Maryland Information Literacy Summit
July 27, 2017
Information Literacy Skills, Outcomes, & Resources by Affinity Group

Overview

Jessame Ferguson (McDaniel College) brought the idea to model the PA Forward (http://www.paforward.org/) Information Literacy activities in Pennsylvania to the Maryland Library Consortium (MLC) Board in 2015 as a possible project for the consortium. Members of the MLC Board agreed that it would be a good idea to work together across different types of libraries in Maryland to:

- Align skill sets and expectations from K-12 into higher-education and public libraries, developing life skills to discern quality information.
- Teach our constituents the importance of these skills for lifelong learning.
- Highlight the importance of advocacy for everyone involved and ensure more people have these skills.
- Develop a common language so that we understand each other and so that our students or customers also have that same understanding.

After MLC Board members and volunteers contacted several groups including the Maryland Association of School Librarians (MASL), Maryland Information Literacy Exchange (MILEX), the Maryland Library Association (MLA), the Maryland State Department of Education (MSDE), Pratt Library and others - the Maryland Information Literacy Task Group (MD IL TG) formed in the summer of 2016. After some initial meetings to determine the interests and scope of our work together, we formed four sub-groups to begin creating documents to articulate outcomes and activities for each stage of development in the life of MD’s citizens. For this initial stage of development, the sub-groups were formed with any readily available volunteers who had time to dedicate to the work. We also attempted to provide some overlapping perspectives between the sub-groups to ensure better flow from one level of skills to the next. See: http://infolitsummit.weebly.com/contacts--resources.html for our list of contributors.

Throughout this first year, the Maryland State Library, (formerly the Division of Library Development & Services, MSDE) supported this project through the sharing of LSTA funds, made possible by the Institute of Museum and Library Services, to help coordinate and present Maryland’s first ever Information Literacy Summit.

We look forward to sharing the results of the work of the four sub-groups and igniting inspiration to continue the work more broadly with attendees at the Summit on July 27, 2017.
Public Libraries

Audience: Public Librarians serving Adults and Youth

Introduction

Public libraries are the single place in our society where a community member, regardless of economic or social situation, can find information, access rich collections of music, movies, books, and art, and attend enriching programs for education or entertainment throughout the entirety of their lives. Public library staff are always striving to level the playing field for equal access to information for all. Today, public libraries offer added access to technology, digital engagement, workforce development, and an ever-evolving list of services designed to meet the needs of all customers.

Public library doors are open for all. Their services are available to all ages, and those services are free. The American Library Association says, “Libraries Transform,” and they truly do as they offer opportunities for enrichment, education, and engagement for individuals, families, seniors, and youth. Public libraries are a place to grow and learn; they are a place to be with others or to be alone.

Public libraries provide opportunities for lifelong learning, as well as access to quality resources which are available to customers regardless of their affiliation to any academic institutions.

With such a wide customer base, as well as the great breadth and depth of programs and services offered, public libraries encompass many information literacy skills in their work with their customers. There is overlap in some of the information literacy skills important to develop among information seekers from the time they are in elementary school through their academic years into adulthood and lifelong learning. In this regard, public libraries remain constant partners with their local public schools and other academic institutions to provide instructional support for learners in their formal education. Despite this overlap, however, public libraries are more unique in two areas of information skill development: the extension of model reference behaviors into lifelong learning and early literacy skills with their youngest community members, ages 0-5.

The Museums, Libraries, and 21st Century Skills from the Institute of Museum and Library Services (IMLS) were reviewed in regards to these two information literacy skills focus areas. Specifically, the IMLS 21st Century Skills category, Learning and Innovation Skills, supports the focus area of lifelong learning. Critical Thinking and Problem Solving, Creativity and Innovation, and Communication and Collaboration are all applicable sub-skills of this 21st Century Skills category. Overall information literacy skills (e.g. Access and Evaluate Information, Use and Manage Information) fall under IMLS’s category, Information, Media and Technology Skills. This framework's lifelong goal that encompasses personal information needs (e.g. Health Literacy, Financial Literacy) supports IMLS’s 21st Century Themes. Emergent literacy skills fall within the 21st Century Skills category, Basic Literacy.

Learning Outcomes and Related Learning Activities

Lifelong Learning Outcomes

Outcome 1: Information literate individuals will have the ability to navigate the constantly changing information environment.
Activities:
- Customers will be aware of services and resources that guide them to new information resources and technologies.
- Customers will be able to choose the appropriate information format that responds to their information need.
- Customers will determine the level of need for assistance required from library staff.

Outcome 2: Information literate individuals will develop information retrieval skills applicable to multiple formats.

Activities:
- Customers will understand the organizational structure of multiple information formats.
- Customers will be able to hone their information seeking skills by observing the process librarians to assist them with their questions.

Outcome 3: Information literate individuals will develop a strategy for evaluating information for clarity, validity, and usefulness from traditional and unfiltered sources.

Activities:
- Customers will be able to evaluate the credibility of a source by reviewing the basis of the information and its origin.
- Customers will be able to read beyond a title or headline by reviewing the information’s supporting sources and their currency.
- Customers will be able to filter out personal biases in their evaluation of information resources.
- Customers will be able to recognize author bias in information and media.
- Customers will be aware of the need to seek additional resources to provide alternative viewpoints.
- Customers will understand how information graphics are a key to efficiently determining the relevancy of a resource and to meeting information needs.
- Customers will know when the assistance of an information professional is needed.

Outcome 4: Information literate individuals will understand the power of information and its application to all stages of life.

Activities:
- Customers will be able fulfill personal information needs regardless of their stage in life and when the need exists:
  - Workforce and Career Development
  - Personal Educational Development
  - Do It Yourself
  - Personal Inquiry
  - Financial Literacy
  - Health Literacy

Organized programs or workshops, interest groups, and training on specific programs and searching techniques would be well received and fulfill a need for library users otherwise not reached by formal education programs. In areas where schools provide little Internet training, public librarians may choose to offer information literacy programs to children and young adults.
**Emergent Literacy Outcomes**

**Outcome 1:** Caregivers (e.g. parents, family members, daycare teachers) of emergent literate children will understand the importance of early learning programs.

**Activities:**
- Caregivers will register for and participate with their children in library-related early learning programs.
- Caregivers will actively engage with their children through activities such as reading books and rhymes aloud and discussing what they are reading.
- Caregivers will model the importance of reading through their own reading and regular library visits where they and their children browse, read, discuss, and select books and other materials to take home.

**Outcome 2:** The emergent literate child (ages 0-5) demonstrates early learning literacy skills (e.g. singing, talking, reading, writing, playing, active listening, active engagement in rhymes, familiarity with alphabet, sounding).

**Activities:**
- Children will participate in preschool programs such as storytimes.
- Children will demonstrate active listening skills during preschool programs.
- Children will engage in the activities of preschool programs.
- Children will select books of interest to them and interact with them.

Children and Youth Services librarians working to achieve these outcomes should refer to the *Every Child Ready to Read*, 2nd edition curriculum as well as the The Public Library Association (PLA) and Association for Library Service to Children (ALSC) recently released *Every Child Ready to Read® (ECRR) @ your library® Toolkit for Serving Early Childhood Educators*. This digital toolkit serves as a how-to manual to train early childhood educators, including public librarians, licensed home child care providers, child care center staff, Head Start teachers, preschool teachers and other child care professionals. The Toolkit provides training that equips public librarians to more effectively partner, train, and facilitate learning with early childhood educators whose students are growing in independence and ability as they approach school entry.

The Standards contained in the Language & Literacy Domain of the *Maryland Early Learning Standards* should be used as a key reference by librarians and caregivers of preschoolers. The standards of all three Strands of this Domain (Reading Literature, Reading Informational Text, and Reading Foundational Skills) all contain key, early learning outcomes to be achieved by children in their 1 Year -- 4 Year timespan which can be supported in public library programs.

**Standard:** *“Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”*

*Example from Language & Literacy Domain/Strand: Reading Literature Standard from *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age* and the *Maryland College and Career-Ready Standards for Pre-K - 12*--as referenced in the Executive Summary, pg. 4, of “*Maryland Early Learning Standards Birth - 8 Years.*”*
## Resources by Outcome

### Lifelong Learning

**Outcome 1:** The information literate individuals will have the ability to navigate the constantly changing information environment.

State Library Resource Center  
Public Programming Catalog; programs sponsored by SLRC staff for Maryland public libraries  

Examples:  
Fake News  
Finding Health Information Online  
Google Mostly  
Researching Controversial Issues

**Outcome 3:** The information literate individuals will develop a strategy for evaluating information for clarity, validity, and usefulness from traditional and unfiltered sources.  

### Emergent Literacy

**Outcome 1:** Caregivers of emergent literate children will understand the importance of early learning programs.  
[Family Literacy Programming (Harford County)](http://www.slrc.info/services/Default.aspx?id=7040)  
[Communication/How to Talk and Share](http://www.slrc.info/services/Default.aspx?id=7040)  

**Outcome 2:** The emergent literate child demonstrates early learning literacy skills (e.g. singing, talking, reading, writing, playing, active listening, active engagement in rhymes, familiarity with alphabet, sounding).  
[Children and Libraries article](http://www.slrc.info/services/Default.aspx?id=7040)  
[Alphabetic Tip Sheet](http://www.slrc.info/services/Default.aspx?id=7040)  
[Blank Tip Sheet](http://www.slrc.info/services/Default.aspx?id=7040)  
[View2 Resource Page](http://www.slrc.info/services/Default.aspx?id=7040)
# Informational Resources

## Lifelong Learning

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<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Dean, Margaret</td>
<td>The Role of Public Libraries in Promoting Information Literacy</td>
<td>Annotated bibliography</td>
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<tr>
<td>Nielsen, Bo Gerner Borlund, Pia</td>
<td>Information Literacy, Learning and the Public Library</td>
<td>Danish experience with extensive general Information Literacy bibliography</td>
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<tr>
<td>Farkas, Meredith</td>
<td>Information Literacy Toolkits</td>
<td>Toolkits</td>
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<td><a href="https://americanlibrariesmagazine.org/2017/05/01/information-literacy-toolkits/">https://americanlibrariesmagazine.org/2017/05/01/information-literacy-toolkits/</a></td>
<td></td>
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<tr>
<td>Muller, Karen</td>
<td>Information Literacy; unlocking the framework</td>
<td>Bibliography</td>
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<td></td>
<td><a href="https://americanlibrariesmagazine.org/2016/11/01/information-literacy-framework/">https://americanlibrariesmagazine.org/2016/11/01/information-literacy-framework/</a></td>
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## Emergent Literacy

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<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>ALSC &amp; PLA, 2011.</td>
<td><em>Every Child Ready to Read.</em> Second ed.</td>
<td>For parents and caregivers to support early childhood development</td>
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<tr>
<td>Information School, University of Washington.</td>
<td><em>VIEWS2: Valuable Initiatives in Early Learning that Work Successfully.</em></td>
<td>Project VIEWS2 cutting edge research in support of early learning initiatives of public librarians</td>
</tr>
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</table>
Definitions

**Early Literacy Skills** -- The second edition of Every Child Ready to Read® @ your library® defines the five early literacy skills as: reading, writing, talking, singing, and playing. (Every Child Ready to Read).

**Emergent Literacy** -- During early speech and language development, children learn skills that are important to the development of literacy (reading and writing). This stage, known as emergent literacy, begins at birth and continues through the preschool years. Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school. (American Speech-Language-Hearing Association).

**Every Child Ready to Read** -- Every Child Ready to Read® @ your library® (ECRR) is a parent education initiative. It stresses early literacy begins with the primary adults in a child's life. The Public Library Association (PLA) and Association for Library Service to Children (ALSC) concluded that public libraries could have an even greater impact on early literacy through an approach that focused on educating parents and caregivers. If the primary adults in a child's life can learn more about the importance of early literacy and how to nurture pre-reading skills at home, the effect of library efforts can be multiplied many times. Teaching parents and other caregivers how to support the early literacy development of their children is the basis of Every Child Ready to Read® @ your library®. When the first edition of ECRR was introduced in 2004, the focus on educating parents and caregivers was a significantly different approach for many libraries; one that certainly has proven its value. The updated and expanded second edition of Every Child Ready to Read® @ your library® provides a new curriculum and materials to continue the effort, supporting parents and caregivers with the early literacy development of their children birth to age five. (Every Child Ready to Read).

**Family Engagement** -- Family engagement is a shared responsibility of families, schools and communities for student learning and achievement; it is continuous from birth into the school-age years; and it occurs across the various early care and learning settings where children are. (Maryland State Department of Education, Early Childhood Division).
Pre-K through 8th Grade

Audience: Elementary and Middle School Library Media Specialists

Introduction

In PK-8 School Libraries, students learn age-appropriate skills (locating resources; finding, evaluating, creating, and communicating information) in the process of becoming information literate students. School Librarians teach students to learn, apply and reinforce literacy skills in all forms (media, digital, and cultural). Additionally, critical thinking, problem solving and comprehension skills are established and students scaffold toward mastery of these skills both independently and collaboratively throughout the school year. Along the way emphasis is placed on a developing good digital citizens, a respect for intellectual property, and a lifelong love of literature and learning.

Learning Outcomes and Related Learning Activities

Outcome 1: The information literate student will be able to ethically follow an inquiry/research process.
Activities:

a. Students will define and refine a problem or question. (PK-2)(3-5)(6-8)
b. Students will locate and evaluate resources and sources. (3-5) (6-8)
   - evaluate reliability and credibility of news reports, whether they come via print, television or the Internet
   - use a rubric or checklist to evaluate websites
c. Students will find, generate, record, and organize data/information. (3-5)(6-8)
   - correctly cite sources
   - link information to sources
d. Students will interpret recorded data/information to generate new knowledge. (PK-2)(3-5)(6-8)
   - demonstrate age-appropriate fair use of copyrighted information.
   - knowledgeably report findings/conclusions
   - evaluate the product and process

Outcome 2: The information literate student will practice digital citizenship.
Activities:

a. Students will learn digital etiquette. (3-5)(6-8)
b. Students will apply digital safety, security, and wellness measures. (PK-2)(3-5)(6-8)
   - define cyberbullying and identify ways to prevent it
   - establish how much time spent online is appropriate
   - engage in appropriate use of social media
   - identify ways to protect the privacy of personal information
c. Students will correctly cite sources to give credit to the creator of the information. (3-5)(6-8)
d. Students will evaluate sources for credibility and currency. (3-5)(6-8)

Outcome 3: The information literate student will demonstrate media literacy in all forms -video, audio, print images or text. (PK-2)(3-5)(6-8)
Activities:

a. Students will find/access media in all forms-video, audio, print images or text.
b. Students will analyze/interpret media in all forms--video, audio, print images or text.
c. Students will evaluate media in all forms-video, audio, print images or text.
d. Students will create in all forms-video, audio, print images or text.
Outcome 4: The information literate student will demonstrate cultural literacy. (PK-2)(3-5)(6-8)

Activities:
a. Students will build background for understanding literature, history, geography.
   - develop an appreciation for traditional and current issues that impact diverse communities
   - develop an appreciation for historical and current issues that affect diverse communities
b. Students will build background for understanding other cultures.
   - develop awareness and appreciation for the multitude of cultures within their school community
   - develop awareness and understanding of the cultural differences in their neighborhood

Outcome 5: The information literate student will develop a personal learning network (PLN). (6-8)

Activities:
a. Students will build background for understanding how others can contribute to your knowledge base on multiple topics.
b. Students will recognize many resources that comprise a PLN (books, databases, professionals, people with life experience etc.).
c. Students will collaborate with others to share information/resources and acquired knowledge within your personal learning network.

Outcome 6: The information literate student will appreciate literature and demonstrate life-long learning practices. (PK-2) (3-5) (6-8)

Activities:
a. Students will demonstrate an understanding of various forms of literature.
b. Students will pursue personal interests.

Resources by Outcome

<table>
<thead>
<tr>
<th>Outcome 1: Follow inquiry/research process</th>
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<tbody>
<tr>
<td>Website evaluation checklist</td>
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<tr>
<td>Fair Use Resources- Blogs and video about fair use. Fair Use Week Resources</td>
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<tr>
<td>Fair Use Infographic- A quick and visual way to understand Fair Use Fair Use Infographic</td>
</tr>
<tr>
<td>7 Tips for Teaching News Literacy to 8 to 12 Year Olds, an article from SLU</td>
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<tr>
<td>Powerful Voices for Kids media literacy site <a href="http://www.discovermedialiteracy.com/">http://www.discovermedialiteracy.com/</a></td>
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<tr>
<td>Research Skills:</td>
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<tr>
<td>• K-4 Research Guide - bcps.org</td>
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<td>• 5-8 Research Guide - bcps.org</td>
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<th>Outcome 2: Practice digital citizenship</th>
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<tr>
<td>Common Sense Media , Common Sense Family Toolbox</td>
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<tr>
<td>Fair Use Resources- Blogs and video about fair use. Fair Use Week Resources</td>
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<tr>
<td>NetSmartz-Resources for teacher training, resources, videos, games, student kits, presentations, info for parents and guardians, law enforcement, teens, tweens, and kids Go to various links within the site: NetSmartz Educators , NetSmartz Parents , NetSmartz Law Enforcement , NetSmartz Teens , NetSmartz Tweens , NetSmartz Kids</td>
</tr>
<tr>
<td>Tips for a Safe and Positive Social Media Experience (THE Journal)</td>
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</table>
Fake News lesson: SLJ article and lesson plan about teaching 4th grade students how to evaluate news and sites [Supermoons Cause Tidal Waves-True or False](https://www.slbj.com/fake-news/) and [Foiling Fake News resource template](https://www.slj.com/article/faking-foiling-fake-news-resource-template/)

The CRAAP Model - From Benedictine University features a brief video explaining the CRAAP model and ways to look at how to evaluate information [The CRAAP Model](https://www.benedettine.edu/library/teachers/teaching-strategies/

Media Smarts - Canada’s Centre for Digital and Media Literacy games, activities, lessons to teach media literacy to K-12.

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<tr>
<th>Outcome 3: Demonstrate media literacy in all forms (video, audio, print images or text)</th>
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| National Geographic’s Experiencing Film an Active Approach [National Geographic](https://www.nationalgeographic.com/)
| Visual Thinking Strategies [Milwaukee Museum of Art Teacher Resources](https://www.milwaukeemuseum.org/teachers/), [Common Core in Action 10 strategies](https://www.milwaukeemuseum.org/teachers/)
| Library of Congress’s Analysis Tools for all media [Library of Congress](https://www.loc.gov/)
| National Archives Document Analysis Sheets for all media [National Archives](https://www.archives.gov/)
| Newseum lesson plans and activities [Newseum EDTools](https://www.newseum.org/)
| Information Literacy: Building Observation and Questioning Skills with Newspaper Ads - info lit blog from the Library of Congress [Info Lit: Newspaper Ads](https://www.loc.gov/)
| Information Literacy: How Do a Photographer’s Intention and Context Shape the Photograph? - info lit blog from the Library of Congress [Info Lit: Photographer Intention](https://www.loc.gov/)
| Unesco - Media and Information Literacy Curriculum for Teachers [UNESCO](https://www.unesco.org/)
| 7 Tips for Teaching News Literacy to 8 to 12 Year Olds, an article from SLJ [Powerful Voices for Kids media literacy site](http://www.discovermedialiteracy.com/)
| Digital Is - From the National Writing Project blogs, resources, collections, and community of ways to use a variety of media to communicate [Media Smarts](https://www.mediasmarts.ca/)

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<tr>
<th>Outcome 4: Demonstrate cultural literacy</th>
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| [Reading Without Walls Challenge](https://www.readingwithoutwalls.org/), Dictionary of Cultural Literacy E.D Hirsch
| [International Digital Children's Library](https://www.farrarbooks.com/)
| [Give Your Child the World: Raising Globally Minded Kids One Book at a Time](https://www.macmillan.com/9780316303068) by: Jamie C. Martin

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<tr>
<th>Outcome 5: Develop a personal learning network</th>
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</table>
| [Overview of Personal Learning Networks](https://www.farrarbooks.com/)
| [Helping students create PLNs](https://www.farrarbooks.com/)
| [Video overview of PLNs](https://www.farrarbooks.com/)

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<thead>
<tr>
<th>Outcome 6: Appreciate literature and demonstrate life-long learning practices</th>
</tr>
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</table>
| [Bookopolis](https://www.bookopolis.com/), [Goodreads](https://www.goodreads.com/), [International Children's Digital Library](https://www.childrensdigitallibrary.org/), [Reading Without Limits](https://www.readingwithoutlimits.org/) by Maddie Witter, [Wiring the Brain for Reading](https://www.farrarbooks.com/) by Marilee Sprenger
Definitions

Cultural Literacy

- The cognizance or the ability to acquire the knowledge of the history, traditions, influences, and viewpoints of different cultural groups, including one's own group, necessary for the understanding of reading, writing, and other media.

Personal Learning Network

- Face-to-face or online collaborations where students or colleagues can share ideas, resources, and learning.

Digital Literacy

- Ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.

- ALA Office for Information Technology Policy

Role of School Libraries/Librarians in Digital Literacy

- Provide instruction, guidance, and support in locating, accessing, utilizing, and evaluating information in a wide variety of formats.
- Instruct and assist students and colleagues in evaluating information for bias, accuracy, and validity of information.
- Offer instruction and experiences in utilizing technology to create, collaborate, and communicate in an ethical manner.

Digitally Literate Person

- Possesses the variety of skills—technical and cognitive—required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- Understand the relationship between technology, life-long learning, personal privacy, and stewardship of information;
- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion the general public; and
- Uses these skills to actively participate in civic society and contribute to vibrant, informed, and engaged community.

- ALA Office for Information Technology Policy

Digital Learning

- The term digital learning means any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including—
- Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;
- Access to online databases and other primary source documents;
• The use of data and information to personalize learning and provide targeted supplementary instruction;
• Online and computer-based assessments;
• Learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;
• Hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and
• Access to online course opportunities for students in rural or remote areas.

-ESSA, Section 4102

Computer Literacy

• The ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving.
• The basic, nontechnical knowledge about computers and how to use them; familiarity and experience with computers, software, and computer systems.

Digital Citizenship

How we should act online; Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship is the norms of appropriate, responsible technology use.

This site also has Nine Themes of Digital Citizenship:

4. Digital Literacy: process of teaching and learning about technology and the use of technology.
5. Digital Etiquette: electronic standards of conduct or procedure.

http://www.digitalcitizenship.net/ Mike Ribble Go Daddy Website 2016???

https://www.iste.org/docs/excerpts/DIGCI2-excerpt.pdf - (same author more in depth explanation of the Nine Themes)
Copyright and Fair Use

- Fair Use - “fair use is any copying of copyrighted material done for a limited and "transformative" purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an illegal infringement."

(Stanford University Libraries - http://fairuse.stanford.edu/overview/fair-use/what-is-fair-use/)
U.S. Copyright Office: https://www.copyright.gov/fair-use/more-info.html

- Copyright - "A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. Copyright protection does not extend to any idea, procedure, process, system, title, principle, or discovery. Similarly, names, titles, short phrases, slogans, familiar symbols, mere variations of typographic ornamentation, lettering, coloring, and listings of contents or ingredients are not subject to copyright."

(U.S. Copyright Office) https://www.copyright.gov/help/faq/definitions.html

Media Literacy (Visual Literacy)

- The ability to access, analyze, evaluate, create, and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens. From the National Association for Media Literacy Education

Visual Literacy

- A set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.

From the Association of College & Research Libraries

Inquiry/Research Process

- Using a model to solve all kinds of problems, whether personal or academic--defining and refining a problem or question, ethically locating and evaluating resources and sources, ethically finding, generating, recording and organizing data/information, ethically interpreting recorded data/information to generate new knowledge, ethically sharing finding/conclusions, evaluation the product and process

Literacy

The ability to read, write, speak, listen, and use numeracy. In Prince George's County Public Schools, our focus on literacy emphasizes the ability to:

- Report, Evaluate, Gather, Synthesize, and Comprehend information and ideas (REGS-C);
- Conduct original research in order to answer questions or solve problems (Original Research);
- Analyze and create print and non-print texts in media forms (Media Forms);
- Using numbers to process information, solve problems, and interpret data (Numeracy).

News Literacy

- Ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, television or the Internet.
High School to College & Career Readiness

Audience: High School Library Media Specialists

Introduction

An information literate student demonstrates literacy in all forms (media, digital, cultural). They have the ability to find, evaluate, create and communicate information in multiple forms. They are also critical thinkers, effective communicators and competent contributors to society as a whole. The skills needed to solve an information need individually or collaboratively using problem solving and critical thinking must be taught and reinforced by Library Media Specialists throughout the year.

Learning Outcomes and Related Learning Activities

Outcome 1: The information literate student will be able to identify a problem
Activities: [see chart below]

- Students will be able to define the problem, connect it to their life outside the classroom and recognize the need for information to solve it.
- Students will be able to develop, refine and revise questions to drive their information search.
- Students will be able to Identify individuals and resources to help locate appropriate sources.

Outcome 2: The information literate student will be able to find information to answer the question posed
Activities: [see chart below]

- Students will be able to identify different forms of information, understand the different types of information they provide, the limitations of each, and the best tool to access them.
- Students will be able to use appropriate search strategies to find information including using text features, keyword searching, expanders and limiters.

Outcome 3: The information literate student will be able to evaluate resources they use in their search for information.
Activities: [see chart below]

- Students will be able to evaluate sources for reliability, accuracy, authority, currency, relevance, bias and perspective
- Students will be able to differentiate between fact and opinion, as well as identifying fake news stories.
- Students will be able to properly gather information including understanding how to correctly take notes, paraphrase, draw conclusions and valid inferences, defend positions, and compare/contrast findings.

Outcome 4: The information literate student will be able to share and reflect on their findings responsibly
Activities: [see chart below]

- Students will be able to individually or collaboratively synthesize a product to contribute to a learning community
- Students will be able to apply ethical behaviors to the use of information including understanding what is meant by plagiarism and how and why we avoid it as well as how to properly cite sources.
- Students will be able to reflect on the inquiry process and how to use it more efficiently including the extent to which the information was met
- Students will be able to create new understandings and knowledge from the information they found

**Outcome 5:** The information literate student will have the soft skills to succeed in college and career preparedness

**Activities:** ([see chart below](#))
- Students will be able to display emotional resilience by persisting in information searching despite challenges
- Students will be able to display self-advocacy, self-efficacy, creativity and ingenuity in their work
- Students will be able to display the ability to listen, communicate, and adapt to new technologies
- Students will be able to work in collaboration with various groups and individuals
- Students will be able to understand that learning requires a network of people and have practice building such a network.

**Outcome 6:** The information literate student will develop a personal learning network (PLN).

**Activities:** ([see chart below](#))
- Students will build background for understanding how others can contribute to your knowledge base on multiple topics.
- Students will recognize many resources that comprise a PLN (books, databases, professionals, people with life experience etc.).
- Students will collaborate with others to share information/resources and acquired knowledge within your personal learning network.

**Informational Resources**

<table>
<thead>
<tr>
<th>Project Information Literacy (PIL), Practical PIL</th>
<th><a href="http://www.projectinfolit.org/practical-pil.html">http://www.projectinfolit.org/practical-pil.html</a></th>
<th>Practical PIL features examples of outreach projects from different campuses that have drawn on PIL research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Webinar - Teaching Digital Literacy</strong></td>
<td><a href="http://www.edweb.net">www.edweb.net</a></td>
<td>This webinar focuses on instructional strategies that help students increase their digital literacy. Michelle Luhtala, Library Department Chair, New Canaan High School, CT, outlines distinctions between media literacy and digital literacy, and highlights how each can be addressed in the classroom and through the library program. The program also focused on digital collection development and how using library resources can promote critical thinking, improve reading skills, and help learners better understand the research process.</td>
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<tr>
<td><strong>Webinar - Media Literacy: A Crash Course in 60 minutes</strong></td>
<td><a href="http://www.edweb.net">www.edweb.net</a></td>
<td>In this session, USA Today Reporter Greg Toppo joins Michelle Luhtala, Library Department Chair, New Canaan High School, CT, to discuss shifting trends in the news business and what teachers can do to help their learners sift through the information pool to find trustworthy journalism.</td>
</tr>
<tr>
<td><strong>Making Sense of the News: News Literacy Lessons for Digital Citizens</strong></td>
<td><a href="http://www.coursera.com">www.coursera.com</a></td>
<td>Stony Brook University &amp; Univ of Hong Kong- Six-week course will help learners develop their critical thinking skills to enable them to better identify reliable information in news reports and to become better informed about the world in which we live. The course will discuss the key elements of journalism from the viewpoint of the news audience.</td>
</tr>
</tbody>
</table>
## Instructional Resources

<table>
<thead>
<tr>
<th>Standards/Curriculum</th>
<th>Description</th>
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<tbody>
<tr>
<td>ISTE Standards for Students</td>
<td><a href="https://www.iste.org/standards/standards/for-students-2016">https://www.iste.org/standards/standards/for-students-2016</a></td>
</tr>
<tr>
<td>BCPS Grades 9-12 Research Guide</td>
<td><a href="http://www.bcps.org/offices/lis/researchguide/9-12/intro.html">http://www.bcps.org/offices/lis/researchguide/9-12/intro.html</a></td>
</tr>
<tr>
<td>TRAILS: Tool for Real-time Assessment of Information Literacy Skills</td>
<td><a href="http://www.trails-9.org/">http://www.trails-9.org/</a></td>
</tr>
<tr>
<td>UNESCO - Media and Information Literacy Curriculum for Teachers</td>
<td><a href="http://unesdoc.unesco.org/images/0019/001929/192971e.pdf">http://unesdoc.unesco.org/images/0019/001929/192971e.pdf</a></td>
</tr>
<tr>
<td>English for Media Literacy</td>
<td><a href="http://www.coursera.com">www.coursera.com</a></td>
</tr>
</tbody>
</table>
broader understanding of the role media plays in our lives, while building your vocabulary and giving you the language skills needed to analyze what you read and watch. The first unit in this course will provide an introduction to media literacy and give you an opportunity to evaluate your own media literacy level. In unit 2, you will learn how to identify facts versus opinions in the media. The next unit in the course will focus on the differences between social media and traditional media, while unit 4 will look at how gender and identity are covered in the media. In the final unit of the course, you will demonstrate your increased media literacy by through a culminating final project on social media.

| MediaSmarts - Teacher Lessons and Resources | http://mediasmarts.ca/teacher-resources/find-lesson | Media Smarts - Canada’s Centre for Digital and Media Literacy - In this section, you can use our search tool to help you find lesson plans, tip sheets and other resources on various media topics. |

**Define/Refine Problem**

| Asking good questions - LibGuides at STHS | https://sdst.libguides.com/content.php?pid=184760&sid=1552990 | Tools, tutorials, and all sorts of resources to help you successfully navigate the research process! |

**Find/Access Information**

| 15 Lesson Plans For Making Students Better Online Researchers - Google | https://globaldigitalcitizen.org/15-lesson-plans-for-making-students-better-online-researchers | 15 lesson plans courtesy of Google designed to make students better online researchers. They’re organized by difficulty and meant to help students (and everyone) become better online searchers. |
| Creating an Effective Search Strategy | https://www.youtube.com/watch?v=YtFzDVjW5Q&feature=share&list=PLDEF970848A93F95 | This video explains how to identify search terms to create online searches that return concise results more relevant to your investigation. |

**Assess/Evaluate**
<table>
<thead>
<tr>
<th>Critical Evaluation of Information</th>
<th><a href="http://www.schrockguide.net/critical-evaluation.html">http://www.schrockguide.net/critical-evaluation.html</a></th>
<th>This page includes forms for teaching the process, articles for learning about the aspect of literacy, and a list of bogus sites to use to showcase that all things on the Web are not real.</th>
</tr>
</thead>
</table>
Week 1: The power of information is now in the hands of consumers.  
Week 2: What makes journalism different from other types of information?  
Week 3: Where can we find trustworthy information?  
Week 4: How to tell what’s fair and what’s biased.  
Week 5: How to apply news literacy concepts in real life.  
Week 6: Meeting the challenges of digital citizenship. |
| Use/Create/Act with Integrity |  |  |
| Preventing Plagiarism | [https://owl.english.purdue.edu/owl/section/3/33/](https://owl.english.purdue.edu/owl/section/3/33/) | Lessons and activities from the OWL Writing Lab at Purdue Univ |
| And I Quote: A Punctuation Proofreading Minilesson | [http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html](http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html) | Students review the basic conventions for using quotations from literature or references from a research project, focusing on accurate punctuation and page layout, then apply the conventions to their texts. |
| Take Note: Five Lessons for Note-Taking Fun | [http://www.educationworld.com/a_lesson.lesson/lesson322.shtml](http://www.educationworld.com/a_lesson.lesson/lesson322.shtml) | Education World offers five simple lessons to help you instruct students and to provide practice in the skills of note taking and the associated skills of summarizing and paraphrasing. |
| General Skills |  |  |
10 Ways to help students develop a PLN

https://whatedsaid.wordpress.com/2010/08/15/10-ways-to-help-students-develop-a-pln/

As teachers begin to step down from the position of ‘boss of learning’, students need the skills and opportunities to learn from and with a wider network of people.

Definitions

**Computer Literacy** -- The ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy is the basic, nontechnical knowledge about computers and how to use them; familiarity and experience with computers, software, and computer systems.

**Digital Literacy** -- The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (Office, 2016)

**Digitally Literate Person**

- Possesses the variety of skills- technical and cognitive- required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;
- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion the general public; and
- Uses these skills to actively participate in civic society and contribute to vibrant, informed, and engaged community. (Office, 2016)

**Literacy** - The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (Committee, 2017)

**Media Literacy** -- The ability to access, analyze, evaluate, create, and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens. (National, 2017)

**News Literacy** -- The ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, television or the Internet. (Center, 2016)

**Research Process** -- Using a model to solve all kinds of information problems, whether personal or academic--defining and refining a problem or question, ethically locating and evaluating resources and sources, ethically finding, generating, recording and organizing data/information, ethically interpreting recorded data/information to generate new knowledge, ethically sharing finding/conclusions, evaluation the product and process. (Division, 2010)
Visual Literacy -- A set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture. (LibGuides, 2017)

Role of School Libraries/Librarians in Digital Literacy:

Provide instruction, guidance, and support in locating, accessing, utilizing, and evaluating information in a wide variety of formats. Instruct and assist students and colleagues in evaluating information for bias, accuracy, and validity of information. Offer instruction and experiences in utilizing technology to create, collaborate, and communicate in an ethical manner. Role of School Libraries/Librarians in Digital Literacy

Sources Used:


National Association for Media Literacy Education, NAMLE, 2017, namle.net/.


College Graduates & Lifelong Learning

**Audience:** Librarians from college libraries, research libraries, technical libraries, and other libraries for postsecondary students and lifelong learners

**Introduction**

In the Association of College & Research Libraries’ *Framework for Information Literacy for Higher Education*, the concept of *information literacy* is defined as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” Comprised of behaviors that exemplify these interdependent abilities, the learning outcomes articulated here are for students and graduates of postsecondary academic, vocational, and professional programs at Maryland colleges, universities, and vocational schools, as well as other lifelong learners, especially those adults who continue to engage in formalized educational experiences. Not a passive experience, the research process is understood to be recursive and interactive, and, though we use the phrase “the information literate individual,” we must stress that information literacy is a process in which we engage and not an objective that can be achieved or an endpoint at which we can arrive.

**General recommendations:**

- To guide pedagogy and curricula, especially when articulating learning outcomes and designing learning experiences and assessments, information literacy programs and initiatives should rely on the Association of College & Research Libraries’ *Framework for Information Literacy in Higher Education* and the Institute of Museum and Library Services’ *Museums, Libraries, and 21st Century Skills Initiative*.
- Academic librarians should be integrated into institutional structures for curricular development and assessment at all Maryland postsecondary learning institutions in order to contribute effectively to the development and assessment of students’ information literacy in courses, in programs, and across a postsecondary institution.
- To foster student investment in information literacy, postsecondary educators are strongly encouraged to deploy learning experiences that require students to find and use quality information to address issues pertinent to students’ lives and environments (which may be achieved by using critical pedagogy, problem-based learning, service learning, social justice curricula, etc.).
- To acknowledge how integral information literacy is to personal, academic, and professional growth and success, and how foundational a well-informed citizenry is to the health of a democracy, libraries should promote information literacy as an umbrella term that encompasses many other kinds of emerging literacies, like visual literacy, media literacy, news literacy, digital literacy, health literacy, financial literacy, political literacy, etc.

**Learning Outcomes and Related Learning Activities**

**Outcome 1:** Information literate individuals will be able to distinguish fact from opinion and evaluate the merits of different types of sources in specific contexts.

**Activities:**

- The information literate college graduate and lifelong learner will be able to identify and pose questions pertaining to factual accuracy when evaluating resources (MUIH).
- Learners will explore general sources of various types and formats to increase familiarity with topic. (CC)
• Learners will evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias of information sources *(CC)*
• Learners will evaluate different types of online sources, from news reporting to press releases to opinion pieces and reviews *(MICA)*
• Learners will research current political facts, learn the difference between source types and intended audiences, and that authority is constructed and contextual *(Political Internet Literacy- Jennifer Schwartz, DePaul University, 2016)*

**Outcome 2:** Information literate individuals will be able to analyze the purpose of a source and evaluate its attributes and constraints as influenced by its place in the information creation process.

**Activities:**
- Learners will employ critical analysis and reasoning *(USNA).*
- Learners will examine and compare information from various sources *(CC)*
- Learners will evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias of information sources *(CC)*
- Learners will recognize prejudice, deception or manipulation as well as cultural, physical or other context within sources, acknowledging impact of context on interpretation *(CC)*
- Learners will evaluate sources for authority, relevance, and credibility. *(University of Maryland)*
- Learners will use source evaluation model the guide analysis of a source in a specific context *(UB).*
- Learners will locate, identify, analyze, and evaluate primary sources and incorporates three hands-on activities that emphasize these skills *(Identifying, Analyzing, and Evaluating Primary Sources- Belinda Cheek & Kimberly Butler, North Central College, 2015)*

**Outcome 3:** The information literate individual will be able to search databases and other information retrieval systems effectively for information that addresses a question or issue.

**Activities:**
- Learners will engage in an iterative and reflective search process *(UB).*
- Learners will investigate scope, content and organization of information retrieval systems. *(CC)*
- Learners will use “fishbowl” method, or students as instructors, to find scholarly sources and complete an annotated bibliography citation *(Finding Sources and Annotated Bibliography Fish Bowls by Aisha Conner-Gaten, April 25, 2017, CORA)*

**Outcome 4:** Information literate individuals will be able to locate and use information resources specific to their professions, vocations, or academic disciplines.

**Activities:**
- Learners will assess relevance and types of authority, given the context of a topic or discipline *(UMBC).*
- Learners will have the ability to use technology (email, Internet, etc.) to: Locate information; communicate; use word-processing programs, spreadsheets, databases, and graphics as they are used in their disciplines; and, search databases to support written and oral presentations in their field. *(University of MD)*
- Learners will define and articulate a given need for information, use available tools to access the information efficiently, and interpret and apply the information successfully *(Creating*
Outcome 5: Information literate individuals will be able to cite sources in ways that are appropriate for the contexts in which their works appear.

Activities:
- Learners will indicate how proper in-text citations and reference list entries appear according to the Publications Manual of the American Psychological Association (MUIH).
- Learner will be able to select an appropriate documentation style, using it consistently to cite sources (CC).
- Learners will demonstrate an understanding of intellectual property, copyright and fair use of copyrighted material, legally obtaining, storing, and disseminating text, data, images or sound (CC).
- Learners will practice academic integrity by utilizing Creative Commons licensed images appropriate for reuse in an academic setting and will apply essential technical skills in order to create a presentation slide with an appropriately attributed image (Citing Online Images- Tim Lockman, Kishwaukee College, 2016)

Links to References and Resources

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Consortium of Academic and Research Libraries (CARLI) Toolkit</strong></td>
<td>“Toolkit: Homepage.” Consortium of Academic and Research Libraries (CARLI) Toolkit, 2017, <a href="http://www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage">www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage</a></td>
<td>Since 2013, the CARLI Instruction Showcase has offered academic librarians from Illinois the opportunity to share tips, tricks, and techniques they have used in library instruction. This Toolkit maps those instructional activities taught at the CARLI Instruction Showcase to the Framework, with the hopes that instruction librarians can use these presentations as resources for creating and/or re-imagining their own library instruction to accord with the Frames.</td>
</tr>
<tr>
<td><strong>New Literacies Alliance, (NLA)</strong></td>
<td>New Literacies Alliance: Lessons built around the ACRL Information Literacy Framework, 2017, <a href="http://newliteraciesalliance.org/">http://newliteraciesalliance.org/</a></td>
<td>“...a dynamic consortial curricular project led by librarians from multiple institutions across the United States.” They address new literacies based on ACRL’s Framework and other standards to help students succeed academically and for lifelong learning. — from their website</td>
</tr>
</tbody>
</table>
Definitions

**Critical Pedagogy:** Critical pedagogy is a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relationships of the wider community (Jean Wink cited in Eamon Tewell).

**Effective Reasoning:** Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation (IMLS).

**Information Creation as Process:** Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences (ACRL).

**Problem-based learning (PBL):** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. (Cornell Center for Teaching Excellence).

**Problem Solving:** Identify and ask significant questions that clarify various points of view and lead to better solutions (IMLS).

**Research as Inquiry:** Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field. (ACRL)

**Service Learning:** A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (National Service Learning Clearinghouse).

**Social Justice:** A concept that encompasses more than representation and diversity, and is generally understood to refer to the ability of all people to fully benefit from social and economic progress and to participate equally in democratic societies (Myrna Morales, Em Claire Knowles, and Chris Bourg).