

Hillsborough Community College

Information Literacy Policy Statement and Plan

Library Cluster Spring 2004

The library faculty of Hillsborough Community College (HCC) subscribes to the following definition of information literacy:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- *Determine the extent of information needed*
- *Access the needed information effectively and efficiently*
- *Evaluate information and its sources critically*
- *Incorporate selected information into one's knowledge base*
- *Use information effectively to accomplish a specific purpose*

- *Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally*

Information literacy includes information technology skills, such as use of computers, software applications, and information retrieval tools, but it is a broader area of competence that encompasses the content, analysis and communication of information.

Association of College & Research Libraries - Best Practices Initiative
<http://www.ala.org/acrl/nili/criteria.html>

Introduction

We present this document in a spirit of collegiality with classroom faculty and administrators. The library literature bears out our observation that information literacy is best taught as a partnership among library faculty, classroom faculty, and administrators:

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

ACRL Information Literacy Competency Standards for Higher Education
<http://www.ala.org/acrl/ilintro.html>

This document is presented as a guiding philosophical statement, and a set of recommended actions. It is suggestive rather than prescriptive. Although the library cluster is comprised of peers from across the institution, we operate within a decentralized, campus-based management system. It is therefore up to each of us to work within our individual campus cultures to implement the recommendations in this document in appropriate ways.

In many cases, these recommendations—or similar measures—are already being implemented in a manner appropriate to each campus' environment. The document thus becomes an articulation of existing practices. In other cases, the practices are ever-evolving as resources, campus personnel, and institutional imperatives change over time. What remains a constant is the commitment of library faculty across the institution to collaborate with instructional faculty in our on-going, mutual effort to instill information literacy and critical thinking in our students.

Definition of the HCC Library/Learning Resource Center (LRC) Discipline

Each campus has a Library/LRC that provides materials to support the College curriculum. The collections include circulating and reference books, electronic books, current periodicals, archived publications, electronic databases, and audiovisual programs.

Each Library/LRC provides computer workstations to access databases and the Internet. The Library website at www.hccfl.edu (click on *Libraries*) identifies both HCC and all statewide community college holdings, and also serves as a gateway to databases containing both full text and bibliographic information. These databases are available to HCC students with a valid student identification card. The Library website links to e-mail reference assistance and to a variety of printed guides designed for student use.

An audiovisual laboratory, containing programs, compact discs, audio and videotapes, filmstrips and slides, are housed at each LRC.

Each Library/LRC maintains a reserve collection that includes materials identified by HCC instructors/faculty for students' attention.

Instruction in the use of library resources is provided by library faculty to classes on a scheduled basis, and to individuals at the point of use, and by appointment. Library faculty and skilled support staff are available to assist with research and the utilization of library resources and technologies.

Hillsborough Community College participates in reciprocal borrowing with other publicly funded community colleges and universities in Florida. Interlibrary loan further enhances the availability of resources for students.

Library/LRC hours vary by campus and are posted at each site. Additional information about library services, and links to library resources, are available on the Library website www.hccfl.edu/library/library.asp.

Recommendations

- **Library skills instruction will be tied to, and timed with, assignments.**

Young and Harmony (1999) assert that students are most receptive to the introduction of new skills when they know that they will need them for an assignment (p. 30). Classroom faculty should provide, or the library faculty should solicit, information which will help to customize the session to the class' needs, i.e. a description of the assignment, approximate grade level of orientation needed and what topics are currently being covered in class. The session should include, when possible, an active learning component, so that students can immediately apply the principles they have learned. Such an exercise might be provided by the library or classroom faculty. It could be an assignment for the students to complete and turn in by the end of the session. The ACRL Objectives for Information Literacy Instruction state that the responsibility for helping students become information literate is "best shared across a campus... Ideally, administrators support information literacy goals for their institutions. Course instructors help their students achieve information literacy in their chosen fields, and librarians and other campus professionals collaborate with course instructors in this effort."

www.ala.org/ala/acrl/acrlstandards/objectivesinformation.html

- **Library faculty and classroom faculty will collaborate in teaching information literacy.**

The presence of the classroom instructor in the library session is key to impressing upon students their need for the library use skills that they are learning. It is even more effective for the classroom instructor to actively participate, or even team-teach, the library session. According to Young and Harmony (1999), "Students take their cues from their professors, valuing information that the professor deems important. Team teaching lends legitimacy to the information being presented by the librarian (p. 30)." In addition, we observe that for an instructor to "drop off" the class at the library, or to not even appear, sends a message to students that the library session is, at best, ancillary to their classroom experience, or at worst, immaterial.

- **Library faculty will be aware of pedagogical trends at their campuses, and be prepared to adapt their information literacy models accordingly.**

Library faculty should explore—as appropriate within their campuses, and in collaboration with classroom faculty—ways to further integrate information literacy across the curriculum, beyond the assignment-specific library session. For example, teaching information literacy within the context of a learning community would be structured very differently from a stand-alone session. Similarly, resources and services that might be developed to support distance-learning programs would take on a unique character. This flexibility of response and adaptability to emerging opportunities requires library faculty to be full "team players" on their campuses, maximizing formal and informal networking and outreach mechanisms.

- **Library faculty will provide, as appropriate, information literacy training or materials to classroom faculty.**

The college's enhanced emphasis on professional development could provide library faculty with opportunities to provide information literacy training or other support to interested classroom faculty. Formal and informal methods of sharing such information may include one or more of the following: current-awareness items in newsletters; email; and "in-service" sessions for campus or district-wide audiences.

- **Library faculty will take all possible opportunities to update and develop their skills.**

This might involve, but is not limited to, enrolling in credit-bearing courses, workshops provided by library organizations, conference sessions, online "webcasts," and continual professional reading (see references below). Because adult learners learn best when they teach others, cluster members are encouraged to share their newly-acquired knowledge with their colleagues.

- **Library faculty will involve classroom faculty in print and electronic collection development.**

Such involvement may include soliciting classroom faculty input into materials selection. At the very least, our experience has been that classroom instructors appreciate being apprised of materials and resources supporting their disciplines. The positive relationships developed from such interactions increases the likelihood of successful collaborations in teaching information literacy.

Conclusion

Pedagogical trends point to increasing curricular integration. Examples of this include the Gordon Rule requirement of writing assignments across non-mathematics disciplines (2003-2004 HCC Catalog, p. 77), and the concepts of learning communities and capstone courses. As fellow members of the instructional team, library faculty aim to contribute towards a high-quality learning environment that prepares its students to excel as leaders in a global economy (Mission Statement, 2003-2004 HCC Catalog, p. 4). Such leadership requires abilities to recognize a need for information, utilize available information sources, and synthesize the information gathered to achieve desired results. Information literacy is not a discipline, but rather a skill, like critical thinking, that permeates all disciplines. It is not taught most effectively in a vacuum. HCC library faculty aim to work with our colleagues in the classroom to incorporate information literacy across the curriculum.

Librarian Objectives

Educate the Library Faculty

Objectives

The Librarians will:

- Read and/or use a wide range of professional resources to facilitate learning how to plan, implement, develop, manage and provide instruction in a successful information literacy program.
- Apply the information literacy skills developed in library school and refined via their varied experiences to identify, locate, access and/or evaluate new information literacy resources for use in learning to plan and teach information literacy activities and skills. Resources will be shared with colleagues.
- Engage in relevant professional learning and training programs on a regular basis to ensure that they remain abreast of current teaching, assessment, marketing and other trends related to information literacy.
- Learn the techniques and applications of information literacy program planning and instruction by consulting a variety of professional resources (see *Appendix A for Resource Bibliography*).

Assessment

Objectives

The Librarians will:

- Use the ACRL Information Literacy IQ (Institutional Quotient) Test as a planning tool: a) to determine the readiness of the college for an Information Literacy Program; and b) to assist in moving the College forward with an Information Literacy Program.
(<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/professactivity/iil/immersion/infolitiqtest.htm>)
- Review, select, and use assessment tools integral to accomplishing the mission and goals of the College/Library and its Information Literacy Program.

- Obtain feedback from classroom faculty about their attitudes and needs related to information literacy by selecting and applying evaluative methods compatible with the purpose of the assessment exercise. For example, purpose questions that could be applied to determine instrument selection are: a) Assessing faculty attitudes toward the library, the librarians, the librarians as teaching partners, or an existing bibliographic instruction program? b) Assessing faculty's current level of participation in the Information Literacy Program, or faculty's willingness to participate in a new program? c) Assessing faculty's information needs, or their information-seeking habits? d) Assessing student's information needs as perceived by faculty? (Young and Harmony, p. 12)
- Apply the *ACRL Information Literacy Competency Standards* (include outcomes for each standard with performance indicators) in determining, developing and/or selecting assessment tools for measuring student information literacy learning.
- Assess the effectiveness of information literacy instruction through student and faculty surveys.

Collaborate with Faculty

Objectives

The Librarians will:

- Collaborate with discipline-based faculty to integrate information literacy into courses and the curriculum, to develop active learning assignments and to teach and assess student learning outcomes.
- Develop and implement a proactive information literacy program that promotes regular communication between them and the faculty to ensure that library and information sources are available for faculty teaching, student assignment and research needs.
- Promote information literacy initiatives by employing collaborative outreach and marketing strategies that are compatible with the needs, desires and attitudes of the faculty.
- Assess the effectiveness of faculty/librarian collaborations by using appropriate measures for obtaining faculty feedback.

Tutorials

Objectives

Librarians will:

- Provide a web link to a self-paced tutorial (e.g., TILT, LILI, OASIS) encouraging faculty and students to use it as an information literacy resource.
- Provide faculty, students and others with a streamed version of the 21st Century information literacy video, *E-Literate*, via a web link from the HCC Library web page.
- Manage the HCC Information Literacy web site.

References

Iannuzzi, Patricia, Mangrum II, Charles T., and Strichart, Stephen S. Teaching Information Literacy Skills. Boston: Allyn and Bacon, 1999.

Young, Rosemary M., and Harmony, Stephen. Working With Faculty to Design Undergraduate Information Literacy Programs. New York: Neal-Schuman 1999.

SELECTED RESOURCE BIBLIOGRAPHY

BOOKS

Barclay, Donald A. Teaching and Marketing Electronic Information Literacy Programs: A-How-To-Do-It Manual for Librarians. New York: Neal-Schuman, 2003.

Birk, Jane and Hunt, Fiona. Hands-On Information Literacy Activities. New York: Neal-Schuman, 2002.

Grassian, Esther and Kaplowitz, Joan. Information Literacy Instruction: Theory and Practice. New York: Neal-Schuman, 2001.

Jacobson, Trudie and Gatti, Timothy H. Teaching Information Literacy Concepts: Activities and Frameworks from the Field. Pittsburgh, PA: Library Instruction Publications, 2001.

Martin, Allan and Rader, Hannelore. Information and IT Literacy: Enabling Learning in the 21st Century. New York: Neal-Schuman, 2002.

Merz, Lawrie H. and Mark, Beth L. Assessment in College Library Instruction Programs. Chicago: Association of College and Research Libraries, 2002.

Raspa, Dick and Ward, Dane. The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe. Chicago: Association of College and Research Libraries, 2000.

Riedling, Ann Marlow. Learning to Learn: A Guide to Becoming Information Literate. New York: Neal-Schuman, 2002.

SELECTED RESOURCE BIBLIOGRAPHY

Association and Consortium Web Sites, Workshops, Conferences

National

Association of College and Research Libraries (ACRL)
(http://www.ala.org/Content/NavigationMenu/ACRL/Issues_and_Advocacy1/Information_Literacy1/Information_Literacy.htm)

LOEX (Library Orientation Exchange or Library Instruction Clearinghouse)
(<http://www.emich.edu/public/loex/islinks/islinks.htm>)

Library Instruction Roundtable (LIRT)
(<http://www3.baylor.edu/LIRT/>)

Regional

SOLINET (Southeastern Library Network)
(<http://www.solinet.net/workshops/workshopdesc.cfm?wkspID=26ILIT%20%20>)

State and Local (Florida)

CCLA (College Center for Library Automation)
(<http://www.ccla.lib.fl.us/resources/infolit/infolit.asp>)

Tampa Bay Library Consortium (TBLC)
(<http://www.tbtc.org/programs/specialintrest.shtml>)
(<http://www.tbtc.org/training/training.shtml>)

PROFESSIONAL PERIODICALS

LOEX Journal Links
(<http://www.emich.edu/public/loex/islinks/joulinks.htm>)

Rader, Hannelore B. (Issue Editor). "Teaching and Assessing Information Skills in the Twenty-first Century: A Global Perspective." *Library Trends*, Fall 2002, 51(2) 141-261, University of Illinois Graduate School of Library and Information Science/Champaign, IL.