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Information Literacy Initiatives at the Otterbein University Library

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Information Literacy Initiatives at the Otterbein University Library

By
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Information Literacy – Definition

• American Library Association definition:

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”
Information Literacy Skills

• Four foundational aspects of information literacy:
  – Searching for information
  – Retrieving information
  – Assessing information
  – Integrating information
ACRL Information Literacy Standards

• Association of College and Research Libraries
• Most widely accepted information literacy standards for American universities
• Basic skills for five levels of competency defined
• Each level of competency has associated performance indicators and outcomes
• Can aid in the development of assessment tools for each level of competency
ACRL Competencies

- Level 1
  - Determines the nature and extent of the information needed
- Level 2
  - Accesses the needed information effectively and efficiently
- Level 3
  - Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- Level 4
  - Uses information effectively to accomplish a specific purpose
- Level 5
  - Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally
Otterbein Librarian Goals for Information Literacy

• Educate students, faculty, and staff regarding concepts for understanding information processes
• Develop and disseminate sequenced information literacy competencies
• Encourage all information seekers to become self-sufficient and technologically competent
• Promote the development of dynamic course-integrated information literacy experiences
• Design information literacy instruction tools
• Develop assessment plans to evaluate student learning of information literacy skills
• Expand campus awareness of information literacy
Desired Student Outcomes From Information Literacy

Students learn to:

• Narrow or broaden a topic
• Find relevant information
• Understand the difference between information from research journal articles, books, and the Internet
• Learn where current research in a field of interest is reported
Desired Student Outcomes from Information Literacy (Cont.)

- Understand the purpose for and construction of annotated bibliographies
- Use information sources without plagiarism
- Use critical thinking skills
- Synthesize information to create new knowledge
- Reinforce and build on information management skills previously learned
New Student Orientation

- Self-guided introduction to the library for small groups of new students
- Students required to find books and journal articles in order to answer questions
- Provides new students with a general overview of the library
Online Tutorials

- Links found on Otterbein Library homepage:
  - Library maps
  - Library Virtual Tour
  - Library Research Tutorial
Online Tutorials (Cont.)

Welcome to the Virtual Tour!

Research Tutorial

- Getting Started
- Performing Research
- Using Research
- Additional Info
- FAQs
- Site Map
- Picture Credits

This tutorial will help you deal with the abundance of information available in libraries and on the Internet, and provide some techniques you can use to make your research more efficient and effective. Click on Getting Started to begin, or click on one of the buttons to the left to navigate to other sections.
Reference Assistance

- Individualized help for students and faculty
- Introduction to specialized databases
- Research skills
Library Liaisons

- Liaison to four or five academic departments
- Duties of library liaisons:
  - Information literacy sessions for classes
  - Creation of course specific LibGuides
  - Research assistance to students and faculty
  - Collection development guidance for faculty
LibGuides

• All librarians design and maintain LibGuides for their respective liaison areas

• Online guides which:
  – Are designed for specific courses
  – Cover specific subjects
  – Are relatively easy to create and update
Sample LibGuide Page
Information Literacy Sessions

- Relevant to the research topic of the course
- Focused on specific assignment at request of instructor
- LibGuide often created
- Specialized research databases discussed
- Instruction sessions follow ACRL standards
Course Integration

• First Year Seminar and Integrative Studies
• Liberal arts courses required for all incoming freshmen students
• Information literacy has been integrated into the design of the year-long program
  – All courses have elements of information literacy built into syllabi
  – Sessions use Integrative Studies Instructional Alignment Model
Integrative Studies Instructional Alignment Model

- Information literacy sessions cover:
  - Finding books
  - Finding journal articles
  - Reference sources
  - Search strategies
  - Authoritative sources
  - MLA citation resources
  - Intellectual property
Information Literacy Assessment

- Pre-test and post-test used to assess student learning in First Year Seminar and Integrative Studies first year writing classes
- Student evaluation form used in all information literacy sessions
- Library practice exercises
- Faculty e-mails and comments
- Information literacy assessment summary
# Student Information Literacy Evaluation Form

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree=5</th>
<th>Strongly Disagree=1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The information presented is useful | 5 4 3 2 1 |
2. The presentation was clear and well-organized | 5 4 3 2 1 |
3. The instructor was knowledgeable and helpful | 5 4 3 2 1 |
4. My confidence in using electronic information sources is greater than it was before | 5 4 3 2 1 |
5. I would recommend this session to other Otterbein University students | 5 4 3 2 1 |
6. The session was too long just right too short

**ADDITIONAL COMMENTS (OPTIONAL):**

1. The best thing I learned today was
Information Literacy Assessment Summary

Course: ANTH 491  
Date: 1/14/11  
Instructor: Prof. Hallett  
Librarian: Betsy Salt

Graph 1: Average Point of All Class vs. Average Point of Your Class

Graph 2: Length of the Session

- Just Right, 68%
- Too Short, 0%
- Too Long, 14%
- Too Short, 0%
Student Comments About Information Literacy Sessions

• RELG 150
  – Learned more places to look for reliable journals and information
  – Learned where the religion databases are
  – Great presentation, very straightforward
  – Learned how to better navigate all the resources the library has to offer

• ANTH 491
  – Learned how to use LibGuides
  – Learned how to use RefWorks
  – Learned which databases are best for anthropology research
Upcoming Developments

- Academic year calendar changed from quarters to semesters
- Redesign of information literacy sessions and LibGuides
- Limited “embedding” of librarians in courses
- Ongoing contributions to classes via Blackboard
Conclusion

• Information Literacy at Otterbein strives to:
  – Teach students to do research effectively
  – Enable graduating students to locate, evaluate, and manage information skillfully
  – Increase students’ confidence and comfort with evolving technologies
  – Create lifelong learners
Questions?