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.”

Session Overview

1. Information Literacy Standards
2. The Framework
3. Assessment Efforts at Valencia
4. Threshold Achievement Test for Information Literacy (TATIL)
Information Literacy is Important in the General Education Program

One way we currently assess at the program level using artifacts – the assessment Checklist for Gen Ed.

Association of College and Research Libraries

- Division of the American Library Association
- Professional association of academic librarians and other interested individuals
- Assists academic libraries in serving the information needs of the higher education community

Source: www.ala.org/acrl/aboutacrl
Determine the extent of information need
Incorporate selected information into one’s knowledge base
Access the needed information effectively
Use information to effectively accomplish a specific purpose
Evaluate information and its sources critically
Access and use information ethically and legally

Framework for Information Literacy

- Different approach to integrating information literacy into the curriculum
- Developed around a set of “frames”
  - Includes a concept central to information literacy, knowledge practices, and dispositions
  - Threshold concepts students must understand to develop necessary skills within a discipline, profession, or knowledge domain
- Looks to increase student understanding of the processes of knowledge creation and scholarship
- Emphasizes student participation and creativity

Revised ACRL Information Literacy Definition

“Information literacy is 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.”

– ACRL Framework for Information Literacy for Higher Education
Framework for Information Literacy

Source: www.ala.org/acrl/standards/ilframework

The Framework

Information is evaluated on need and context
Different types of authority
Information resources reflect the creators' expertise and credibility
Assignment suggestion: Provide students with different sources on the same topic and ask them to explain authority of each source

Authority is Constructed and Contextual

Source: http://www.ala.org/acrl/standards/ilframework

The Framework

Information Creation as a Process

Shared via selected delivery method
Researching, creating, revising, and disseminating information varies
Information is produced to convey a message
Assignment suggestion: Use a Wikipedia article to discuss how information is created

Source: http://www.ala.org/acrl/standards/ilframework
The Framework

Information has value

- Commodification of personal information
- Proper attribution and citations
- Assignments suggestion: Find a court case that deals with issues of copyright, plagiarism and intellectual property
- Recognize issues of access or lack of access

Assignments suggestion:
- Use mind mapping to identify search terms

Assignment suggestion:
- Find a court case that deals with issues of copyright, plagiarism and intellectual property

Source: http://www.ala.org/acrl/standards/ilframework

The Framework

Research as Inquiry

- Focuses on problems or questions in a discipline
- Spectrum ranges from simple questions to refining research questions
- Debate and dialogue work to deepen the conversations around knowledge

Assignment suggestion:
- Use mind mapping to identify search terms

Assignment suggestion:
- Find a court case that deals with issues of copyright, plagiarism and intellectual property

Source: http://www.ala.org/acrl/standards/ilframework

The Framework

Scholarship as Conversation

- Ideas are formulated, debated and weighed against one another over an extended amount of time
- A given issue may be characterized by several competing perspectives
- Experts seek out many perspectives

Assignment suggestion:
- Provide students with a bibliography and ask them to find one of the articles listed

Source: http://www.ala.org/acrl/standards/ilframework
Searching as Strategic Exploration

Experts search more broadly and deeply to determine the most appropriate information.

Experts select from various search strategies.

Assignment suggestion: Identify the types of sources needed to answer a research question

Source: http://www.ala.org/acrl/standards/ilframework

Threshold Achievement Test for Information Literacy (TATIL)

4-module assessment tool

- Evaluating Process & Authority
- Strategic Searching
- Research and Scholarship
- The Value of Information

TATIL Format

- Online Assessment
- Combination of direct questions and information scenarios
- Answer options – multiple choice, matching, survey, etc.
- Test Item Samples
Administering the Test
• Modules are approximately 50 minutes
• Book computer room through a librarian
• A librarian will proctor the test
• Remote access to the test is also available

TATIL Results
• Phase 1 reports

Breakdown
About the test
Summary of Results

Results for Knowledge and Disposition
Results for Knowledge Outcomes and Individual Dispositions
Results for Performance Indicators
Appendix A. Test-Taker Profile

TATIL Results – What’s next?
• Phase 2 reports
• Students receive a report summarizing their performance and ways to improve.
• Available for Module 1 (Evaluating Process and Authority) and Module 2 (Strategic Searching)
TATIL & General Education: The Information Literacy Outcome

- This pilot is not required.
- It does not replace any of the current assessment efforts.
- It should provide us with new information about our students’ performance.
- It will help us to better respond with related library instruction.
- These results will help the college to align with national standards.
- May help with ideas for the Assessment Checklist.

Next Steps for TATIL

- Sign up for a module & delivery mode

For Further Information

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- Regina Seguin, Librarian (West Campus)
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Questions?