Informed Practice

Using ACRL Information Literacy Objectives to Redirect Library Instruction

Jessica Lange
Management Liaison Librarian
Humanities and Social Sciences Library

Dawn McKinnon
Electronic Resources Librarian
Humanities and Social Sciences Library
Agenda:

• Introduction
• Course mapping
• Standards mapping & gaps
• Activities
Ice breaker
Information Literacy Competency Standards for Higher Education

These standards were reviewed by the ACRL Standards Committee and approved by the Board of Directors of the Association of College and Research Libraries (ACRL) on January 18, 2000, at the Midwinter Meeting of the American Library Association in San Antonio, Texas. These standards were also endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004). A PDF of this document is available.

Five copies of the Information Literacy Competency Standards are available in booklet form at no charge. Additional copies may be purchased from the Association of College and Research Libraries for $25.00 for a package of 25. Orders (along with check or money order made payable to Association of College and Research Libraries) should be sent to:

http://www.ala.org/acrl/standards/informationliteracycompetency
ACRL IL Standard 1
The information literate student determines the nature and extent of the information needed

Performance Indicator 1
defines and articulates the need for information

Outcomes:
• formulates questions based on the information need
• explores general sources to increase familiarity with the topic
• identifies key concepts
BCom Concentrations

- Marketing
- Information Systems
- Organizational Behaviour
- International Business
- Strategy
- Labour & Human Relations
- Operations Management
- Entrepreneurship
- Accounting
- Finance
BCom Concentrations

- Marketing
- Information Systems
- Organizational Behaviour
- International Business
- Strategy
  - Labour & Human Relations
  - Operations Management
  - Entrepreneurship
  - Accounting
  - Finance
BCom Concentrations

Marketing
Information Systems
Organizational Behaviour
International Business
Strategy
BCom Concentrations

- Marketing
- Information Systems
- Organizational Behaviour
- International Business
- Strategy

CORE COURSES
BCom Concentrations

Marketing
Information Systems
Organizational Behaviour
International Business
Strategy

Core Marketing
Core Info Sys
Core OB
Core Intl Business
Core Strategy
BCom Concentrations

- Marketing
- Information Systems
- Organizational Behaviour
- International Business
- Strategy

Core Marking

Core Info Sys

Core OB
Core Intl Business
Core Strategy

Marketing Electives
Info Sys Electives

OB Electives
Intl Business Electives
Strategy Electives
BCom Concentrations

Marketing
- Social Marketing
- Marketing Research
- Marketing Planning

Information Systems
- E-business
- Managing Knowledge
- IT in Business
Marketing

Core Marketing

Marketing Electives
ACRL IL Standard 1
The information literate student determines the nature and extent of the information needed

Performance Indicator 1
defines and articulates the need for information

Outcomes:
• formulates questions based on the information need
• explores general sources to increase familiarity with the topic
• identifies key concepts
Define the information need
Identify sources
Select the best tool
Create effective search strategies
Retrieve information
Refine the search
Evaluate
Satisfies need?
Cite sources
Define the information need
Identify sources
Select the best tool
Create effective search strategies
Retrieve information
Refine the search
Evaluate
Satisfies need?
Cite sources
1. Define the information need
2. Select the best tool
   - Create effective search strategies
   - Retrieve information
   - Refine the search
3. Evaluate
   - Satisfies need?
4. Cite sources
Define the information need
Identify sources

Select the best tool
Create effective search strategies
Retrieve information
Refine the search

Evaluate
Satisfies need?

Cite sources

Marketing Electives

Marketing
Core Marketing

McGill Library. Everything You Need.
Define the information need
Identify sources

Select the best tool
Create effective search strategies
Retrieve information
Refine the search

Evaluate
Satisfies need?

Cite sources
Define the information need
Identify sources

Select the best tool
Create effective search strategies
Retrieve information
Refine the search

Evaluate
Satisfies need?

Cite sources
Gaps
• 1.3 Understands the costs acquiring needed information.
• 1.4 Reevaluates the extent of the information need.
• 3.2 Evaluates the information and its sources.
• 3.4 Compares new knowledge with prior knowledge
• 3.7 Determines if the query should be revised.
• 5.2 Follows laws and etiquette related to the access and use of information resources.
• 1.3 Understands the costs of acquiring needed information.

• 1.4 Reevaluates the extent of the information need.

• 3.2 Evaluates the information and its sources.

• 3.4 Compares new knowledge with prior knowledge.

• 3.7 Determines if the query should be revised.

• 5.2 Follows laws and etiquette related to the access and use of information resources.
• 1.3 Understands the costs of acquiring needed information.

• 1.4 Reevaluates the extent of the information need.

• 3.2 Evaluates the information and its sources.

• 3.4 Compares new knowledge with prior knowledge.

• 3.7 Determines if the query should be revised.

• 5.2 Follows laws and etiquette related to the access and use of information resources.
Lower Level Active Learning Activities

- Cephalonian method
- Information timeline with slips of paper
- Think-Pair-Share (with & without clickers)

Define the information need
Identify sources
Active Learning Activities

- Direction questioning
- Group discussion

Select the best tool
Create effective search strategies
Retrieve information
Refine the search
Active Learning Activities

• Compare two article excerpts and determine which one is academic and which one isn’t
Active Learning Activities

• Identify errors in citations

• Compile a citation out of parts

• Inserting in-text references in a sample paper
**What do we add?**

**Motivation**
Employee motivation is often a matter of debate. One author suggests that employees can be motivated by hearing about other employees efforts. Kowitt further suggests that you make motivation a number one priority. She says “Rather than mandate how a successful employee acts, we let them tell us--and everyone else what works.”

**References**

What do we add?

**Motivation**

Employee motivation is often a matter of debate. One author suggests that employees can be motivated by hearing about other employees efforts. Kowitt further suggests that you make motivation a number one priority. She says “Rather than mandate how a successful employee acts, we let them tell us--and everyone else what works.”

**References**


**What do we add?**

<table>
<thead>
<tr>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee motivation is often a matter of debate. One author suggests that employees can be motivated by hearing about other employees efforts (Berger, 2011, p. 37). Kowitt further suggests that you make motivation a number one priority. She says “Rather than mandate how a successful employee acts, we let them tell us--and everyone else what works.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>

**Or (Berger, 2011)**
Upper Level Group Activities

• With their own research questions, students determine what information they need and what resources will provide it (Standards 1-2)

• Group are given questions on different resources; students find answers & present to class (Standards 1-3)

1. Define the information need
   Identify sources

2. Select the best tool
   Create effective search strategies
   Retrieve information
   Refine the search

3. Evaluate
   Satisfies need?
What activities have you used to reinforce the standards?
Next Steps

- Implementing changes
- Faculty buy-in
- Assessment


Questions
Questions Proposal by Eleaf, (http://www.flickr.com/photos/eleaf/2536358399/)