

Le Moyne College Information Literacy Program Outline

Draft January 2008

I. Mission

Information literacy enhances the education of the whole person by preparing students to think critically and use information for their academic, professional and personal lives. Information literate students have the flexibility to take these skills and use them throughout life as citizens and professionals and as a means toward continued learning. The information literate individual can recognize the need for information, can locate it using a variety of media and technologies and can evaluate information in order to use it effectively. Le Moyne College faculty, administrators and librarians share the responsibility for helping students develop information literacy skills. Successful implementation of information literacy goals is achieved by integration across the curriculum and depends on active participation of all parties.

As part of the Falcone Library's goal to offer effective user education programs, the Library seeks to promote information literacy by educating students to understand the organization of knowledge, to gather data of all kinds using both print and information technology resources and to evaluate the relevance and authority of information in all its forms. The librarians are committed to working with faculty to adopt, develop, and integrate information literacy objectives into programs and courses. The Library provides resources and services in an environment that fosters free and open inquiry and serve as a catalyst for the interpretation, integration, and application of knowledge in all fields of learning.

II. Goals and Objectives

Le Moyne College students upon completion of the undergraduate program will be information literate. The information literate student has mastered the following five learning goals.

A. **Learning Goals** (ACRL's five standards for info lit competency)

1. Determine the nature and extent of the information need
2. Access needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.
4. Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

B. **Learning Objectives** at the Program Level related to *Goal 1*

1. The student defines and articulates the need for information. [By having students explore the topic in general sources, form a question, narrow the topic, identify key concepts and search terms, faculty can measure this objective.]
2. The student identifies a variety of types and formats of potential sources for information.

3. . Students consider the costs and benefits of acquiring the needed information. [Does the student act appropriately to obtain information within the time frame required? Explore resources beyond the library?]
4. The student reevaluates the nature and extent of the information need. [Does the student identify a research topic that may require revision, based on the amount of information found? That may need to be modified, based on the content found? Decide when it is and is not necessary to abandon a topic depending on the success of failure of initial search? List various criteria, such as currency, which influence information choices]

C. Learning Objectives related to *Goal 2*

5. The student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
6. The student constructs and implements effectively-designed search strategies.
7. The student retrieves information online or in person using a variety of methods.
8. The student refines the search strategy if necessary.
9. The information student extracts, records, and manages the information and its sources.

D. Learning Objectives related to *Goal 3*

10. The student articulates and applies initial criteria for evaluating both the information and its sources.
11. The student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
12. The student determines whether the initial query should be revised.

E. Learning Objectives related to *Goal 4*: uses info effectively to accomplish a specific purpose.

Individually written by the professor. Research assignment depending on course level.

F. Learning Objectives related to *Goal 5*

13. The student understands many of the ethical, legal, and socio-economic issues surrounding information and technology.
14. The student acknowledges the use of information sources in communicating the product (or performance).

III. Modes of Instruction

- a. Individual during reference interview process
- b. In depth research consultations and appointments

- c. Group instruction in classrooms and labs
- d. Web tutorials (plagiarism tutorial in AVS 101)
- e. Course management software (Blackboard)
- f. Distance learning?

IV. Program Structures

- A. First-year seminar: AVS 101
 - 1. Goal 5, ethics of information
- B. HST 101, 103
- C. REL 200?
- D. Research methods courses
 - 1. SOC & PSC
 - 2. HST 301
- E. Linked credit course, LIB 380 (sciences)
- F. Learning communities?

V. Evaluation and Assessment ("closing the loop")

Evaluation and assessment are systematic *ongoing* processes that should gather data to inform decision-making regarding the program. Data gathered should give an indication that the program supports the goals set forth in its mission.

- A. Program evaluation plan
 - 1. Needs assessment
 - 2. Participant reaction (pilot departments of biology and sociology and education)
 - 3. Teaching effectiveness
 - 4. Overall effectiveness
- B. Criteria
- C. Select learning objectives to be assessed and method of assessment
- D. Coordinate assessment with faculty for data gathering