INTEGRATING INFORMATION LITERACY INTO THE CORE CURRICULUM:

CREATING SUSTAINABLE MODELS

PANELISTS

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CHARACTERISTICS OF EXEMPLARY INFORMATION LITERACY PROGRAMS

1. Mission
2. Goals and Objectives
3. Planning
4. Administrative and Institutional Support
5. Articulation within the Curriculum
6. Collaboration
7. Pedagogy
8. Staffing
9. Outreach
10. Assessment Evaluation

ACRL IS ILBP: Evaluation Rubric

This rubric will be used to identify programs that exemplify categories of the "Characteristics of Programs of Information Literacy that Illustrate Best Practices"

"Characteristics" Category	Performance Level 1 Criteria: Emerging	Performance Level 2 Criteria: Advancing, Significant Progress	Performance Level 3 Criteria: Model Program
Category 1: Mission Performance Description: The Information Literacy Program's mission statement includes a definition of information literacy; is consistent with standards set out in ACRL's Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline; integrates with the library's and the institution's mission statements; and is promoted by the library and the institution.	The IL Program has a general statement at the library or institutional level, or is working on one.	An IL Program statement defining IL is publicized on the library or institution's web site or in relevant publications.	The IL Program's mission statement defining IL is publicized on the library or institution's web site and in other relevant publications and institutional documents. The statement clearly reflects the contribution of institutional stakeholders and is aligned with the library's and institution's mission statements.
Category 2: Goals and Objectives Performance Description: The IL Program has determined its goals and objectives and its criteria for measuring outcomes in alignment with the library and institution's missions, goals and objectives. Input from institutional stakeholders is accommodated, and all learners at the institution are taken into account.	IL goals, objectives and measurable outcomes are in development to align with the library and institution's mission, goals & objectives. Input is sought from institutional stakeholders.	IL goals, objectives and measurable outcomes are in place, are aligned with the library and institution's mission and goals, and take into account all learners at the institution. Input from institutional stakeholders is accommodated.	IL goals, objectives and measurable outcomes are in place, are aligned with the library and institution's mission and goals, and take into account all learners at the institution. IL skills are presented sequentially and are integrated across the curriculum. Input from institutional stakeholders is accommodated.
Category 3: Planning Performance Description: The IL Program has developed a	The IL Program is engaged in a process of exploring opportunities and challenges for a	The plan is written and has been shared with campus stakeholders; it addresses the categories	The plan has been adopted by the institution and incorporated into the

SOURCES:

- http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl/directoryofleadership/sections/is/iswebsite/about/pubspolicy/ACRL-IS-ILBP%20Rubric%20Final%20March%202013.pdf
- http://www.ala.org/acrl/standards/characteristics

ASK A QUESTION!

http://libguides.lmu.edu/acrl2015

Integrating Information Literacy into the Core Curriculum: Creating Sustainable Models

Last Updated: Mar 17, 2015 | URL: http://libguides.lmu.edu/ACRL2015 | Print Guide

Home | Abstract | Ask a Question | Further Reading | Planning | Articulation within the Curriculum | Outreach

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Ask a Question

* Required

Your question *

PART ONE: PLANNING

SELF-QUIZ: PLANNING

bit.ly/acrlquiz

Part 1: Planning	TRUE	FALSE	DON'T KNOW
My campus has developed a **shared definition** of information literacy.	T	F	DK
Information literacy is present in my **institution's planning documents** (e.g. mission statement, strategic plans, goals, campus-wide learning objectives).	T	F	DK
Information literacy is represented in my **library's planning documents** (e.g. mission statement, strategic plan, goals).	T	F	DK
There is librarian participation in **faculty governance** or on faculty committees.	T	F	DK
Librarians are engaged in **curriculum planning** at my institution (e.g. curriculum review committees).	T	F	DK

INSTITUTIONAL CONTEXT

SHARED GOVERNANCE

PRESSURE

UNDERGRADUATE LEARNING OUTCOMES

	OUTCOME
INTEGRATIVE LEARNING	Students will be able to integrate knowledge and skills from multiple disciplines to examine questions
CREATIVE & CRITICAL THINKING	Students will be able to ask questions, solve problems and produce works through the innovation of ideas and concepts and by developing and justifying solutions through critical evaluation and analysis
INFORMATION LITERACY	Students will be able to identify information needs, locate and access relevant information, and critically evaluate a diverse array of sources.
WRITTEN & ORAL COMMUNICATION	Students will effectively express information both in writing and orally using conventions and forms appropriate to the intended audience
QUANTITATIVE LITERACY	Students will be able to comprehend, create and communicate arguments supported by quantitative evidence
LIFELONG LEARNING	Students will value intellectual growth, demonstrate curiosity about the world, and be able to increase their knowledge and skills outside of the experience of the classroom.

COLLABORATION

Institutional Context

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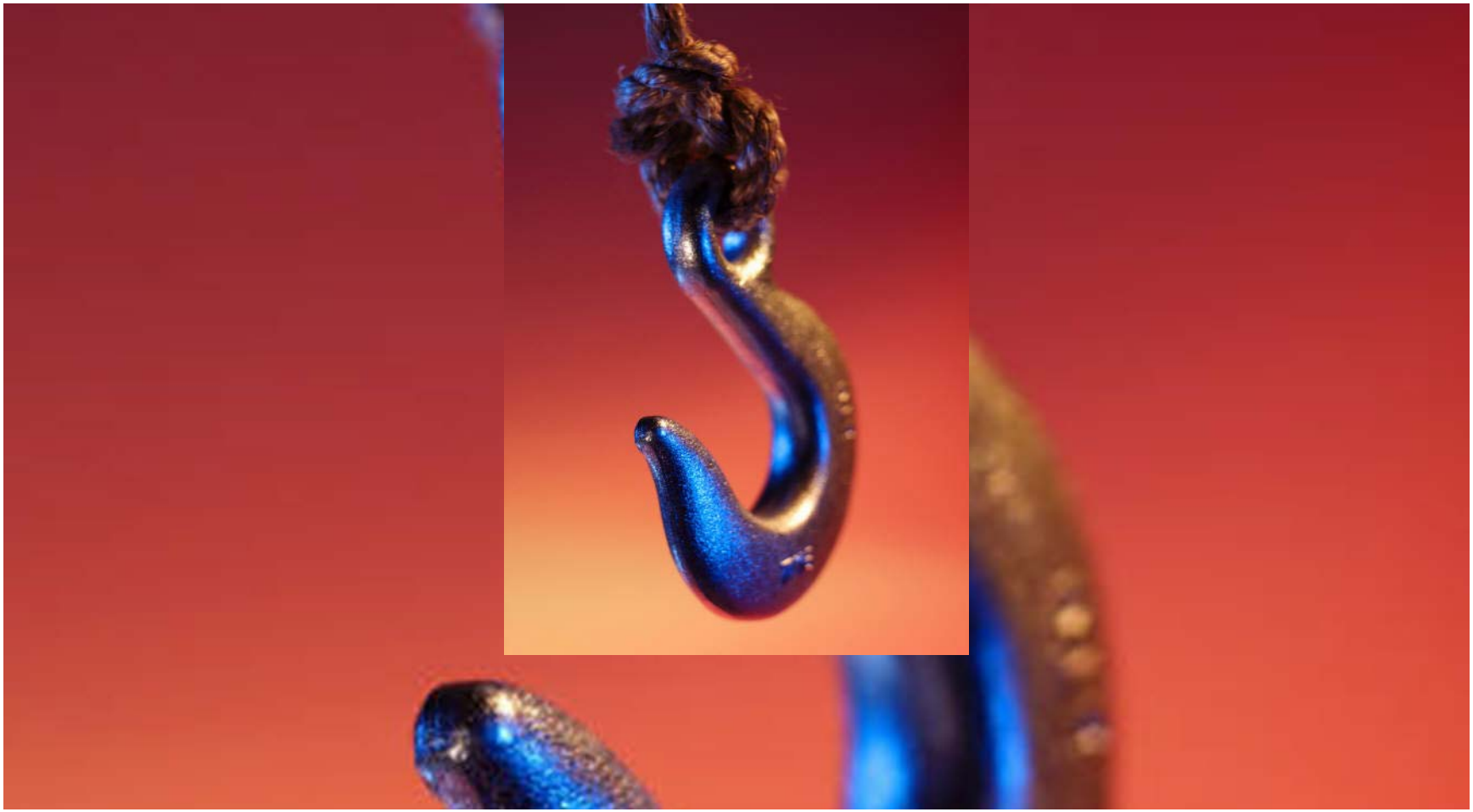
Institutional Context: Strategic Hooks



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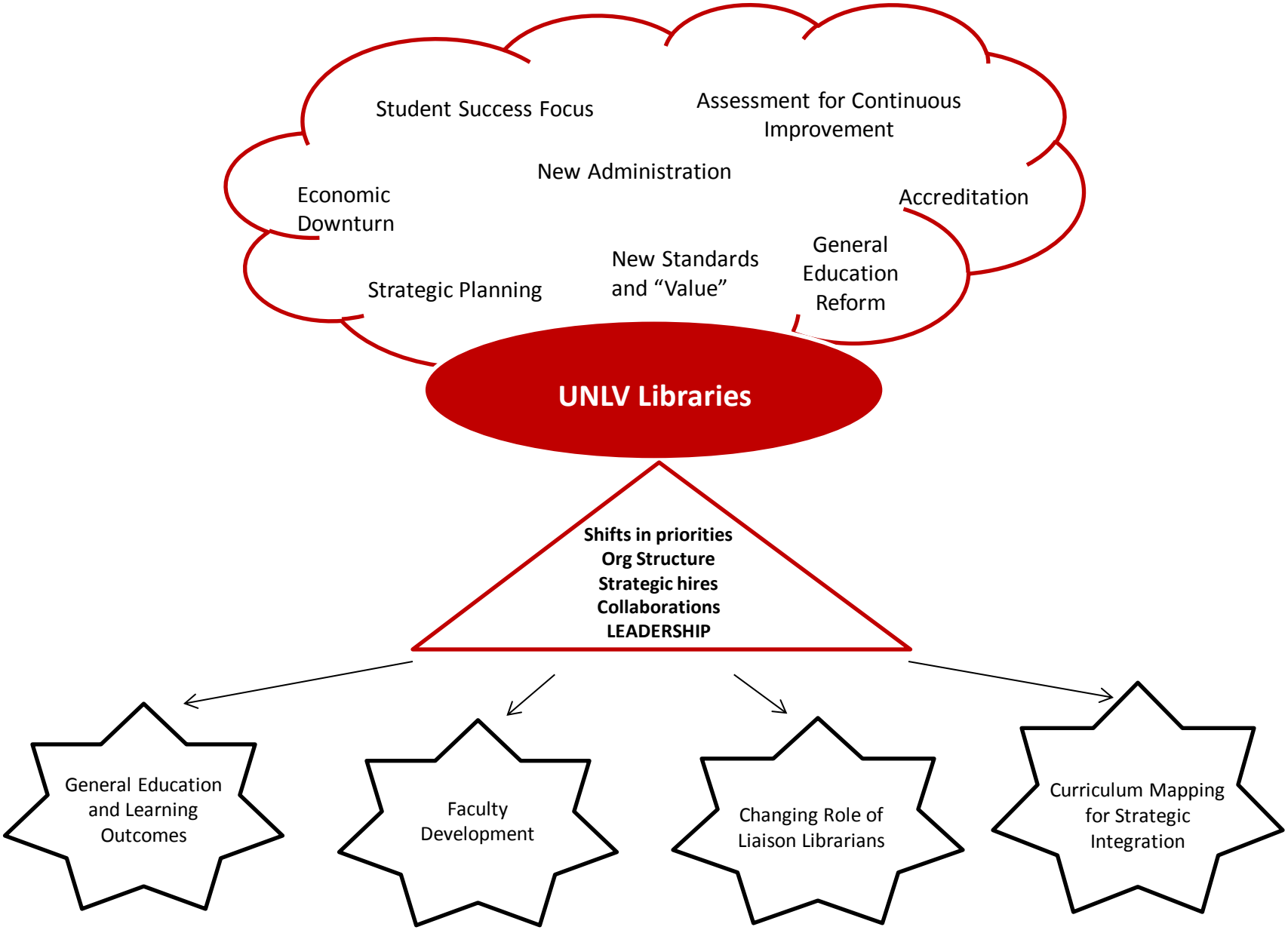
UNLV Libraries at the Center of Student Learning



University Undergraduate Learning Outcomes (UULOs)

- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness
- Citizenship and Ethics

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UULO 2: Inquiry and Critical Thinking

Students should be able to identify problems, articulate questions, and use various forms of research and reasoning to guide collection, analysis, and use of information related to those problems.

Competence in the Inquiry and Critical Thinking outcome is defined by the following objectives:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.
4. Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

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PART TWO:
ARTICULATION WITHIN THE CURRICULUM

SELF-QUIZ: ARTICULATION WITHIN THE CURRICULUM

bit.ly/acrlquiz

Part 2: Articulation Within the Curriculum	TRUE	FALSE	Don't Know
My library has a method/procedure (e.g. curriculum mapping) for **identifying high-impact courses and programs** for information literacy integration.	T	F	DK
Information literacy competencies/learning outcomes are acquired on a **disciplinary level** at my institution (linked to departmental outcomes)	T	F	DK
Information literacy skills are **sequenced and integrated** throughout a student's academic career, progressing in sophistication.	T	F	DK
There is **collaboration among curricula designers, faculty, and librarians** to integrate information literacy at my institution.	T	F	DK
Student learning of information literacy skills is **formally assessed**.	T	F	DK

LMU'S INFORMATION LITERACY "BIG PICTURE"

UNIVERSITY LEVEL (undergraduate learning outcome)

Information Literacy: Students will be able to identify info needs, locate and access relevant info, and critically evaluate a diverse array of sources

PROGRAM LEVEL (core curriculum)

- Collect, interpret, evaluate and use evidence to make arguments and produce knowledge
- Identify info needs, locate & access info. and critically evaluate sources

COURSE LEVEL (first year seminar, rhetorical arts, & info lit flag)

- Identify info need and conceptualize research strategy
- Critically evaluate sources
- Locate & access info: including discipline-specific professional info
- Interpret and evaluate evidence
- Use information ethically

Information Literacy in the New Core Curriculum

YEARS 3-4

YEARS 2-3

INFO LIT FLAG

YEARS 1-2

INTEGRATIONS

Faith & Reason / Ethics and Justice / Interdisciplinary Connections

EXPLORATIONS

CREATIVE EXPERIENCE

UNDERSTANDING HUMAN BEHAVIOR

NATURE OF SCIENCE, TECHNOLOGY & MATHEMATICS

HISTORICAL ANALYSIS

FOUNDATIONS

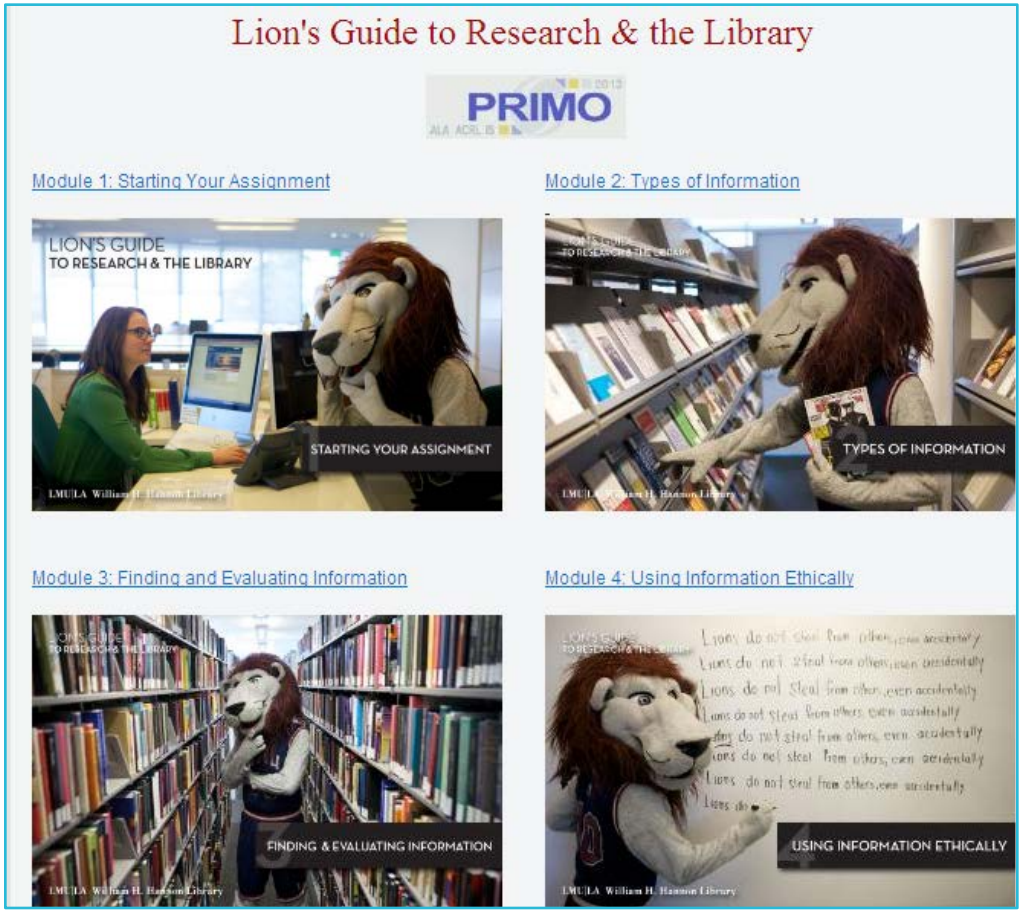
First Year Seminar / Rhetorical Arts / Theological Inquiry / Philosophical Inquiry / Studies in Diversity / Quantitative Reasoning

INFORMATION LITERACY INSTRUCTION

	LEARNING OUTCOMES	INSTRUCTION
FIRST YEAR SEMINAR	Evaluate sources for quality by learning how to differentiate between popular and scholarly sources. Use the library catalog and electronic databases to retrieve books or articles, whether in print or online.	Online Tutorial
RHETORICAL ARTS	Conceptualize an effective research strategy and then collect, interpret, evaluate and cite evidence in written and oral communication. Distinguish between types of information resources and how these resources meet the needs of different types of scholarship and disciplines.	In-Person Library Instruction
FLAGGED COURSES	Select information that provides relevant evidence for a topic. Find and use scholarly and discipline-specific professional information. Evaluate source for reliability, validity, accuracy, authority, and bias. Differentiate between source types recognizing how their use and importance vary with each discipline.	Faculty Collaborations / Workshops / Consulting

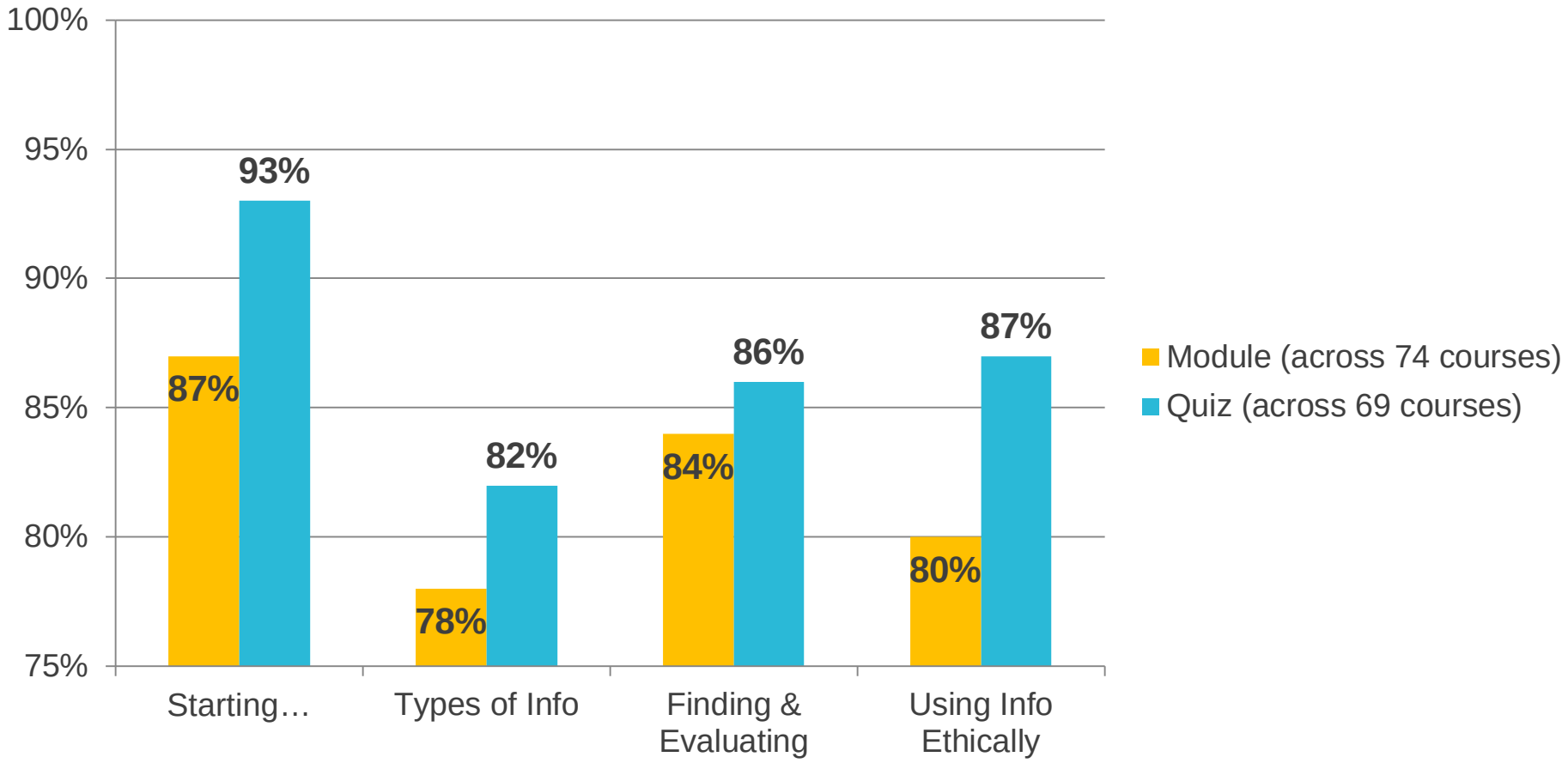
FYS INFORMATION LITERACY TUTORIAL (YEAR 1)

- 74 Sections of First Year Seminar
- Tutorial has 4 parts
- Each part consists of 1 module + 1 quiz
- Each part worth a total of 100 points x 4 = 400 points
- 10% of course grade
- Public version of tutorial: http://bit.ly/YQ34lV

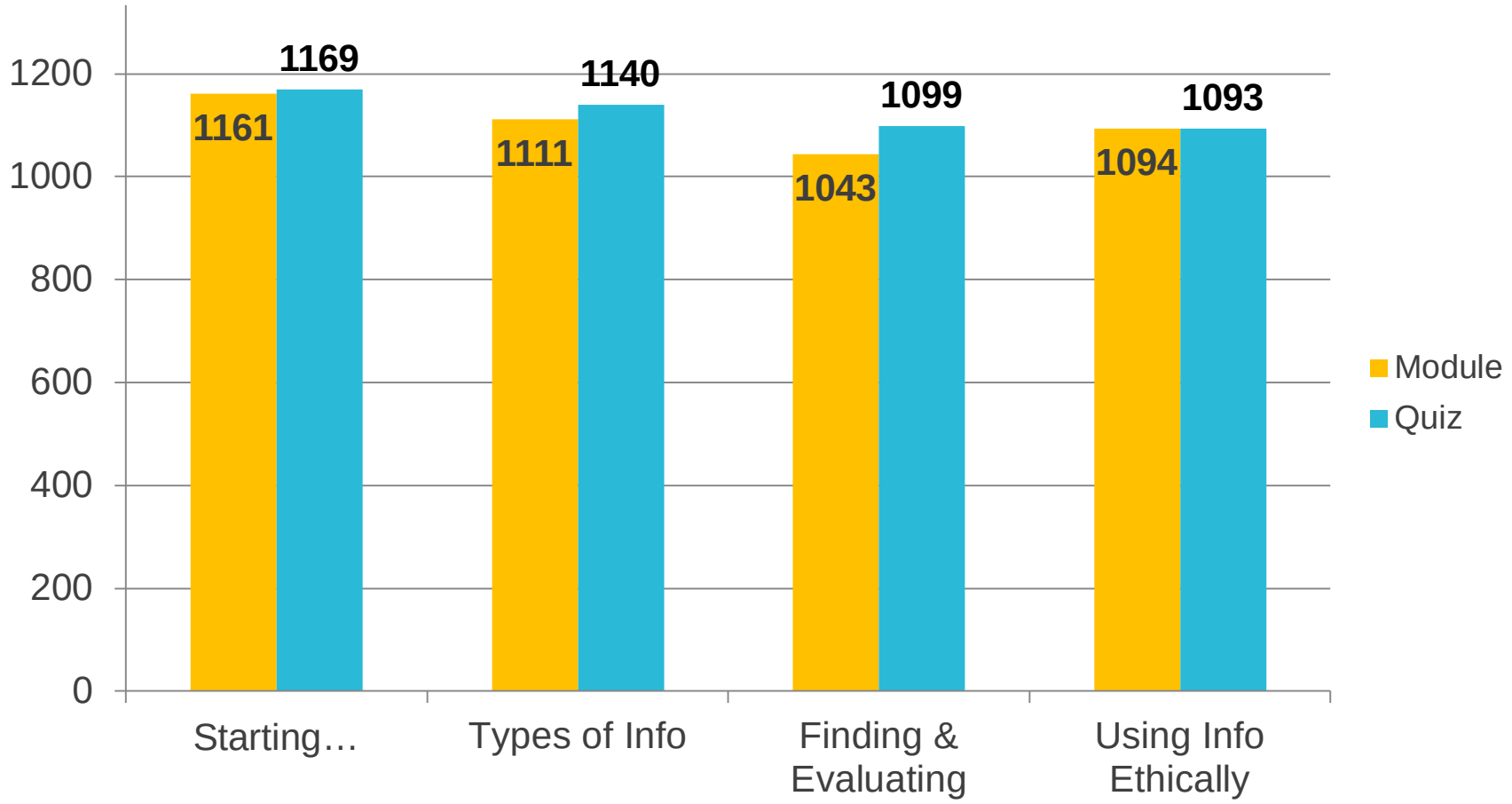


OVERALL AVERAGE SCORES:

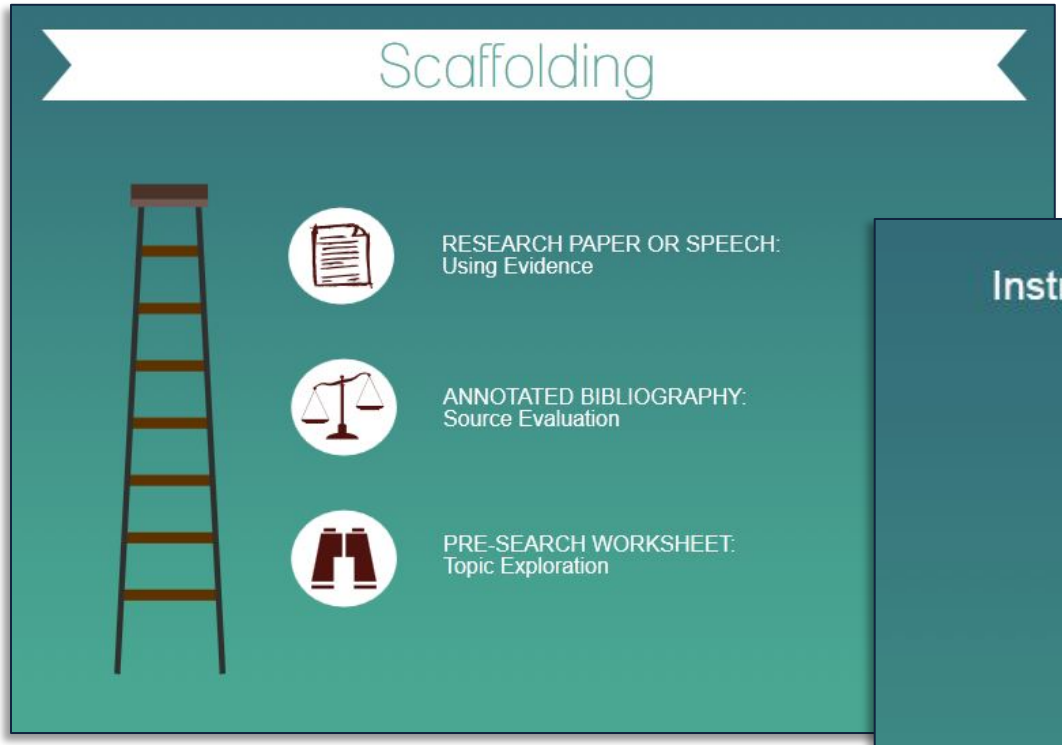
FYS INFO LITERACY TUTORIAL (YEAR 1)

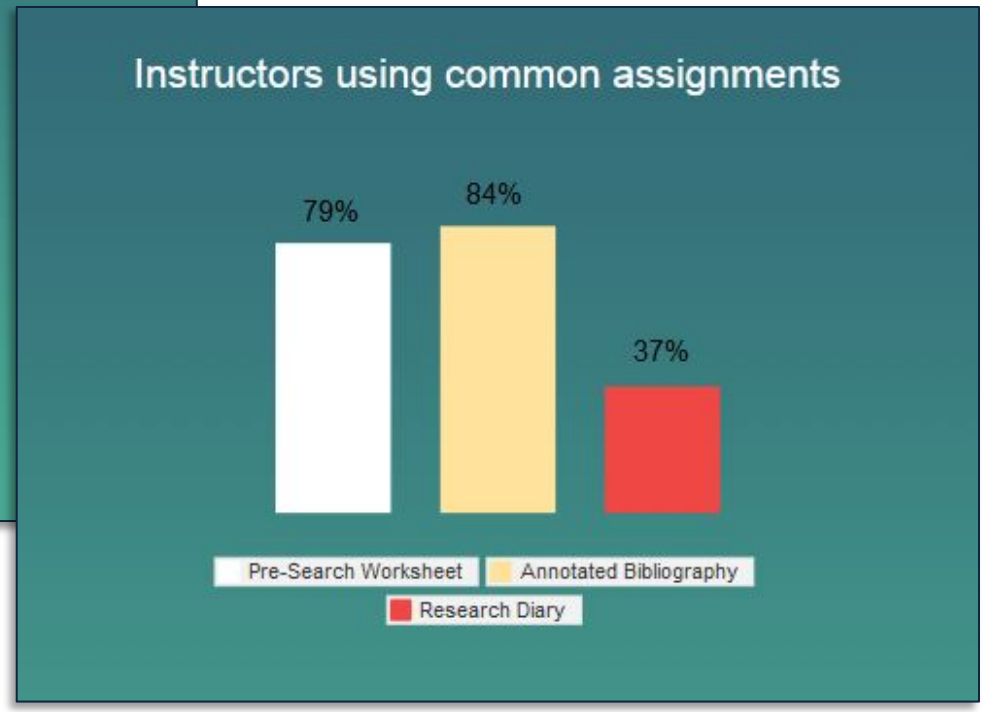


N (Number of Students out of 1334)



RHETORICAL ARTS





DIRECT MEASURES

OVERALL AVERAGES
Student scores across 100 sampled annotated bibliographies. Scored with a calibrated rubric by a group of volunteer R.A. instructors.

Appendix C Assignment adapted from G. Sonntag, "Help in Writing Annotations," and American College of Greece, RADAR framework.

Rubric for Evaluation of Annotated Bibliography/Resource List:

Criteria	Points	Developing (74-60%)	Competent (87-75%)	Accomplished (100-88%)
(Citation) Identifies bibliographic information in citations	10	Citations have major errors in the identification of bibliographic information such as author, title, source, publisher, and date	Citations have minor errors in the identification of bibliographic information such as author, title, source, publisher, and date	Citations correctly identify bibliographic information such as author, title, source, publisher, and date
(Citation) Cites sources correctly using a referencing style	10	Citations have major grammatical, spelling, formatting, or stylistic errors	Citations have minor grammatical, spelling, formatting, or stylistic errors	Citations are free of grammatical, spelling, formatting, or stylistic errors
(Classification) Distinguishes between primary, secondary, and tertiary sources	2	A large number of sources incorrectly identified as primary, secondary, or tertiary	Most sources correctly identified as primary, secondary, or tertiary (5 out of 6)	All sources correctly identified as primary, secondary, or tertiary
(Classification) Distinguishes between scholarly, popular, and trade sources	5	A large number of sources incorrectly identified as scholarly, popular, or trade	Most sources correctly identified as scholarly, popular, or trade (5 out of 6)	All sources correctly identified as scholarly, popular, or trade
(Annotation) Relevance: Identifies content /main purpose of sources	10	Does not address usefulness for research topic of a large number of sources. Does not demonstrate higher level critical thinking in stating how source adds to general knowledge on research topic	Tries to address usefulness for research topic of most sources. Tends towards summary rather than higher level critical thinking in stating how source adds to general knowledge on research topic	Addresses usefulness for research topic of all sources. Demonstrates sophisticated level of critical thinking in stating how source adds to general knowledge on research topic
(Annotation) Relevance: Identifies audience level	5	Incorrectly identifies audience or fails to address audience level for a large number of sources	Correctly identifies and addresses audience level most of the time, but not for all sources	Correctly identifies and addresses audience level for all sources

1

CURRICULUM MAPPING:
IDENTIFYING FLAGGED COURSE CANDIDATES

8 INFO. LIT. LEARNING OUTCOME	REQUIRED COURSES/CORE COURSES: Communication Studies										
	3 FYS	R.A. (replaces 100, 110, 130?, 140)		CMST 170	CMST 203	CMST 204	CMST 351	CMST 352	CMST 451	CMST 452	
Identify info need and conceptualize research strategy	8A x	x			x	x			x		
Critically evaluate variety of sources	x	x			x*	x					
Locate & access books and articles	x	x			x	x		(x*)	x		
Plagiarism and citing sources	x	x			x	x		x	x	x	
Interpret and evaluate evidence to make arguments		x				x		x	x	x	

Example of Sequential Skills for "Information Literacy Flagged" Course

INFO LIT "FLAGGED COURSE" ***(ENHANCE)***

Find, evaluate & use scholarly and discipline-specific professional information

RHETORICAL ARTS ***(REINFORCE)***

Evaluate different types of info resources using RADAR framework

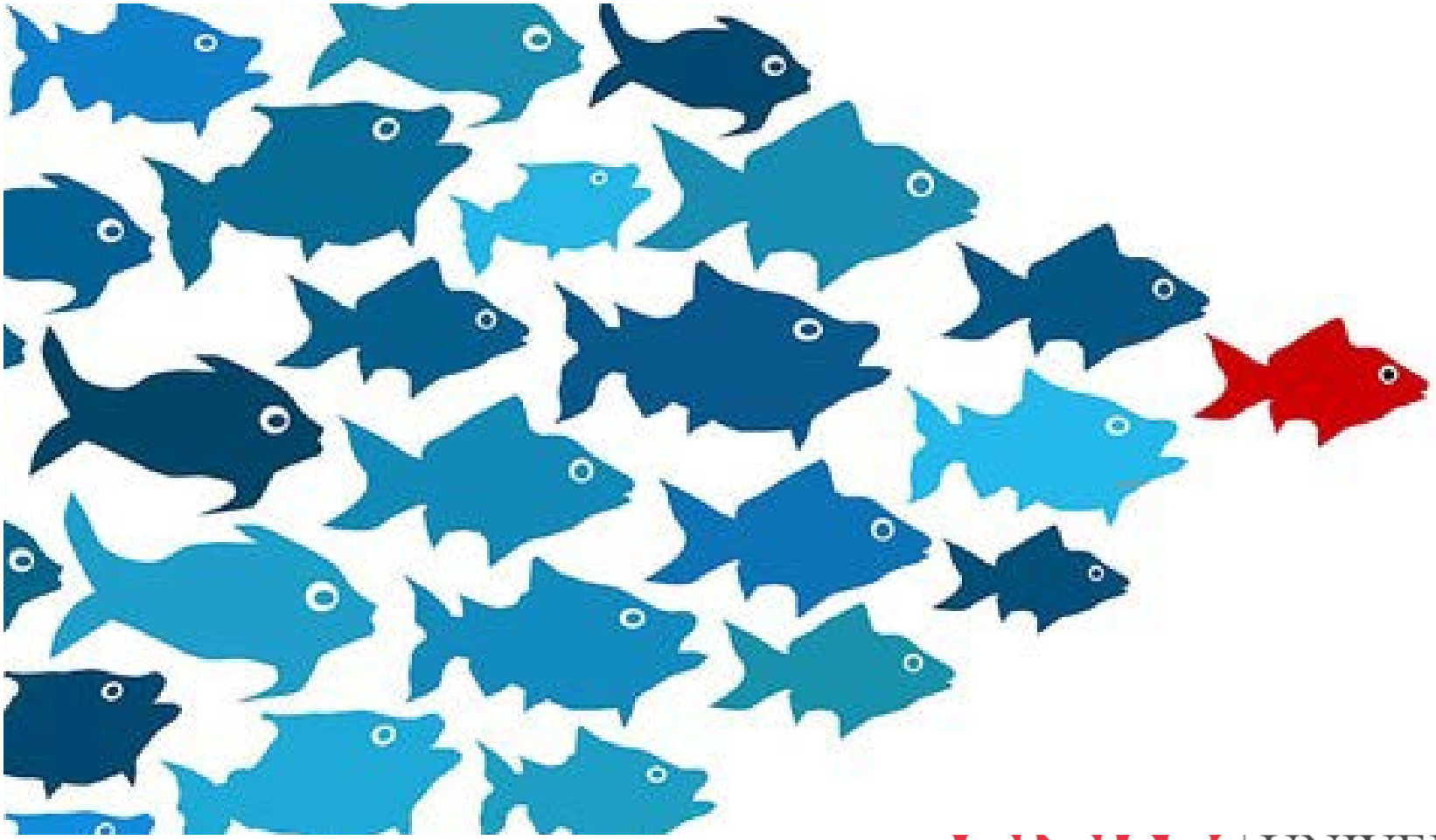
Select information that provides evidence for a topic

FIRST YEAR SEMINAR ***(INTRODUCE)***

Differentiate between scholarly and popular sources

Investigate the scope of a research database

Leadership



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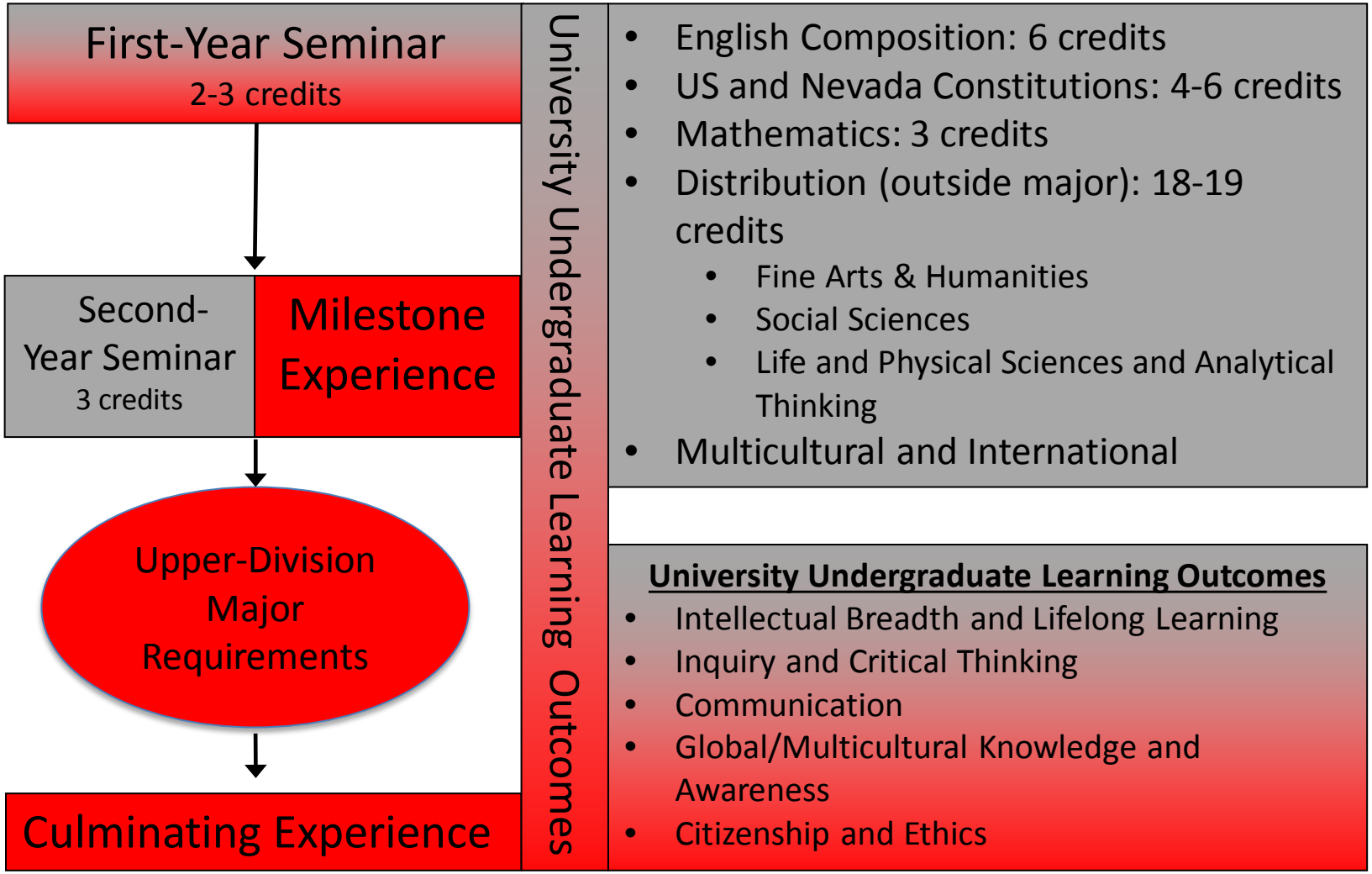
Vertical General Education Model



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Color code: Gen Ed | Gen Ed/Major | Major

http://generaled.unlv.edu/

Faculty Development Institutes

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Curriculum Mapping

Home | First Year Seminar | English 102 | Sophomore/Junior-Level Courses | Senior-Level Courses | Digital Learning Objects

English 102 Comments(0) Print Page Search: This Guide Search

Lesson Plans

Blank Lesson Plan Template

Comments (0)

Outcome #1 Identify problems, articulate questions or hypotheses, and determine the need for information

Learning Activities:

- Apply "who-what-where-when" approach to focus research topic via the Topic Narrowing Tutorial
- Other pre-research activities tied to the tutorial:
  - Look for background information and vocabulary in Wikipedia or CQ Researcher
- Peer coaches lead students in group work to provide feedback on research questions

Comments (0)

Outcome #2 Access and collect the needed information from appropriate primary and secondary sources

Learning Activities:

- Use Academic Search Premier to find information and generate citations
- Practice keyword searching strategies
- Apply basic search filters
- Identify elements of a citation

Comments (0)

Undergraduate Learning Librarian

Erin Rinto

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Subjects:

English Composition

Comments (0)

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PART 3: OUTREACH

SELF-QUIZ: OUTREACH

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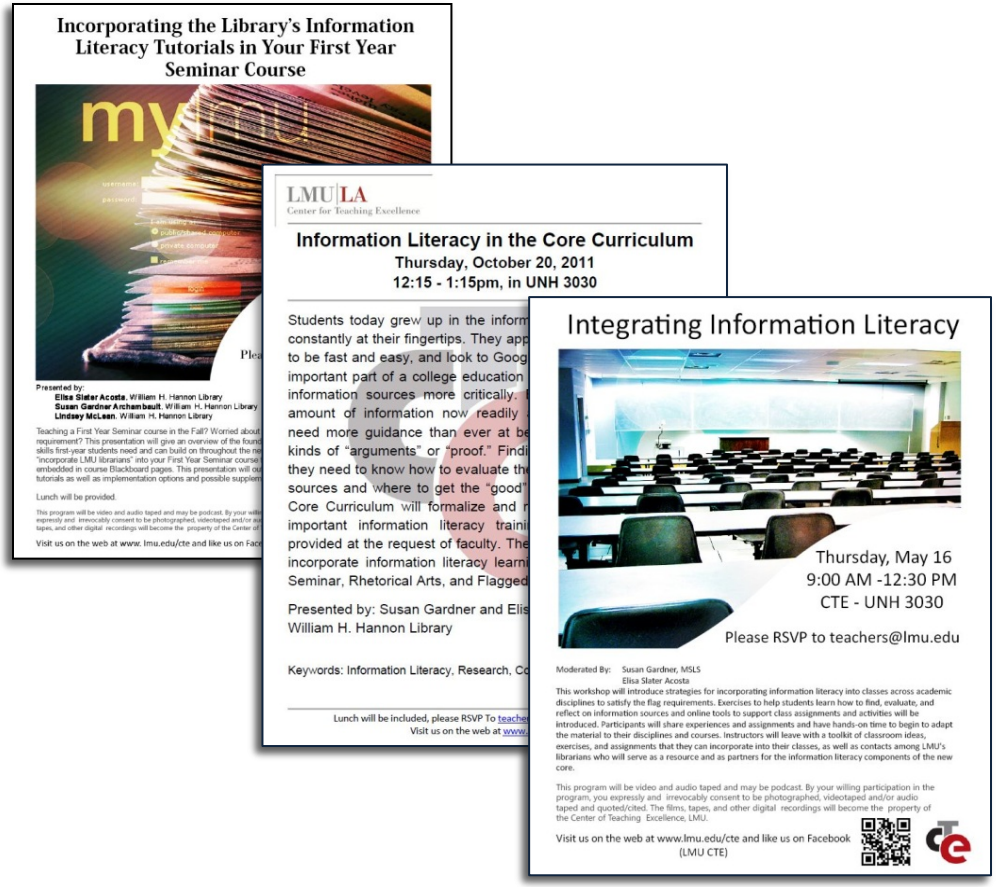
Part 3: Outreach	TRUE	FALSE	DON'T KNOW
My library identifies and communicates with relevant **information literacy stakeholders** within my institution.	T	F	DK
My library effectively communicates its message about information literacy through **formal and informal means** (e.g. "white paper," standard publicity materials, social media).	T	F	Dk
My library provides, in collaboration with other campus units, **workshops and programs** related to information literacy.	T	F	DK
There is a system of **support and rewards for faculty** who develop and redesign curriculum to include concepts of information literacy.	T	F	DK
My library contributes to the **greater advancement of information literacy** in the profession through the sharing of "best practices."	T	F	DK

Training @ Center for Teaching Excellence

- Core Course Development Grants & Workshops
- Train-the-Trainer IL workshops
- Lunch Workshops
- First Year Seminar Training
- Rhetorical Arts Training



Incorporating the Library's Information Literacy Tutorials in Your First Year Seminar Course

Presented by:
Elisa Slater Acosta, William H. Hannon Library
Susan Gardner Archambault, William H. Hannon Library
Lindsey McLean, William H. Hannon Library

Teaching a First Year Seminar course in the Fall? Worried about

Lunch will be provided.

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LMU|LA
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Information Literacy in the Core Curriculum
Thursday, October 20, 2011
12:15 - 1:15pm, in UNH 3030

Students today grew up in the inform
constantly at their fingertips. They app
to be fast and easy, and look to Goog
important part of a college education
information sources more critically.
amount of information now readily
need more guidance than ever at be
kinds of "arguments" or "proof." Findi
they need to know how to evaluate th
sources and where to get the "good"
Core Curriculum will formalize and
important information literacy traini
provided at the request of faculty. The
incorporate information literacy learni
Seminar, Rhetorical Arts, and Flagged

Presented by: Susan Gardner and Elis
William H. Hannon Library

Keywords: Information Literacy, Research, Co

Lunch will be included, please RSVP To teache
Visit us on the web at www.

Integrating Information Literacy

Thursday, May 16
9:00 AM -12:30 PM
CTE - UNH 3030

Please RSVP to teachers@lmu.edu

Moderated By: Susan Gardner, MSLS
Elisa Slater Acosta

This workshop will introduce strategies for incorporating information literacy into classes across academic disciplines to satisfy the flag requirements. Exercises to help students learn how to find, evaluate, and reflect on information sources and online tools to support class assignments and activities will be introduced. Participants will share experiences and assignments and have hands-on time to begin to adapt the material to their disciplines and courses. Instructors will leave with a toolkit of classroom ideas, exercises, and assignments that they can incorporate into their classes, as well as contacts among LMU's librarians who will serve as a resource and as partners for the information literacy components of the new core.

This program will be video and audio taped and may be podcast. By your willing participation in the program, you expressly and irrevocably consent to be photographed, videotaped and/or audio taped and quoted/cited. The films, tapes, and other digital recordings will become the property of the Center of Teaching Excellence, LMU.

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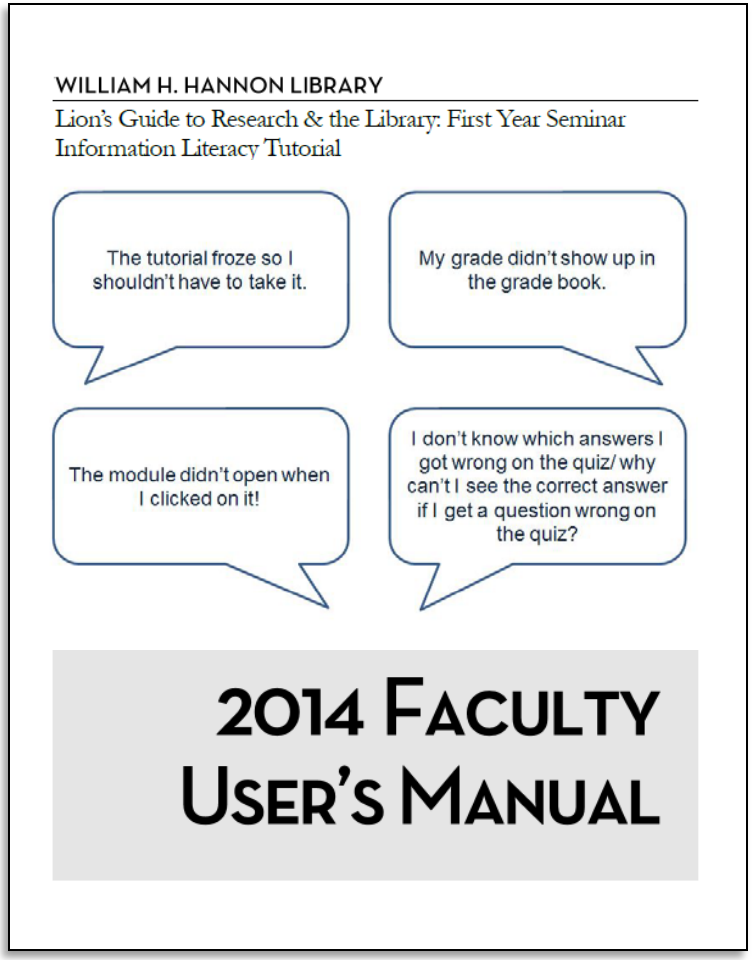
FIRST YEAR SEMINAR

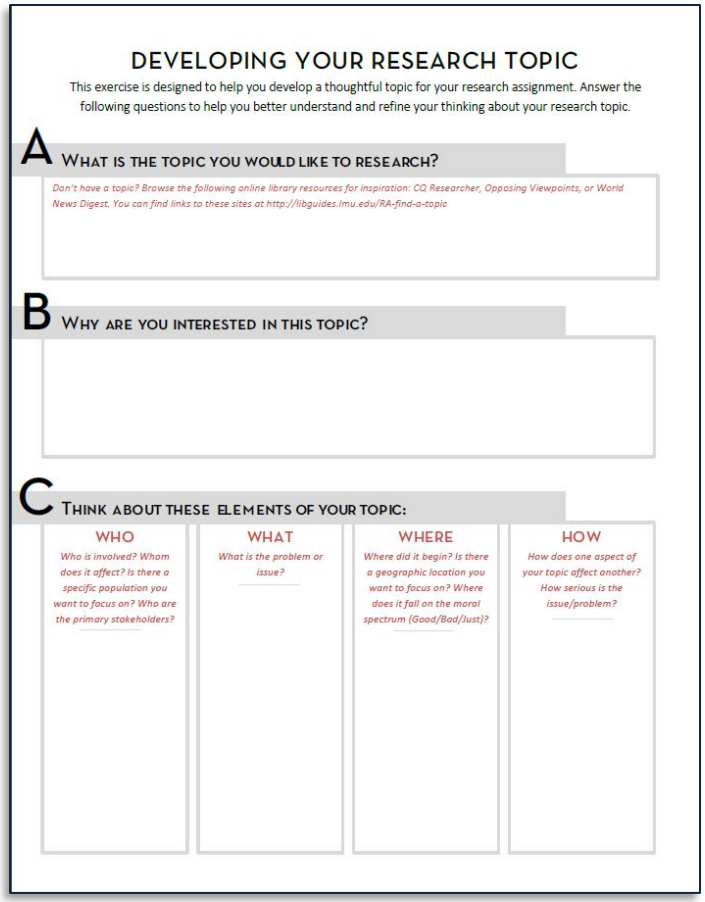
Faculty need help incorporating the tutorial into their course content

- Sample Syllabus Text
- Discussion Topics
- Key Points
- Student Push-back
- Sample Assignments



RHETORICAL ARTS

- Common Syllabus
- Assignment Collaboration
- Annual Training
- Required Library Instruction



DEVELOPING YOUR RESEARCH TOPIC

This exercise is designed to help you develop a thoughtful topic for your research assignment. Answer the following questions to help you better understand and refine your thinking about your research topic.

A WHAT IS THE TOPIC YOU WOULD LIKE TO RESEARCH?

Don't have a topic? Browse the following online library resources for inspiration: CQ Researcher, Opposing Viewpoints, or World News Digest. You can find links to these sites at http://libguides.lmu.edu/RA-find-a-topic

B WHY ARE YOU INTERESTED IN THIS TOPIC?

C THINK ABOUT THESE ELEMENTS OF YOUR TOPIC:

WHO	WHAT	WHERE	HOW
Who is involved? Whom does it affect? Is there a specific population you want to focus on? Who are the primary stakeholders?	*What is the problem or issue?*	*Where did it begin? Is there a geographic location you want to focus on? Where does it fall on the moral spectrum (Good/Bad/Just)?*	*How does one aspect of your topic affect another? How serious is the issue/problem?*

INFORMATION LITERACY FLAG

Elevator Speech

LMU Librarians can be your partners in instruction.
Here are a few ways we can help...

- Designing & revising Information Literacy assignments
- Instruction - teaching search strategy, how to evaluate sources
- Designing custom Research Guides/Online tutorials
- Assessment - rubrics & testing
- Get Help anytime you or your students need it: Research consultation appointments, chat or text-a-librarian, in-person or phone help

http://library.lmu.edu/instruction

http://library.lmu.edu/gethelp

HOW DO I TALK TO FACULTY?

MISSION POSSIBLE

Your mission, should you decide to accept it...is to increase collaboration of faculty and other campus units in promoting and assessing information literacy proficiencies.

Your Target

Dr. Bond
Code name: Mr. Away-at-a-Conference
Department: Women's Studies
Status: Full-time tenure track (newish)

Dr. Bond always requests instruction early in the semester. One week before class, he notifies the instruction librarian that he's going to be at a Conference. His classes are large and well behaved. A bit mysterious, you are not sure if he has *ever* attended library instruction. The class he traditionally teaches has been flagged for information literacy, but it was his Department Chair who submitted the course proposal, not him! Without an intervention, you are worried that nothing will change, not his assignment, not his behavior. He seems open to new relationships and collaboration. Dr. Bond says that he needs a little one-on-one help crafting an information literacy assignment.

Truth serum:
WNST 301:Feminist Theories has 2 flags (IL and writing). It is being taught this fall, but not by the professor who flagged it. In the last two years we did library instruction for WNST 301 (1 time) and WNST 335 (2 times)

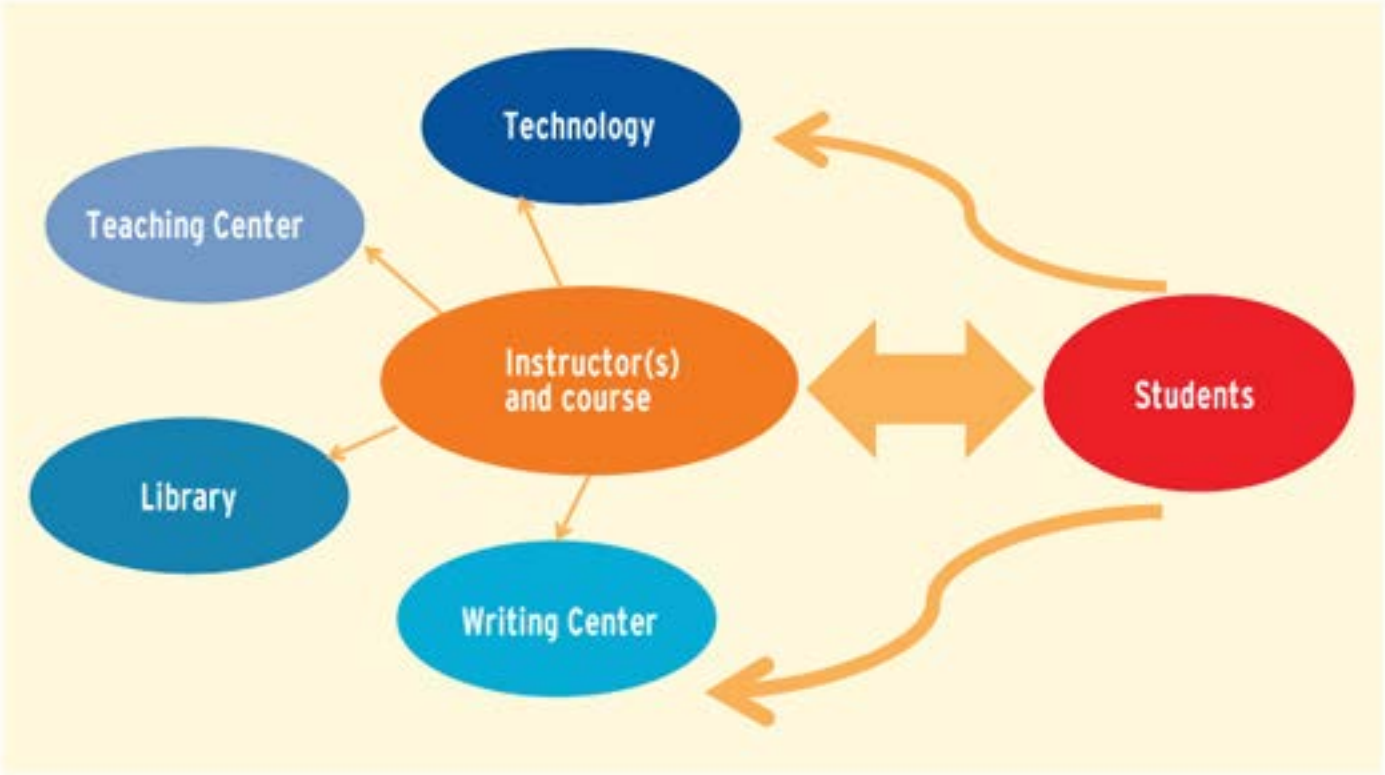
Primary objective:
Explain to Dr. Bond that a library visit alone is not sufficient to qualify for a flag. He must "incorporate student work that develops information literacy skills through classroom activities and assignments and a percentage of the final grade must include assessment of skills in information literacy." He doesn't know the first thing about the Information Literacy Flag.

1. Educate him.
2. Explain how the library can help.

Secondary objective:
Convince him to attend library instruction.

Course Design

FIGURE 2. TRADITIONAL SUPPORT MODEL—PLANNING AND IMPLEMENTATION



Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

Image credit: Bass, Randy. 2012. Disrupting ourselves: the problem of learning in higher education. Educause Review, vol. 47, no. 2 (March/April 2012) http://net.educause.edu/ir/library/pdf/ERM1221.pdf

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Course Design

FIGURE 3. TEAM-BASED DESIGN

Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

Image credit: Bass, Randy. 2012. Disrupting ourselves: the problem of learning in higher education. Educause Review, vol. 47, no. 2 (March/April 2012) http://net.educause.edu/ir/library/pdf/ERM1221.pdf

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Campus Partnerships

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Integrating Information Literacy into the Core Curriculum: Creating Sustainable Models

MORE INFORMATION:

- Visit our LibGuide http://libguides.lmu.edu/acrl2015

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