

INTEGRATING
INFORMATION LITERACY PROJECT
WOODBURY UNIVERSITY

Diane Zwemer,
Karla Bluestone, Elizabeth Trebow



Background

How the project came to be

Integrating Information Literacy



Faculty Development Committee approved for 2015-2016

- Learning community (up to 5 faculty) to develop or enhance an information literacy component in your course
- Attend 2 information literacy workshops fall 2015
- Pilot the info lit component spring 2016
- Share your learning & insights with colleagues
- Receive \$500 for your time & commitment to the project

Faculty Development Project



The Participants

**Woodbury University
Integrating Information Literacy
Faculty Participants**

**Academic
Writing**

**Interdisciplinary
Studies
(2 Faculty)**

Leadership

Art History

Communication

Psychology

7 + 2

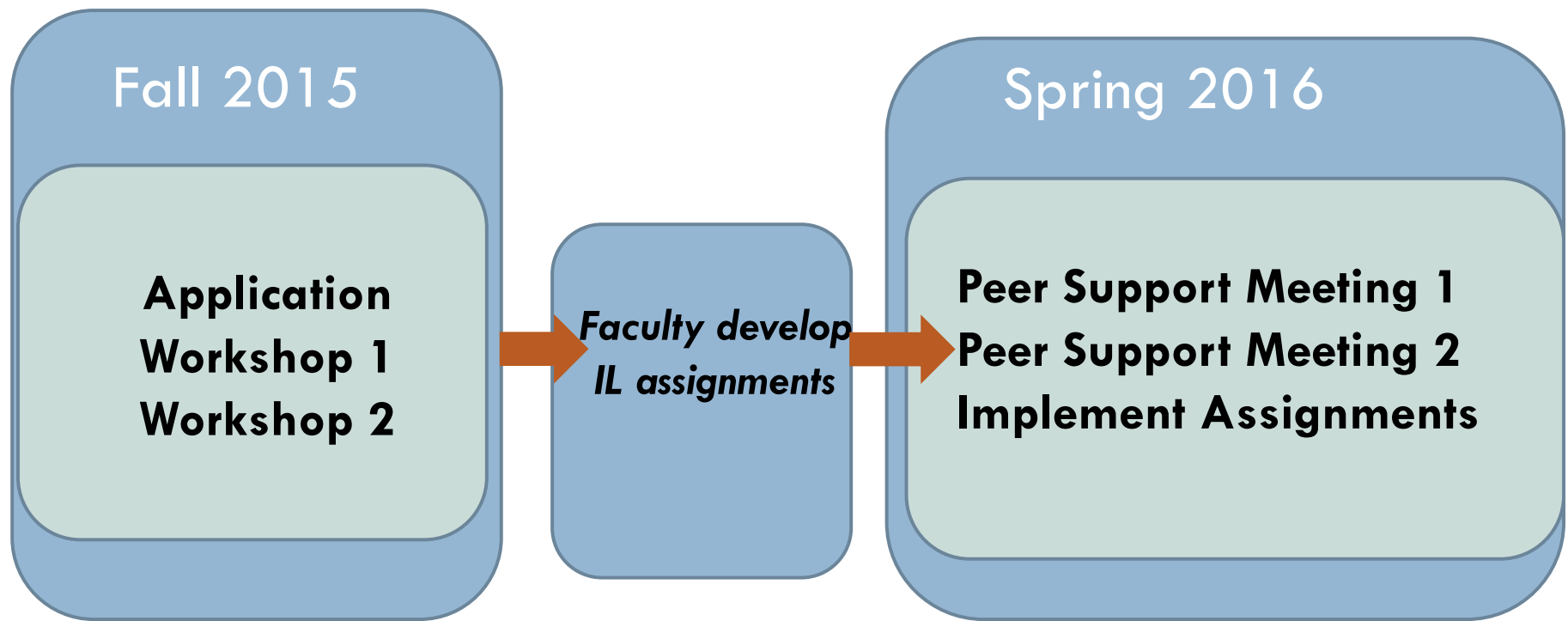
**Information Literacy
Learning Community**



The Structure & Format

What it looked like







What happened

Workshop 1: Content Heavy

FIVE TAKEAWAYS FROM PIL

What can we learn about how college students seek information?

Takeaway #1	Takeaway #2	Takeaway #3	Takeaway #4	Takeaway #5
<p>Frustrations with Research The majority of students say research is more difficult for them than before.</p>	<p>Finding Sources Nearly all students use a small number to navigate the complex information landscape.</p>	<p>Efficiency and Predictability Most students use a risk-averse and consistent strategy and rely on a "tried and true" approach.</p>	<p>Library as Refuge Students rely on libraries as a quiet place where they can be productive and engage with IT devices.</p>	<p>Day After Graduation Recent graduates find they are unprepared once they need to solve information problems in the workplace.</p>
<p>66% Say defining a topic is most difficult</p>	<p>80% Don't ask librarians for help</p>	<p>82% Go to Wikipedia to obtain background</p>		

SINCE 2008 PIL HAS SURVEYED 11,000 STUDENTS FROM 120 COLLEGES AND UNIVERSITIES

PROJECTINFO.ORG

**Barbara Fister: 6
Outrageous Claims**



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4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

Institutions of higher education have a responsibility to document that students acquire knowledge and develop higher-order intellectual skills appropriate to the level of the degree earned. This documentation is a matter of validating institutional quality and providing accountability as well as setting the conditions for improvement of learning.

CFR 2.2a states that undergraduate programs must: "ensure the development of core competencies in communication, quantitative reasoning, information literacy, and critical thinking."

Framework for Information Literacy for Higher Education

Filed by the ACRL Board on February 2, 2015. Adopted by the ACRL Board, January 11, 2016.

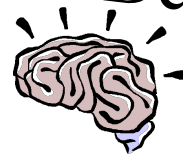
Contents

[Introduction](#)
[Frames](#)

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

- [Authority Is Constructed and Contextual](#)
- [Information Creation as a Process](#)
- [Information Has Value](#)
- [Research as Inquiry](#)
- [Scholarship as Conversation](#)
- [Searching as Strategic Exploration](#)

**Rebecca Jackson:
Cognitive Development**





Take it Away Karla!

Workshop 2 and more...

Reflections on the Project

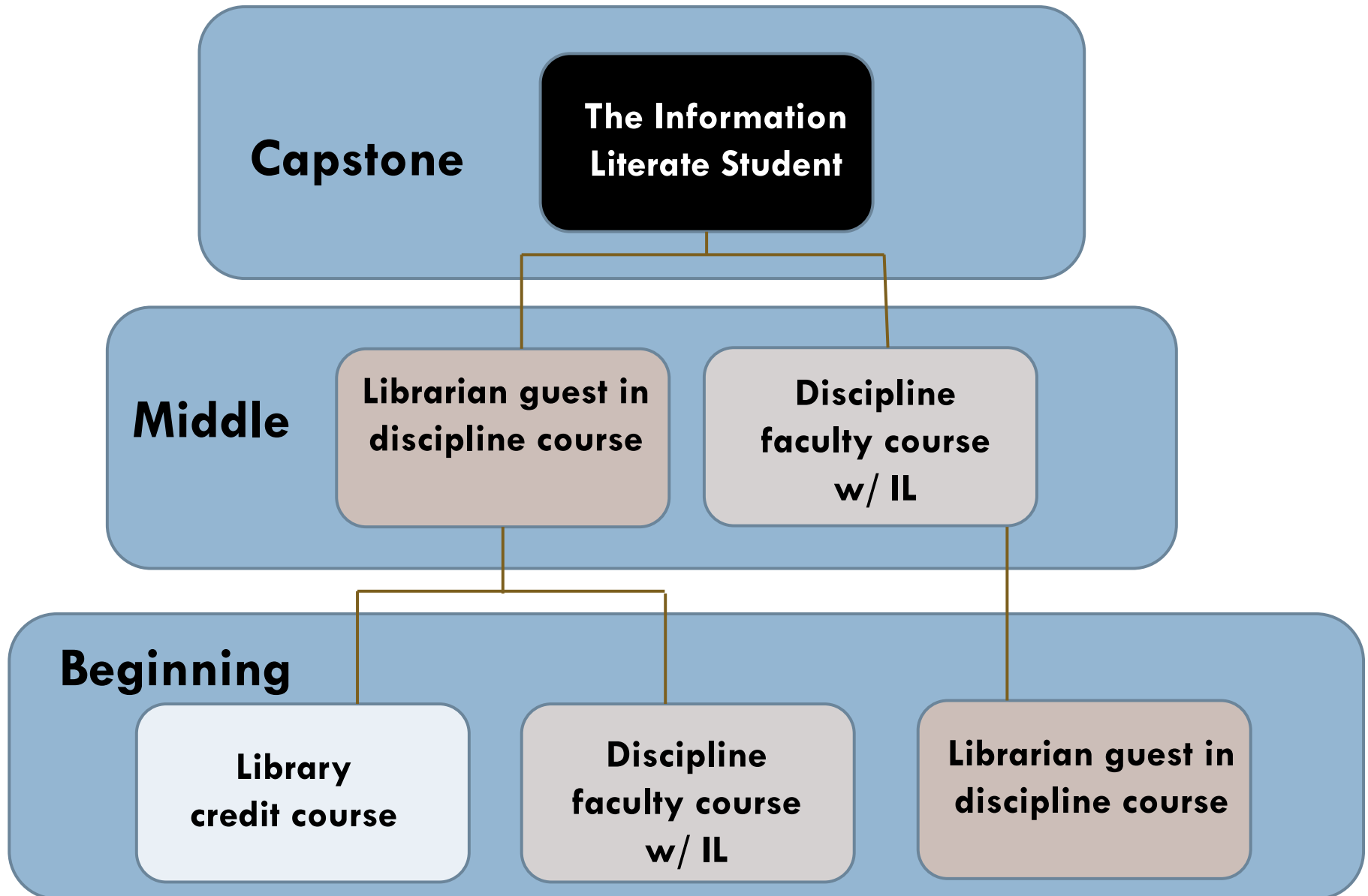


Good

Areas for Improvement

Closing the Loop?

Ideal Goal



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The Application

- Name, number and course description of course you are teaching spring 2016 you wish to enhance with information literacy
- What entices you about this project?
- How do you see information literacy as important to your course outcomes?
- What information literacy problems or stumbling blocks do you see students struggle with?
- Why do you think they struggle?
- Successful applicants must agree to the following...