Information Literacy Standards

Clues here!
How did we get these standards?
• Approved by the Association of College & Research Libraries 1/18/2000

• Endorsed by American Association of Higher Education Spring 2000
Incorporated into NPC operational plan for 2002-2003.

Success Objective 1

Vision 1


www.ncahigherlearningcommission.org/restructuring/
Why were the standards created?

“Developing lifelong learners is central to the mission of higher education institutions.”
NPC Purpose

To foster intellectual inquiry and breadth of knowledge...

To encourage awareness and appreciation of social, cultural, intellectual and artistic endeavors...
NPC Shared Vision

NPC is learner-centered

NPC Shared Values

We value learning.
We value quality.
We value integrity.
What are Information Literacy standards?

See handout or visit www.npc.edu/library - Faculty Services - Information Literacy
1. The information literate student determines the nature and extent of the information needed.
Can your students develop a thesis statement?

Explore general information sources?

Know the difference between scholarly & popular sources?
Identify key concepts to describe information needed?

Know the difference between primary and secondary sources?
2. The information literate student accesses needed information effectively and efficiently.

Experiment? Field work? Literature review?

What are keywords or terms needed? What is controlled vocabulary?
Keep the information organized?

What information is needed to credit sources used?
Choose appropriate investigative method?

Use boolean operators, truncation, proximity limiters for search engines and databases

OR AND BUT
NOT * ?

pubyr=2002
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Is the data valid, accurate, authoritative, timely, biased?
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Communicates clearly with a style that supports purposes of intended audience.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
What is privacy law in electronic environment?

What is fair use of copyrighted material?

Can video and sound be downloaded?

What are the issues with human research subjects?
How does this relate to teaching my subject?
• Focus on process
• Focus on learning
• Integrate into coursework

This is also part of learner-centered college.
“The focus is not on content but on the transferable skills that are the learning outcomes of courses and programs – the ability to gain access to information, to interpret it, to give it context, to use information to solve problems, and to collaborate with others in problem solution.”

Doucette, from A Learning College for the 21st Century. O’Banion, AACC, p. 68
• Devise strategies within your department?

• Consult with Division Dean or Director?

• ILG recommendations?

Investigate the best way
Collaboration between faculty and library staff is essential for a successful program.
Use Current Resources

- Library web pages
- Library orientation videotape
- Library videotapes about copyright

- Review standards in your discipline, i.e. National Science Education Standards
• Library resources about information literacy
• Web sites about information literacy
• Consult with library staff & other faculty
Library Services for Faculty

Library staff welcomes collaboration with faculty. In addition to services listed below, purchase suggestions are encouraged. Lists of new titles are e-mailed to faculty.

- Audio and Video Classrooms
- Booking Audio/Video Recordings
- Chronicle of Higher Education
- Classroom Library Orientation & Information Literacy (Interactive PDF)
- Course Reserves
- Equipment
- Information Literacy
- Plagiarism Traffic School with VAIL
- Plagiarism Detection
- Software or CD Installation
- Test Monitoring

Need Help?

Ask a Librarian
Writing & Citation Assistance

Citing Sources

VAIL (plagiarism tutorial)
Plagiarism from Purdue Online Writing Lab

Grammar Guide

APA Style Papers
(under revision Nov 2009)

Writing Guide

MLA Style Paper 2003 version
view with Internet Explorer

Citing Sources with Style Manuals
Check with your instructor about which to use. Collect the needed information while viewing sources.

<table>
<thead>
<tr>
<th>Citation examples</th>
<th>URL address for NPC databases</th>
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</thead>
<tbody>
<tr>
<td>APA Style Manual explanation from Purdue University</td>
<td></td>
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<tr>
<td>Basic Legal Citation explanation from Cornell University</td>
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<tr>
<td>CBE (for science) explanation from Monroe Community College</td>
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<tr>
<td>Chicago Style (also known as Turabian) explanation from University of Wisconsin</td>
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<tr>
<td>MLA explanation from Purdue University</td>
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<tr>
<td>Citing Government Documents using MLA explanation from University of Nevada</td>
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Develop New Tools & Ways of Student Learning

• Tutorials on library web pages?
• Assignments challenging students to search for and evaluate information?
• Student logs or journals?
Is information literacy relevant to everything?
Vocational students should:

• Find their accrediting or licensing agency

• Know who regulates their profession and changes rules or laws

• Keep current with their field

• Have resources to perform their duties
BUS, CIS, CTP students should:

• Know how to keep current
• Know if data is valid
• Know privacy and security issues
Liberal Arts, Science & Math students

How will students use the skills & knowledge they gain in your class?
Can they distinguish propaganda from facts?

Can they find the facts?

Can they determine if statistics are accurate and how they can be interpreted?
Can they communicate effectively with co-workers and supervisors?

Can they choose the right data to support their position?

Can they find which government agency has data they need?
Example of How to Integrate Information Literacy Standards

• Review degree and certificate programs
  – Determine which courses standards should be incorporated into
  – Determine if each course needs sequential components
– Consult with other faculty
– Review other colleges programs
– Consult with library staff
  • Ensure materials you want are available
  • Request additional web pages, workshops, tools
  • Collaborate on assignments
Maybe...you’re already meeting standards!

Then just list the activities under each standard.
Explore Sample Information Literacy Programs

• Library web page – Faculty Services

• Overhead transparencies