From BI to Wi-Fi

Association of Seventh-day Adventist Librarians
Marge Seifert
June 22, 2006

"More than 5,000 publications related to library user instruction and information literacy have been published and reviewed in the past thirty years."

Hannelore B. Rader

- Bibliography: book, write

- Bibliographic instruction
  - Use and understanding of books
  - Intensive process of teaching research methodology

- Library Instruction
  - use of buildings, locations, facilities and materials

"In the United States librarians have been offering library, or bibliographic instruction in various forms since before the Civil War."

How did librarians teach?

- Used exercises and workbooks – active learning
- Gave tours
- Created bibliographies, pathfinders, guides to using reference tools
- One-shot classes – meeting a group once a semester

Information literacy is defined more broadly than bibliographic instruction.

Developed to respond to the variety of information formats,

especially those accessible outside the library walls.

"When librarians function as instructors, they must help foster critical thinking and information literacy"

- Information literacy: help patrons learn how to effectively
  - Find
  - Use
  - Evaluate information sources

Building on Bibliographic Instruction

Bibliographic Instruction	Information Literacy
Based in the physical library	No physical constraints
Tool-based	Concept-based
Focused on mechanics of use	Helps people learn how to learn
Tied to course assignments	Supports learning outcomes of academic programs

The goal was always this:

Meet basic needs and at the same time teach skills that users can transfer to new situations, new information tools, and new environments to help them learn how to learn.

Experiences at Southern

- Notebook or folders

- Online tutorial – Asymetrix

- WebCT Online tutorial

  http://eclass.southern.edu:8080/OOL/file_repository/library/mod0_level0.html

- Tours

- Library Activity

Group 1

Start on the library web page.

Use the library catalog to look up two books on the topic of conflict resolution.

Write down the call numbers for these books. (They must be print books, not e-books)

_____   _____

Find these books in the library and bring them back to the classroom.

Where in the library do you go to check out these books? _____

For how long can you check out these books? _____

Be prepared to briefly tell the rest of the class about what you did:
* What did you have to find?
* Where did you find it?
* How did you find it?
* What problems did you encounter?

Group 4

Start on the library web page.

Use Journal/Magazine Finder to look up *Newsweek*.

What is the oldest year of *Newsweek* that we have? _____

What format is this issue in? _____

Find the Microforms collection in the library. Take a look around. What do you see?

_____

Find a microfiche of an issue of *Newsweek* from the 1980s and bring it back to the classroom.

Be prepared to briefly tell the rest of the class about what you did:
* What did you have to find?
* Where did you find it?
* How did you find it?
* What problems did you encounter?

How has this activity been accepted?

- The professors love it
- The students are active
- Students will listen to each other much more easily than they listen to me
- I will add comments, make corrections as necessary

Other tools

- SynchronEyes from SMART Technologies
  - Classroom management software
  - Broadcast your screen or any student screen
  - Hand over control to a student
  - Control a Student's computer
  - Respond to a student's questions
  - Create and monitor chat session
  - Poll Students
  - Create and give a quiz

Other Tools

- Camtasia Studio Screen Recording and Presentation
  - Create any type of video
  - Edit and enhance videos
  - Publish and share – on the web, Cd or DVD

Poll of SDA Colleges/Universities

- I sent out 14 inquiries, received 6 responses

- Is there a campus-wide information literacy program at your institution?

- Are there any "for credit" library or research classes being taught on your campus?

- Describe how Information Literacy is achieved on your campus.

Is there a campus wide information literacy program at your institution?

- Five of the six responded no
- One person said yes, because they felt they cooperated with the English department in a number of classes

Are there any "for credit" library or research classes being taught on your campus?

- Four people responded no
- Two said yes
- On one campus there is a one credit class required by all Psychology majors that is taught by a librarian
- On another campus there is a 2-3 hour research class that deals with information literacy – taught by Seminary Librarian.

Describe how information literacy is achieved in your library

- Intro to Communication classes
- Freshmen Comp 2 classes
- Majors – their first big paper
- Instruction to specific classes
- English – mentioned several times
- One-on-one instruction
- Tools for students - bibliographies

Information Literacy at McKee Library

- Formed an Information Literacy Committee
- Consists of librarians
- Spoke with Institutional Research
- Formed a Mission statement
- Created goals, outcomes, tasks
- Used ACRL standards

Information Literacy at Southern Adventist University

Core Curriculum

Information Literacy Mission Statement:

The Information Literacy mission is to prepare users to find, evaluate and manage information, providing the skills to be critical thinkers and life-long learners.

Goals, Outcomes, Tasks

I. Define Information Needs

Goal: The information literate student determines the nature and extent of information needed.

Indicators:

Puts their topic into the form of a question
Identifies key words and synonyms
Narrows and refines their topic
Knows how the library web page is organized
Understands how the academic library is organized
Identifies types of materials to be used for research (books, journals, web, reference)
Uses a web browser effectively

Outcomes:

Formulates questions based on the information need
Identifies key concepts and terms that describe the information needed
Identifies the value and differences of potential sources
Determines the availability of needed information and makes decisions about seeking information

Next Steps

- Survey to Freshmen at beginning of year one
- Follow-up survey to Comp 102 students near end of year
- Look at syllabi of professors
- Curriculum map of English classes – example Wartburg College
- http://www.wartburg.edu/library/infolit/deptil/english.html

If we want to see an information-literate society in our lifetimes, we must focus on the expanded outreach envisioned by IL.

- Extra choices, more databases, bring confusion to users. It forces users to think more critically about which choice to make.

- Knowing how to think is as important as knowing what to think.

How can we teach critical thinkers?

- What does the subject cover?

- What time period is covered?

- What types of material is available? (books, articles reviews)

- How does one access the information?

- How does one retrieve more or fewer references?

Instead of telling a class a source exists, librarians can foster critical thinking by asking students to:

- Become familiar with the source
- Understand the source
- Analyze the item
- Assess the source