



Incorporating Information Literacy Elements and Outcomes into Course Design



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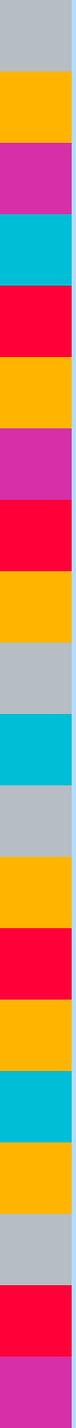
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Agenda

- Common information literacy issues/problems
- Outcomes
- General advice
- Sample assignments





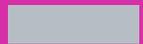
Information Literacy Defined

At USC Aiken, we define Information Literacy as:

“the process of attaining the **skills**, **knowledge**, and **dispositions** that enable one to **locate**, **evaluate**, **use**, and **communicate** information effectively for the purposes of solving a problem, making a decision, or generating new knowledge.”



Common Information Literacy Issues/Problems

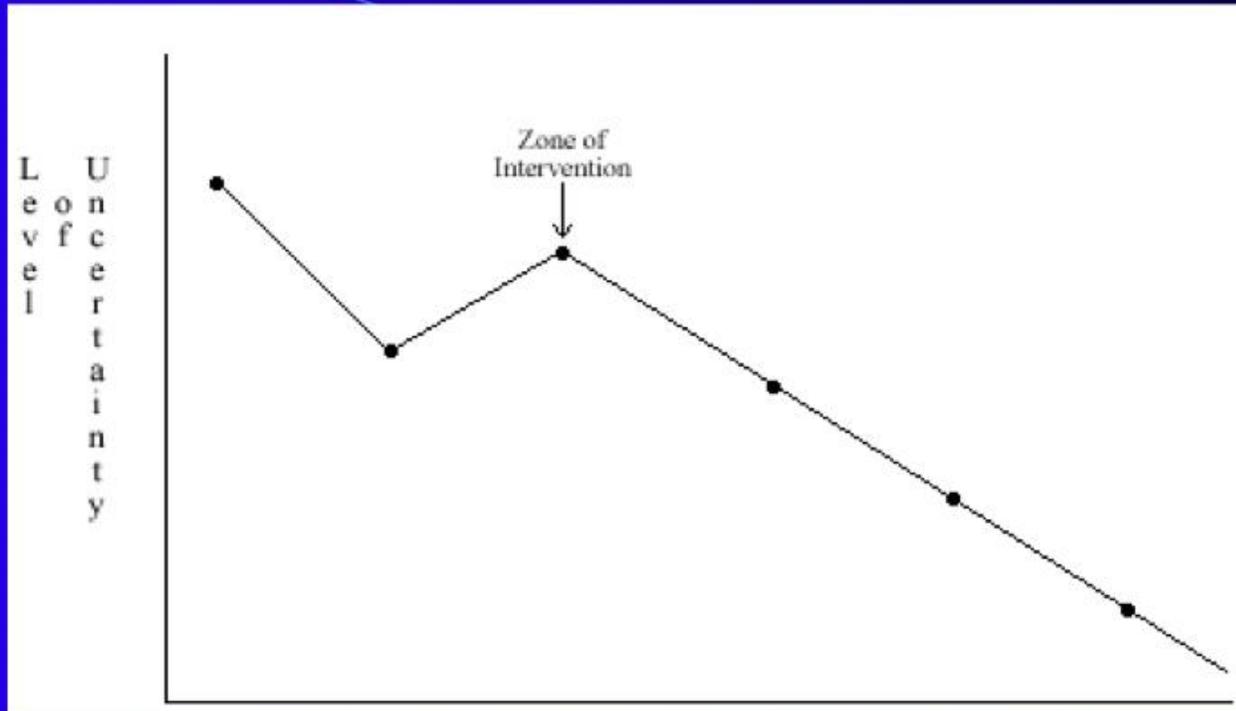


There's a lot...

Model of the Information Search Process

Issues

- Container of information
 - Exacerbates uncertainty
- Identifying search terms
 - Looking for and collecting those articles
- Thesis vs Hypothesis
- Information search
 - Acknowledging uncertainty
- Managing research majors
 - Professors
- Reading articles



Tasks	Initiation	Selection	Exploration	Formulation	Collection	Presentation
Feelings (affective)	uncertainty	optimism	confusion/ frustration/ doubt	clarity	sense of direction/ confidence	satisfaction or disappointment
Thoughts (cognitive)	vague			focused		
Actions (physical)	seeking relevant information exploring			seeking pertinent information documenting		

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Information Literacy Outcomes

If your department's outcomes include research/finding good information, evaluating information, being able to find information to solve problems or for professional development, being able to communicate information...these are all information literacy outcomes.

General Advice/Suggestions

- Schedule library instruction for research projects
 - Schedule within proximity to the assignment. Best if they already have the assignment and have chosen a topic.
 - If not feasible to have multiple library sessions in one class, look at the curriculum and identify classes where library instruction would be useful
 - Thesis vs hypothesis
- Opportunities for source evaluation in your discipline
 - They likely won't have access to academic databases outside of college. Need to know how to evaluate information online.

- Scaffolding larger projects so that students can learn how to read and synthesize information
 - Short, preliminary annotated bibliography (with specific instructions for what information to include)
 - Synthesize info in the context of the topic
 - Practice citation
- How to manage research/information in your discipline
- Discuss AI's uses and limitations
- Where appropriate, discuss bias: internal bias and information bias (psych and tech factors influencing info we access online)



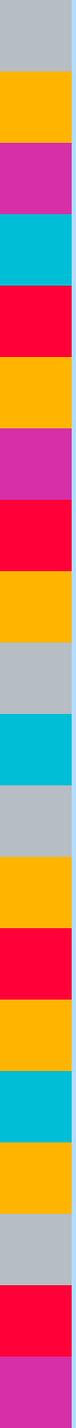
ACRL's Information Literacy Framework

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Research as inquiry
- Scholarship as conversation
- Searching as strategic exploration

<https://www.ala.org/acrl/standards/ilframework>

Sample Assignments





Sample Assignments

- Identifying a study--activity/worksheet
 - SOCY 101 course guide:
<https://library.usca.edu/socy101johnson>
 - Even in academic databases, there are articles and other items that are not appropriate for specific assignments. For example, you wouldn't cite a literature review in a research paper, but it might be appropriate to cite something like a systematic review or meta-analysis. Or you want your student to focus on studies and not theoretical papers (or dissertations/theses). Helping them learn to identify different types of articles is useful.
- Finding news articles
 - BIOL 250 course guide:
<https://library.usca.edu/c.php?g=1425489&p=10573561>
 - Referring back to container collapse, the purpose of this assignment is to help students identify news articles and how to distinguish them from things that look like news but aren't.
 - Students had been submitting items like press releases as news articles, so the professor now schedules instruction with us every semester.

9 Sample Researched Argument Proposals

Template from "They say/I say":

"He claims that____, and I have mixed feelings about it. On the one hand, I agree that____. On the other hand, I still insist that____."

Notice how the following sample proposals are based on the template above:

1. In 1961, Buckley said Am's were becoming too scared to complain about service and more importantly about political issues. Buckley was right about some Am's but wrong about other Am's. Some Am's did and do complain enough. ...
2. Buckley says a strong central government saps Americans' ability to assert themselves. He's right that a strong central government can sap American's ability to assert themselves but wrong when he implies it always does....
3. Buckley equated complaining about service to political protest and argued that we need to engage more in both. I think Buckley's right that we need to protest more, but that doesn't mean we have to complain more about service....
4. Buckley says we don't complain enough and suggests we need to complain more. He's right we need to be heard more, but I think the key is complaining in the right way to the right people....
5. Buckley says Am's don't complain enough because technology makes us lazy. I agree we don't complain enough. But technology helps us complain....
6. Dante argues that cheating is pervasive in American colleges and universities. He's right that there is a problem that needs to be addressed, but he exaggerates the scale of the problem.
7. Dante argues that American colleges and universities do a poor job helping ESL students and poor students succeed. Dante's right that these types of students often fail to obtain degrees, but he fails to provide any useful solutions.
8. Dante argues that US colleges' emphasis on evaluation causes pervasive cheating and degrades the quality of students' educational experiences. I agree that some institutions need to do a better job nurturing their students, but Dante fails to recognize those institutions that are already working hard to help their students learn and grow.
9. Dante argues that American education is messed up. He claims that US colleges and universities emphasize evaluation over learning and that cheating is pervasive among students. I agree that there's a lot of cheating going on in US colleges and universities. And I agree that many institutions fail to educate their students. But Dante's article fails to recognize many institutions' efforts to promote the personal growth of their students.

- Dr. Bruzina's ENGL 101 argumentation assignment, "they say, I say"
 - Students choose from a selection of articles or other media and identify a topic.
 - Using a "they say, I say" template, the students are required to summarize the author's argument, and then they have to articulate their response. They can agree or disagree, but they have to give more information. This is the starting point for an argumentation paper.
 - Includes source evaluation/justification where students have to explain why they chose a source, and why it's good or appropriate.
 - Prior to the library session, Bruzina helps the students identify potential topics, and he explains his source evaluation criteria.
 - Schedules multiple sessions, so students get lots of hands-on research time with the prof and a librarian to help.

This document is from several years ago, but it demonstrates how an article can include many different potential topics, and it provides examples of they say/I say statements.



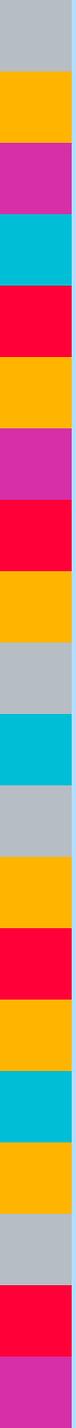
Sample Assignments

- Group research project with two library days: research and APA
 - Working in groups helps students brainstorm various ways to view a topic and generate key terms. Also helps them learn how to collaboratively manage information.
 - The first day is focused on familiarizing themselves with their topics (pre-selected by professor and each group draws one at random), generating search terms and search combinations, and how to find articles on that topic.
 - The second day starts with an APA overview focusing on peer-reviewed articles found in a database (professor emphasizes that learning how to follow a manual, follow instructions is a very important skill, so their APA has to be correct. I also show them how to appropriately use the embedded citation generator in the database (often incorrect) and how to format their references pages in APA.
 - In both library sessions, the students have time at the end to work in their groups to find articles.



Sample Assignments

- ENGL 462, Technical Writing has two major writing assignments that require research:
 - Ethics memo: Ethics of deep sea tourism
 - Technical report or proposal. Options:
 - Jobs future report
 - Current and advancing issues
 - Respond to proposal problem/solution
 - Technical report problem/solution
 - We do a library session for each assignment, since the research approach and types of information for each are different. The second builds on the first.
- Dr. Warren's ENGL 101 Can of Mystery project and ENGL 462, Technical Writing
 - Can of Mystery blog: <https://canofmystery.blogspot.com/>
 - Students have to create a blog post about a weird thing drawn at random from a coffee can full of weird topics. Students learn how to research, write, and cite web content
 - Multiple visits for finding and evaluating different types of information/research
 - Exploring their topic; asking themselves “what is this thing?” Mostly google searching and introducing them to specific websites that deal with weird stuff.
 - Searching news and newspapers via google and databases
 - Searching for and citing images
 - Can of Mystery research paper
 - Students must take their weird topic and turn it into an academic research paper. For example, if the topic were chem trails, a research paper topic might focus on the psychology of conspiracies theories.
 - Library visit focuses on generating search terms and how to search databases for peer-reviewed articles.
 - These assignments not only teach students how to write in different contexts, but they also learn that evaluating sources also depends on context. Different types of writing require different types of sources.



Sample Assignments

- AI discussion/panel at beginning of semester that includes people with different professional perspectives on AI
 - In the class I did, only two ppl were able to join (Deborah Harmon and me), but Prof. Harmon talked about AI itself, what it is, what it does, and its limitations. I talked about its impact on information access and info literacy. (including container collapse).
 - The presentation generated a lot of good, thoughtful questions and discussion, and by the end, the students seemed to “get it.” The professor was pleased with how it turned out, and another professor popped in afterwards to say that it sounded interesting.



Sample Assignments

- International Business assignments
 - One paper on US trade policy with a specified country and another on the economic, political, and social impacts of Brexit.
 - These papers are interesting because they require multiple types of information to do well. Library session focused on discussing different types of information, their specific roles, and how/where to find them.
 - Old course guide I'd created during Covid.
<https://library.usca.edu/c.php?g=1028552&p=7453/3/>
 - Since this professor is no longer teaching this course, I haven't updated things like log-in information, but it contains descriptions of different types of information, steps for preparing for research, lists of databases and websites, and some useful google search tips.

Questions? Discussion? Suggestions?

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