

Information Literacy Statement

I. Introduction

The term “information literacy” has entered the vocabulary of educational institutions across a spectrum of academic levels, regions and institutional types. A movement which began with libraries, and centered within traditional boundaries of library instruction, has evolved into a more global concept that reflects the demands and competencies needed to excel in the information age. Skills necessary to decision-making, critical thinking and creativity, move beyond the bounds of tools and materials and reflect a skill to be developed and nurtured.

The Middle States Commission on Higher Education Report entitled Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum points out that “Information literacy is much more than technological competence or on-line research. It encourages critical thinking and reflection in the context of the increasingly extensive amounts of information now available ...”

II. Institutional Level

Information literacy outcomes were adopted at the institutional level at Palm Beach Community College in 2001 in the form of expected competencies for degree program graduates. These outcomes mirror the Information Literacy Competency Standards for Higher Education recommended in 2000 by the Association of College Research Libraries (ACRL) and suggest conformity with the Palm Beach Community College Institutional Strategic Goal Number 18, e.g. “to incorporate effective communication skills, creative and critical thinking and problem solving techniques in every program.” Information literacy is also a learning goal in the general education philosophy statement adopted by the college.

Student assessments in 2004-2005, enabled through participation in Project SAILS, a national study administered through Kent State University, established benchmarks for information literacy at the Lake Worth campus.

III. Program Level

In this document, program level is defined as information literacy opportunities that students have available through the academic course structure 1) distributed throughout the curriculum; and 2) library-based information literacy opportunities in the form of orientations and tours; library courses; online tutorials; general and course-specific instruction; individual instruction; and student workshops.

The library program for information literacy identifies key concepts for developing learning outcomes. While an institutional profile of the information literate student has not yet been compiled, LLRC faculty have identified student learning objectives for information literacy which may serve as a model to guide learning outcomes in the classroom and for library instruction.

All library information literacy program activities are voluntary or instructor-initiated with many examples of collaboration. One example of collaboration is a skills-based library tour/exercise developed by LLRC faculty in collaboration with Strategies faculty.

Information Literacy Program Goals

The goals of the library information literacy program are:

- Promote student use of information and learning resources;
- Address information literacy outcomes through library instruction units;
- Coordinate information literacy needs at the program/discipline level;
- Offer students a variety of learning opportunities for achieving outcomes;
- Encourage effective use of information resources in course/assignment design;
- Support students in achieving learning outcomes for information literacy.

Student Learning Objectives

The student at Palm Beach Community College will experience a number of learning opportunities on the road to developing information literacy skills. These challenges may come in the form of a classroom assignment, a paper or project; a personal information quest; or a life-shaping decision.

The library instruction program recognizes and supports the student's need to locate, evaluate, and use information.

- To explore general information sources to gain knowledge about a topic;
- To identify a variety of types and formats of information sources, such as multimedia, database, website audio/visual, book; primary/secondary, popular/scholarly; current/historical;
- To recognize how information is formally and informally produced, organized and disseminated;
- To distinguish between a host of information retrieval systems;
- To construct a search strategy using keywords, command languages, online protocols and search parameters;
- To use a variety of technologies to manage and organize his/her own information;
- To use specialized online and/or in-person library services to meet information needs;
- To recognize and use classification systems for information retrieval;
- To differentiate between the types of sources cited and the elements and correct syntax of a citation;
- To record all pertinent citation information for future reference;
- To select an appropriate documentation style and use consistently to cite sources;
- To demonstrate an understanding of what constitutes plagiarism;
- To recognize the need to examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias;
- To identify and discuss issues related to censorship and freedom of speech, intellectual property, copyright and fair use;
- To identify issues related to free vs. fee-based access to information.

Components of the Library Information Literacy Program:

- Credit courses
- Orientations, tours, and workshops
- Subject-specific and general bibliographic instruction
- Individual instruction
- Web-based instruction/tutorials
- Consultation with faculty/assignment design

Information Literacy Goals and Outcomes

The library information literacy program identifies the following information literacy learning goals and outcomes which may be adapted for use in any course. Levels I and II may be accomplished through library courses, tutorial, or instruction in the library information literacy program. Levels III and IV are best accomplished within a curriculum model which incorporates information literacy into course objectives and design.

*** Information Literacy Learning Outcomes Across Academic Levels**

Information Literacy Goals	Level I <i>Emerging</i>	Level II <i>Developing</i>	Level III <i>Competent</i>	Level IV <i>Strong</i>
Values inquiry Determines scope of information needs	Seeks information only when prompted. Does not discourage the inquiry of others	Generates questions without prompts; seeks answers inconsistently	Formulates a question or inquiry; generates and follows through with questions; asks for help and clarification	Values and engages in regular inquiry and seeks new information for lifelong learning.
Applies strategies Accesses' information efficiently/effectively	Utilizes convenient and known sources of information. Uses organizing tool to assist search.	Identifies that additional information is needed. Experiments with new strategies and methods.	Applies several regular approaches to modify, update or learn	Applies a repertoire of creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem
Evaluates sources Evaluates information sources	Identifies convenient and known sources of information	Develops knowledge of sources central to individual, discipline, field and/or educational needs	Looks at sources, sees differences and selects from among them	Evaluates appropriate sources in order to access relevant information.
Uses tools	Recognizes and attempts to use tools that are readily available	Uses required tools, with some direction	Develops creative projects using a variety of tools	Selectively uses most appropriate technological and organizational tools in order to access and manipulate information
Appraises Evaluates information content	Recognizes that some sources are more credible/reliable than others	Selects sources relative to context and need	Applies the understanding of context to determine when and how to use selected sources	Appraises information in order to evaluate quality, relevance, or perspective
Synthesizes Uses information to achieve purpose	Recognizes that there are multiple sources of information	Relates new information to existing knowledge and experience	Integrates previously held beliefs assumptions and knowledge with existing knowledge	Synthesizes new information with current experience and understanding in order to create something new, acquire insight, transform values, or expand knowledge base
Uses information responsibly	Recognizes that there are appropriate and inappropriate uses of information	Identifies applicable laws, regulations and standards regarding information use	Applies knowledge of laws, regulations and standards for information use	Examines and uses ethical standards in order to use information appropriately and responsibly

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Responsibilities for Learning

Incorporating information literacy across curricula requires the collaborative efforts of faculty, librarians and administrators. Wherever possible, librarians will work with classroom faculty to achieve information literacy objectives. Ratteray (2000-2002) offers a draft for sharing responsibilities, with areas of leadership suggested.

Information Literacy Skills		Responsibility
Know	Determines scope of information needs	Starts with faculty; reinforced by librarians
Access	Efficiently/effectively accesses information sources	Librarian usually leads, with faculty support
Evaluate Sources	Critically evaluates information sources	Librarians may lead; faculty makes ultimate determination of work
Evaluate Content	Critically evaluates information content	Faculty leads; students may consult librarians
Use	Uses information found to accomplish specific purpose	Faculty leads; reinforced by librarians
Ethically/Legally	Understands the economic, legal, social issues of information use	Faculty and librarians jointly and continuously

Program Levels

- a. Level I: SLS 1501 Library Orientation and Instruction (1.5 hour library unit)

SLS 1501 (Strategies for College Success) Library Unit Objectives

○ Identify Library Departments	○ Identify Library Services
○ Media	○ ILL
○ Reference	○ Fax
○ Circulation	○ Reserves
○ Periodicals	○ Internet lab
	○ Photocopiers
	○ Study rooms
	○ Software
	○ Internet access
	○ Panther card
○ Identify Library Materials/Formats	○ Use/Demonstrate
○ Reference Books	○ Identify LINCC/Library website
○ Books	○ Use PantherCard off-campus
○ E-Books	○ Subscription databases
○ Periodicals	○ Basic search strategy
○ Microfilm/Microfiche	○ Locate a book
○ DVD/VHS	○ Locate an online magazine
○ Audio books	○ Identify call number

b. Level II:

Tutorial/Web-Based Instructional Materials

OASIS (Online Advancement of Student Information Skills) is an online web-based tutorial consisting of eight chapters that is accessible from any computer. OASIS meets a basic competency level for information literacy at Palm Beach Community College.

OASIS is available through PantherWeb and the MyWebCT server. To log-in, enter the word “*visitor*” in the text boxes for WebCT ID and Password.

Tutorial Objectives

- Access the library website and identify library resources
- Demonstrate a basic understanding of how knowledge and information is organized, e.g. Library of Congress classification system, call numbers, and by subject discipline
- Identify formats of information, e.g. print, electronic, microfilm, books, magazines, audiobooks, etc.
- Recognize primary and secondary sources of information
- Recognize characteristics of scholarly and popular periodicals
- Distinguish between database subscription and non-subscription services
- Understand the structure of the Web and develop evaluation criteria for use
- Distinguish between SUBJECT, KEYWORD and FIELD searches
- Apply Boolean logic in preparing a search statement and apply concepts for revising a search
- Understand basic concepts of copyright, intellectual property and plagiarism
- Demonstrate an understanding of MLA and/or APA citations
- Develop criteria for evaluating, organizing and synthesizing information

OASIS can be used:

- To supplement basic library instruction
- To supplement classroom instruction
- In conjunction with a classroom assignment
- To add a library component to a class
- For use with distance education courses
- As a stand-alone tutorial
- To prepare for information literacy assessment

Credit Courses

LIS 1002 Introduction to the Research Process (1 credit)

Course Description: This information literacy course will introduce students to the process of research including the tools necessary to search, evaluate and use information in a variety of formats. The focus will be to analyze and use information critically to perform college-level research

Course Objectives:

- Understand the functional arrangement of the academic library and the basic formats of information sources;
- Identify the steps in preparing a research paper and develop a search strategy;
- Evaluate information sources using evaluation criteria;
- Develop basic search techniques for electronic sources;
- Review Internet functions, search strategies and evaluation criteria;
- Identify and evaluate types of reference sources, periodicals; government information, statistical sources, biographical information, book reviews and literary criticism;
- Use MLA or APA style guides to document sources of information.

LIS 2004 Introduction to Internet Research (1 credit)

Course Description: This course will present skills necessary for searching the Internet successfully. The course will review the parts of the Internet that are important for accessing information necessary for Gordon Rule papers, essays, or research reports. The course will demonstrate how information retrieved on the Internet should be evaluated for its content and credibility and will stress the development of critical thinking skills.

Course Objectives:

- Demonstrate an understanding of the types of information resources available via the Internet;
- Identify research topics and devise effective search strategies to utilize appropriate Internet resources and Internet-accessible library databases in the research process;
- Demonstrate competence in using keyword and Boolean search techniques as appropriate for Internet search tools;
- Use Internet communication tools, web search engines, meta-search engines, specialized search engines, and subject directories to locate and access relevant information resources;
- Evaluate the credibility, quality, and accuracy of Internet resources for specific information needs;
- Demonstrate an understanding of several social, legal and ethical issues, including netiquette, plagiarism and copyright issues;
- Document Internet resources using MLA or APA style guides.

One-Shot Library Instruction Sessions (45-70 minutes)

Library instruction sessions may be requested by a classroom faculty member at any time during the term by submitting an online or paper library instruction request form. Classroom faculty communicates with library faculty in advance to discuss session objectives; and information literacy objectives guide outcomes for each session.

Instruction sessions may be customized to meet the needs of a specific class. For example:

- identifying information resources for a subject or discipline
- using a specific assignment as a template for the instruction session
- developing basic or advanced search skills
- evaluating information content of websites
- identifying formats and types of information
- applying MLA or APA format using Noodletools

Individual and Point-of-Use Instruction

A major function of the Reference Department is to provide individual and point-of-use instruction while at the Reference Desk. Individual instruction that requires more than 15 minutes of time is handled by appointment, or as time permits. All library faculty may provide individual instruction by office appointment.

Orientations, Tours, and Workshops

Orientations and tours serve to introduce a group of students to library resources, services and departments. Group orientations may be arranged by request.

Workshops on special topics are offered by faculty librarians through the student success program. Examples include: APA and MLA format, Noodletools and the Invisible Web.

c. Levels III and IV:

Levels III and IV are best accomplished within a curriculum model which incorporates information literacy into course objectives and design.

Methods of Assessment

In addition to the Palm Beach Community College Information Literacy Competency Statement* which recognizes assessment through meeting specific course or tutorial objectives, the library information literacy program will continue to evaluate standardized test tools such as SAILS or ETS National Higher Education ICT Literacy instrument.

Other assessment tools and techniques are used for library workshops and group instruction. Some of these assessment tools include: student response questionnaires,

faculty evaluations, successful completion of in-class library assignments, and informal assessments.

* From “Palm Beach Community College Competency Statements”

1. Students will complete one of the following courses with a grade C or better: ENC1102, LIS 1002, LIS 2004, or an Honors course.
- OR
2. Students demonstrate competencies through other courses or online tutorial that are identified by the program manager to satisfy the outcomes listed above.

Supporting documents:

ACRL Information Literacy Competency Standards for Higher Education (2000)
ACRL Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (2001)
ICT Literacy Assessment. Educational Testing Service. www.ets.org (2006)
Middle States Commission on Higher Education. Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum (2003)
Palm Beach Community College General Education Statement and Strategic Plan
Project SAILS. www.projectsails.org (2006)
Ratteray, Oswald M. T. Middle States Commission on Higher Education. (2003)

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