Integrating the Information Literacy Framework with Workplace Competencies

Victoria Raish, Online Learning Librarian, UP
Alessia Zanin-Yost, Reference/Instruction Librarian, Altoona
OUTLINE

• ACRL Framework/Information has Value
• Define what digital literacy is and what it is not
• Preparing students to be lifelong learners - can it be done?
• What employers value from students
• Discussion: Best Practices for Aligning with the Workplace
• Activity: Jigsaw
  a. Creating quality collaborations for assignment development
  b. Best practices for working with department faculty and programs
Session Learning Goals

At the conclusion of this session we expect that you will know:

1. How to promote lifelong learning through experiences students have with you
2. How to collaborate with faculty to develop future assignments to cultivate student thinking in ways connected to thinking in the workplace
3. Best practices for learning how to find what information literacy competencies are valued in the workplace
Information Has Value
ACRL Framework

Founded on metaliteracy: the ability to use a variety of skills to find, use and create information in any format and medium in a collaborative digital environment.

Metaliteracy is based on the practice of metacognition: the awareness and understanding of one’s own thought process.

- Metacognition is the ability to transfer and/or adapt learning to a new context and environment.
ACRL Framework

The six concepts that anchor the Framework are:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
Information Has Value

• Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

• “Old” Standard 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.
From the Classroom to the Workplace
From Boring to Exciting
Changes Ahead

Increase awareness of the role information plays in the workplace.

Move away from the traditional paper.

Transition to projects/assignments expected in the workplace.

Aligns information production in the classroom with expected information production in the workplace.

Show how information offers insights and opportunities.

Understanding how professionals prepare.

Identify      Find      Evaluate      Apply      Acknowledge      Use
What do Employers Expect?
Employer Information Literacy Expectations

This data comes from a survey conducted with human resource personnel (n=118) in the 2012-2013 year. Some of these results were published in a C&RL Publication.

**A follow-up survey was conducted Summer 2015, results have not been analyzed or made public.**
What Skills Students have (most to least likely)

Job-specific knowledge or training (61%)
Ability to use collaborative skills to help solve problems (50%)
Ability to solve problems on their own when there is an unclear outcome (50%)
A desire to learn new skills on the job (49%)
Ability to identify and understand ethical information issues (38%)
Ability to learn how to work with people from diverse backgrounds (29%)
Ability to apply knowledge to real-world contexts (29%)
Ability to find patterns and make connections between activities, concepts, and ideas (18%)
Collegiate Experiences Employers Value (Scale 1-8)

Most important:
1. College courses related to candidate’s major (4.76)
2. Ability to demonstrate extra learning beyond classroom (4.60)

Moderately important:
3. Leadership roles in organizations (4.06)
4. Excellent grades (3.72)
5. Internships (3.70)
6. Evidence of experience with technology tools (3.37)

Less important:
7. E-portfolio (2.50)
8. Score on standardized tests (2.02)
What IL Competencies are Valued?

- Critical thinking
- Personal responsibility for continuous learning
- Teamwork
- Information Ethics

<table>
<thead>
<tr>
<th>Competency</th>
<th>Average Importance Rating</th>
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<tbody>
<tr>
<td>Critical thinking (n=113)</td>
<td>5.3</td>
</tr>
<tr>
<td>Continuous/lifelong learning (n=111)</td>
<td>5.2</td>
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<tr>
<td>Collaborative interaction (n=112)</td>
<td>5.1</td>
</tr>
<tr>
<td>Information ethics (n=110)</td>
<td>5.1</td>
</tr>
<tr>
<td>Finding and using information (n=108)</td>
<td>4.8</td>
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</table>
Differences by Industry

-- Employers in the medicine and finance fields do not find critical thinking as important, while educator employers value it highly.
-- All employers value continuous/lifelong learning.
-- Employers in the manufacturing industry value collaborative interaction more highly than other employers.
-- Those in the education or finance industries do not put a lot of importance on information ethics, but manufacturing employers do value this skill.
-- Finding and using information is the least important for employers in medicine.
-- In general, those in medicine seem to find the least value from information literacy, while those in manufacturing find information literacy to be very important.
Lifelong Learning Valued by Employers

Average importance rating

- Ability to demonstrate personal responsibility for continuous learning on the job: 5.4
- Ability to broaden perspective and accept other viewpoints: 5.1
- Ability to be an aware learner: 5.1
- Awareness of one's strengths and weaknesses as it relates to skills needed for the job: 5.1
- Overall: 5.2
<table>
<thead>
<tr>
<th>Literacy Skill Group</th>
<th>Average Importance</th>
<th>Likelihood of possession</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Innovation</strong></td>
<td>5.2</td>
<td>Ability to solve problems on their own when there is an unclear outcome: <strong>50%</strong></td>
</tr>
<tr>
<td>Critical thinking and using quality information</td>
<td>5.2</td>
<td>Ability to apply knowledge to real-world contexts: <strong>29%</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to find patterns and make connections: <strong>18%</strong></td>
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<td><strong>Collaboration</strong></td>
<td>5.2</td>
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<tr>
<td></td>
<td></td>
<td>Ability to learn how to work with people from diverse backgrounds: <strong>29%</strong></td>
</tr>
<tr>
<td><strong>Technology, ethics, and self-awareness</strong></td>
<td>4.9</td>
<td>A desire to learn new skills on the job: <strong>49%</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to identify and understand ethical information issues: <strong>38%</strong></td>
</tr>
<tr>
<td><strong>Finding and gathering information</strong></td>
<td>4.7</td>
<td>Job-specific knowledge or training: <strong>61%</strong></td>
</tr>
</tbody>
</table>
Best Practices for Finding out Information from Employers
JigSaw Activity

1/2 Room - partner and give input and advice for building the collaborative relationships for assignment development with different departments, talk in particular about any unique efforts need to be made due to your field/specialization

1/2 Room - partner and think about ‘best practices’ you would give for working with faculty and departments

When done, take your post-it notes and stick them to the posterboard in the front of the room
We will take a picture of the posterboard and upload it to the conference site
Attributions

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