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# Writing and Assessing Information Literacy Outcomes

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# I am a . . .

**100%** 1. Librarian

**0%** 2. Professor in a subject discipline

**0%** 3. Neither

**0%** 4. Both

# Information Literacy

- Hunh?
- Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."  
-Association of College and Research Libraries

# Who cares?

- Student success and retention
- Information overload
- Employment
- Empowered individuals
- Only those nations that become “learning societies” will be able to maintain their social and economic equilibrium in this global village where the predominant characteristics are intense competition and rapid change” –Major R. Owens, 1991

# Information Literacy Standards

- ACRL General
- ACRL Subject specific
- <http://bit.ly/pdq0O3>

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## Information Literacy Standards Committee

This committee oversees the development of discipline-specific information literacy standards, including soliciting and selecting Information Literacy Consultants, providing guidance for groups developing standards, reviewing drafts, and updating documentation related to the process. This committee is responsible for the Information Literacy Competency Standards for Higher Education document, which includes proposing a process to the ACRL Board for how that document should be revised. [Roster](#)

### Standards and Guidelines

- [Information Literacy Competency Standards for Higher Education](#)
- [Information Literacy Standards for Anthropology and Sociology Students](#)
- [Information Literacy Standards for Science and Technology](#)
- [Political Science Research Competency Guidelines](#) (PDF)
- [Research Competency Guidelines for Literatures in English](#)

### Developing and Reviewing Subject-Specific Standards

- [Tip Sheet 4: Developing Subject-Specific Information Literacy Standards](#) (PDF)
- [Checklist for Developing Subject-Specific Information Literacy Standards](#) (PDF)
- [Tip Sheet 4B: Checklist for Reviewing Subject-Specific Information Literacy Standards](#) (PDF)

### Information Literacy Consultants

- [Tip Sheet 4A: Serving as an Information Literacy Consultant](#) (PDF)
- [Instructions for Recruiting and Assigning Information Literacy Consultants](#) (PDF)
- [List of Information Literacy Consultants](#)

### Committee Minutes

- [Latest Meeting Minutes \(ALA Connect\)](#)
- [2010 ALA Midwinter \(Boston\)](#) (PDF)

# Higher Education

## **Standard One**

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

### **Performance Indicators:**

1. The information literate student defines and articulates the need for information.

#### *Outcomes Include:*

- a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- b. Develops a thesis statement and formulates questions based on the information need



# Anthropology and Sociology

## Standard One – Know what kind of information is needed

### *What the student needs to do:*

1. Define and articulate the information need.
  - a. Identifies and describes a manageable research topic or other information need appropriate to the scope of research questions in anthropology and sociology, using discipline-specific terminology, methods, and contexts.
  - b. Reads background sources in anthropology and sociology to increase familiarity with the topic. **Examples:** *Encyclopedia of Social Issues; Encyclopedia of Cultural Anthropology; Sage Encyclopedia of Social Science Research Methods*

# Science and Technology

## **Standard One**

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

## **Performance Indicators**

1. Defines and articulates the need for information.  
Outcomes include that the student:
  - a. Identifies and/or paraphrases a research topic, or other information need such as that resulting from an assigned lab exercise or project.
  - b. Consults with instructor/advisor for appropriateness of topic, research project, or laboratory exercise question.

# Creating outcomes that don't take from the subject experience

- It's easier if you know what they already know
- Longer assignments are sometimes more appropriate

A Course	B Course Description	C Research Assignment	D Notes	E Skills/Approaches	F Assessment	G ACRL Information Literacy Standards
THEA 230	DEVELOPMENT OF THEATRE I: CLASSICAL-NEOCLASSICAL FORMS (3-0-3)(F)(Diversity). Explores shifts in theatrical practice and dramatic form in the classical Greek, Roman, Indian, and Japanese theatres and in Medieval and Renaissance European theatres, and the continuing influence of neo-classicism through the 18th century. PREREQ: ENGL 102.	6-8 page paper on any aspect of classical theatre; 8-10 sources excluding textbooks, anthologies and encyclopedias; no more than a third internet sources; one scholarly article required		Visit their classroom & offer either Research Q&A or a presentation covering the following: -Choosing a topic & formulating a research Q -Exploring a topic (GVRL, etc.) -Basic book search using WCL -Basic article search in Academic Search Premier or WCL	Clear/muddy activity at end of session	1.1, 1.2
THEA 260	DEVELOPMENT OF THEATRE II: MODERN FORMS (3-0-3)(S). Explores shifts in theatrical practice and dramatic form from 1800-1960 in European and American theatres. PREREQ: THEA 230 or PERMNST.	Class comes to the library; 6-8 page paper on any aspect of theatre 1800-1960; 8-10 sources excluding textbooks, anthologies and encyclopedias; No more than a third internet sources; One scholarly article required		-Creating a research strategy -Choosing and combining search terms (Boolean, subject headings, brainstorming) -Advanced book search using WCL -Advanced article searching in Project Muse -Evaluation -Some individual searching time and one-on-one help	pre and post-session quizzes	2.2, 2.3, 3.2
THEA 330	DEVELOPMENT OF THEATRE III: CONTEMPORARY FORMS (3-0-3)(F)(Diversity). A study of theatre, drama, and performance theory since 1960. PREREQ: THEA 260 or PERMNST.	8-10 page paper on an artist or company in theatre since 1960; 10 sources	Students often pick recent topics with little scholarship available (yet)	-"There's nothing on my topic" Or, how to do contextual research related to a specific topic. Review strategies on broadening your search and learning how to apply related information to your paper. Brainstorming activity: write down your artist/company and come up with broader, related terms. -Review contextual sources on Theatre Arts LibGuide: <a href="http://guides.boisestate.edu/theatre">http://guides.boisestate.edu/theatre</a> -Books Ref sources: Literature Criticism Online -News sources: National Newspapers, ProQuest Central, Historical LA/NY Times -Lateral searching: Describe the strategy, walk through an example	2min presentations at end of session on what they found	2.3
THEA 390	DRAMATURGY (3-0-3)(F/S)(Diversity). Explores the fundamental theories and practices of dramaturgy. Includes instruction in methods of theatre research and the creation of dramaturgical materials for theatrical productions. PREREQ: THEA 330 or PERMNST.	"Short research projects": (a) Locate biographical information for an artist, (b) Locate a critical essay on a play, (c) Locate two performance reviews for a play, (d) Locate a visual item that illuminates the text of a play		-Review of basic sources needed to complete assignments: THEA 390 LibGuide: Literature Criticism Online/DLB; Databases, Project Muse/JSTOR -Searching for performance reviews -ARTstor for visual materials -Open workshop time for one-on-one assistance with individual topics	debrief discussion	2.3

# Along the way

- KISS
- Measure one thing at a time
- One simple thing

# Example 1: political science class

1. Defines the nature and extent of information needed

1.2. Identifies a variety of types and formats of potential sources for information.

**1.2.d. Identifies the purpose and audience of potential resources (e.g. popular vs. scholarly vs. historical)**

# Which of the following is a scholarly source?

- 0% 1. An amicus brief
- 100% 2. An article in *Law and Policy*
- 0% 3. A copy of a law, obtained from Lexis Nexis

# Example 2: English 102 class

2. Accesses needed information effectively and efficiently.

**2.2. Constructs and implements effectively-designed search strategies.**

**2.2.c. Identifies keywords, synonyms and related terms for the information needed.**



# Which is the best search to find books and articles about gun control?

- 0% 1. Gun control or firearms and safety
- 0% 2. (gun\* and firearm\*) or (law\* and legislation and control)
- 100% (gun\* or firearm\*) and (law\* or legislation or control)

# Your Class

- Select an outcome(refer to worksheet)
- Write assessment question

Questions? Comments?

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