Information Literacy: Assumptions and Q & As
Faculty Engagement
March 4 - 6
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What assumptions have you made?

What do hear from students on information literacy/library research?

Pre-event Reflection: Three things you learned from the readings

Pre-event Reflection: Three questions you have about information literacy
Any unanswered?

In your experience, what is unique about Capella Learners?
To what extent can we apply information on undergraduates to the Masters or PhD learners?

Continuum of Information Literacy

- Information Literacy is not an absolute skill that one either has or lacks; it is a continuum of skill levels—best developed by different activities in different phases of student’s academic training and personal development.

SCONUL: Seven Pillars of Information Literacy

- Recognition information need
- Understand ways of retrieving information
- Construct strategies for locating
- Locate and access
- Evaluate and validate
- Organize, apply, and communicate
- Synthesize and create

ANZIL

- Learning to learn
  - Information Literacy as a metacognitive strategy for learners to manage their own learning
- Critical thinking in action
- Using information to solve problems
- Knowledge of literature of your discipline
- Transformative
- Application in Workplace
- Application in Personal life

More ways to think of Information Literacy
### Information Literacy Competency Standards for Higher Education

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<th>Standard 1: Knowing</th>
<th>The information literate student determines the nature and extent of the information needed.</th>
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<td>Standard 2: Searching</td>
<td>The information literate student accesses needed information effectively and efficiently.</td>
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<td>Standard 3: Evaluating</td>
<td>The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</td>
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<td>Standard 4: Using</td>
<td>The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
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<td>Standard 5: Ethical aspects</td>
<td>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.</td>
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### Standards in Competency Language

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### Assessments

- Reflective
- Integrative
- Rubrics
- E-portfolios
- Research Logs
- Research e-portfolios
- Literature Reviews
- Powerpoints
- Videos
- Literature Reviews
- Test & Quizzes
- Annotated Bibliographies
- Case study
- Compare & Contrast
- Develop evaluation criteria
- Guides

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### Videos on changing information landscape

- Information R/evaluation: [http://www.youtube.com/watch?v=-4CV05HyAbM](http://www.youtube.com/watch?v=-4CV05HyAbM)
- A Vision of Students Today: [http://www.youtube.com/watch?v=dGCJ46vyR9o](http://www.youtube.com/watch?v=dGCJ46vyR9o)
- Web 2.0: The Machine is Us/ing Us: [http://www.youtube.com/watch?v=NLGopyXT_g](http://www.youtube.com/watch?v=NLGopyXT_g)

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### Sources