

Integrating Information Literacy into the Academic Curriculum. The Role of the Academic Library

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The Global Education Environment in the 21st Century

- ❖ Information Society
- ❖ Knowledge-Based Economy
- ❖ Changes in Higher Education
- ❖ Virtual Universities/Distance Education
- ❖ Life-Long Learning
- ❖ Convenient Learning Anytime/Anywhere
- ❖ Collaboration between Business and Higher Education

New Challenges in University Education Environment

- **Improve assessment and outcome measurements**
- **Rethink the curriculum**
- **Become more productive**
- **Provide flexible learning and teaching**
- **Deal with competition**

Information Literacy Defined

- ❖ **A set of abilities to**
 - **Recognize when information is needed**
 - **Locate and evaluate information**
 - **Effectively and responsibly use information**

Information Literacy includes

- ❖ **Library literacy**
- ❖ **Media literacy**
- ❖ **Computer literacy**
- ❖ **Internet literacy**
- ❖ **Research literacy**
- ❖ **Critical thinking skills**

ACRL Information Literacy Competency Standards for Higher Education
www.ala.org/acrl.html

- History and Development
- Importance - World-Wide
- Use of Standards in Mexico, Spain, Australia, China, Europe, South Africa

Standard I

❖ The information literate student determines the nature and extent of the information needed

❖ Performance Indicators:

- the information literate student defines and articulates the need for information
- **Outcomes.....**
 - Explores general information sources to increase familiarity with the topic

Standard II

The information literate student assesses needed information effectively and efficiently

❖ Performance Indicators

- selects the most appropriate investigative methods or information retrieval system for accessing the needed information
- **Outcome:**
 - Investigates benefits and applicability of various investigative methods

Standard III

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system

❖ Performance Indicators

- summarizes the main ideas to be extracted from the information gathered
- **Outcome:**
 - reads the text and selects main ideas

Standard IV

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose

❖ Performance Indicators

- applies new and prior information to the planning and creation of a particular product or performance
- **Outcome:**
 - organizes the content in a manner that supports the purposes and format of the product or performance

Standard V

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

❖ Performance Indicators

- acknowledges the use of information sources in communicating the product or performance
- Outcome:
 - posts permission granted notices, as needed for copyrighted material

Integrating Information Literacy into the Curriculum

- Involvement in curriculum development and new teaching initiative
- Forming Partnerships with Faculty/Teachers
- Faculty Development
- Centers for Teaching and Learning
- Accreditation Requirements

Integrating Information Skills into the Curriculum: Collaborations with

- Deans and Department Chairs
- Faculty involved in curriculum development and new teaching initiatives
- Faculty Development

Librarian-Faculty Partnerships

- Curriculum Planning
- Team Teaching
- Research Collaboration
- Faculty Development

Teaching Information Skills Throughout the World

- Develop teaching modules for
 - Students K-12
 - Undergraduates
 - Subject majors
 - Graduate/Professional programs
 - Members of the workforce

Develop online models: Examples – US

- Kentucky Virtual Library <http://www.kyvl.org>
- California State University-San Marcos
<http://library.csusm.edu/departments/ilp/>

- ❖ **University of California-Berkeley** <http://www.lib.berkeley.edu/TeachingLib/>
- ❖ **Florida International University** <http://www.fiu.edu/%7Elibrary/ili/ilipropl.html>
- ❖ **University of Louisville** <http://www.louisville.edu/infoliteracy>
- ❖ **University of Washington** <http://washington.edu/uwired>
- ❖ **University of Wisconsin-Parkside** <http://www.uwp.edu/information.services/library/>

**Develop online models:
Examples – Other Countries**

- ❖ China
 - ❖ Tsinghua U. www.tsinghua.edu.cn/english/service.html
- ❖ United Kingdom
 - ❖ SCONUL www.sconul.ac.uk
 - ❖ Glasgow www.lib.gla.ac.uk/Training/index
- ❖ Canada
 - ❖ Guelph www.lib.uoguelph.ca/LibEd/
- ❖ Australia/New Zealand
 - ❖ Queensland www.lib.qut.edu.au/elearn/tutorial.html
 - ❖ Sydney www.library.usyd.edu.au/skills/

**Develop online models:
Examples – Other Countries**

Netherlands

- ❖ Malmö University www.bit.mah.se/bit.nsf/e-searchview

Mexico

- ❖ Ciudad Juárez www.uacj.mx/bibliotecas/ICS/servicios/referencia/menu

Germany

- Heidelberg www.ub.uniheidelberg.de/allg/schulung.html

South Africa

- ❖ Cape Town www.library.uct.ac.za/infolit
- ❖ UNISA www.unisa.ac.za/library/afdeling/client/usered/students/libinfo.html

Expected Outcomes of Teaching Information Skills

- ❖ Citizens of all nations become life-long learners
- ❖ They acquire critical thinking skills
- ❖ They are effective and efficient users of all types of information
- ❖ They use information responsibly
- ❖ They are productive members of the workforce

Concluding Remarks

- A New Century – A Global Information Environment
- Renewed Universities - New Educational Initiatives
- Repositioning Academic Librarians and Faculty
- Becoming Knowledge Advisors and Trainers
- Preparing the Future Workforce