MD Information Literacy Summit Skills

Group Name: Postsecondary & Continuing Education

Info Lit Summit Audience: Librarians from college libraries, research libraries, technical libraries, and other libraries for postsecondary students and continuing education

Introduction/Summary and General Recommendations:

In the Association of College & Research Libraries' *Framework for Information Literacy for Higher Education* (2016), 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 "information literate individuals," 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* (2016) and the Institute of Museum and Library Services' *Museums, Libraries, and 21st Century Skills Initiative* (2009).
- 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.

Top Five Learning Outcomes and Related Learning Activities and Learning Objects:

1. Outcome: Information literate individuals will be able to distinguish fact from opinion.

   Most pertinent ACRL Frames:

   - Authority is Constructed and Contextual
   - Information Creation as a Process
   - Information Has Value

   Activities:
   a. Identify and pose questions pertaining to factual accuracy when evaluating resources (MUIH)
   b. Explore general sources of various types and formats to increase familiarity with topic (CC)
   c. Evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias of information sources (CC)
   d. Evaluate different types of online sources, from news reporting to press releases to opinion pieces and reviews (MICA)
   e. Employ critical analysis and reasoning (USNA)

2. Outcome: Information literate individuals will be able to analyze the purpose of a source and evaluate its attributes, merits, and constraints.

   Most pertinent ACRL Frames:

   - Authority is Constructed and Contextual
   - Information Creation as a Process
   - Information Has Value

   Activities:
   a. Employ critical analysis and reasoning (USNA)
   b. Examine and compare information from various sources (CC)
   c. Recognize prejudice, deception or manipulation as well as cultural, physical or other context within sources, acknowledging impact of context on interpretation (CC)
   d. Use a source evaluation model to analyze a source in a specific context (UB Activity 1, UB Activity 2, CC; University of Maryland)

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

   Most pertinent ACRL Frames:

   - Information Has Value
   - Research as Inquiry
   - Searching as Strategic Exploration

   Activities:

   a. Identify and select an information retrieval system appropriate to their information

need
   b. Develop keywords and search strategies to address an information need
   c. Engage in an iterative and reflective search process (UB Activity 1 & UB Activity 2).
   d. Investigate scopes, contents, and organizations of information retrieval systems. (CC)

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

   Most pertinent ACRL Frames:

   ● Information Creation as a Process
   ● Scholarship as Conversation
   ● Searching as Strategic Exploration

   Activities:
   a. Assess relevance and types of authority, given the context of a topic or discipline (UMBC)
   b. Use technology to locate information; communicate using 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 fields (University of MD)

5. Outcome: Information literate individuals will be able to cite sources in ways that are appropriate for the contexts in which their works appear.

   Most pertinent ACRL Frames:

   ● Information Creation as a Process
   ● Information Has Value
   ● Scholarship as Conversation

   Activities:
   a. Indicate how in-text citations and reference list entries appear according to a specified documentation style (MUIH)
   b. Select an appropriate documentation style, using it consistently to cite sources (CC)
   c. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material by legally obtaining, storing, and disseminating text, data, images or sound (CC)

Links to References and Resources (consensus decided we use MLA):

ACRL Framework for Information Literacy Sandbox	"ACRL Framework for Information Literacy Sandbox." *Association of College and Research Libraries,* http://sandbox.acrl.org/ Accessed 25 January, 2017.	The ACRL Framework for Information Literacy Sandbox is a place to discover ways to use the Framework for Information Literacy for Higher Education in instructional settings, as well as share your own activities and

		teaching resources related to the Framework.
Consortium of Academic and Research Libraries (CARLI) Toolkit	"Toolkit: Homepage." *Consortium of Academic and Research Libraries (CARLI) Toolkit*, 2017, www.carli.illinois.edu/products-services/pub-serv/instruction/ToolkitHomepage	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.
New Literacies Alliance, (NLA)	New Literacies Alliance: Lessons built around the ACRL Information Literacy Framework, 2017, http://newliteraciesalliance.org/	"...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
Project CORA	"Community of Online Research Assignments." *Project CORA* www.projectcora.org Accessed 10 May, 2017.	Project CORA an open access resource for faculty and librarians.

The ACRL Framework for Information Literacy for Higher Education	"Framework for Information Literacy for Higher Education." *Association of College and Research Libraries* 11 January, 2016, www.ala.org/acrl/standards/ilframework	The *Framework* is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions.
Museums, Libraries, and 21st Century Skills	"Museums, Libraries, and 21st Century Skills." *Institute of Museums and Library Services*. www.imls.gov/issues/national-initiatives/museums-libraries-and-21st-century-skills Accessed 25 January, 2017.	Combining strengths in traditional and digital learning, libraries and museums are well-positioned to build the skills Americans need in the 21st century. The Institute's Museums, Libraries, and 21st Century Skills initiative underscores the critical role our nation's museums and libraries play in helping citizens build such 21st century skills as information, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy, and global awareness.
USNA Core Curriculum Map	"USNA Core Curriculum Map." *United States Naval Academy.* www.usna.edu/Academics/_files/documents/assessment/USNA%20Core%20Curriculum%20Map.pdf Accessed 10 May, 2017.	Map of competencies all midshipmen should possess and at what stages of development those competencies should be in throughout their education. Links competencies to specific courses, middle states accreditation standards, and the local standards for the USNA.

Definitions (if applicable) for central glossary:

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](#)).