

# Information Literacy Module: A workshop for faculty

**Prof. Jaquelina Alvarez  
&  
Prof. Arelys Fernández**



*CiViS : Center for Resources in General Education  
: Centro de Recursos para la Educación en General*

May 13, 2011

U.S. Department of Education grant 84.031S, 2009-2012

jaquelina.alvarez@upr.edu & arelys.fernandez@upr.edu

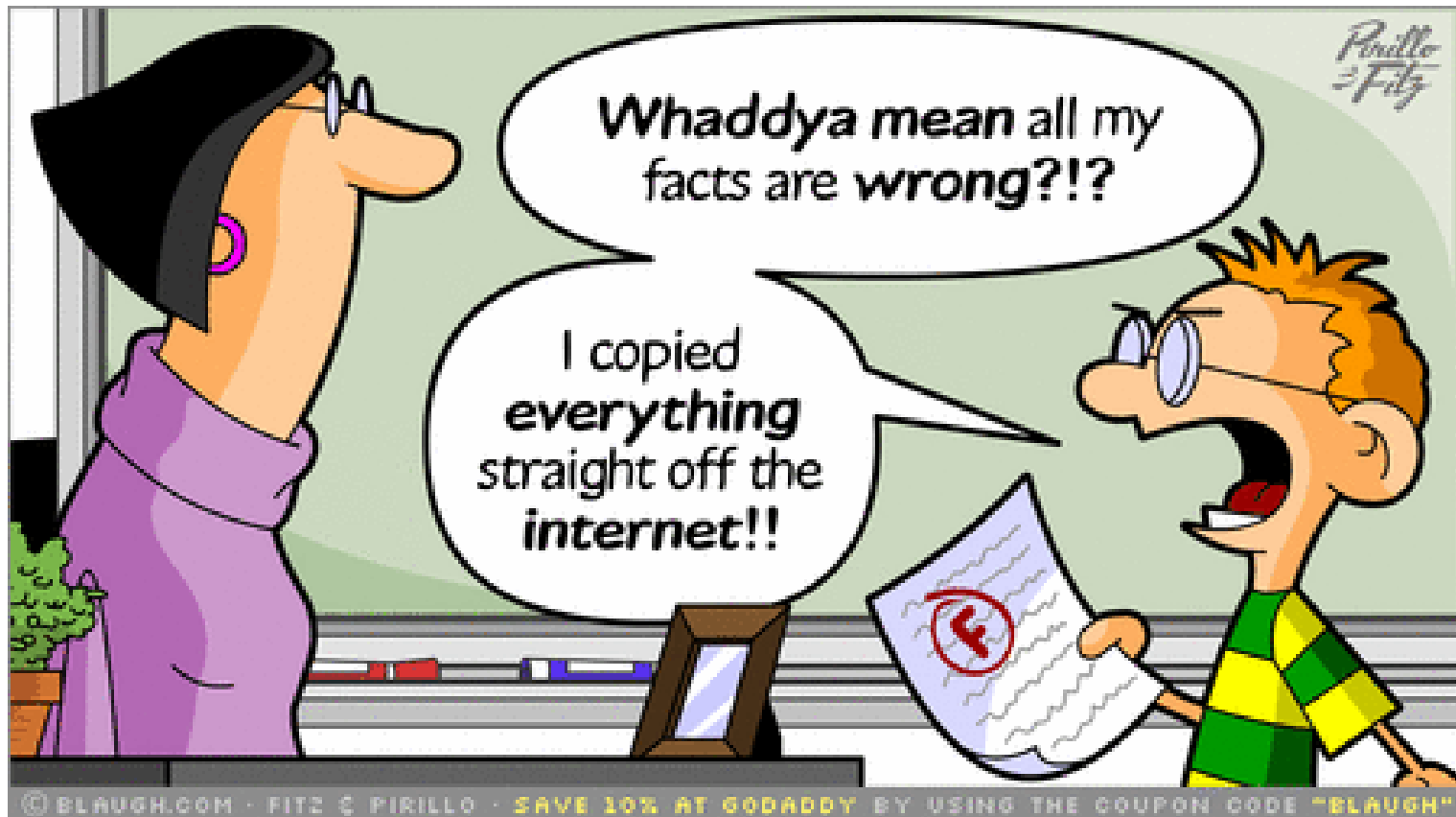
# Workshop Goals

---

Faculty who attend the workshop will be able to:

- incorporate information literacy objectives into a course
- develop assignments that provide students with opportunities to practice and strengthen their information literacy skills, and
- devise a way to assess information literacy outcomes

# Switching roles...



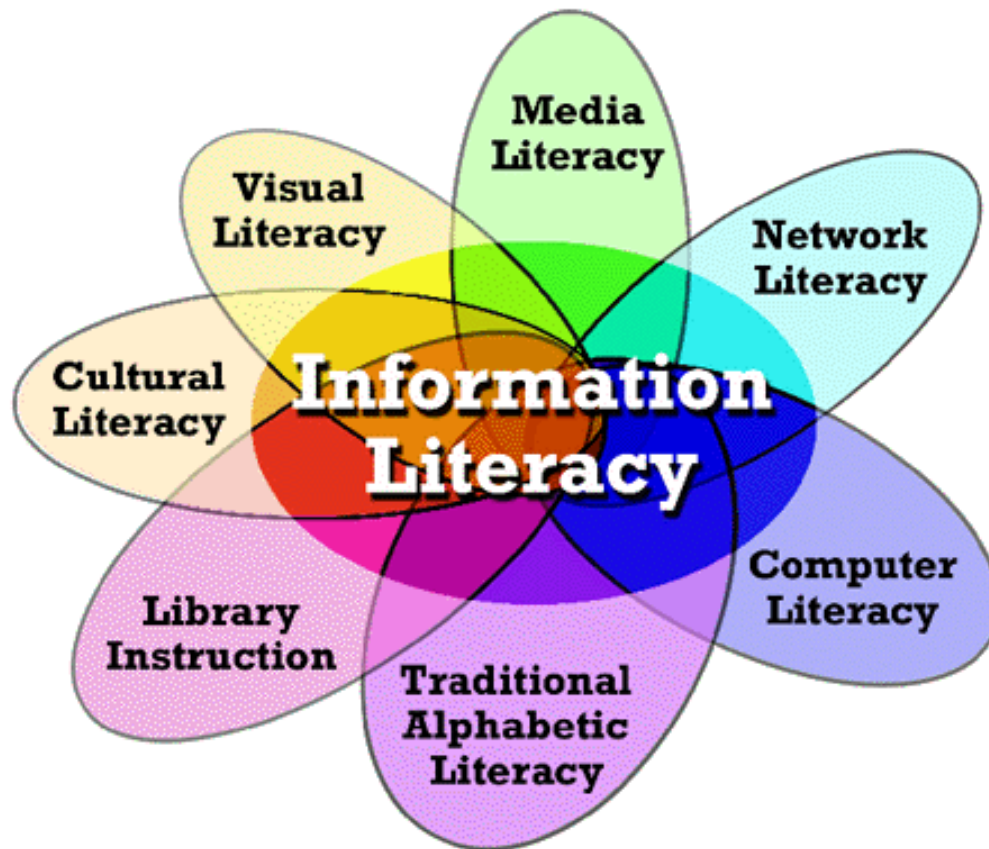
<http://davidrothman.net/2006/10/14/comic-internet-info-literacy-plagiarism/>

# What exactly 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."

American Library Association.  
Final Report of the American Library Association  
Presidential Committee on Information Literacy.  
Chicago: American Library Association, 1989.

# Literacy:



# Information Literacy Competency Standards

- Developed in 1999/2000 by multi-association Task Force, including AAHE and ACRL
- Librarians, higher ed administrators, assessment specialists involved
- Endorsed by AAHE (2000) and CIC (Council of Independent Colleges-2003)
- In Middle States Commission on Higher Education (2006). Standard 11. Education offerings.

# The Information Literacy Standards: Content and Structure

## General Standards

- Five Standards
- Twenty-two “Performance Indicators”
- Each performance indicator organizes more specific learning outcomes

## Science and Engineering/Technology

- Five Standards
- Twenty-five “Performance Indicators”
- Each performance indicator organizes more specific learning outcomes

# The information literate student:

1. determines the nature and extent of the information needed.
2. accesses needed information effectively and efficiently.
3. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.



# Set of skills:

- knowing when information is needed;
- finding information efficiently;
- evaluating its quality;
- using it effectively for a purpose; and
- observing ethical use of information



# Transferable Skills:

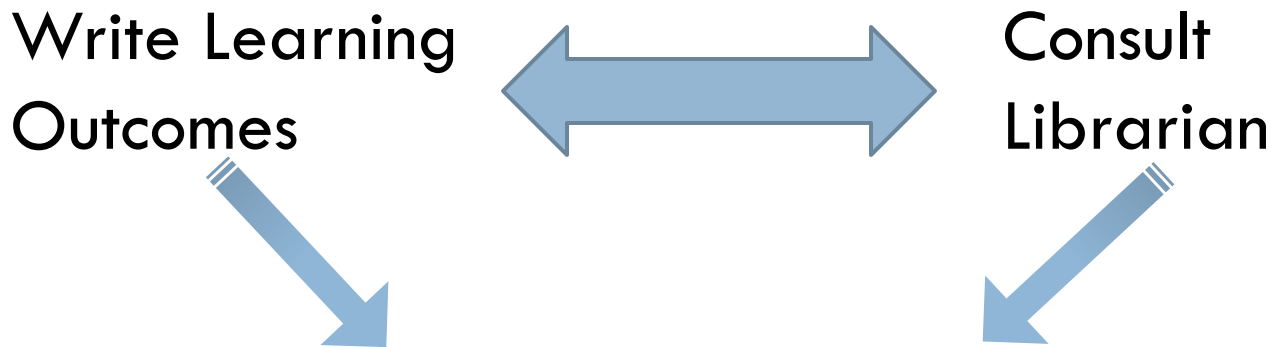
- ❑ Critical thinking
- ❑ Creative thinking
- ❑ Problem-solving
- ❑ Higher-order thinking
- ❑ Effective communication
- ❑ Organization



# Role of the Information Literacy Standards

- ❑ Curriculum Planning Template
- ❑ Adaptability for local institutional needs
- ❑ Integration with assessment initiatives
- ❑ Collaborative relationships across campus
- ❑ Structured, developmental information literacy programs (vertical reach, horizontal scope)

# Creating Research-Based Assignments

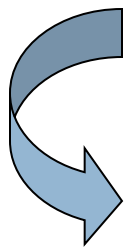


Assignment Design:

- Scope?
- Students' Readiness?
- Stages of Research Process?
- Reflective element included?

# Information Literacy is Everyone's Responsibility

- Standard One: Determine the extent of the information needed

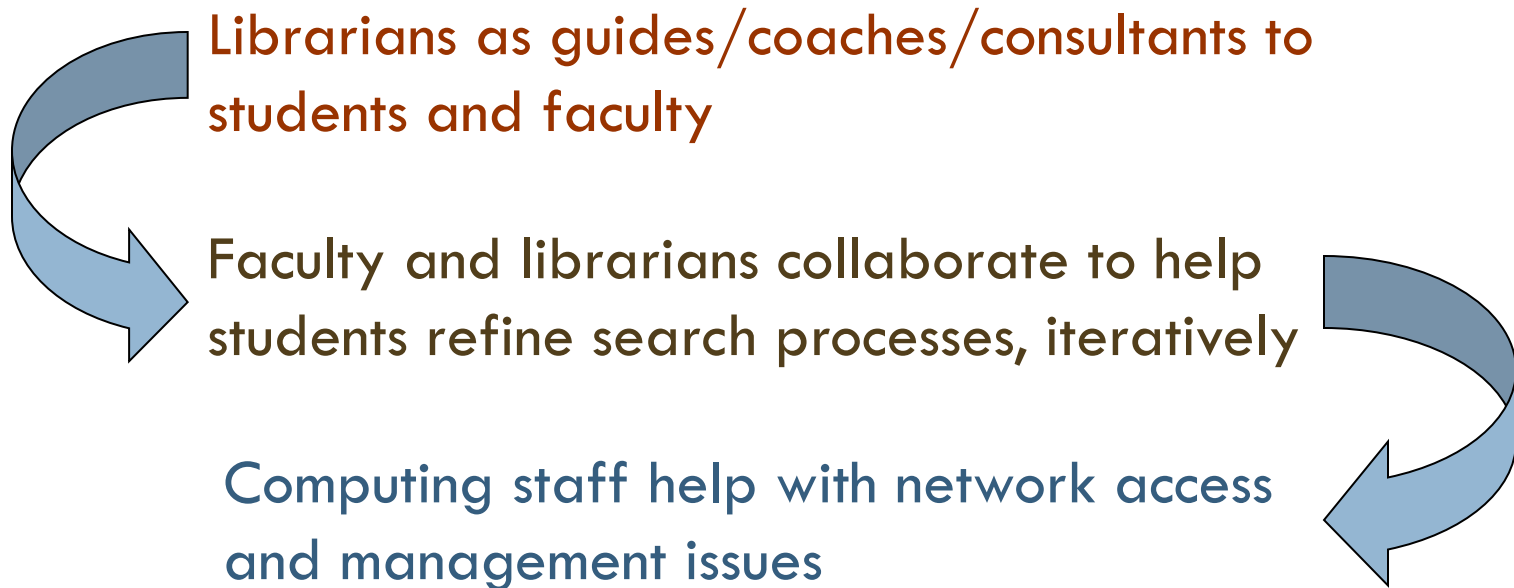


Faculty members' assignments

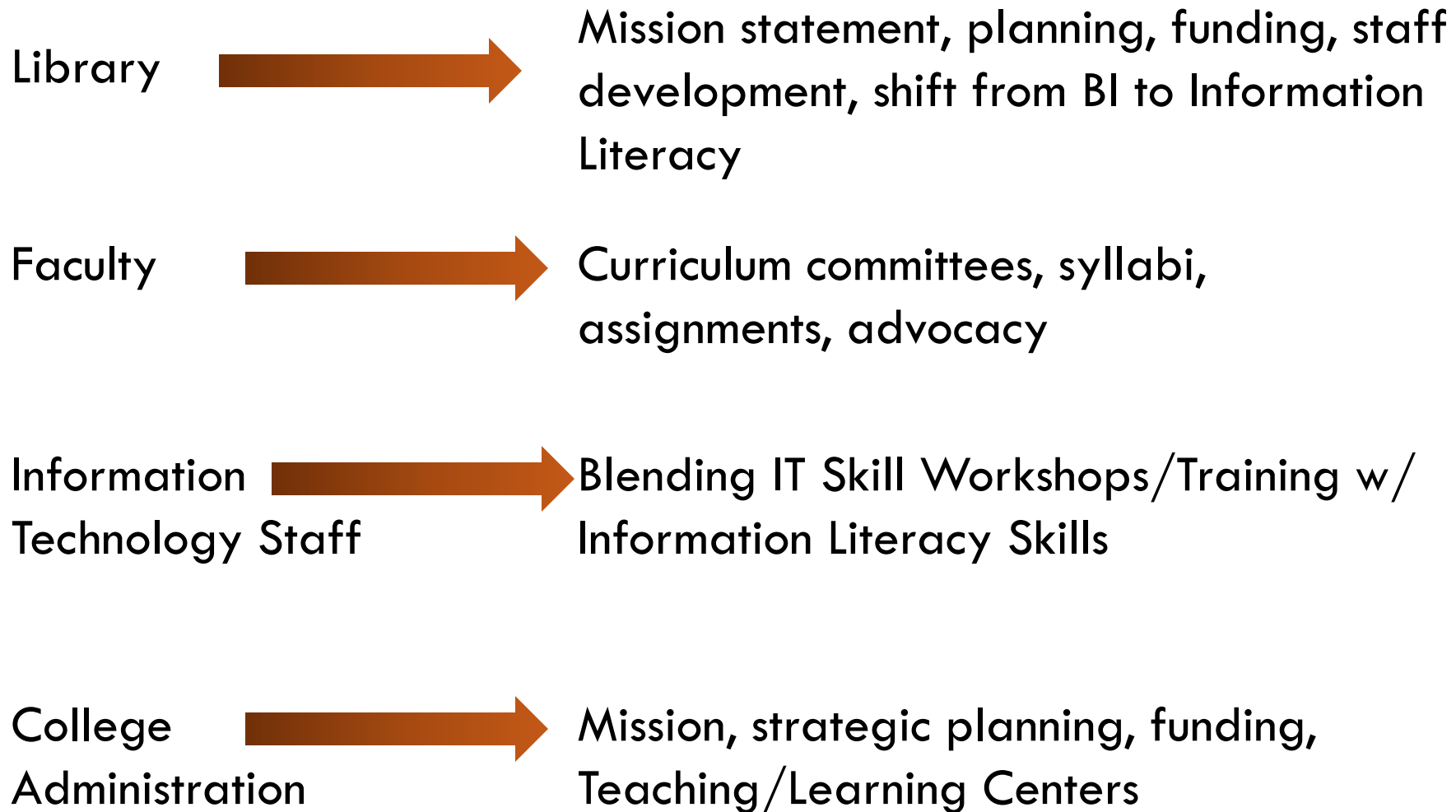
Consultation with librarians about resources

# Information Literacy is Everyone's Responsibility

## Standard Two: Accesses needed information effectively and efficiently



# How Information Literacy gets included in Campus Culture . . .



# From Middle States Standard 11 for accreditation

“Several skills, collectively referred to as “information literacy,” apply to all disciplines in an institution’s curricula. These skills relate to a student’s competency in acquiring and processing information in the search for understanding, whether that information is sought in or through the facilities of a library, through practical, as a result of field experiments, by communications with experts in professional communities, or by other means. Therefore, information literacy is an essential component of any educational program at the graduate or undergraduate levels.”



## Prof. Arelys Fernández

CEDIBI, Coordinator

[arelys.fernandez@upr.edu](mailto:arelys.fernandez@upr.edu)

(787) 832-4040, ext. 3759



## Prof. Jaqueline Alvarez

Reference & Instruction

[jaqueline.alvarez@upr.edu](mailto:jaqueline.alvarez@upr.edu)

(787) 832-4040, ext. 2023, 2259



**CiViS** : Center for Resources in General Education  
: Centro de Recursos para la Educación en General