Information Literacy Competency Standards and Student Learning Outcomes
Up until now….

- Philosophical Underpinnings
- Effective Teaching
- Teaching and Learning Styles
- Classroom Techniques

Today…

- Student Learning Outcomes
- Curriculum Design
- Assessment
What's the difference?

Library Instruction

Information Literacy
An information literate person is...

“...one who is able to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information.”

American Library Association. Presidential Commission on Information Literacy
Student Learning Outcomes

Developing Standards

States/State Systems -- Local -- ALA
Task Force on Information Literacy Competency Standards

- Multi-association Task Force (Jan 1999)
  (ACRL, AAHE, CHEA, ALISE)

- Draft Document (July 1999)

- Assessment Consultant

- Presentations at Higher Education Conferences

- Regional Accreditation Associations

- Marketing Plan - Implementation Task Force

- On agendas for endorsement

http://www.ala.org/acrl/ilcomstan.html
Information Literacy and Information Technology Skills

- Basic Computer Skills
- Computer Literacy
- Technology Competencies
- Fluency in Information Technology
  - NSF - National Research Council
  - http://www.nap.edu/readingroom/books/BeFIT/

The Information literate student has basic skills in the use of computers, but the computer literate student is not necessarily information literate.
Information Literacy and Accreditation

- Middle States Association of Colleges and Schools
  - Commission on Higher Education

- Western Association of Schools and Colleges
  - Accrediting Commission for Senior Colleges and Universities

- New England Association of Schools and Colleges
  - Commission on Institutions of Higher Education
NCATE 2000 Standards contain information literacy in the core knowledge section.

Standard 1 - Candidate Knowledge, Competence and Assessment

"A 'core' of professional knowledge ...." item #6 "effective integration of technology and information literacy in instruction to support learning."
The National Agenda

- National Forum on Information Literacy
- American Association for Higher Education
- Teaching and Learning with Technology Group
- Regional Accreditation Groups
- Discipline Based Accreditation
- Aspen Institute
  - http://www.aspeninst.org/about/default.asp

Information Literacy: Advancing Opportunities for Learning in the Digital Age
- http://www.aspeninst.org/publications1/bookstore_communications_literacy.asp
Implications for the Curriculum
Teaching and Learning
Explores general information sources to increase familiarity with the topic

Lower level tasks

Thinking Skills

Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

Higher level cognitive skills - more complex and abstract
Responsibility for Assessment

College/University

Classroom

Library
Coordinate

Faculty Ownership

Librarian Partnership

Collaborate
Teaching

Faculty Development

Implications for Librarians

Outreach/Advocacy

Assessment
Retooling the Curriculum

- Curriculum
- Courses
- Assignments

Defining student learning outcomes, generally and in a discipline, through information literacy
Faculty are the key players in the ongoing evolution of information technology and literacy. When partnered with librarians and other academic professionals, faculty can transform the quality of higher education in meaningful and lasting ways.
Information Literacy provides higher education with critical assets.
Information Literacy:

Provides a unique opportunity for faculty to address key teaching and learning issues, to re-evaluate old practices, and to incorporate meaningful assignments and activities into the curriculum.
• Focuses faculty's attention on the need to integrate process into the teaching/learning environment, thus increasing the probability that students will produce the highest quality products of learning.
• Supports the gradual integration of technology into traditionally-taught courses
Provides faculty and students with up-to-date research tools and methods by which to locate, evaluate and properly use information from databases and internet sources.
Provides faculty with practical tools to address and substantially reduce student plagiarism, dishonest conduct (e.g., term-paper purchase), and use of cut-and-paste internet generated materials.
Standard One

The information literate student determines the nature and extent of the information needed.
Standard Two

The information literate student accesses needed information effectively and efficiently.
Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Standard Five

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 Learning Outcomes to Authentic Assessment
The Learning Outcomes Approach

Learning outcomes are integrated:

- **knowledge**
- **abilities** *(skills)*
- **attitudes** *(values, dispositions)*

What students should be able to do, not what knowledge they possess

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC

So, What’s a Learning Outcome Anyway? ERIC Document 430-611

Needed to function successfully in society
Both focus on what the student should be able to do

“Differs from competency based approaches in its emphasis on integration and the development of more general abilities that are often overlooked in a competency approach”

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC

So, What’s a Learning Outcome Anyway? ERIC Document 430-611
Competencies Approach

• Clear goals

• Specific skills

• Competencies are subordinate to the learning outcome

• The information literate student accesses needed information effectively and efficiently.
  -- Identifies keywords, synonyms and related terms for the information needed
  -- Selects controlled vocabulary specific to the discipline or information retrieval source

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC
So, What’s a Learning Outcome Anyway? ERIC Document 430-611
Learning Outcomes and General Abilities

- Research strategies
- Critical thinking
- Communication

- Important for all disciplines
- Linked to lifelong learning
- Still need specific discipline based abilities

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC

So, What’s a Learning Outcome Anyway? ERIC Document 430-611
Alverno’s Student Assessment as Learning - Eight Abilities

- communication
- analysis
- problem solving
- valuing
- social interaction
- global perspectives
- effective citizenship
- aesthetic response

“integrated, developmental, transferrable”
http://www.alverno.edu/educators/e_curriculum.html
So What is Authentic Assessment?

•“the process of evaluating a learner’s original piece of work or completed task, arrived at based upon a previously acquired body of knowledge, and demonstrated in a concrete form”

•construct of knowledge

•disciplined inquiry

•value beyond school

Riley, Karen L. and Stern, Barbara Slater “Using Authentic Assessment and Qualitative Methodology to Bridge Theory and Practice” Education Forum 62 Winter 1998 pp178-185
Learning Outcomes and Authentic Assessment

• Assessment is the means for learning—not just the method of evaluation

• Learning facilitated by doing, creating and using -- assignments are the key to learning

• Simulate situations in which students would make use of knowledge, skills and values

• Develop “useable knowledge” not “testable knowledge”

Mark Battersby and the Learning Outcomes Network, Centre for Curriculum, Transfer, and Technology, Vancouver, BC

So, What’s a Learning Outcome Anyway? ERIC Document 430-611
Assessment Techniques

Linked to student’s performance

• Course embedded Assessment
• Performance based Assessment

- Portfolios
- Journals
- Categorizing Grid
- Checklists
- Rubrics
- 1 Minute Paper
- Conferences
Responsibility for Assessment

College/University

- Quantitative
- Standardized

Classroom

- Authentic Assessment

Library

- Performance Based
Focus of Accreditation

• What if the self-study dialogue focused on information literacy as a major student learning outcome across the curriculum?

• Institution free to choose its inputs
• Outcomes reflect impact of library’s resources and programs

From: Reshaping the Ivory Tower: The Power of Information Literacy
Oswald M. T. Ratteray — Assistant Director for Constituent Services and Special Programs
Middle States Commission on Higher Education
Information Literacy

- a campus effort
- goals/outcomes are part of university mission
- closer collaboration needed
- Redirect discussion from library/computing/classroom efforts to campus-wide student demonstration of learning/assessment--connecting outcomes to curriculum