

Nancy J. Mactague

## **Introduction**

This document provides a basis for thought and discussion among librarians, teaching faculty and administrators in the development of an information literacy program for Aurora University. An implementation plan, timeline and marketing plan must be developed when continuing to revise this plan.

### **1.**

#### **Aurora University's mission statement:**

Aurora University: an inclusive community dedicated to the transformative power of learning.

#### **Information Literacy program's mission statement:**

Information Literacy: working toward our students' transformation into independent individuals and experts/contributors/professionals in their fields.

#### **Definition of Information Literacy: Information Literacy is the ability to:**

1. Define one's information need;
2. Choose appropriate tools and resources to find the needed information;
3. Understand how the information was produced and for what use;
4. Evaluate the information and eliminate that which is inappropriate or questionable;
5. Incorporate the new information into one's existing knowledge, and
6. Apply that new information and knowledge to one's everyday life situations.

### **2.**

#### **Goals and Objectives of the Information Literacy Program:**

- To systematize library research instruction, incorporating information literacy principles, to meet faculty and curricular needs.
- To ensure that all frosh receive resource-based research experiences without redundancy and repetition.
- To provide targeted, student-centered, subject-specific problem-based, inquiry based, or evidence-based research experiences for upperclass, graduate, and post-graduate students at all on- and off-campus locations.
- To scaffold instruction across the curriculum to assist faculty in fostering the development of students' critical thinking.
- To be able to assess effectiveness and respond to changes in the curriculum and course catalog.

### 3.

#### **Planning**

Identify the ultimate goal of the information literacy program in order to know when it is achieved!

Identify stakeholders (i.e. students, librarians, faculty, staff, administration) in order to respond to their needs and engender buy-in.

Analyze campus wide knowledge of information literacy in order to set a benchmark.

Analyze information literacy needs and goals in order to prioritize actions and resources – including technology – to respond to needs and achieve goals.

Assess students' skills and identify gaps between skills and needs and ways to fill the gaps.

Gather experts needed to implement the plan, or provide professional development for home-grown experts.

Evaluate (see section 10 on evaluation and assessment) the program in order to respond to changing goals and needs.

Establish budgetary and staffing needs, or work within existing constraints.

### 4.

#### **Administrative and Institutional Support**

The Library Director coordinates instruction for courses held both on- and off-campus. Will the Library Director provide leadership and coordination of the information literacy program?

No additional personnel will be hired. Information Literacy responsibilities will be assigned at the discretion of the Library Director.

Three full-time and two part-time librarians provide research instruction. As part of the Provost's mandate that librarians collaborate more closely with faculty, one of the two part-time librarians was hired recently to work the 6PM – 10PM information desk shift. This is to allow the full-time librarians to spend more time on campus during the day when most faculty are also on campus.

The librarians usually liaise with and provide instruction for faculty and courses within their subject areas of collection development. When the liaison librarian is unavailable, all librarians instruct in subject areas as needed.

Librarians also collaborate with special groups such as at-risk students sponsored by the Learning Center and transfer students sponsored by the office of the Dean of Students.

Administrators will be asked to recognize and fund appropriate formal and informal teaching spaces when planning the new library building.

How will support for the program be communicated from the Provost on down?

5.

#### **Articulation with the Curriculum**

To scaffold instruction up the ladder from frosh through post-graduate levels while minimizing redundancy, Information Literacy will be emphasized in the following courses:

1. IDS1600 and IDS2000 – General Education/Inter-Disciplinary Studies courses
2. Upper level undergraduate content and capstone courses – involves learning how to think like a psychologist, biologist or other disciplinary expert, and writing with emphasis within the major to familiarize students with the literature in their disciplines by having them conceptualize, undertake and report their own research.

Discipline-specific professional competencies, will also be considered, for example:

Nursing (<http://www.nursingworld.org/mods/archive/mod110/copa3.htm>) Introduction to Research courses at the Master's and Doctoral levels

APA (<http://www.apa.org/ed/pcue/taskforcereport2.pdf>)

Partnerships among librarians, undergraduate and graduate faculty, learning center personnel and other interested parties, such as deans of students will be fostered in order to place information literacy into the context of specific programs and courses and integrate information literacy throughout students' academic careers.

## 6.

### **Collaboration**

According to the ACRL Information Literacy website, “Collaboration is based on shared goals, a shared vision, and a climate of trust and respect. Each partner brings different strengths and perspectives to the relationship.”

(<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitresources/collaboration/collaboration.htm>)

Collaboration among the stakeholders (students, faculty, librarians, staff and administrators) should take place from the planning stage of the program, through pilot testing, implementation, evaluation and revision.

The library will work with the general education chair, and program chairs or deans to determine needs and plan the program.

## 7.

### **Pedagogy**

Strategies the library may employ to assist faculty in incorporating Information Literacy into their courses include:

1. Incorporating information literacy into current coursework and syllabi.
2. Offering a variety of choices of synchronous and asynchronous lessons that will respond to multiple learning styles, support student-centered learning, and scaffold up the curriculum.
3. Developing print and online handouts, user guides and tutorials.

Pedagogy will:

1. Be designed to accommodate students’ diverse learning styles and faculty’s diverse teaching styles.
2. Be student-centered, problem-based, resource-based and foster active learning.
3. Build on students’ existing knowledge in order to increase their sophistication in critical thinking and independent researching.
4. Relate information literacy to current course work to increase its relevance to students’ academic lives.

## 8.

### **Staffing**

No additional librarians will be hired to coordinate information literacy. Existing librarians will be responsible for design and implementation of the program.

Librarians will collaborate with teaching faculty to determine and meet faculty and student needs.

Librarians should engage in appropriate professional development opportunities.

**9.**

### **Outreach**

Foster communication across campus by:

Demonstrating active involvement in professional development by providing workshops for faculty in order to increase the inclusion of information literacy outcomes in syllabi across both campuses.

Employing a variety of communications methods to reach students, faculty and staff across both campuses.

Present at department meetings

Talk to instructional deans

Market services to faculty

**10.**

### **Assessment/Evaluation**

*Assessment and evaluation of the program will answer the following questions:*

1. What will the instruction program do? What is MOST important to know? What are the desired program outcomes?
2. How will we know if/when the outcomes have been achieved? That is, what criteria or standards of success will we use?
3. How will we gather our evidence?
4. What will be learned from the evidence?
5. What will be our plan for responding to the evidence, i.e. our plan to revise the program? How can we increase students' learning, improve our teaching and increase collaboration with faculty?

*The following Four Pieces of the Assessment Pie will be assessed based on the above five questions:*

1. Student Learning Outcomes:

Students will be able to:

Recognize and articulate their information needs in order to develop topic-related vocabulary.

Choose and effectively use appropriate information resources and technologies in order to retrieve topic-relevant resources.

Apply search conventions (i.e. keyword, Boolean, etc.) in order to retrieve topic-relevant resources.

Apply information-seeking techniques in a variety of situations and on a variety of topics.

Research independently, in order to link critical thinking with solving an information problem or need.

## 2. Mission/Administration/Institutional Support

Evaluate regularly in order to revise when needed:

Mission statement.

Program goals.

## 3. Interdepartmental Collaboration and Communication

Evaluate regularly:

Faculty and curriculum needs in order to respond to changes in major, minor and general education programs, as well as changes to individual courses.

## 4. Outreach and Professional Development for Students/Staff/Faculty

### *Timing of Assessment:*

One-fifth of all criteria will be assessed each year, in order that all criteria are assessed twice within each ten-year accreditation cycle.