

Information Literacy and the 21st Century Student

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Information Literacy: What is it?

<https://youtu.be/uOzAgpxg5wE>

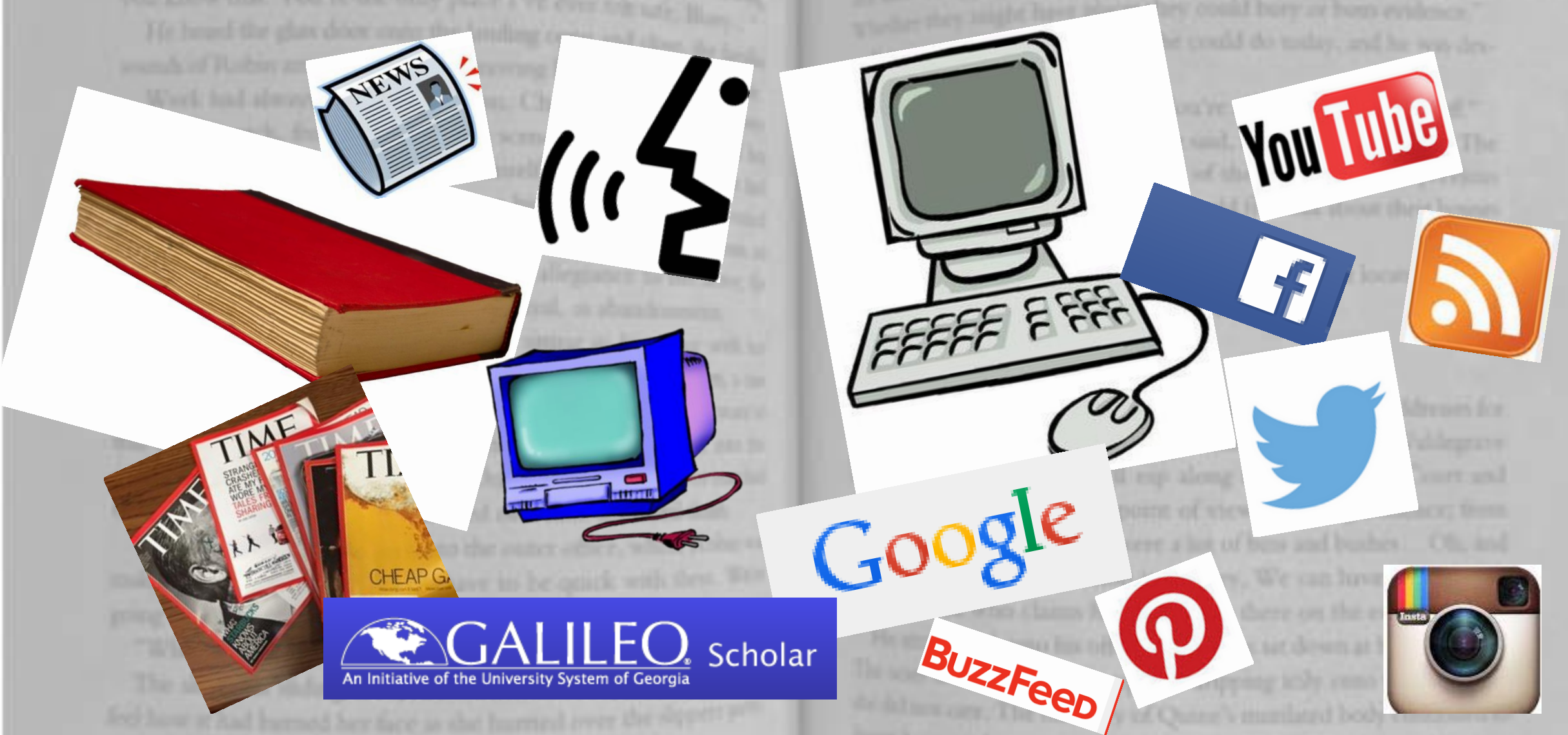
Not!!

Information literacy is

- A set of integrated abilities encompassing the reflective discovery of information
- Understanding of how information is produced and valued
- Use of information in creating new knowledge
- Participating ethically in communities of learning

*Definition from ACRL

Why do we need this framework?



ACRL's Framework for Information Literacy for Higher Education

- <http://www.ala.org/acrl/standards/ilframework>
- ACRL
- Framework vs. standards
- Threshold concepts
- Knowledge practices
- Metaliteracy/Metacognition

Frame 1: Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which it will be used.

Knowledge practices:

- Define different types of authority.
- Use research tools and indicators of authority to determine credibility of sources.

Dispositions:

- Develop and maintain an open mind when encountering varied and sometimes conflicting information sources.
- Motivate themselves to find authoritative sources.

Frame 2: Information creation as a process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Knowledge practices:

- Articulate the capabilities and constraints of information developed through various creation processes
- Assess the fit between an information product's creation process and a particular information need

Disposition:

- Understand that different methods of information dissemination with different purposes are available for their use

Frame 3: Information has value

- As a commodity
- As a means of education
- As a means of influence
- As a means of understanding the world

Knowledge practices:

- Give credit to the original ideas of others through proper attribution and citation
- Understand that intellectual property is a legal and social construct that varies by culture

Dispositions:

- Respect the original ideas of others.
- Value the skills, time and effort needed to produce knowledge.

Frame 4: Research as inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Knowledge Practices:

- Formulate questions for research based on information gaps or examination of existing information (means you have to do some initial research!).
- Synthesize ideas gathered from multiple sources.

Dispositions:

- Consider research as open-ended exploration and engagement with information.
- Value intellectual curiosity.

Frame 5: Scholarship as conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Knowledge practices:

Cite the contributing work of others in their own information production. Contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session.

Dispositions:

- Seek out conversations taking place in their research areas. Recognize that these conversations are ongoing and not finished.

Frame 6: Searching as strategic exploration

Searching for information is a linear and iterative, requiring the evaluation of information sources and the mental flexibility to explore new avenues as new understanding develops.

Be Persistent!!!!

Knowledge practices:

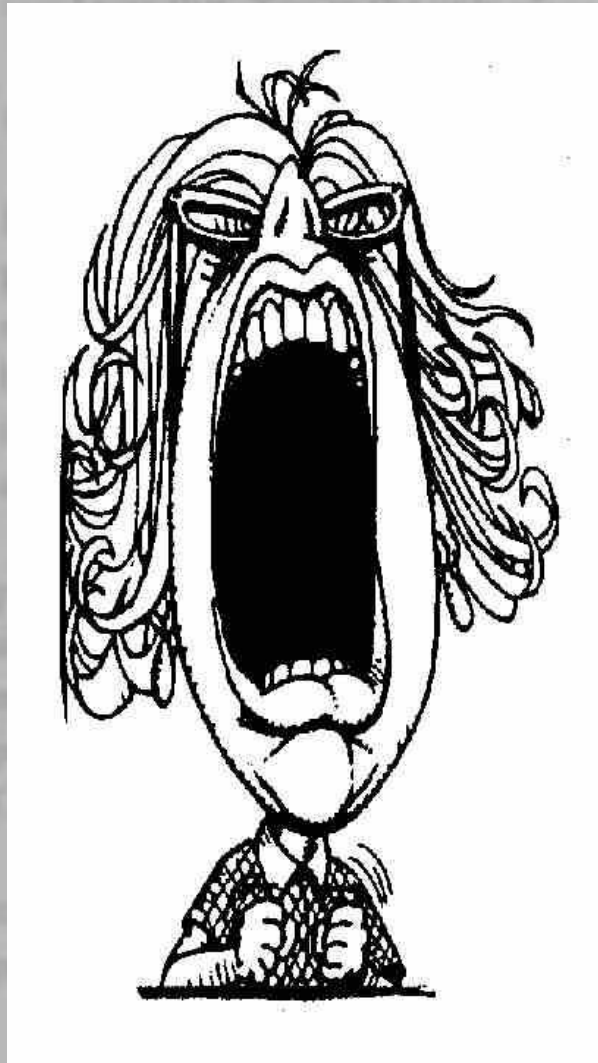
- Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.
- Design and refine needs and search strategies, based on search results

Dispositions:

- Exhibit mental flexibility and creativity.

Understand that first attempts at searching do not always produce adequate results.

HELP!



But how do we teach habits of mind and values and what's more, how do we do this with a **LEARNING OBJECT?!?**



Why badge?

Pros

- Alternate form of credentialing
- Provides credit for work and skills that might not be captured otherwise
- Can be shared
- Are being used by a variety of companies like Adobe and LinkedIn
- Some badge platforms are open (Mozilla Open Badges)
Tools out there to build them

Cons

- An evolving landscape
- Badges are not always portable
- Design may be limited
- Hosting yourself can be more complicated but provides more flexibility

How to get started



Build your own, host your own – have to have a place to put the files

Badges consist of

- An image (usually PNG)
- A file (metadata) which contains information about the badge and issuing body (JSON file)

Sample metadata

- { "recipient": "earner.name@gmail.com", "evidence": "http://google.com", "issued_on": "2015-05-21", "badge": { "version": "1.0.0", "name": "Library101", "image": "https://drive.google.com/file/d/0B5WZ_jNTWkAaZ3p4MI9feUdOWFk/view?usp=sharing", "description": "Passed the Library 101 Quiz", "criteria": "http://athenstech.edu", "issuer": { "origin": "http://athenstech.edu/", "name": "Librarian", "edu": "Sample Metadata for badge", "contact": "ctl@athenstech.edu" } } }

Badges

- But you don't have to do that...

- use the OpenBadge builder, <http://openbadges.org>

- Credly (<http://credly.com>)

- Achievery, <http://achievery.com/>

- Passport (Stanford)

- <http://www.itap.purdue.edu/studio/passport>

- And even Pearson is getting in on the act – Acclaim

- <http://home.pearsonvue.com/About-Pearson-VUE/Discover-Pearson-VUE/Pearson-VUE-businesses/Acclaim.aspx>

Where we are..



Testing BadgeOS a badge issuing platform using Wordpress
Testing Credly

Built a badge using openbadges which is sent to students upon successful completion of the tutorials

Student will need to signup for an open badges backpack (free) or upload somewhere (Linkedin, Facebook, etc!)



Learning modules for badges

- 5 planned; 2 complete

- **Library 101**

- Where do I look to find ... ?

- **Searching GALILEO**

- Internet Mythbusters
- Can I use that

We used

- Libguides
- Camtasia
- Soft Chalk
- Captivate

Show & Tell

[Information Literacy Modules](#)

Library 101

Frame 4: Research as Inquiry

GALILEO Searching

Frame 6: is strategic

Frame 1: Authority is constructed and contextual

Need to be turned into a handout

- <http://library.albany.edu/infolit/framework>
- <http://libguides.palni.edu/c.php?g=185459&p=1224981>
- <http://guides.lib.washington.edu/research101format> ***
- <http://lists.ala.org/sympa/info/acrlframe>
- ACRL's [**Teaching Information Literacy Threshold Concepts Webinar Archive**](#)
- **for resources handout:**
- <http://springshare.com/libguides/>
- <http://softchalk.com/>
- <https://www.techsmith.com/camtasia.html>
- <http://www.adobe.com/products/captivate.html>

Emergency slides in case there is no wireless...



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[Admin](#) [Sign In](#)

Information literacy

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[Home](#) [Print Page](#)

Search: [All Guides](#)

What it is

Want to show off your smarts? Now you can earn a digital information literacy badge. Show it off on your Facebook or Twitter page, on your blog, and other places. You know you want one!


A digital information literacy badge will be awarded to you when you complete our information literacy modules and score 80% or better on the quiz that follows each one.

Contents

[Module 1](#): Introduction to the library

[Module 2](#): Searching GALILEO

Screenshots if needed




[Library Home](#) » Information literacy [Admin](#) [Sign In](#)

Information literacy

Home | **Module 1** | **Module 2**

Module 1 [Print Page](#) Search: All Guides

Introduction to the library



Introduction to the Library

Click on the link. Complete the lesson and then take the quiz in the box below.

- [Introduction to the Library](#)

Quiz

After completing the lesson, take the quiz. You will find the password at the end of the lesson.

[Introduction to the library](#)

Libraries at Athens Technical College

The main Athens Technical College library is on the Athens campus. We also have libraries on the Elberton, Green, and Walton County campuses. Take a look at the short video below for photos.



We have access to all of ATC's electronic resources too!

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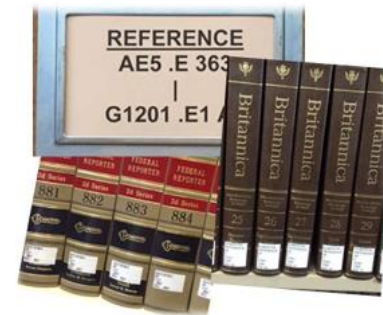
Screenshots if needed

How is all this stuff organized?

Each library is a bit different, but here are the general sections.


Reference

The reference section includes encyclopedias, dictionaries and other items that provide quick or introductory information. In the Athens library it includes law materials like the Federal Reporter and Georgia Code. Reference materials may not be checked out.



Magazines and journals

Screenshots if needed




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[Introduction to the library](#)

Library 101-2

An introduction to your ATC Library

What can the library do for you?

This activity will help you understand some of the things Athens Technical College Library can do to support you in your college classes and coursework.

Click on the orange "presenter activity" text. Use the arrows at the bottom to advance the slides, and click the text icon to read about each one:



Text icon. Click to read about the slide



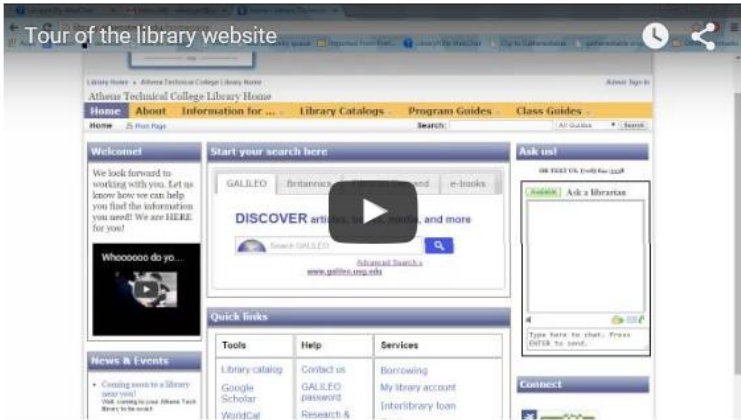
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Library 101-2

An introduction to your ATC Library

Our webpage

An introduction to the library would not be complete without talking about our virtual library and its resources. You can find it all on our website. The ATC Library website contains information about the library such as our hours, lending policies, etc., We also use the webpage to highlight our collections, events, and other happenings at the library. Most importantly, the website provides access to our online resources. Watch this video for a brief tour.



Screenshots if needed



Information literacy

Introduction to the library



Searching GALILEO

Click on the link. Complete the lesson and then take the quiz in the box below.

- [Searching GALILEO](#)

Quiz

After completing the lesson, take the quiz. You will find the password at the end of the lesson.

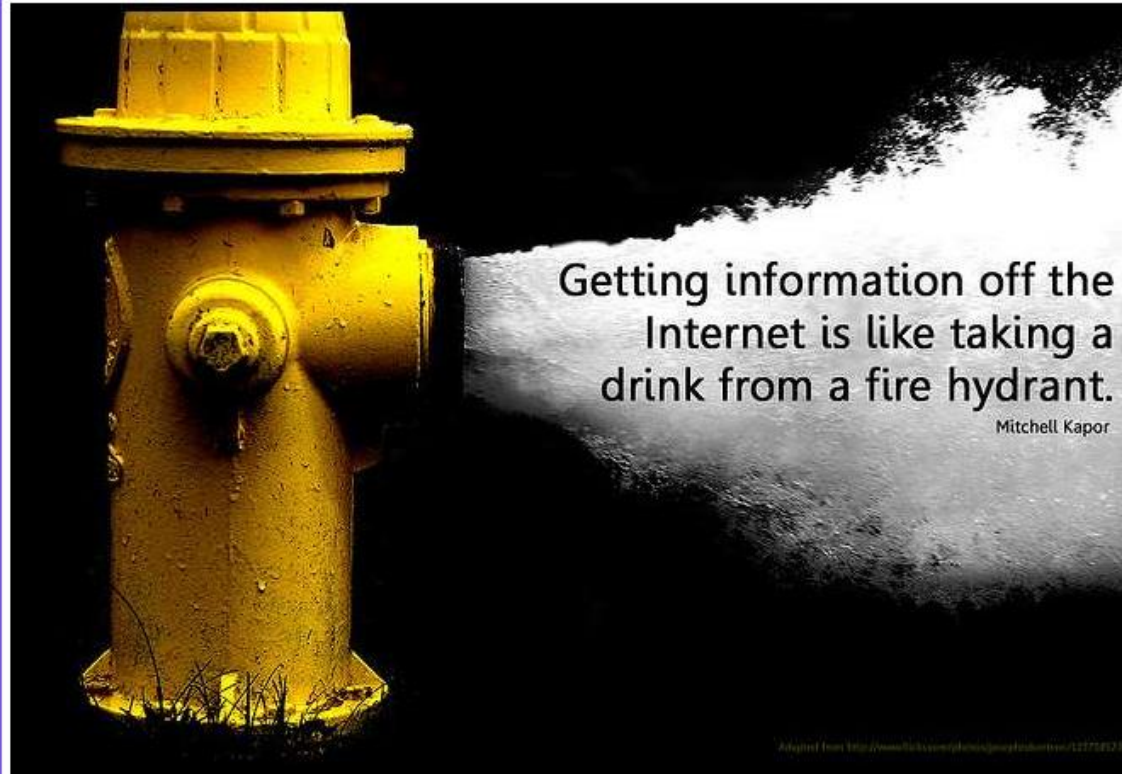
Please enter the password for this form:

Screenshots if needed

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Searching GALILEO

Introduction



Getting information off the Internet is like taking a drink from a fire hydrant.

Mitchell Kapor


Finding articles and information online can be overwhelming. Where to start? The library can help you! The best place to start is our webpage, and a collection of databases called GALILEO.

In this lesson you will learn what GALILEO is, and how to find resources for your assignments by searching GALILEO.

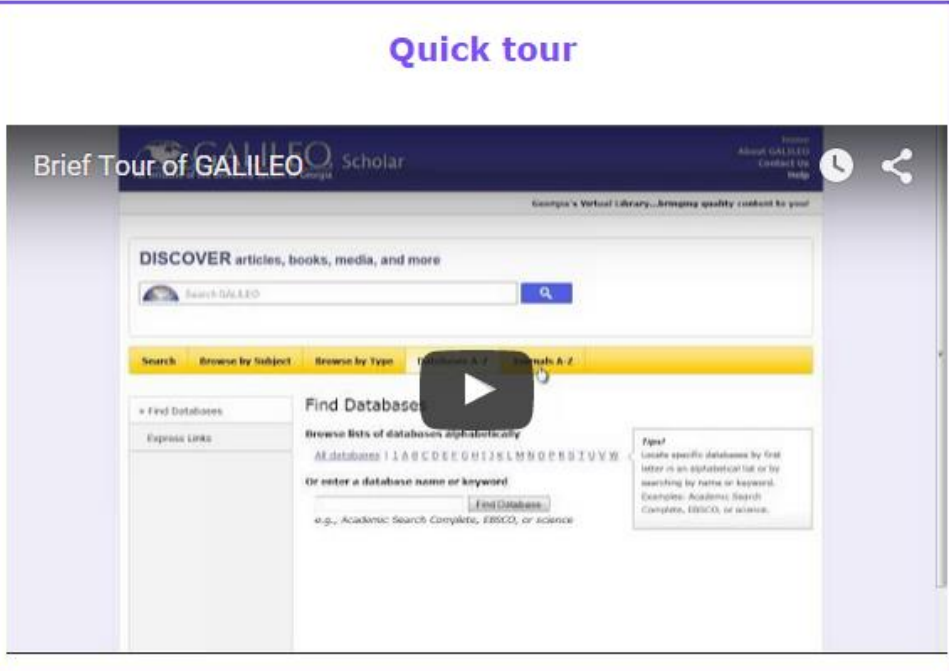
business directories, and many free Georgia resources, such as the Georgia Government Publications database and the New Georgia Encyclopedia.

It is important to note that GALILEO is a **portal** and not a **search engine** like Google.


What is GALILEO



Quick tour



 Click below the question to view the answer.




Did you know you can find a specific article using the Discover Search Box?

Screenshot

information general or specialized?

Remember: Currency, relevance, authority, accuracy, purpose. Let's try out the CRAAP test. Here are some article titles and partial abstracts retrieved in a GALILEO search.

Decide which ones you might like to investigate further and which ones you absolutely won't use. Hover over each one to see which ones we would keep or discard.

 Decide which articles you would investigate more, then roll over the title to see if we agree.

Teenage reluctant readers and graphic novels. (Summer 2005)
The article presents the author's perspective on the importance of reading to teenagers. According to the author, reading can offer a wealth of experience on both an emotional and intellectual le...

A Call for the New Literacy. (Sept./Oct. 1978)
The article focuses on the importance mass media instruction as an important course in the secondary and high school curriculum in the U.S. The author talks about the influence of mass media one...

Books Worth Reading: Engaging Material – Comics in the Classroom. (2011)
Comic books and graphic novels are the newest fully fledged art forms, a vibrant, hybrid medium that has captured the imagination of America and brimming with all the wildly experimental vigor of youth. Traditional...

The Motivating Power of Comic Books: Insights from Archie Comic Readers. (Oct. 2003)
Presents a study on the significance comic reading, particularly the "Archie & Friends" comics to literacy education. Description of the comics; Reasons of children for reading the comics; [Opinio...](#)

Books Like Clothes: Engaging Young Black Men with Reading. (Nov. 2011)
In this article the author discusses the reading interests of young Black men in the U.S. It offers the example of a young man named Derrick who refused to read the classic Old English text "[Beow...](#)

Yes, if you plan to include comics in the classroom.

screenshot

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Remember....



When searching online the database only recognizes the words you use. This is why it's important to be flexible and precise when searching.

Too Many Results?

- Try a different search strategy - combine search terms or keywords
- Narrow your search - combine search terms using "and"
- Limit your search - combine search terms using "not"
- Try searching subject headings
- Select advanced search and search the title search box for articles with your terms in the title
- Ask yourself questions to clarify what you want to find
- Look at the "subjects" displayed in the search results for clues on how to refine your search

Not Enough Results?

- Try a different search strategy
- Broaden your search - combine search terms using "or"
- Think of other words that describe what you are looking for
- What other search terms or keywords will retrieve more results?
- Check your spelling
- Think of different words and/or combinations of words to use

Thank you!

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