INFORMATION LITERACY: What you don’t know CAN hurt you

INFORMATION LITERACY

ALA Presidential Committee on Information Literacy: Final Report
“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

ACRL Information Literacy Competency Standards for Higher Education
1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. 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.

AACU Information Literacy Value Rubric
Definition adopted from the National Forum on Information Literacy
“The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”

PA Forward | Pennsylvania Libraries
“We envision a Pennsylvania where citizens know how to use online resources and current technology to improve their education, to enhance their job skills, and to fully participate in a digital society.”

RESEARCH

While studies show that many students come to college without critical information literacy skills, Gross and Latham have found that often these same students tend to believe their skills are above average. As a result, “they do not recognize that professional expertise might offer them something more than their own skill set can” (Gross & Latham, 2012, p. 574).

If students do end up seeking help to find information, they prefer asking someone they know or someone who is “convenient to ask” rather than “tracking down a librarian or instructor” (Gross & Latham, 2009, p. 347).

So, what does this mean for us?
First of all, as librarians, we need to establish relationships with our students so when it comes time for them to ask for help, WE are someone they know. Then, we need to find a way to make studying in the library a habit for our students. That way, when they need help, we are both someone they know and someone who is convenient to ask.

The following two questions are from the TRAILS: Tool for Real-time Assessment of Information Literacy Skills
http://www.trails-9.org/
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1. Identify potential sources] You have been asked to research and give a presentation on the future of stem cell research. Which group of multiple sources would provide the most productive search? [CHOOSE ONE ANSWER]
2. [Develop, use, and revise search strategies] You are learning about cancer in health class and are to develop 7-10 slides in a PowerPoint presentation outlining cancer symptoms. Which of the following sources would provide the best information for the creation of your presentation? [CHOOSE ONE ANSWER]
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ASSIGNMENT IDEAS
- Use a research article to introduce yourself
- Take Two
- USA Today Snapshots
- Wordle™
- Infographics
- Contrary to Popular Belief: Disproving Conventional Wisdom
- Are you . . . ? Do you . . . ?
- End-of-stack collages
- Discovery Search

REFERENCES