The image features a dark blue background with a white double-line border. A dark red banner is positioned in the center, containing the following text:

Information Literacy Competency
Standards and Student Learning
Outcomes

Up until now....

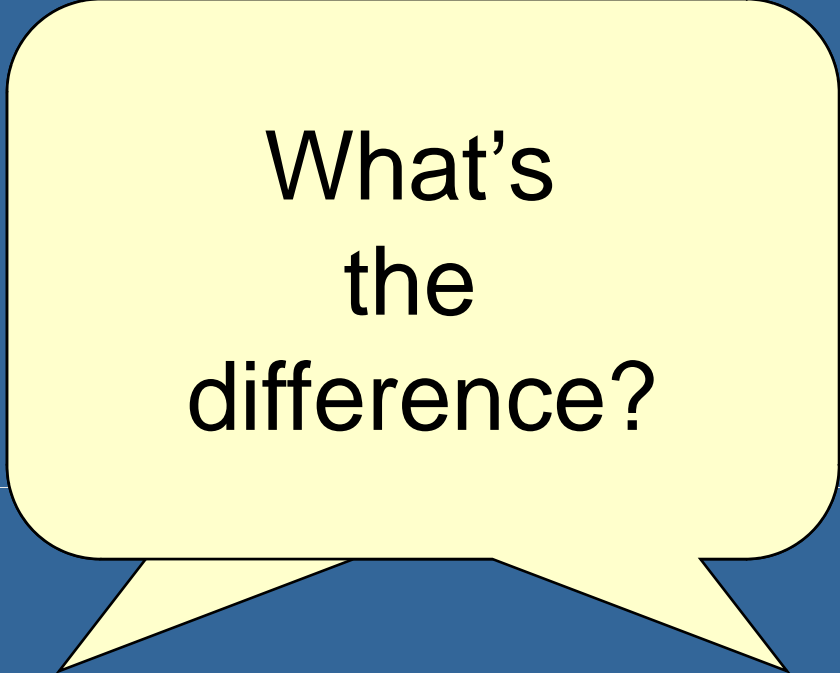
- Philosophical Underpinnings
- Effective Teaching
- Teaching and Learning Styles
- Classroom Techniques

Today...

- 
- Student Learning Outcomes
 - Curriculum Design
 - Assessment



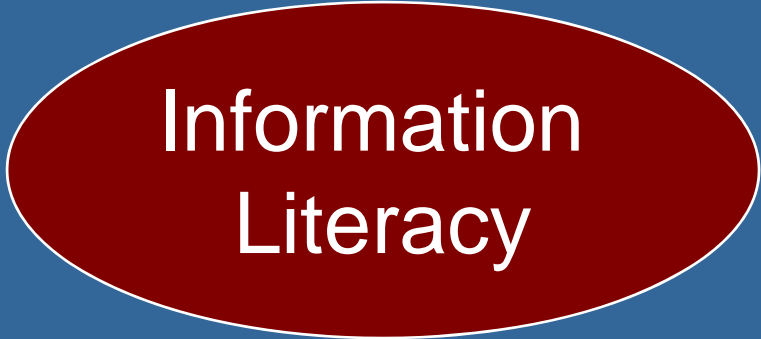
Activity



**What's
the
difference?**



**Library
Instruction**



**Information
Literacy**

Information Literacy Defined...

An information literate person is..

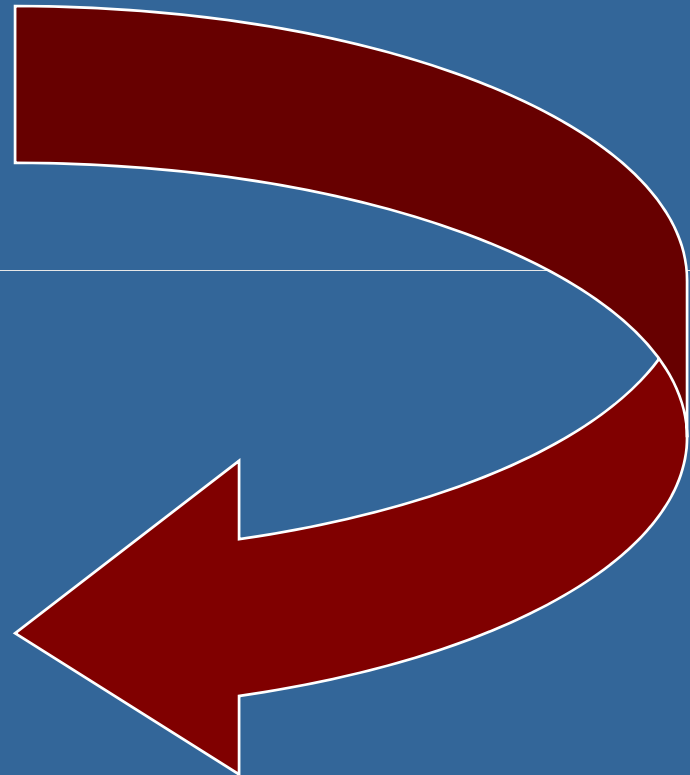
“...one who is able to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information.”

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>

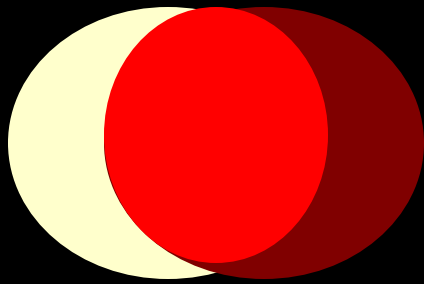
Information Literacy and Information Technology Skills

- 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

Discipline Based Accreditation

- NCATE

NCATE 2000 Standards contains 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

<http://www.infolit.org/members/index.html>

- American Association for Higher Education
- Teaching and Learning with Technology Group

<http://www.tltgroup.org/programs/round.html>

- 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

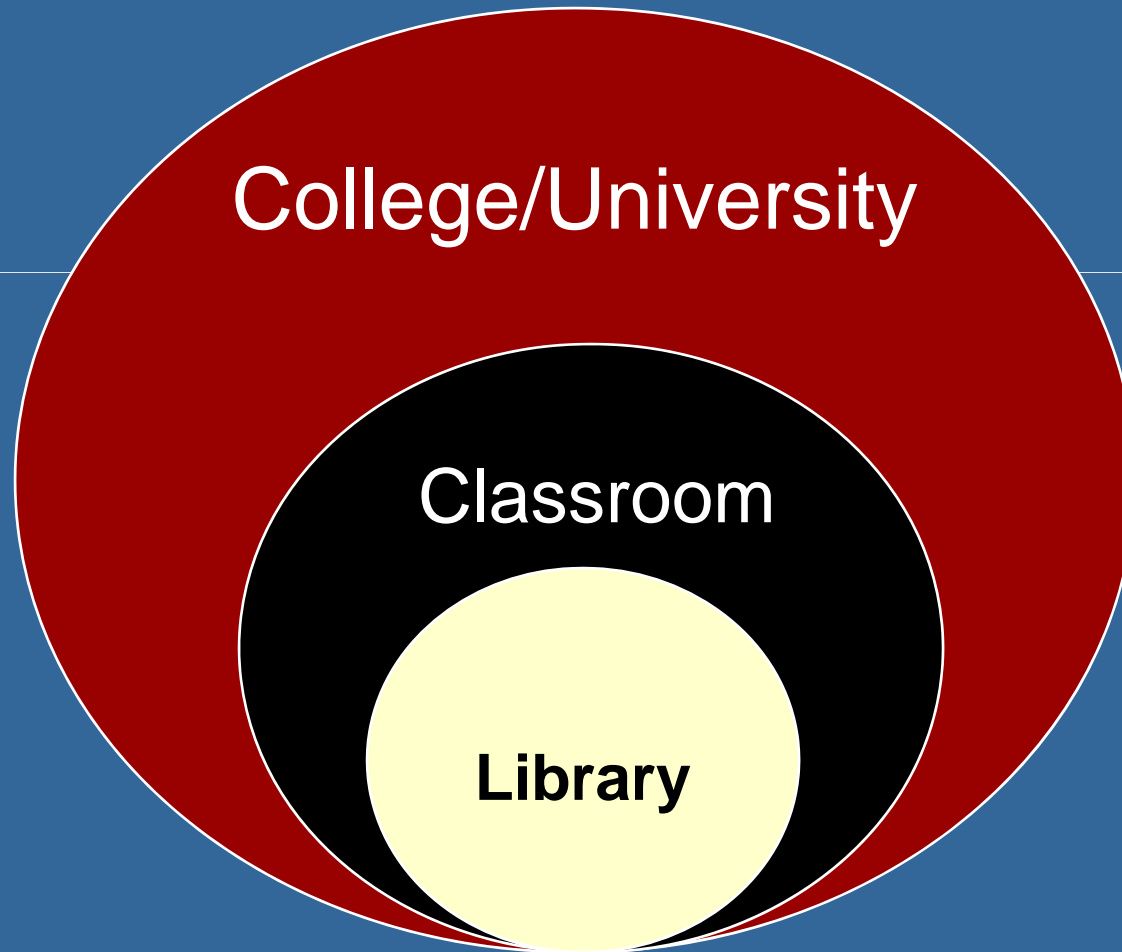
Thinking
Skills

Higher level
cognitive
skills - more
complex and
abstract

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



Responsibility for Assessment

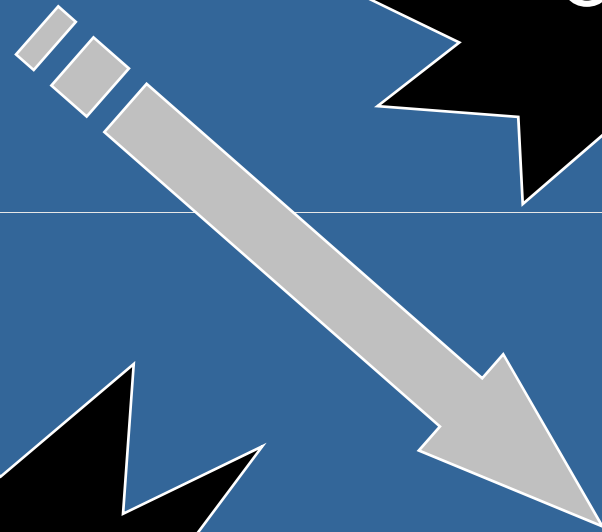


Coordinate

**Faculty
Ownership**

**Librarian
Partnership**

Collaborate



Teaching

Faculty
Development

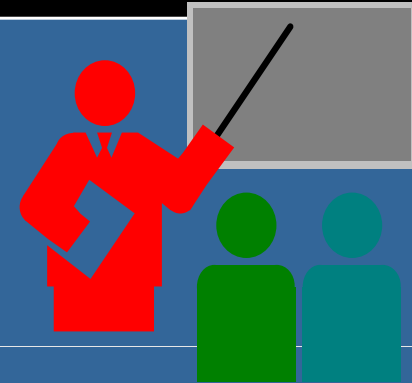
Implications for Librarians

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 (eg., 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*)

Needed to
function
successfully
in society

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

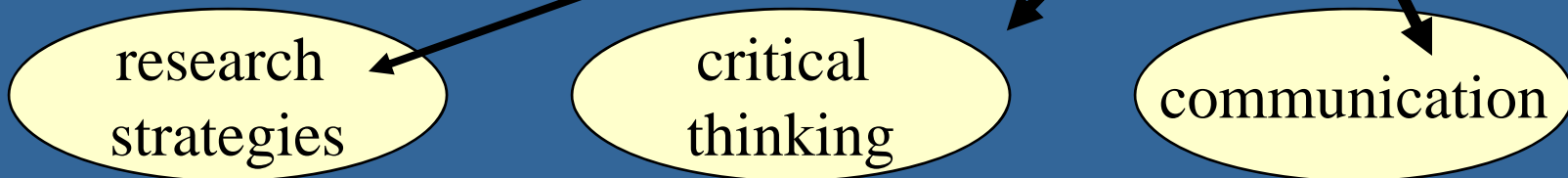
So, What's a Learning Outcome Anyway? ERIC Document 430-611

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

Learning Outcomes and Competencies

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

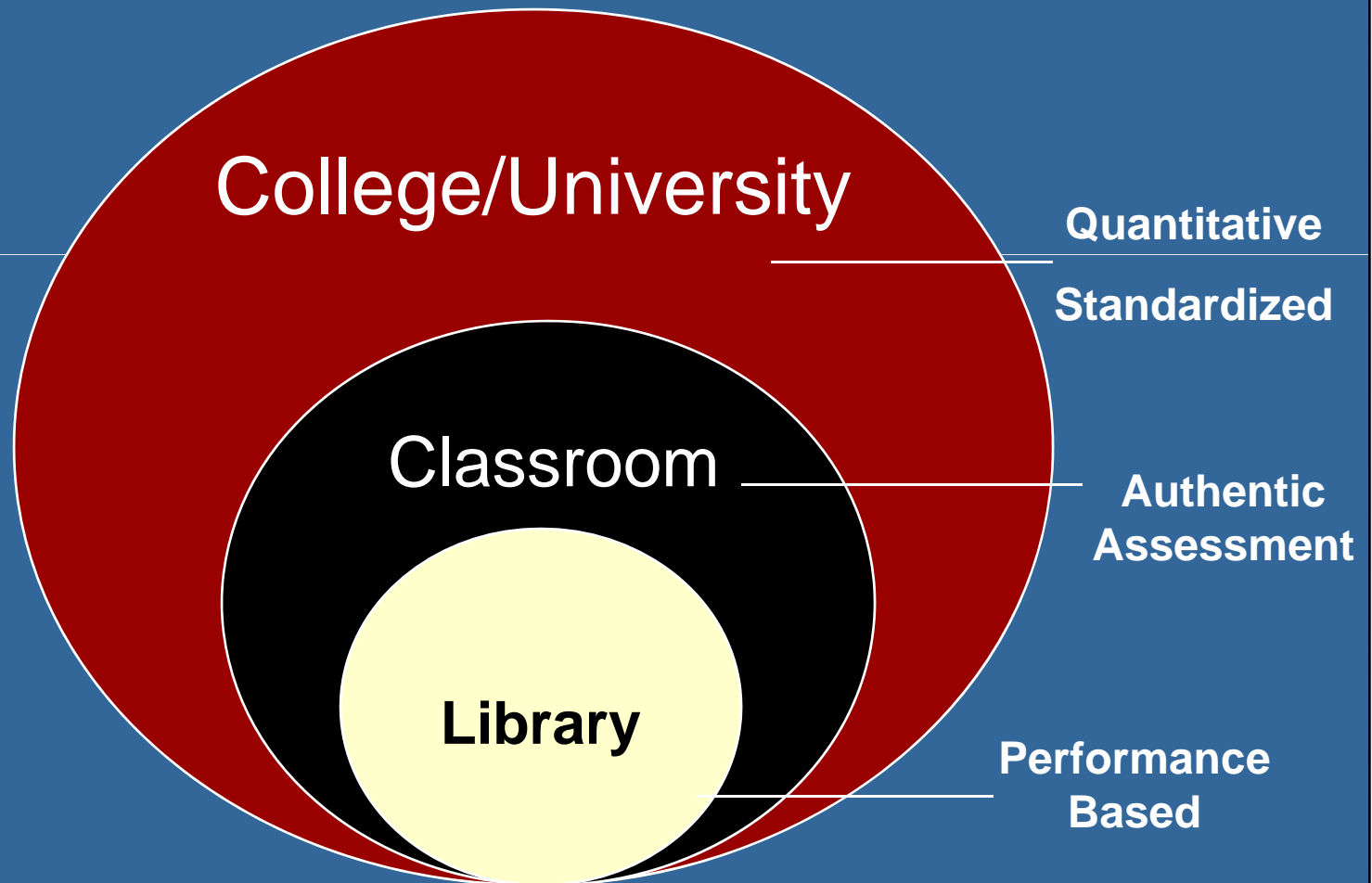
Checklists

Rubrics

1 Minute Paper

Conferences

Responsibility for Assessment



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