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Information Literacy in Library Instruction

Sara Marks
Debbie Verhoff

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Information Literacy

- Not research tool, but research process
 - Define task
 - Searching Strategy
 - Variety of resource types
 - Evaluation and manipulation of data
 - Crediting Sources

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The Larger Community

- Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education
- NEASC standard 4.6

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Our Instruction Program

- Before Sara's Hire:
 - 19 Writing 1 and 2 sessions
 - 58 sessions total for all disciplines
 - Library tour: physical and virtual
- Instruction Librarian in Summer 2004
 - Increased awareness of instruction program
 - Shift from tool instruction to research process instruction

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Hire of 3rd Reference Librarian

- Deb hired in Summer 2006
- Instruction Partnership
 - Sessions redesigned around research process
 - Increased number of sessions we could teach
 - Worked to build instruction around assignment

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Our Instruction Program Now

- Instruction Increases for 2006-07
 - 64 Writing 1 and 2 sessions
 - Total of 387 (freshman) students
 - 116 sessions total for all disciplines
- Library staff buy-in for Info Lit
 - Added to the Library's strategic plan
 - Resources committed to staff training
 - Team focus on creating sessions

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Writing 1 Overview

- Research habits
 - What do you already do?
- Identifying types of sources
 - Not print vs. electronic
- What our library offers
 - Gave context to types of sources

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Writing 2 Overview

- Developing Topic
- Search Strategy
- Applying these to tools seen in Writing 1
- Citations/Credit

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Student Research Habits

- Total of 387 students completed our Writing 1 research survey
- Intended as a talking point; to initiate conversation
- But was it assessment?

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Favorite Resources for Research

- Web search engines
 - Google (255)
 - Yahoo, Ask.com, MSN
 - Google Scholar (2)
- Library (182)
 - Books, databases, EBSCOHost, etc
- Wikipedia (98)
 - Encarta also popular

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Student Frustrations: What They Said

- Citations
- Narrowing topics
- Not finding enough/finding too much
- Quality of webpages
- Finding research/scholarly information
- Finding fake/made-up information
- Inconsistent information
- Jargon and terminology
- Too many results
- Takes too long

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Student Frustrations: What They Said

- Knowing what to put in my paper
- Information not up to date
- Putting it all together
- Focusing on one topic
- Not being able to find subject/using keywords
- Not being able to find exact answers
- Organizing information
- Don't know where to look
- Time management
- Plagiarism

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What We Learned

- Journals: diary vs. periodical
- Instruction is not happening when the students need it.
- Many Writing 1 classes do not have research assignments.
- Students have difficulty selecting topics
- Students are not invested in their assignments

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What We Did With Feedback

- Recreated Writing 2 session based on frustrations
- Redesigned Webpage to be task-oriented
- Initiated Information Literacy team to include broader Fitchburg State College Community

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How Faculty Can Help: Assignments

- Explain your assignments to your students.
 - Types of sources to use not format
 - Talk about citation styles
 - Work with them to build investment

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How Faculty Can Help: Instruction Sessions

- Bring your students when they need it.
- Know how Information Literacy already fits in your classroom.

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Info Lit Team

- Faculty and Librarians
- Setting outcomes for our library programs
- Working with the departments to ensure our program is effective for all involved
- Moving us from Bibliographic Instruction into Information Literacy Model

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