



Western
UNIVERSITY · CANADA

Partnering for Student Success: Creating Course Outcomes that Integrate Institutional Information Literacy Learning Outcomes

October 17, 2016

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Today's Agenda

- Workshop outcomes
- Information literacy (IL)
- IL learning outcomes
- Literature review
- Mapping
- Conversation
- Wrap-up

Workshop Learning Outcomes

By the end of this session participants will be able to:

Demonstrate how information literacy learning outcomes can be integrated into a course by systematically mapping information literacy learning outcomes onto their own course outcomes.

What is Information Literacy?

Free write:

What is *your* definition of information literacy?

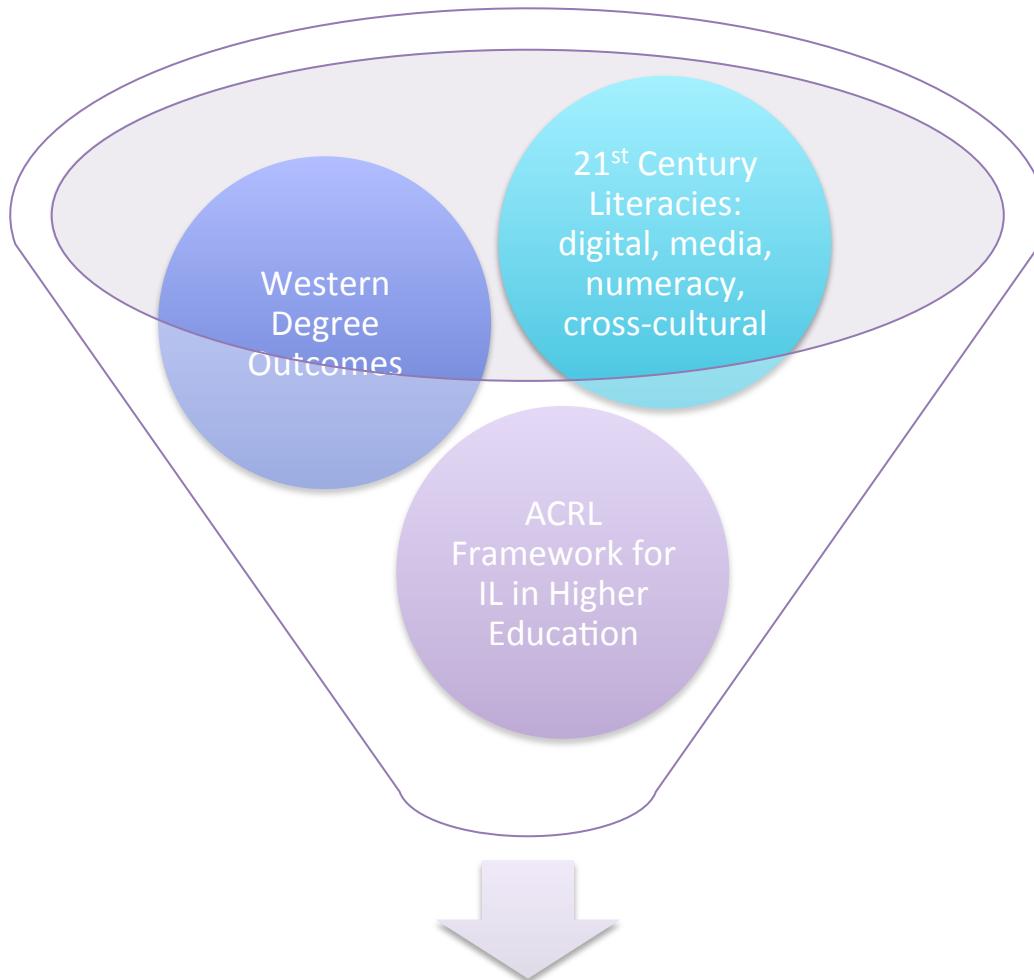
What is Information Literacy?

Information literacy is the 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.

Association of College & Research Libraries (2015)

Literature Review

- Partnership, not service
Meulemans & Carr (2013)
- Situating IL in the disciplines
Farrell & Badke (2015)
- Framework for collaboration
Brasley (2008)



Western Undergraduate Information Literacy Learning Outcomes

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- Discovery and critical evaluation of information
- Responsible creation and use of information
- Enduring research skills
- Communication
- Civic engagement

Mapping

Mapping Demonstration

Goal: To identify appropriate connections between course learning outcomes and information literacy learning outcomes.

Rationale: To build course learning outcomes that reflect institutional information literacy learning outcomes and partner (Librarian and Faculty) to build robust assessments and pedagogy.

4.1 STUDENT LEARNING OUTCOMES

By the end of the course the successful student should be able to

1. Memorize (M), describe(D) and apply (A) main concepts and principles of research design, methodology and statistical analysis as occurs in psychological research
2. Locate, read, and write about scholarly research that pertains to a research hypothesis
3. Formulate and test a research hypothesis by writing about it in a research project
4. Conduct research involving recruiting participants and taking measurements
5. Apply skills required to conduct research in psychology
6. Identify and conduct an appropriate methodology and statistical procedure that should be used to address a specific research question
7. Give an oral presentation of research ideas and how to scientifically evaluate research ideas
8. Identify, describe, and correct ethical issues in the conduct of research

Definition of Information Literacy

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-ACRL Framework for Information Literacy for Higher Education

Learning Outcomes

The Western Undergraduate Information Literacy Learning Outcomes are intended to align closely with the Western Degree Outcomes. Information Literacy Learning Outcomes articulate undergraduate expectations with respect to information access, assessment, and application.

Discovery and Critical Evaluation of Information

Western graduates will define their information needs and design their search strategies, recognizing that searching is strategic exploration. They will be proficient in the use of online resources that aid in their research. They will evaluate the breadth, scope, and variety of information resources, and they will apply their information literacy skills to new questions. They will investigate information gaps and conflicting information; they will recognize creator perspective. They will articulate how different formats affect use of information. They will investigate and question traditional norms of authority.

Responsible Creation and Use of Information

Western graduates will analyze and apply the legal and ethical limitations or considerations in the use of information, including but not limited to creator rights, the concept of the public domain, and privacy concerns. They will articulate their rights and accountabilities, and recognize the opportunity to act equitably, as both creators and stewards of information. They will show that they value knowledge and information by demonstrating attribution.

Enduring Research Skills

Western graduates will be resilient and proactive researchers with a developed awareness of the information landscape. They will be able to manage their emotions as they navigate the research process, in order to better manage their time, stress, and information overload. As a result, they will be flexible, creative, and curious researchers.

Communication

Western graduates will demonstrate critical thinking through strong written and verbal communication skills. They will tailor their communication to their audiences and support their claims with appropriate research. They will know how, where, and when to disseminate their work. They will value the power and persistence of their online identity.

Civic Engagement

Western graduates will be active and aware citizens who examine and critique their own information privilege. They will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information. They will seek out the perspectives of others who challenge their own views and will address information needs through collaboration and cross-cultural connections.

Your Turn to Map!

Identify connections between your course learning outcomes and the information literacy learning outcomes.

Write (or re-write) course learning outcomes that reflect or embed the information literacy learning outcomes.

Share

- Your new outcomes
- Where were you creative?
- What was easy? Difficult?
- How can you put this into practice at your institution?

Wrap-up



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References

Brasley, S. (2008). Effective librarian and discipline faculty collaboration models for integrating information literacy into the fabric of an academic institution. *New Directions for Teaching and Learning, 114*: 71-88.

Farrell, R., & Badke, W. (2015). Situating information literacy in the disciplines: A practical and systematic approach for academic librarians. *Reference Services Review, 43*(2): 319-340.

Meulemans, Y.N., & Carr, A. (2013). Not at your service: Building genuine faculty-librarian partnerships. *Reference Services Review, 41*(1): 80-90.



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