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
Otterbein Librarian Goals for Information Literacy (Cont.)

• 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 home page:
  - Library maps
  - Library Virtual Tour
  - Library Research Tutorial
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
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

**Instructor:**

**Librarian:**

## Course:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The information presented is useful</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2. The presentation was clear and well-organized</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>3. The instructor was knowledgeable and helpful</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4. My confidence in using electronic information sources is greater than it was before</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>5. I would recommend this session to other Otterbein University students</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6. The session was</td>
<td>too long</td>
<td>just right</td>
</tr>
</tbody>
</table>

**Date:**

**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

![Bar chart showing average points of all classes and your class for Q1 to Q5.]

![Pie chart showing length of the session with breakdown of responses.]

Just Right: 85%
Too Short: 0%
Too Long: 14%

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 straight forward
  – 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