Information Literacy and First Year Students

Incorporating Information Literacy into the First Year Seminar

Kathleen Norton
Adjunct Faculty Librarian
kathleen.norton@unh.edu
603-641-4330
What is Information literacy?
What is Information Literacy?

Definition:
Information literacy is the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information.

ACRL Standards
• Determine the extent of information needed
• Access the needed information effectively and efficiently
• Evaluate information and its sources critically
• Incorporate selected information into one’s knowledge base
• Use information effectively to accomplish a specific purpose
• Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

(http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#ildef)
IL Framework

- Introduced in 2014 this framework provides a model for information literacy instruction.
- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Process
- Scholarship as Conversation
- Searching as Strategic Exploration

Source: [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework)
IL Framework at UNHM

In ENGL 401, First Year Writing we teach:

- Authority Is Constructed and Contextual
- Information Has Value
- Scholarship as Conversation
- Searching as Strategic Exploration

In FYS we teach:

- Information Creation as a Process
- Research as Process
IL Frames for FYS

Information Creation as a Process

Learning Goals:
- Articulate the capabilities and constraints of information developed through various creation processes.
- Assess the fit between an information product’s creation process and a particular information need.
- Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline.
- Recognize that information may be perceived differently based on the format in which it is packaged.
- Recognize the implications of information formats that contain static or dynamic information.
- Monitor the value that is placed upon different types of information products in varying contexts.
- Transfer knowledge of capabilities and constraints to new types of information products.
- Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

Research as Process

Learning Goals
- Understand that a new researcher must develop a foundational knowledge base
- Understand that research questions are formed where there are gaps in the current information or research topics are often based on societal, personal, and professional needs.
- Develop a basic, researchable, question.
What is Information Literacy Really?

Example:

1. A 20 year old wants to get her first credit card and starts asking family & friends about what they did and what advice they have.

2. Bryan, a junior in college chooses a research topic on our health-care system. He first breaks down the topic to establish research questions, pulling on all the different issues/people it impacts. He considers where to best find this information and plans to get information from multiple resources.

3. Sarah finds out she is gluten intolerant and her doctor provided her with few answers. She outlines what she needs to know about diet and lifestyle changes and starts researching it online, checks some books out at the library, and signs up for a gluten-free nutrition class offered at the local natural foods store.

4. Renee is feeling overwhelmed and it is only the first week of school. Juggling school, work, and babysitting her siblings is more difficult than she thought. After three weeks, she asks her friends what she should do. She makes an appointment with an advisor and checks out a book on handling college as a freshman.
What is Information Literacy Really?

We want students to start practicing asking questions. To have them think about the need they have and what to do about it instead of waiting for someone to direct them.

They are at the point in their development where they are still learning to handle a problem/information need. We are teaching them how to handle the independence that college/adulthood provides...
How to Incorporate Information Literacy
Primary Learning Goals

1. Understand information creation process and choose the right type of information based upon that process and their information need.

2. Understand how to break complex research questions into smaller chunks.

3. Understand how to revise research questions
How to incorporate Information Literacy in to your course

Pre-class assignment

1. Students watch brief video on how to develop a research question
2. Students develop their own research question
3. Students review research questions from more experienced researchers and compare those to their own question.
How to incorporate Information Literacy into your course

In Class
• Divide students into groups
• Watch Format matters video and review the information that was taught
• In groups, do a brief information timeline exercise
• Use Poll Everywhere to assess student knowledge

1. Tweets may be a valuable source of information for certain topics
   True or False

2. What is a reason that using a news story would be better than a scholarly source in an academic paper (choose as many as you think apply)
   A. The scholarly community has not examined your topic
   B. You don’t have enough time to find out if researchers have looked at your topic
   C. You are examining the popular perception of a topic
   D. There is a local event that you are using as an example within your research

3. How might you share your original undergraduate research?
   A. At a conference
   B. On a department blog
   D. In a scholarly journal
   E. All of the above
How to incorporate information literacy into your course

Homework:

1. Students watch Research is a process video
2. Students fill out research/evaluation logs as they are looking at sources for their assignment.

<table>
<thead>
<tr>
<th>Type/Format (include title)</th>
<th>How is it created?</th>
<th>Who is able to create it?</th>
<th>Is there a review process? Should there be?</th>
<th>What is the best use of the information from this format?</th>
<th>How can I locate information in this format?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia of Careers</td>
<td>Gradually over time. Thorough treatment of topic</td>
<td>Many editors, often expert within that field or topic.</td>
<td>Internal editing process</td>
<td>Background information and concept overviews</td>
<td>Library catalog, available in print or online.</td>
</tr>
</tbody>
</table>
How to incorporate information literacy

Recap:

1. Articulate their problem/information need
2. Then ask where do I go, what do I do, what kind of information do I need to answer my question?
3. See research as a process and understand they will find the needed information through trial and error.
Individualized Instruction

• Lessons and assignments can be tailored to fit the needs of your FYS class
• Plan to meet with me at the beginning of semester (or week before) to finalize plan for your course.
• The meeting will be very brief
• We can meet remotely!
Questions?