

Information Literacy Competency  
Standards and Student Learning  
Outcomes

## Up until now....

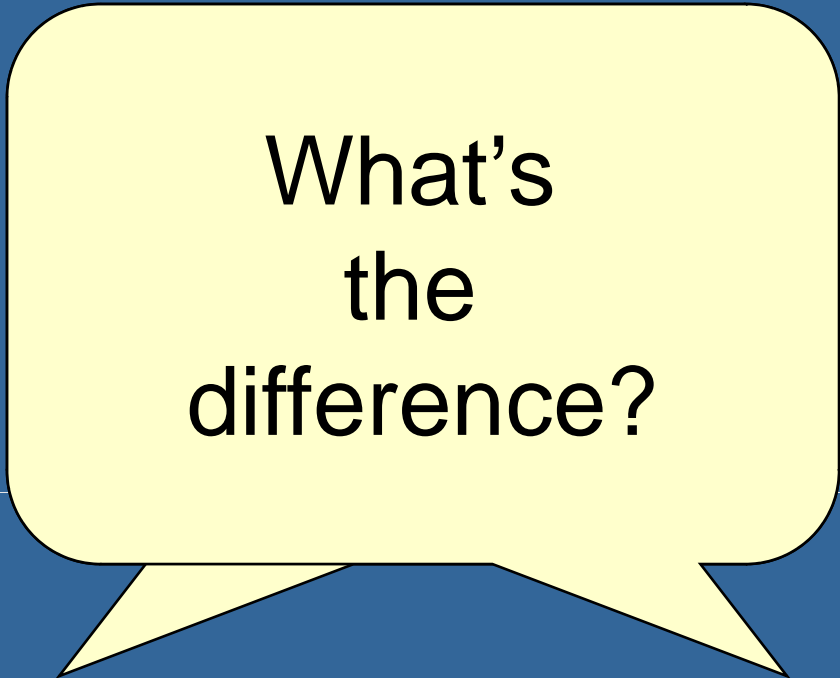
- Philosophical Underpinnings
- Effective Teaching
- Teaching and Learning Styles
- Classroom Techniques

## Today...

- 
- Student Learning Outcomes
  - Curriculum Design
  - Assessment



**Activity**



**What's  
the  
difference?**



**Library  
Instruction**



**Information  
Literacy**

# Information Literacy Defined...

An information literate person is..

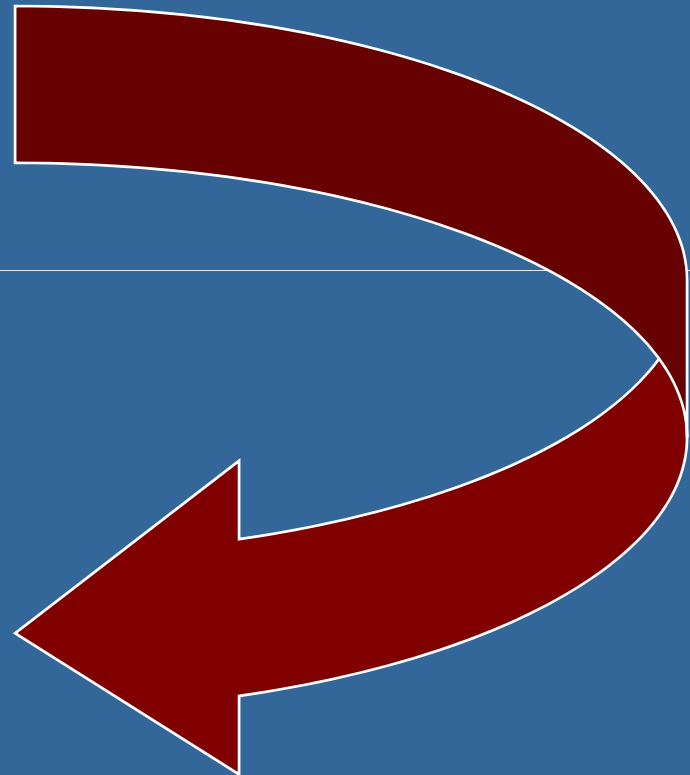
*“...one who is able to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information.”*

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>

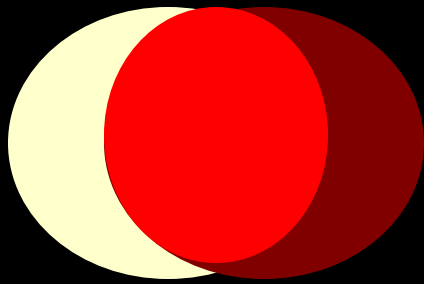
# Information Literacy and Information Technology Skills

- 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](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

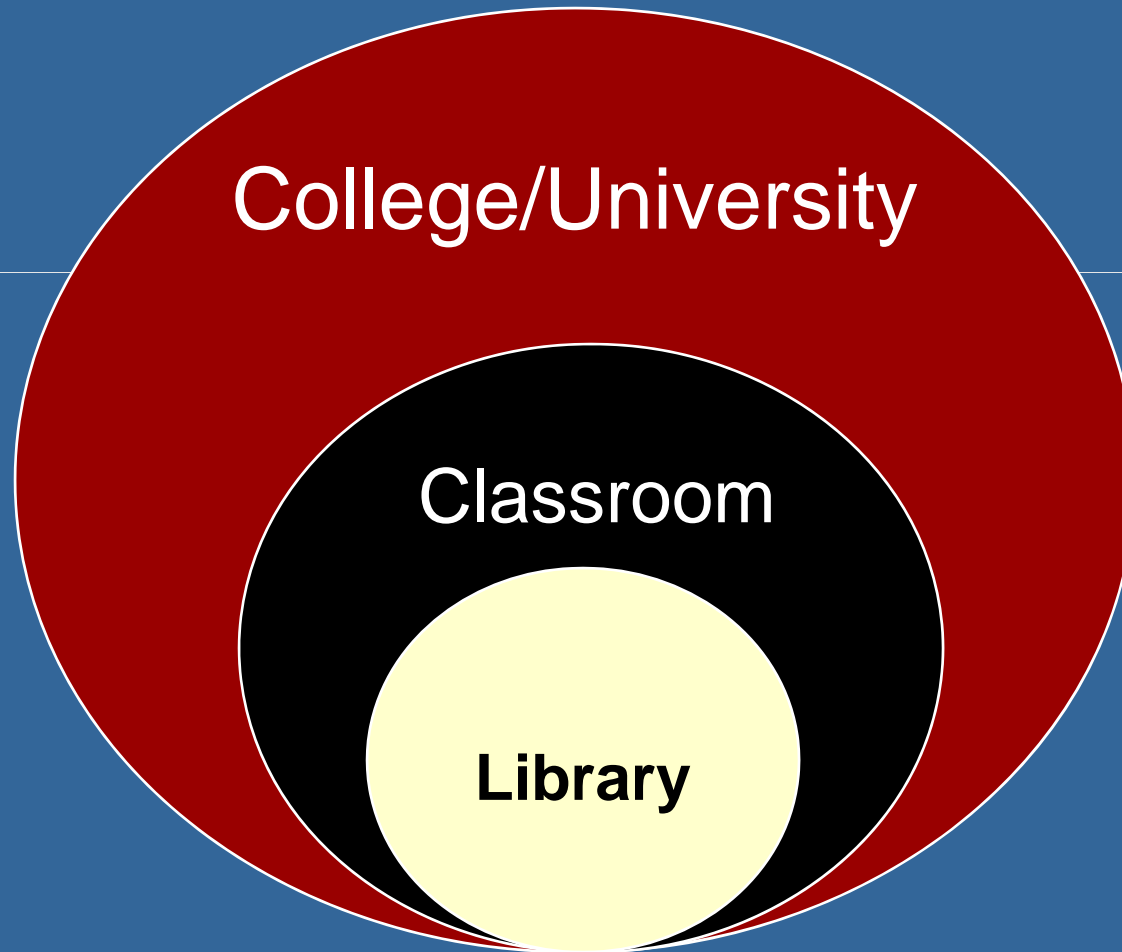
Thinking  
Skills

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

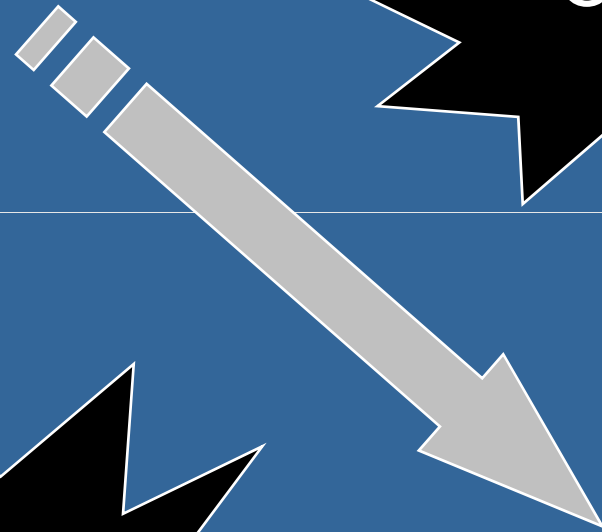


**Coordinate**

**Faculty  
Ownership**

**Librarian  
Partnership**

**Collaborate**



Teaching

Faculty  
Development

Implications for Librarians

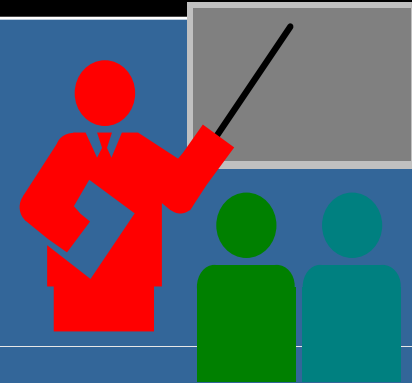
Outreach/Advocacy

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

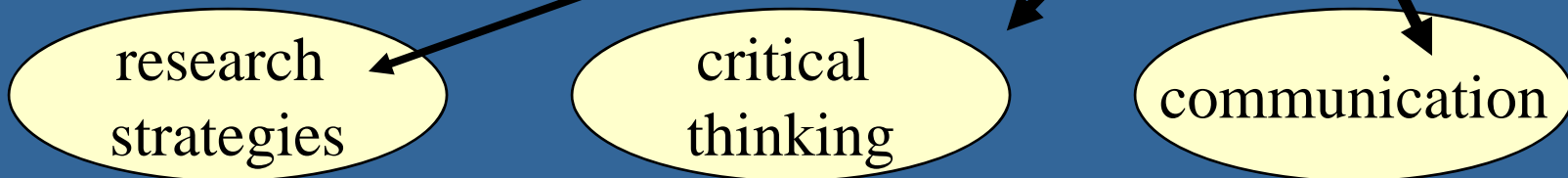
*So, What's a Learning Outcome Anyway?* ERIC Document 430-611

**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  
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# 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](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



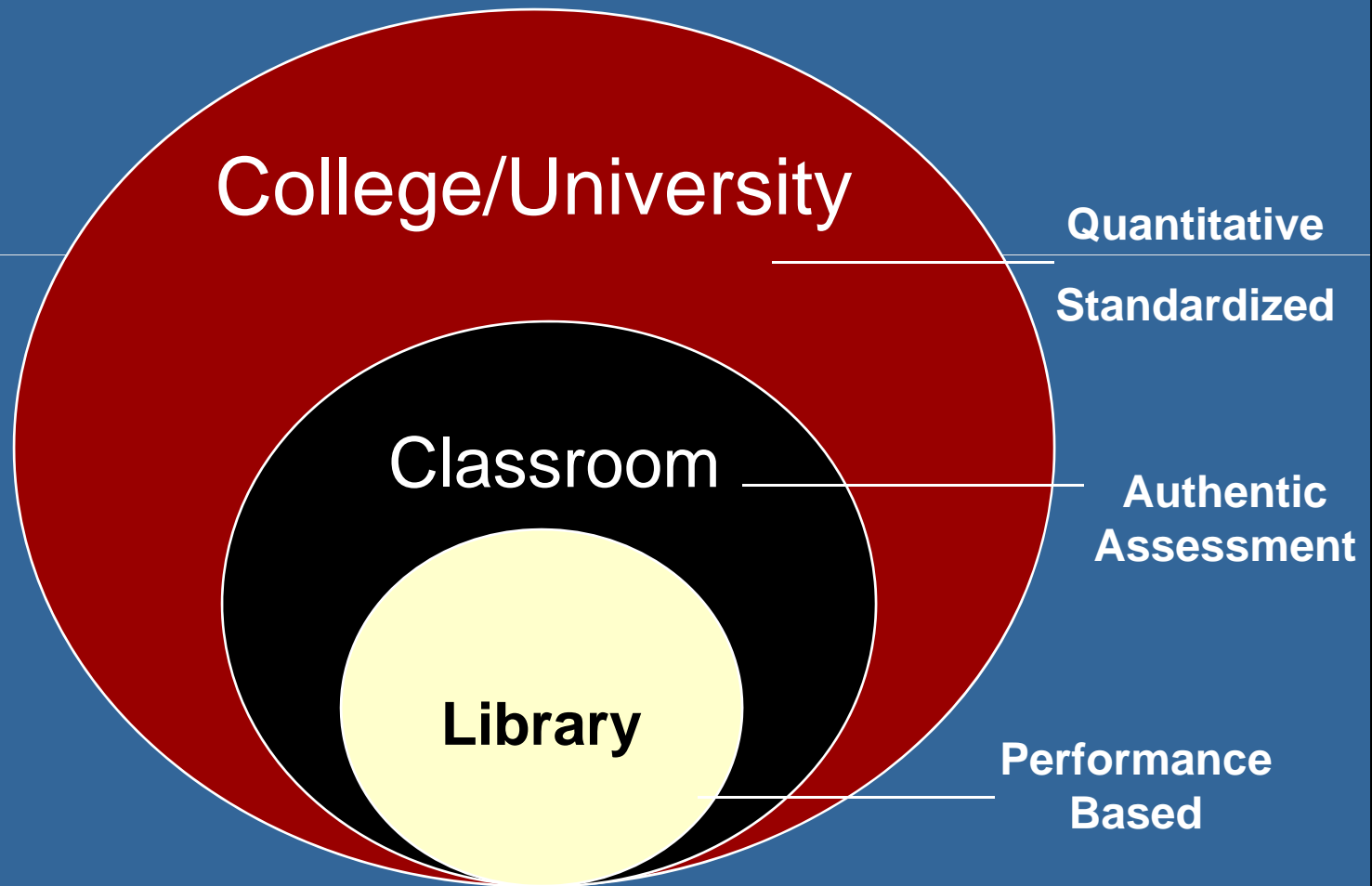
1 Minute Paper



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