

Library Instruction Plan

Appalachian State University

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Appalachian State University

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I. Introductory and Supporting Statements

A. Preamble

As a partner in the campus community, the University Library works to further Appalachian's institutional mission and goals. We assist those who pursue knowledge by providing expertise in developing the core competencies of information literacy, technology, critical thinking, and communication skills. Through this Instruction Plan, we will build on the Library's commitment to lifelong learning by strengthening and augmenting our instruction program.

The core elements of our program are developed in concert with the following Library documents: "Strategic Plan 2008-2013;" "Information Literacy Goals for Appalachian State University Students;" and our "Information Literacy Outcomes Assessment Plan." In addition, we have consulted Association of College & Research Libraries (ACRL) documents addressing information literacy standards, proficiencies for instruction librarians and coordinators, objectives for information literacy instruction, guidelines for developing instruction programs, guidelines for curriculum materials centers, and standards for distance learning library services. These documents afford a pedagogically based approach to strengthen our instruction program.

Additionally, we endeavor to build the library's instruction program upon initiatives that guide the Appalachian curriculum at the campus level, UNC System level, and in disciplines and departments.

B. Library Mission and Strategic Direction for Learning

The mission of the Appalachian State University Library is to assist those who pursue knowledge.

The University Library Instruction Program uses advanced pedagogical methods and practices to enable students to become active participants in the learning process by helping them think critically and creatively, communicate well, and employ effective strategies to collect and interpret information [*Strategic Plan 2008-2013*, page 2].

C. Goals of the Instruction Program

1. To prepare Appalachian graduates for life in an information-based society, enabling them to make effective lifelong use of information, information resources, and information systems;
2. To enable students to apply critical thinking to the discovery and use of information;
3. To strengthen students' information-seeking abilities as a fundamental component of their education at Appalachian so they are competent in using the resources and services of the University Libraries;
4. To ensure that Appalachian faculty and staff are knowledgeable about the library's teaching mission and the library/classroom partnerships and peer assistance programs we can provide;
5. To ensure that Appalachian faculty and staff are aware of the resources and services of the University Libraries and can employ them effectively in their teaching and research.

D. Purpose and Scope of the Instruction Plan

The Plan will guide both individual librarians and the Library as a whole in strengthening and augmenting the library's instruction program. More specifically, it:

1. Provides guidance for Library faculty as we deepen our understanding of information literacy and how to incorporate it into our instruction;
2. Makes recommendations on priorities for the instruction program;
3. Sets standards for Library faculty as teachers;
4. Establishes guidelines for the instructional contributions of individual librarians;
5. Lists resources for the support and development of library faculty as teachers.

The Plan was developed in accordance with recognized best practices for instruction in academic libraries. Generally, it does not dictate the specific skills, content, or methodology for the library's instruction initiatives. Such decisions must come from the requirements of the program, course, or assignments to which the instruction is targeted and from the teaching philosophy and style of the librarian providing instruction.

The exception is instruction for courses that are targets for the library's information literacy program (such as UCO 1200—First Year Seminar). This instruction must give priority to teaching the information literacy competencies agreed upon for those courses.

The audiences for the plan include:

1. Individual librarians, as we plan, implement, and assess our instruction and track our contributions to the instruction program;
2. Library committees, task forces, and working groups charged with curriculum and instruction planning and prioritizing;
3. Library administrators, coordinators, and lead librarians charged with tracking Library goals and metrics.

II. Information Literacy and Instruction Priorities

Library faculty members collaborate with other members of the Appalachian community to further the University's educational mission. We focus on the core competencies of information literacy: the ability to identify an information need, access the needed information, evaluate, manage, and apply the information in a new context, and to think critically.

In developing a sound instruction program, the Library identifies curricular initiatives and develops partnerships with faculty outside the Library. In this way, general education and discipline-specific information literacy skills can be integrated into the University curriculum from basic to intermediate to advance. The following list of suggested priorities can provide a blueprint for future instructional planning and development.

A. Activities in Progress

1. Create a clearinghouse of assignments for library faculty and campus faculty which incorporates information literacy skills.
 - a. **Rationale:** This repository will make successful assignments readily available.
 - b. **Responsibility:** Information Literacy librarians with other library faculty contributing content

2. Provide a resource folder on the Commons of assignments for library faculty to teach information literacy.
 - a. **Rationale:** This folder will help make instruction scalable and offer replicable activities and assignments.
 - b. **Responsibility:** Information Literacy librarians will begin and all library faculty can contribute content.

3. Work within the University's General Education Program to provide instruction and learning opportunities which support the program's goals: thinking critically and creatively, communicating effectively, making local to global connections, and understanding the responsibilities of community membership.
 - a. **Rationale:** Students need to graduate with information literacy skills and library faculty members are those on campus best poised to teach these skills and assess them.
 - b. **Responsibility:** All library teaching faculty

4. Develop a coordinated program of instruction for UCO 1200 (First Year Seminar) that includes a library research component developed in consultation with FYS Program that meets a clearly defined set of information literacy competencies.
 - a. **Rationale:** UCO 1200 is identified in the General Education Program as the gateway required course for all first-year Appalachian students. Delivery of planned course integrated instruction will allow for the introduction of basic information literacy competencies appropriate for first-year students.
 - b. **Responsibility:** All library teaching faculty

5. Develop a coordinated program of instruction for ENG 1000 (First Year Writing) and ENG 2001 (Sophomore Writing).
 - a. **Rationale:** ENG 1000, a first year writing course in the General Education Program, serves as the introduction to rhetoric and composition. ENG 2001, a required sophomore level course in the General Education Program, introduces students to writing across the curriculum. Delivery of planned course integrated instruction within both courses will allow students to build upon competencies introduced in UCO 1200 (First Year Seminar). ENG 2001 will allow for the introduction of intermediate level information literacy competencies appropriate for sophomore level students.
 - b. **Responsibility:** Information literacy librarians with other library faculty to contribute

6. Develop guidelines for addressing requests for instruction at Appalachian.
 - a. **Rationale:** The library receives requests for instruction and outreach from campus and non-campus affiliated groups. We want to be prepared both to meet their instruction needs and to prioritize our instructional goals to the university. Meeting both these goals may require adjustments to the instructional format provided.
 - b. **Responsibility:** All library teaching faculty

B. Activities to Implement

1. Establish core information literacy outcomes/competencies by year of study.
 - a. **Rationale:** The Library's instruction program should include congruent student learning outcomes that allow for integration of information literacy competencies at all levels, from basic to intermediate to advanced.
 - b. **Responsibility:** Information literacy librarians and Curriculum Committee

2. Plan and create learning objects and interactive online instructional modules to address instruction needs that will create more scalable instruction.
 - a. **Rationale:** We need to organize what currently exists within the library, assess best practices, and then create reusable learning objects that help library faculty address instructional needs and goals in a replicable and scalable way.
 - b. **Responsibility:** Library faculty in collaboration with Web Services Team and e-Learning Librarian.

3. Write a comprehensive source listing and describing the content, skills, and services librarians

are available to teach, so that, as we work with programs or with individual faculty, we can collaboratively identify what might be included in the instructional products we develop.

- a. **Rationale:** This document will assist library faculty with our instructional outreach activities. The list can include: information literacy competencies at all levels; evaluating Web sites; finding primary sources; plagiarism and academic ethics; using citation and bibliography-production tools; using special collections; using archival materials; and designing creative assignments that develop information literacy as well as other competencies.
- b. **Responsibility:** LRS Team

C. Activities to be Explored

1. Prepare an analysis of all current library instruction and its penetration into the curriculum. Prepare and maintain a chart (e. g. Appendix B) showing all regular, recurring instruction, analyze the results, and identify holes, overlap, and saturation. We can use this assessment to identify instruction needs and opportunities that exist in the curriculum to direct the focus of the library's instructional efforts.
 - a. **Rationale:** The analysis will show progress in the expansion of our instruction program and will indicate areas where more efforts may be needed. Information gained would inform library liaisons of specific departmental needs as well as opportunities for expanding our instructional efforts.
 - b. **Responsibility:** Curriculum Committee
2. Explore additional non-curricular opportunities for instructional partnerships and outreach. Examples include Academic Support Services, Residential Learning Communities, and Co-Curricular Programming and Support.
 - a. **Rationale:** To broaden library outreach.
 - b. **Responsibility:** All library teaching faculty
3. Explore a required credit information literacy course that is introductory as an alternative to other teaching opportunities.
 - a. **Rationale:** To directly address teaching information literacy in a comprehensive manner to undergraduates.
 - b. **Responsibility:** Information literacy librarians and Curriculum Committee
4. Explore the feasibility of credit courses that are focused at the disciplinary level.
 - a. **Rationale:** To directly address teaching information literacy within the disciplines.
 - b. **Responsibility:** Curriculum Committee and individual library faculty members
5. Review and analyze our existing services and seek opportunities for improvement in their efficacy and reach.

- a. **Rationale:** We want to review and improve services including:
 - i. Thesis research program
 - ii. Assistance designing library-related assignments
 - iii. Faculty and student consultations
 - b. **Responsibility:** LRS Team with other library faculty
6. Review current and explore future point-of-need services for students and faculty.
- a. **Rationale:** To balance the structured, formalized educational opportunities of the instruction plan, we need to look at opportunities that meet the point-of-need requirements of students and faculty.
 - b. **Responsibility:** LRS Team with other library faculty
7. Conduct an environmental scan including a SWOT (strengths, weaknesses, opportunities, threats) analysis.
- a. **Rationale:** An environmental scan can address how students learn best in the digital age, how to create better instructional tools, and how to better meet the needs for information literacy instruction on campus.
 - b. **Responsibility:** A group of faculty librarians or the Curriculum Committee

III. Modes of Instruction

Instruction takes place in many ways, using a variety of teaching methods and delivery platforms in response to the learner's specific, imminent information needs. The Library faculty's instructional contributions fall primarily into the following categories:

A. Formal instruction: classroom/online

The instruction is planned, using some or all of the steps outlined in IV. B, Planning Instruction. The environment may be face-to-face in the classroom or in an online environment. Examples include:

1. Teaching or co-teaching a librarian-designed classroom session tied to a course
2. Teaching or co-teaching a for-credit course in which all or part of the course focuses on library research and information literacy skills
3. Teaching or co-teaching a librarian-designed portion of a course, focusing on library research and information literacy skills (a module)
4. Designing and grading a library research/information literacy assignment that follows up on a classroom session

B. Informal instruction: individual/small-group

1. Conducting RAP sessions or consultations in a manner that takes a deliberate instructional approach.
2. Research assistance via service desks, telephone, e-mail, chat, or communication within a virtual environment or course management system.
3. Collaboration with faculty on curricular and collections materials when directly related to a course.

C. Development of e-learning instructional solutions

Methods of instruction that convey curriculum-integrated content through an electronic medium, including:

1. Stand-alone tutorials
2. AsULearn modules
3. Screen casts
4. Creation of subject and class guides

IV. Additional Activities that Support Student Learning

Activities designed to learn directly from our patrons have an influence on instructional services and the other services we provide. Through these efforts, the library understands more about our patrons, how they use our services, and what services they need. The following provides examples of such activities, but is not a comprehensive list:

A. Analysis of patron activities gathered as they interact with Library systems

B. Technical assistance

Via service desks, telephone, e-mail, chat, or communication within a virtual environment or course management system.

C. User Studies

1. Interviews/Observations – one-on-one sessions with users
2. Focus Groups – facilitated meeting with attendees from a target group
3. Heuristic Review – a user review using predefined set of standards
4. Formal Usability Test – test various controlled scenarios with many users
5. Controlled Experiment – user test which compares two different products
6. Surveys/Questionnaires – formal or phone questionnaires with users
7. Organization and analysis of user studies

V. Staffing

A. Library Faculty Expectations

Library faculty will make yearly contributions toward the priorities described in this plan and will report these contributions in their annual Self-Evaluation. The contributions will come from, but are not limited to, Sections III and IV of this plan.

B. Team Contributions

1. Faculty members on the following teams hold the primary responsibility for Instruction as defined in Section III. Modes of Instruction but may also contribute in Section IV. Additional Activities that Support Student Learning:
 - a. Collection Management Services
 - b. Distance Learning Library Services
 - c. Instructional Materials Center
 - d. Learning & Research Services
 - e. Music Library

Librarian subject/disciplinary education and experience is not necessary for all library instruction. The scope of each Team's contribution will include general education courses, courses within the majors, instructional efforts that reach multiple sections of the same course, and open-enrollment workshops. Library faculty will work with both on-campus and distance learning instructional initiatives.

2. Faculty members on the following teams contribute in Section III. Modes of Instruction and/or Section IV. Additional Activities that Support Student Learning :
 - a. Administrative Services
 - b. Bibliographic Services
 - c. Special Collections
 - d. Systems Technology Services
 - e. Web Services

Target Contributions

Each year, the Curriculum Committee will review the previous year's demands and project future needs for instruction and additional activities that support student learning. Coordinators will work with their team's faculty to establish target contributions to instruction or additional activities that support student learning to meet those needs.

C. Faculty Training and Development

Newly hired Library faculty will be given an orientation to teaching which reviews this instruction plan, certain procedures related to teaching, and other relevant documents by the Lead Information Literacy Librarian.

All Library faculty should be cognizant of (1) information literacy concepts and standards, and (2) the goals and objectives of Appalachian's General Education program. Information Literacy librarians will offer continuing education for both library and non-library faculty to assist them in developing students' information literacy skills. Additional opportunities for faculty development include:

- 1. On-campus opportunities**
 - a. Hubbard Center workshops
 - b. Pedagogical journals in librarianship
 - c. In-library seminars and workshops

- 2. Off-campus opportunities**
 - a. Conferences, such as: LOEX, ACRL, ALA, the University of North Carolina's Teaching and Learning with Technology (TLT), The Teaching Professor, and others
 - b. Programs such as ACRL's Institute for Information Literacy Immersion Program and the North Carolina State Library's Master Trainer Program

- 3. Technology-based programs**
 - a. Web seminars offered by ACRL, ALA, and others
 - b. E-learning courses such as those offered by SOLINET
 - c. RSS feeds
 - d. Discussion lists

VI. Instruction Guidelines

A. Best Practices

1. Teaching should be informed by scholarship in areas such as the learning sciences, critical thinking, educational theory, and active learning. [See Recommended Reading and Sources Consulted for a few suggested readings.]
2. If the instruction is tied to a project or assignment in a course, one goal is to prepare students for successful completion of the project or assignment.
3. Instruction will include an active learning component to give students an opportunity to practice the skills being introduced.
4. Instruction will be designed to address at least one recommended competency or learning outcome. The library's metrics and other assessment efforts should be able to track these competencies or learning outcomes. [See Appendix A for examples of competencies.]
5. All instruction must include some form of assessment. [See IV. C, Assessment and Program Evaluation, for more guidance.]
6. Library faculty will regularly engage in faculty development and training activities. [See V. C, Faculty Training and Development, for more guidance.]

Use of Technology

Library instruction should make use of the most appropriate technology to achieve its aims. Because of the nature of online research, librarians should be able to demonstrate minimum technological competencies in order to deliver instruction with the most appropriate technological tools. These competencies should include, but are not limited to:

1. Use of classroom technologies (projector, classroom control software, etc.),
2. Database familiarity,
3. Web page modification, and
4. Course management software.

B. Planning Instruction

Planning for an instructional session is a multi-step process. The following outline provides a framework for developing an instruction session.

1. **Generate measurable objectives:** The course instructor may specify general goals and objectives. An examination of the course assignments and syllabus assists in further definition of these objectives.
2. **Analyze the learners and learning environment:** Consider your audience and make some assumptions about their previous knowledge about your subject. Are they incoming freshmen, upper classmen or graduate students? How much experience with the library have they had? What pre-requisite knowledge or skills might they have? Also consider the learning environment. Where will the instruction be held? What technical resources are available; teacher workstation, individual workstations, software, etc.? What are the time constraints?

How much time is available to implement the lesson? How much time is available for preparation?

3. ***Design and develop the instructional session:*** The instruction should be tailored according to the results of the analysis phase and desired learning objectives. Consider your teaching pedagogy and learning and motivational theories when developing the instruction. Design a means to assess the learning outcomes, teaching effectiveness, and participant reaction.
4. ***Implement the instruction:*** Deliver the instruction to the learners.
5. ***Evaluation:*** During or after the instruction, evaluate the effectiveness of the instruction. Make revisions as needed.

C. Assessment

The library will use both summative and formative assessment approaches to evaluating the information literacy program both at the programmatic (library-wide) and individual librarian levels.

Explanation of terms:

Summative assessment generally takes place at the end of a formal learning experience (either a class or a program). It requires making a judgment about the student learning that has occurred. It can determine student understanding of information literacy skills, concepts, and processes.

Formative assessment provides feedback to teachers and students over the course of the instruction. Assessment is said to be formative when it yields information which can be used by teachers and students to modify the teaching and learning activities in which they are engaged, so that student learning and faculty teaching can be improved. End of class evaluations by the students would be a common example of formative assessment.

Levels of Assessment

Program Assessment

The Library will use the Information Literacy Outcomes Assessment Plan (ILOAP) to report on the assessment of student learning at the program level. Assessment by instructors will feed into the ILOAP and inform the programmatic assessment.

Individual Assessment

The library will create and employ formative (and potentially summative) mechanisms to evaluate students' learning during the instruction session as well as provide feedback on a librarian's teaching. Library faculty will use the data collected to guide their personal teaching practice and improvement. The gathered data will feed into the program level assessment. The Instruction Program website will provide Library faculty with tools to complete their assessment.

VII. Support

A. Instructional Facilities

The library makes every effort to ensure that well-equipped instructional space is available to meet the needs of its instruction program, both on and off campus. As of July 2009, the University library has three electronic classrooms and other available spaces for on-campus library instruction:

1. Room 024, a 32 workstation room with a capacity for 48 students
2. Room 026, a 20 workstation room with a capacity for 36 students
3. Room 028, a teacher workstation room with a capacity for 36 students; flexible arrangement possible
4. Room 408, the Rhinehart room, a seminar room with a capacity for 8 students
5. Room 421, a conference room with a capacity for 8 to 70 students
6. Room 459, a teacher workstation room with capacity for 10 students, used for working with Special Collections materials

Most classrooms are equipped with projectors, Star Board technology, and *SMART Sync* classroom management software to facilitate instructional delivery and assessment. Priority in scheduling classrooms is given to library instruction, particularly during the first several weeks of each semester when demand is at its peak.

In addition, a lecture hall (room 114) seating 125 students is equipped with projection equipment and seating with individual, fold-away work surfaces.

Room 214, a group study room, is equipped with *Morae* software for testing the usability of instructional products. Contact the Web Services Librarian for more details.

The Library Systems and Technology Services Team will provide leadership and technical expertise to the Library Instruction Program by maintaining and updating the educational technology, the software, and the hardware in the three Library classrooms and by supporting Library faculty in the use of electronic products and resources.

At our numerous extension sites, either electronic classrooms or portable laptop computers in conjunction with teacher workstations are available. Many of the facilities have Star Board technology. Library faculty members are able to reserve these computer classrooms or laptops in advance of instruction to ensure a hands-on learning experience.

B. Instructional Development Expertise

The University Library offers support both formally and informally through its personnel or through other campus services. For example, the Lead Librarian for Information Literacy, E-Learning Librarian, Web Services Team, Technology Support Technicians, and Learning Technology Services personnel have expertise that can support the planning of classroom sessions or the development of instructional materials.

VIII. Modification and Review of the Plan

- A. Target contributions will be reviewed annually.**

- B. The Curriculum Committee will next review the Plan in summer 2011 and then establish a schedule for continued reviews.**

- C. All changes or additions to the Plan must be approved by the Library faculty after consideration by the Curriculum Committee.**

Recommended Reading and Sources Consulted

"25 Principles of Learning." [Excellent workshop handout by Diane Halpern; click on "Read more" at the bottom to download the full handout]

<http://www.psyc.memphis.edu/learning/whatweknow/index.shtml>

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Clark, Ruth Colvin, and John Sweller. *Efficiency in learning: evidence-based guidelines to manage cognitive load*. San Francisco: Jossey-Bass, 2006. Belk Library <http://wncln.wncln.org/record=b2569029~S1>

Halpern, Diane F., and Milton D. Hake. "Applying the science of learning to the university and beyond: teaching for long-term retention and transfer." *Change* 35.4 (July-August 2003): 36(6). Full text available in Academic OneFile.

International Federation of Library Associations and Institutions (IFLA). "Guidelines on Information Literacy for Lifelong Learning. Chapter 5: Action Plan." Final Draft, July 2006.
<http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf>

Kurfiss, Joanne Gainen. *Critical thinking: theory, research, practice, and possibilities*. Washington, D.C.: Association for the Study of Higher Education, 1988. 164 p. ERIC ED304041 [Full text from ERIC]

"University of Connecticut. Incorporating Information Literacy: Tips for Assignment Development."
<http://www.lib.uconn.edu/using/tutorials/instruction/tips.htm>

University of Rhode Island. University Libraries. Instruction Services. "Plan for Information Literacy at the University of Rhode Island." Last updated 5/26/2006.
http://www.uri.edu/library/instruction_services/infolitplan.html

Appendix A. Examples of Information Literacy Competencies

Goals

Implement the Information Literacy Competency Standards for students in higher education, as outlined by the Association of College & Research Libraries:

ACRL Standard I: The information literate student determines the nature and extent of the information needed

Basic Level

The student will:

1. Identify the information need and develop a list of questions to be addressed.
2. Consider the type or format of information required.
3. Develop a strategy and timeline for identifying and accessing relevant information.

Advanced Level

The student will:

1. Develop a research statement based on expressed information needs and course assignments.
2. Discuss appropriate resources and provide a rationale for the format or type selected.
3. Develop a strategy and timeline for identifying and accessing information from a wide variety of resources within and beyond the University Libraries.

ACRL Standard II: The information literate student accesses needed information effectively and efficiently

Basic Level

The student will:

1. Select appropriate resources for specific information needs and assignments in general academic courses.
2. Determine the most effective and efficient search strategy for obtaining information relevant to a specific topic.
3. Successfully retrieve the information from a variety of sources.
4. Modify the search strategy as needed.
5. Explore background information to increase familiarity with the topic.
6. Describe the difference between general and subject-specific information sources.
7. Identify key concepts, synonyms, and related terms for the research project.
8. Develop a research plan and formulate questions based on the information need.

Advanced Level

The student will:

1. Develop a knowledge base within his or her major field of study with regard to the organizational structure of information resources including print and electronic formats of books, journals, and electronic resources.
2. Determine the most effective and efficient search strategy for obtaining relevant information resources appropriate for diverse course assignments such as term papers, presentations,

fieldwork, research projects, experiments, and for life-long learning.

3. Assess the quantity, and appropriateness of information retrieved relevant to an advanced level research topic.
4. Obtain expert opinion from within the major field of study.

ACRL Standard III: The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system

Basic Level

The student will:

1. Evaluate the relevance and quality of the retrieved information comparatively to the identified need.
2. Develop a competent understanding of relevant information.
3. Incorporate the evaluated information into his/her knowledge base.

Advanced Level

The student will:

1. Critically assess the validity, reliability, and bias of the retrieved information.
2. Identify the common patterns, trends, contradictions, and gaps of the aggregate information.
3. Summarize how he/she might apply the newly incorporated information.
4. Validate his/her understanding and interpretability of the information.

ACRL Standard IV: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose

Basic Level

The student will:

1. Create a product or performance in response to an initial information need.
2. Review how and by what means he or she was able to fulfill the information need.
3. Communicate in some forum an understanding of the new information.

Advanced Level

The student will:

1. Create a product or performance in response to an initial information need in a formal discipline specific format.
2. Critically analyze the method by which the final product was achieved.
3. Communicate, perform, or display a final product which demonstrates an understanding and personal interpretation of synthesized information to a group of peers.

ACRL Standard V: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Basic Level

The student will:

1. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.
2. Comply with institutional policies on access to information resources.
3. Avoid plagiarism and cite sources appropriately.

Advanced Level

The student will:

1. Demonstrate facility with discipline specific citation styles.
2. Understand and adhere to ethical and legal issues as they apply to the major field of study and institutional policies for human subjects research.

Adapted from Information Literacy Fact Sheet at <http://geoc.uconn.edu/GEOC.ILC.Fact.doc>

Appendix B. Sample Chart of Recurring Instruction

Librarian	Department	Course #	Course name	Role of Course in Curriculum	Semesters
Purpur	Learning Assistance Program	US 1531	Electronic Research Skills	Elective -1 hour course	Fall
Browning	History	HIS 3726	History of the Appalachian Region	not sure	vary (once a year)
Boye	Music	MUS 5007	Music Bibliography	Required for graduate music majors	Fall, Every 4th Summer
Boye	Music	MUS 4035/5018	Guitar Literature	Required for guitar majors	Spring
Boye	Music	MUS 3532/5531	Survey of Country Music	Elective	Spring
Boye	Music	MUS 2611	Music History (Dr. Mansure)	Core requirement in the major	Spring
Boye	Music	MUS 2612	Music History (Dr. Mansure)	Core requirement in the major	Fall
Boye	Music	MUS 3611	Music History (Dr. Mansure)	Core requirement in the major	Fall
Stilling	Physical education	PE 1550	Intro to Principles & Philosophy of Phys Ed	First required course for major	Fall, Spring
Stilling	Recreation Management	RM 4210	Senior Seminar	Core requirement in the major	Fall, Spring

Librarian	Class Size	Sections per Semester	Years Instructing	Undergrad or Graduate?	Off Campus?	Evening?	Grading?	Instruction Time
Purpur	14	Column1	1	Undergrad	Online (once)	Column2	Yes	7 weeks
Browning	25	1	2	Undergrad	No	No	No	1 class session; 1.25
Boye	15	1	9	Grad	Yes	No	Yes; 100% of grade	50 minutes, twice a week
Boye	5	1	3*	Undergrad/Grad	Yes	Some	Yes; 50% of grade	2.5 hours once a week
Boye	60	1	3	Undergrad/Grad	Yes	No	Yes; 100% of grade	50 minutes, twice a week
Boye	35	2	9	Undergrad	Yes	No	Yes; 25% of grade	3 library assignments per semester
Boye	35	2	9	Undergrad	Yes	No	Yes; 25% of grade	2 library assignments per semester
Boye	35	2	9	Undergrad	Yes	No	Yes; 25% of grade	1 review of bibliography per semester
Stilling	21	1	4	Undergrad	No	No	Yes; 5% of grade	1 class session; 1.25
Stilling	12	2	8	Undergrad	No	No		1 class session; 1

* last time as co-teacher with Doug James