standards for Higher Education which was approved in 2000. The standards are available at

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.

What is Information Literacy?

Information literacy is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

American Library Association. Presidential Committee on Information Literacy: Final Report. (Chicago: American Library Association, 1989).

Vision Statement

The Emmanuel d'Alzon Library's information literacy program will be regarded by the Assumption College community as a necessary component in the promotion of scholarship and development of life-long learning skills. As the program evolves and gains widespread use, information instruction will become a standard academic course component. Students will graduate with the ability to find, assess, understand and utilize information. The faculty and Library staff will collaborate in meeting instructional needs.

Mission Statement

The mission of the information literacy program is to support the academic curriculum by helping students develop necessary information-seeking skills. Utilizing appropriate technologies, the program will also play a key role in providing students and faculty access to instruction tools and resources. The program will advocate that information literacy is essential to student learning and will enhance the professionalism and service orientation of the Library.

Goals

The information literacy program focuses on undergraduate, graduate and continuing education students as well as the teaching and research needs of the faculty.

- I. To provide a library instruction session to all first year students in which they are introduced to the research process.
- II. To continue teaching upper-level students incrementally advanced information literacy skills.
- III. To empower patrons to access learning resources independently at their convenience.
- IV. To create new and foster existing relationships with faculty members and to work collaboratively with them on information literacy planning.
- V. To promote the concept of information literacy and the Library's role in the provision of it.
- VI. To assess the information literacy program's effectiveness continually and institute improvements where needed.

Objectives

- I. To deliver an introduction to information literacy concepts and skills through a one time instruction session for all students in ENG 130 classes.
- II. To deliver course specific instruction in other programs and disciplines.
- III. To develop and/or expand the Library's electronic outreach in support of information literacy initiatives: including online research guides, online tutorials, and a Blackboard module.
- IV. To promote the information literacy program through the Library's Marketing Plan.
- V. To create instruments that benchmark and measure student learning outcomes and identifies any problem areas.

ACRL Information Literacy Competency Standards

The Information Literacy plan is based upon the Association of College & Research Libraries' Information Literacy Competency Standards for Higher Education (published 2000)

[\[http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm\]](http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm).

In brief, these standards are:

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. 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 Role of the Information Literacy Plan in the Library

The Information Literacy Plan has been designed in accordance with the Emmanuel d'Alzon Library's Strategic Plan 2009-2013. Specifically, the Information Literacy Plan addresses elements of the following goals from the Strategic Plan:

4 Service to users

Goal: To provide the highest quality, most appropriate and timely service to Assumption Library users, with special attention to the value added through personal interaction.

4.2 Users will benefit from formal and informal instruction in the use of library tools and the evaluation of information sources; librarians will benefit from increased interaction with faculty and academic departments.

4.2.1 Review and update the Information Literacy Plan

4.2.2 Offer database/technology-specific workshops to faculty and Library staff

- Involve vendor trainers as appropriate

4.2.3 Improve instructional services to remote users, particularly at Assumption off-campus sites

4.2.3.1 Update online subject/resource guides and make available on the Web in a printable format

4.2.4 Continue to develop assessment methods for instruction

Where appropriate, Strategic Plan goals are noted within the Information Literacy Plan by parenthetical notation.

Audiences

There are several audiences within the Assumption College community that the Library serves with our information literacy program. Students, including undergraduate, graduate, transfers, distance education, and continuing education students, comprise our largest audience. In addition, we strive to meet the diverse needs of faculty, staff, and administrators at Assumption College. The plan outlined has been designed with all of these user groups in mind.

Types of Instruction and Instructional Materials

- I. **Introductory session: English Composition (ENG 130)**

This session is tailored to the above introductory class, a general education required course. The session consists of an in-library instruction session based on the outlined lesson plan, the professor's preferences and the course syllabus. By the end of the instruction period, the students will have a grasp of the introductory concepts of information literacy and the role of the Library in the research process (Strategic Plan 4.2).
- II. **Subject-specific presentations**

Each instruction presentation will be tailored to meet the needs of the specific course and assignment. Presentations will include concepts and strategies appropriate to participating students' level of knowledge and experience (Strategic Plan 4.2).
- III. **Open Library workshops**

These presentations will engage students in further exploration of information literacy skills. The focus of these presentations can be as varied as examining a particular online database, utilizing the Web more efficiently, providing guided exercises or hands-on practice to students (Strategic Plan 4.2).
- IV. **One-on-one instruction**

Reference questions often provide an opportunity to teach students and faculty how to find the needed information or use various resources. When appropriate, reference staff will offer on-the-spot instruction in response to individual queries (Strategic Plan 4.1.1).
- V. **Research Consultations**

Patrons wishing to discuss their individual research needs may schedule research consultations with an instruction librarian who can help with laying out the research process, finding information and suggesting information sources to use. (Strategic Plan 4.1.2)
- VI. **Web-based instructional tools**

The ever-evolving Library Web site contains information designed to support and enhance student research and use of library resources. Content will be kept current as resources are acquired or upgraded. Resources including tutorials, a Blackboard module, and assessment tools will be maintained and developed (Strategic Plan 4.2.3).
- VII. **Research guides**

The Library offers brief guides designed to assist students in the research process. Examples of the topics covered include general subject guides, citation guides and class-specific handouts. These can be found online on the Library Web site or in print near the Reference Desk (Strategic Plan 4.2.3.1).

Recommended Teaching Methods

This document does not recommend specific teaching methods. Methods vary by instructor. These basic concepts should guide choice of methods.

Methods and materials pertinent to the needs of the class:

Students learn better when they see the direct correlation between the material being presented and their specific assignment.

- Recommend that professors bring their students in for an interactive class or small-group instruction after giving an assignment and obtain a copy of the assignment or syllabus from the professor.
- Choose electronic and print resources pertinent to specific topics or facets of assignments
- Design searches, activities and materials pertinent to specific topics or facets of assignments

Interaction:

Students learn better when actively engaged in the lesson. This is true especially when the lesson presents a set of skills as well as intellectual concepts.

- Instruct professor to have their students bring their laptops to the session to allow for hands-on interaction.
- Greet students and engage in conversation prior to the start of session.
- Open session with questions to determine students' familiarity with the library and to signal that the session will be interactive.
- Ask questions as the session progresses. Consider using the PRS "clickers" to reinforce basic or advanced concepts. The object is to keep students alert and engaged.
- Solicit suggestions and opinions when running searches. Students will see the results of their efforts and be active in altering and refining searches.
- Seek opportunities for further interaction that are appropriate to the individual session (e.g., group work).

Hands on practice:

Whenever possible, students will have time during the session to use library resources to practice skills they have seen demonstrated. The sooner they use resources after instruction the better the chance of retaining the information.

- Offer a follow-up session of guided practice. These sessions are informal and give students a chance to do research and benefit from having their professor and/or a librarian available to answer questions.
- Offer to provide hands-on instruction at the Library using Library laptops and student-owned laptops.
- Offer to teach sessions in another electronic classroom if there aren't enough laptops for an in-library session.

Less is more:

Choose tools, exercises and resources carefully. There is no need to overload students, especially ones new to the library, with too much information or lose them in the details. Leave time for them to ask and answer questions.

Collaboration with Faculty

The Library staff is committed to working collaboratively with faculty to tailor instruction sessions that complement their syllabi and enhance the students' learning experience. Concepts taught in instruction will support and enhance student research. Prior to an instruction session, library staff will consult with the faculty member on the session's goals, objectives, and outcomes and invite feedback. After the session, library staff will follow up by imparting main points of comprehension and confusion for students as shown from the survey/post-test.

At the beginning of and midway through each semester, Library staff will remind faculty of the Library's instruction program and invite them to schedule a session for their class. The annual New Faculty Luncheon and Orientation held during the summer will orient new faculty to the program, as well as other library services.

At any time, librarians are also available to consult with faculty on the design of research-based assignments and exercises, and are willing to provide information on library resources. In addition, librarians are able to assist faculty with their own research needs.

Introductory Concepts

Through the ENG 130 instruction session, most students will be introduced to how to define their information need, access information effectively and efficiently, and utilize information ethically and legally (ACRL Information Literacy Competency Standards 1, 2 and 5).

Introductory concepts may include but are not limited to:

- Becoming familiar with locations of materials and service points in the library.
- Determining the information need by creating a research statement or hypothesis.
- Learning to utilize the online catalog for locating resources.
- Learning to select and navigate a database(s) to find articles.
- Learning to search the Web more efficiently and evaluate Web resources.
- Understanding the basics of citation and plagiarism.

A librarian will conduct the instruction session either in consultation with the participating faculty member or via team teaching. S/he will construct a customized lesson plan based on the course syllabus. Librarians will hold classes in the library or in an electronic classroom when appropriate. The session will include pre and post-instruction evaluations and, when time allows, hands-on learning activities based on the actual information needs of the students.

Advanced Concepts

Throughout the rest of their college careers, students will build on their basic skills. By the time students have graduated, they will have become more sophisticated information users, with skills which they will bring into their future careers, higher education, or personal lives. These skills will be imparted through course-specific instruction and/or open library workshops offered to all students each semester.

Advanced concepts may include but are not limited to:

- Learning to utilize more complex features of the online catalog.
- Learning to create more sophisticated search strategies in the databases.
- Learning to evaluate all sources of information critically.
- Understanding the primary information sources for the specified subject.

Assessment / Evaluation

Assessment and evaluation are imperative to an instructional program and serve multiple purposes. They measure the success of the teaching and the success of the program in general. They provide data and feedback for revising and amending the program. Both ensure that the program is meeting the student needs.

Assessment of Student Outcomes

Tools for measuring student learning may include:

- Pre-test- prior to instruction students will report on their level of understanding of concepts being presented. These could be delivered via in-class handouts, “clickers” (Personal Response System remotes), or Blackboard surveys.
- Post-test- at the end of instruction, students will demonstrate understanding of the basic concepts of individual presentations. These could be delivered via in-class handouts, “clickers” (Personal Response System remotes), or Blackboard surveys.
- Bibliographic Review Process (BRP)- on occasion, in collaboration with a faculty member, librarians have selectively reviewed the bibliographies of students’ assignments, comparing the selection of sources by students who attended the instruction session to those who did not.

Evaluation of Instruction Program

Tools for measuring efficiency and effectiveness may include:

- Instruction statistics- library staff will keep track of the number of instruction sessions provided, the number of students in attendance, the number of departments and professors that utilize our services, and any other appropriate criteria.
- Faculty feedback- following a session, faculty members will provide feedback on their impressions of the session. This happens both informally and more formally on occasion with surveys.
- Instructor self-evaluation- Library staff will informally evaluate their own teaching effectiveness by examining the results of tests and surveys to determine areas which could use improvement.

With the data that we receive from the assessment/evaluation process, the Library will ensure that the information literacy program addresses NEASC standards for institutional effectiveness and contributes to the College’s educational mission as a whole.

Future Initiatives

The Information Literacy program is designed to evolve and improve continually. Listed below are several goals which outline what we hope to accomplish in the future.

Short-term Goals

- Contact the English faculty and department chair to promote making instruction in basic information skills a standard presentation in ENG 130

- Have all teaching staff take advantage of information literacy professional development opportunities through CMRLS, NELIG, etc.
- Continue to develop open workshops targeted to specific topics and students interests
- Continue to develop /adapt online tutorials for different skills and ability levels
- Partner with faculty and other departments to integrate a library component into their class Blackboard site.

Long-term Goals

- Partner with faculty and departments to integrate a library component into courses requiring research papers and projects
- Garner faculty and administration buy-in of information literacy and the Library's role in providing it
- Explore other mediums of delivery, such as software, streaming video, etc.
- Develop/adapt online tutorials for different skills and ability levels