

Roux Library

Information Literacy &

Research Modules

Agenda

- Background & Need
- The Modules
- A Closer Look
- Implementation
- Questions/Further Demonstration

First-Year Perceptions



Project Information Literacy. (2012). "It's complicated": What students say about research and writing assignments. <https://youtu.be/XqMEonlU1g?si=97mLw1khzTXryzL>

Background

2 Key Developments on Campus

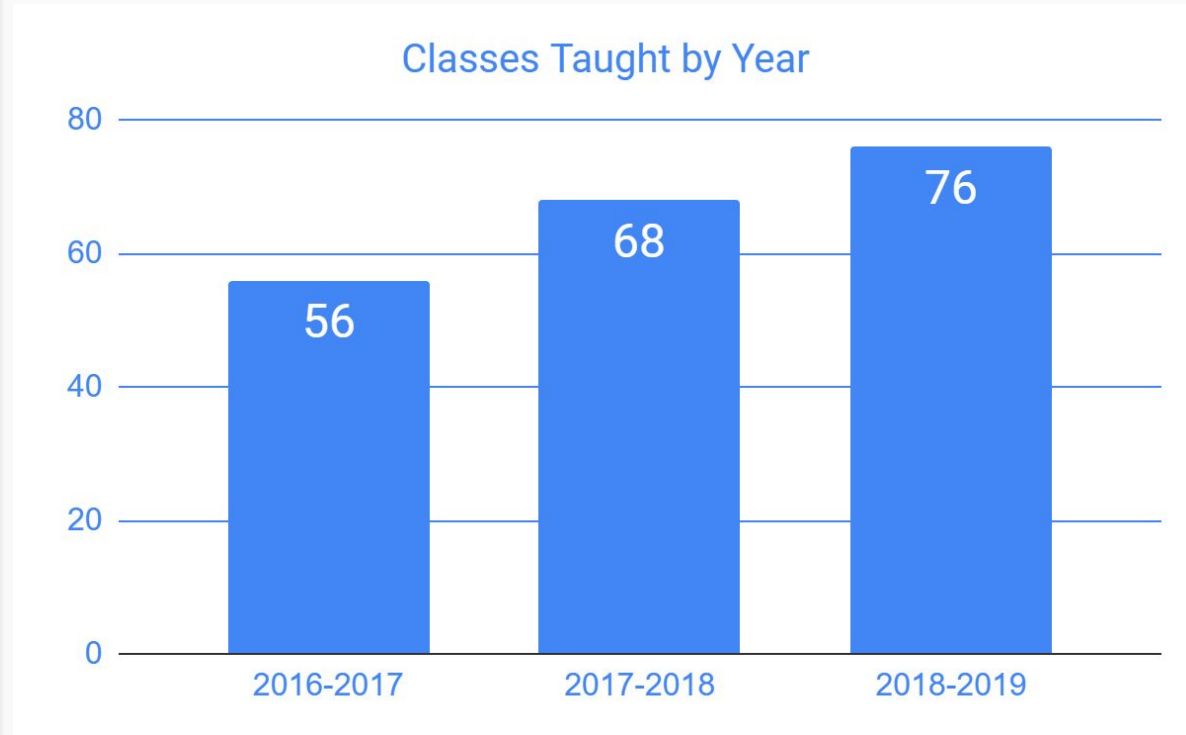
Implementation of the Be-CURIOUS Undergraduate Research, Scholarship, and Creative Activity QEP

Adoption of the first-year student Learning Community Model

QEP

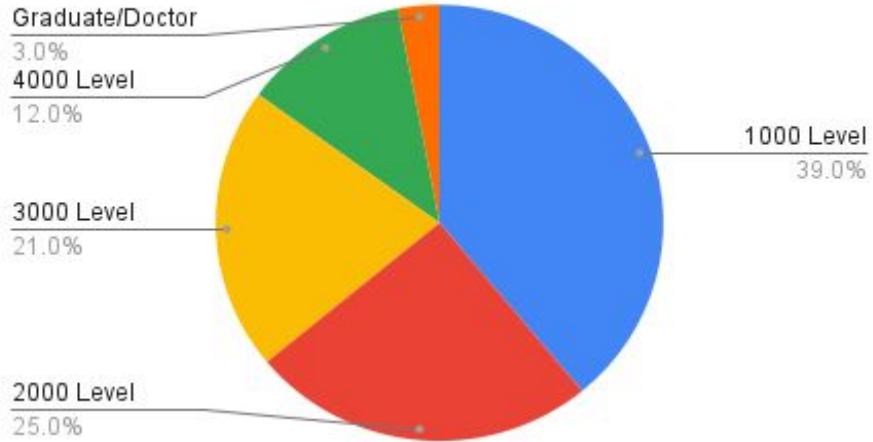
- “Students will learn to think critically, communicate effectively, analyze information, and synthesize it in novel ways.”
- “Ensure that undergraduate research, scholarship and creative activity skill development is pervasive across FSC’s programs.”

Increased Requests for Instruction



Increasing Requests in 1000-Level Courses

Courses Taught by Level, 2016-2017

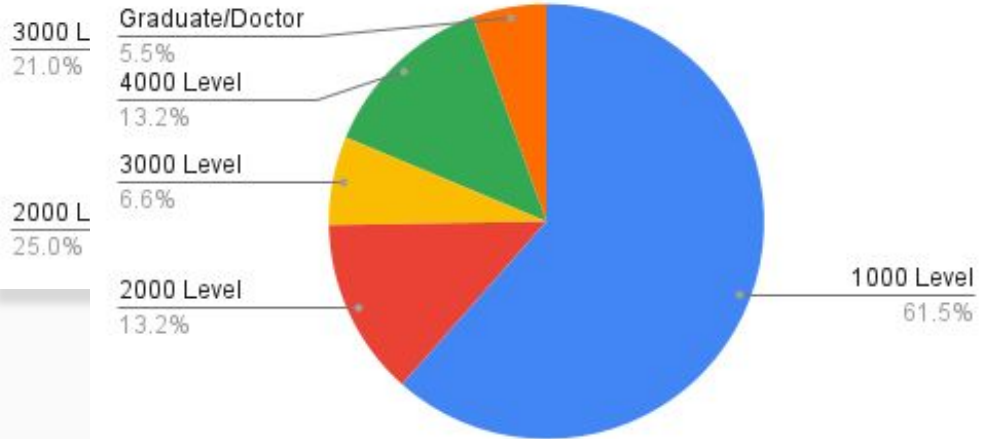


Increasing Requests in 1000-Level Courses

Courses Taught by Level, 2016-2017



Courses Taught by Level, 2018-2019



Increasing Requests in 1000-Level Courses

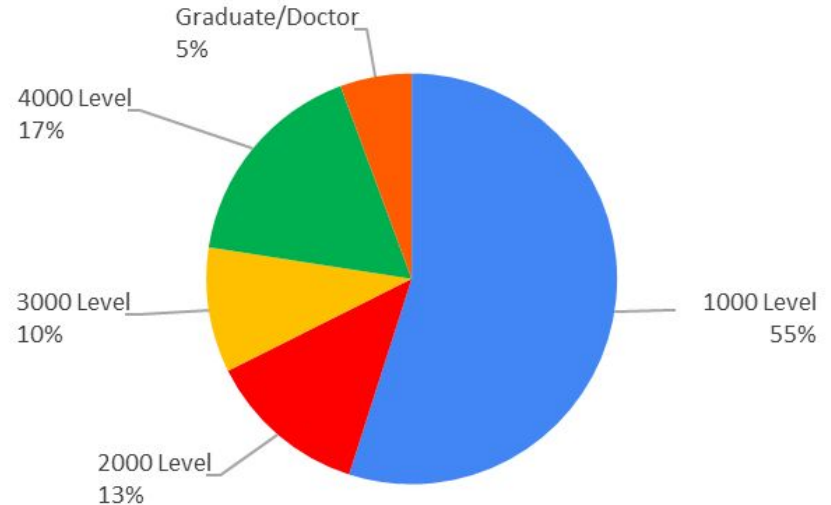
Courses Taught by Level, 2016-2017



Courses Taught by Level, 2018-2019



Courses Taught by Level, 2022-2023



- Increasing requests from lower-division courses decreases our ability to meet with upper-division classes where in-depth research takes place
- No systematic program in which all incoming students meet with a librarian to develop information literacy competencies means students can go four years and never see a librarian
- Repetition of lessons because faculty don't know what students may have encountered in other courses leads to library fatigue

Sunshine State Library Leadership Institute

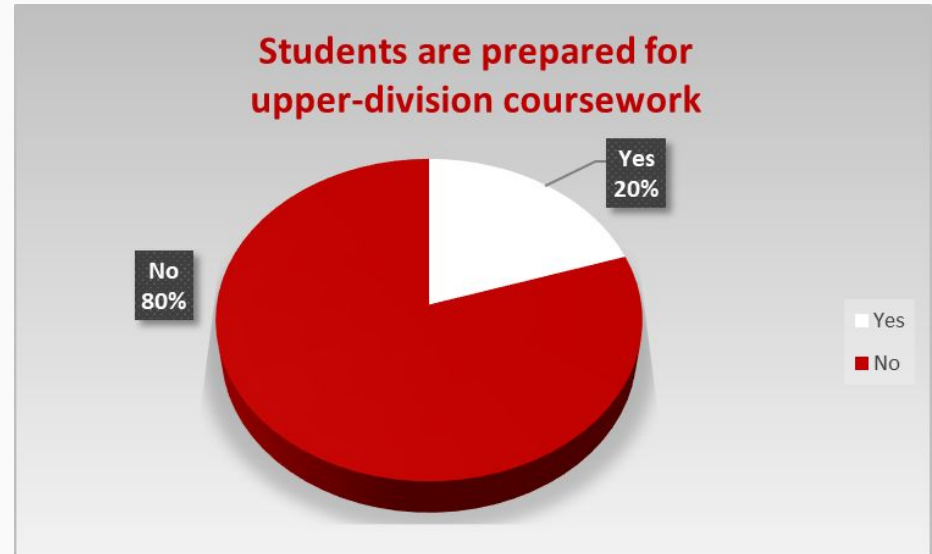
- Year-long institute
 - Develop leadership skills
 - Impactful project
- Project planning and implementation
 - Looked at the need
 - ACRL Framework
 - Surveyed Learning Community faculty

Learning Communities

Reach virtually
every incoming
first-year student.

Faculty Survey

Do you feel that your students come to upper-division courses in their major adequately prepared to perform the research their discipline will require of them?



Faculty Survey

“Students struggle with how to interpret and use research in higher order analysis and synthesis expected at a 3000 and 4000 level course.”

“It depends on the student . . . those without drive lack basic knowledge about how to perform research.”

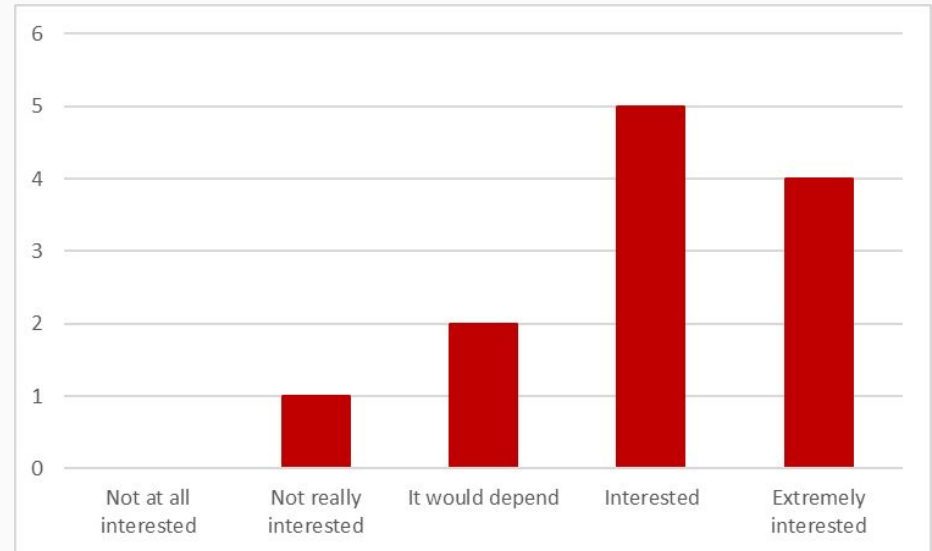
Faculty Survey

“Some are prepared, others are not. In general, I feel that the more exposure to research, the better.”

“Some students do, some don't. In the sciences, I think we are emphasizing primary lit earlier in the curriculum, so some students are able to find these references well, but others not so much.”

Faculty Survey

If Roux Library develops a set of online modules designed to provide a base set of knowledge around information literacy/research concepts that could be incorporated into the Portal system, how interested would you be in adopting these modules for your first-year learning community courses?



Faculty Survey

“I consider that this is extremely important at all levels, but know that our 1-yr students will benefit greatly as they proceed to the sophomore yr. This can be used as a retention strategy: the more informed students are about their fields of study, the lower the chances for them to switch majors or transfer.”

“This is a wonderful idea and I would definitely use it as part of my Learning Community coursework.”

Faculty Survey

“I think it is hard to write a one size fits all module [for] these types of things. Often I think that things that are important in certain subjects don't come up in others and things that are glossed over in one subject may seem like an omission in another.”

“I think that this is a great idea. I do wonder if there should be an option for the more science based majors and one for the non science based majors though.”

So, how do we help students be better researchers?

ACRL Framework for Information Literacy for Higher Education

<https://tinyurl.com/FrameworkACRL>

*“Set of integrated abilities encompassing the **reflective** discovery of information, the **understanding** of how information is produced and valued, and the **use** of information in creating new knowledge and **participating ethically** in communities of learning.”*

Not just skills . . .

- Information Literacy as meta-literacy removing it from *just* the simple skills realm.
- Acknowledges that being information literate is to have developed critical thinking skills that allow students to navigate an increasingly complex information ecosystem.

The Modules

ACRL Framework for Information Literacy for Higher Education

<https://tinyurl.com/FrameworkACRL>

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

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3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration
7. Database Searching

Authority is Constructed & Contextual

Students will be able to:

- define different types of authority
- use research tools and indicators of authority to determine the credibility of sources
- recognize that authoritative content may be packaged formally or informally and may include sources of all media types
- articulate the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
- recognize the value of diverse ideas and worldviews

Information Creation is a Process

Students will be able to:

- articulate the capabilities and constraints of information developed through various creation processes
- assess the fit between an information product's creation process and a particular information need
- recognize that information may be perceived differently based on the format in which it is packaged
- understand that their choices impact the purposes for which the information product will be used and the message it conveys
- recognize the characteristics of information products that indicate the underlying creation process

Information Has Value

Students will be able to:

- explain the importance of giving credit to the original ideas of others through proper attribution and citation
- demonstrate respect for the original ideas of others, as well as the skills, time, and effort needed to produce knowledge
- describe the monetary and intellectual value contained in sources of information

Students will be able to:

- describe how research is open-ended exploration and engagement with information
- recognize the importance of intellectual curiosity in developing questions and learning new investigative methods
- maintain an open mind and a critical stance
- understand how persistence, adaptability, and flexibility can benefit the research process
- articulate the importance of finding multiple perspectives during information gathering and assessment

Scholarship is a Conversation

Students will be able to:

- seek out conversations taking place in their research area
- see themselves as a contributor to scholarship, rather than only a consumer of it
- recognize that scholarly conversations take place in various venues and formats
- recognize that, in conducting research, they are often entering into an ongoing scholarly conversation, not one that is finished
- recognize that any given scholarly work may not represent the only, or even the majority, perspective on an issue

Searching as Strategic Exploration

Students will be able to:

- determine the initial scope of the task required to meet their information needs
- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information
- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching
- match information needs and search strategies to appropriate search tools

Searching as Strategic Exploration (continued)

Students will be able to:

- design and refine needs and search strategies as necessary, based on search results
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information
- use different types of searching language (e.g., keywords, natural language) appropriately

Students will be able to:

- utilize scholarly databases to find needed information
- build an effective search strategy using Boolean operators to connect search terms
- filter results sets to pull out relevant information
- recognize that research skills developed with one database will transfer to other databases

Factsheet



<https://tinyurl.com/RouxModuleFacts>

**A Closer Look:
Information Has Value &
Research As Inquiry**

Implementation

Interested in using modules in your classes?

- Contact me
- I will add your students to a section for your class
- You can be assigned as detailed a role as you like
- Indicate to your students which modules they should complete
- I will monitor progress and provide any reports you need
- Students will earn badges that they can share with you as proof of completion for assignment

Questions?

Contact Me:

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- 863-680-4496

References

- Association of College & Research Libraries (ACRL).(2015, February 9). *Framework for Information Literacy for Higher Education* [Text]. <https://www.ala.org/acrl/standards/ilframework>
- Idleman, B. (2022). *Asynchronous Learning Experiences in the Canvas LMS for Information Literacy in the Community College Setting* [Ed.D., Northeastern University].
<https://www.proquest.com/docview/2659970830/abstract/E0421E1E38D54405PQ/1>
- Vrugt, A., & Oort, F. (2023). Metacognition, achievement goals, study strategies and academic achievement: Pathways to achievement. *Metacognition and Learning, Preprints*, 1–24.