
10-2021

Crafting an Information Literacy Toolkit: Maximizing Faculty Options to Embed Information Literacy in the Curriculum

Beth Transue

Follow this and additional works at: https://mosaic.messiah.edu/libstaff_pub



Part of the [Library and Information Science Commons](#)

Permanent URL: https://mosaic.messiah.edu/libstaff_pub/22

Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

Crafting An Information Literacy Toolkit

Beth M. Transue, MLS MET

PaLA Annual Conference

October 2021

Objectives Today

- Describe the current information literacy environment at my institution, identifying strengths and challenges that might be common to other institutions
- Design of information literacy faculty toolkit
- Implement information literacy faculty toolkit

Does This Sound Familiar?

Reduction in librarians from five to four due to retirement in time of prioritization.

Increased programs, increased workload and fewer staff and librarians to handle the workload

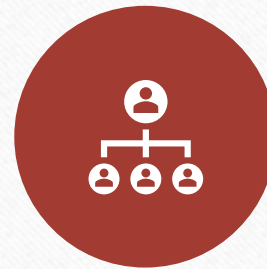
Information Literacy Strengths at MU



ACTIVE INFORMATION
LITERACY PROGRAM



ACROSS THE
CURRICULUM AND AT
ALL LEVELS OF THE
INSTITUTION



MULTIPLE METHODS

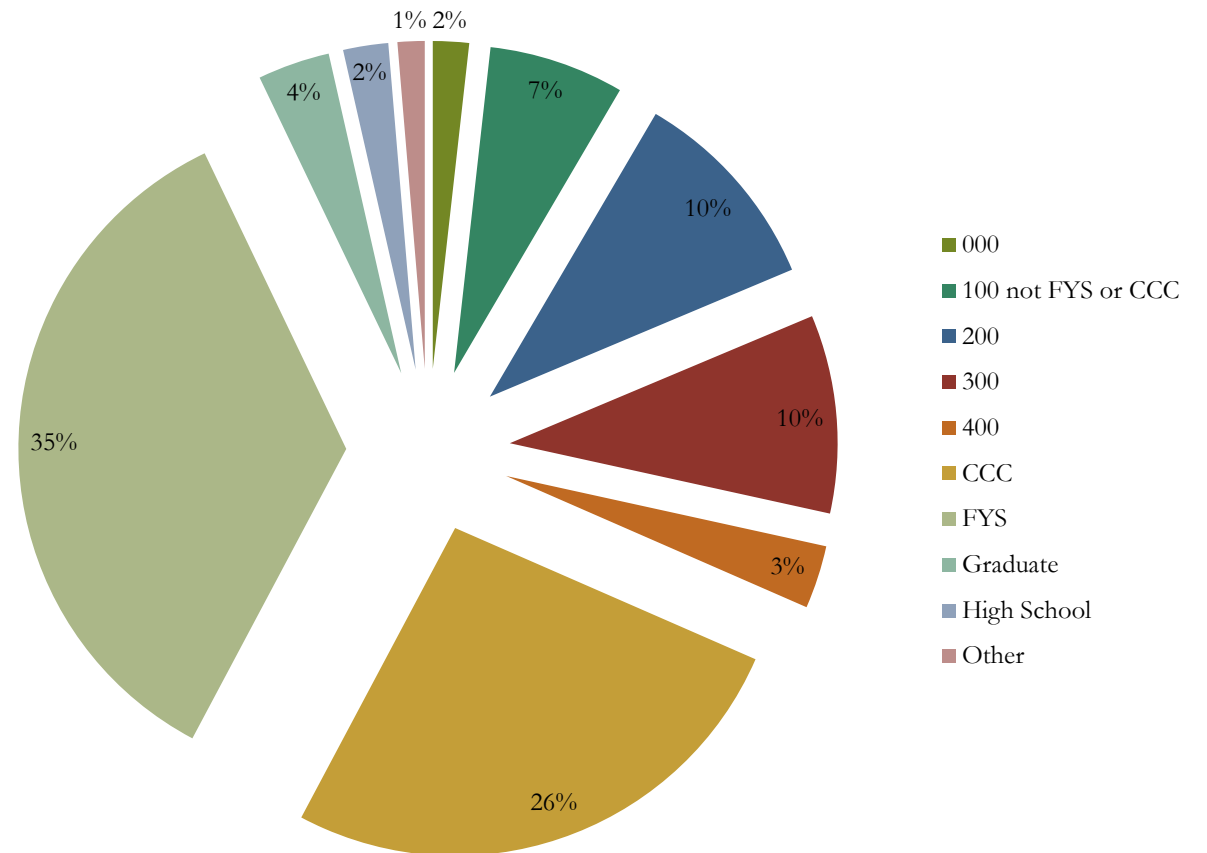


STRONG FY CORE
PROGRAM

Active Information Literacy Program

- Pre-COVID = 225 sessions/year
 - Reduced somewhat over the past two years due to COVID but increasing as we return to 'normal'
- 4,300 students in sessions. Student population = 3,370

Sessions by Level



Across the
Curriculum

...

Multiple
Methods

Populations: First Year core courses,
Undergraduate, Graduate, Adult
Degree Program, Dual Enrolled,
High Schools, Faculty Development,
Community Workshops

Methods: In-person, Fully remote
synchronous, Asynchronous
modules, Hybrid

Strong First Year Core Program



First Year Seminar –
Semester 1 – Two
Sessions

Orientation
Find Quality
Sources



Created and Called
for Community –
Semester 2 – Two
Sessions

Cite Sources
Correctly
Evaluate and
Integrate a
Variety of
Sources



Flipped classroom design

Information Literacy Menu



Platform to guide
information literacy
discussions with faculty



Define information
literacy



Describe FY
information literacy



Explain core skill set
and potential learning
objectives for each skill

Information Literacy at Messiah University: Instruction Menu

Describes the information literacy program at Messiah College

Home

Instruction Menu

Standards

First Year Program

Best Practices for Library Instruction

Please consider these best practices to create a valuable session for your students:

1. Library instruction should occur at the point of need in a course.
2. Students should come prepared with research topics.
3. Please connect the information literacy learning objectives (located on the right) and student needs with [your liaison librarian](#) prior to instruction.

Your librarian is excited to work with you to deliver critical information literacy instruction to your students.

Request Instruction From Your Liaison Librarian

Contact your [liaison librarian](#) directly to arrange information literacy and library

Select an Instruction Session that Aligns With Your Curriculum

Determine Information Need

Find Information

Evaluate Information

Cite and Manage Information

Use Information Ethically

Construct a research question or thesis statement. Suggested time: 10-15 minutes

- Discuss assignment.
- Discuss topic formation.
- Discuss information hierarchies; is the topic too broad or too narrow?
- Demonstrate tools that can help during the topic formation process.
- Explore topics through library databases; databases may help to guide and refine research topics.

Create a literature review. Suggested time: 20-30 minutes

- Discuss structure of a literature review.
- Use subject-specific databases to find appropriate resources.
- Review primary and secondary research and differences between them. Definitions of primary and secondary research are discipline-specific.
- Demonstrate and practice citation mining.
- Discuss extent of literature review (how to know when to stop).

Improved Information Literacy Discussions

Common discussion

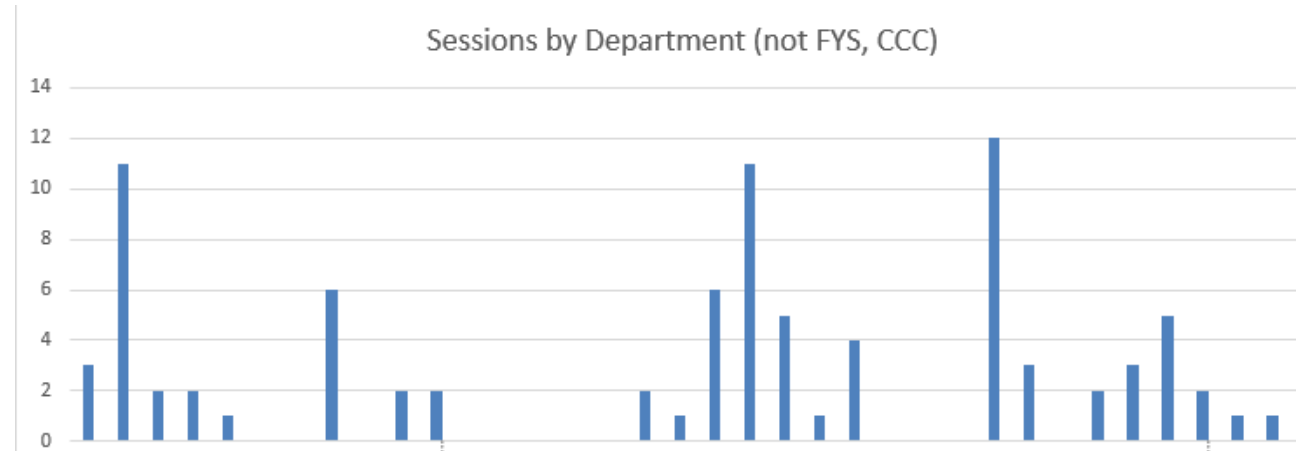
I want my students to “know how to use the library”

Recent email from professor

A huge part of the point of this project is discerning between reliable and unreliable sources, so your offerings for information literacy [menu] are of particular interest to me. I was wondering if it might be possible to have a session in class on identifying scholarly resources

Information Literacy Weaknesses at MU

- Increased librarian workload
- Uneven scaffolding of information literacy throughout disciplines



Evaluate strengths and weaknesses

Strong
foundation.

Uneven
scaffolding

Librarian
workload

Information
Literacy
Menu



Led to decision to build upon
Information Literacy menu to
create Faculty Toolkit

Development
of
Information
Literacy
Toolkit



Sawyer Digital Proficiency Initiative

June 2020 – Sawyer Digital Bootcamp

- Video
- Infographic
- Podcast
- 3D printing

YouTube

Search



Unintended Consequences

Evaluate Tutorial Software



Drumroll Please.....

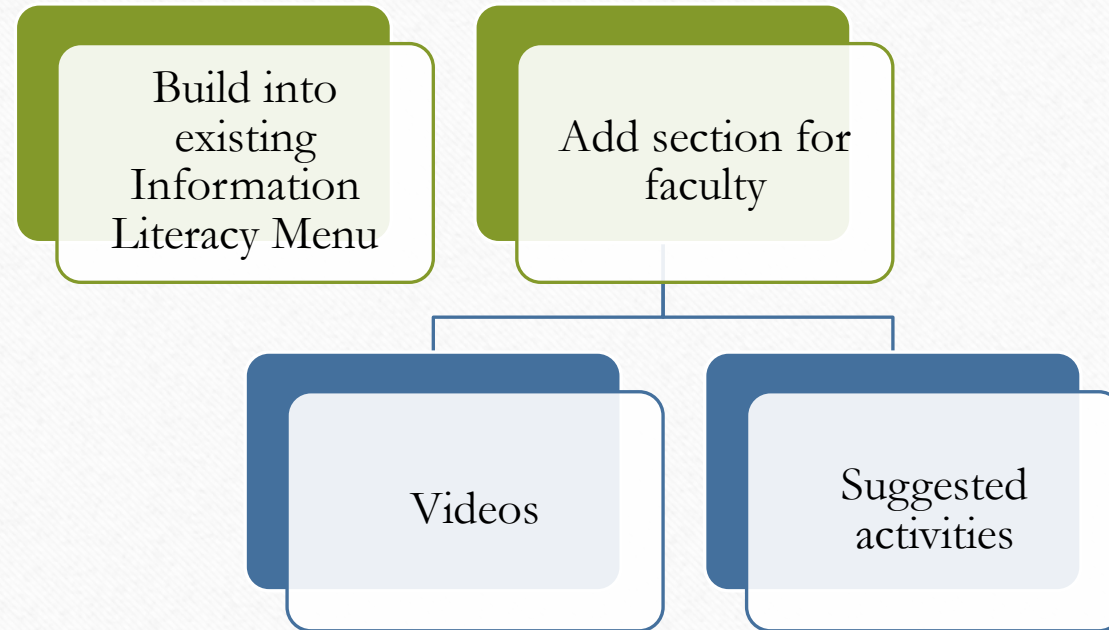
Develop toolkit as software neutral

Why Software Neutral?

- Primary Goal (Faculty Focused)
 - FLEXIBILITY!
- Secondary Goal (Librarian Focused)
 - SCALABILITY



Information Literacy Toolkit



Use subject-specific databases. Suggested time: 15-30 minutes

Librarian-Led (Potential Activities)	Instructor-Led (Suggested Activities)
<ul style="list-style-type: none">• Review appropriate subject page• Choose appropriate database• Determine appropriate search strategies• Search for library resource• Access relevant library resource	<ul style="list-style-type: none">• Watch video about search strategies• Watch video about searching/accessing• Watch video about library databases• Review appropriate subject page• Student selects and summarizes database• Student searches database. Describe strategy• Student selects relevant resource. Post citation

Implement Information Literacy Toolkit

After identifying information literacy skills and learning objective, faculty can now:

1. Contact librarian for traditional information literacy session **OR**
2. Incorporate information literacy into class (video, activity) **OR**
3. Assign information literacy task as homework/flipped classroom **OR**
4. Work with entire class or with just one student as needed

The Toolkit in Action - Example

- *I was wondering if it might be possible to have a session in class on identifying scholarly resources (ideally including at least a mention of **predatory publishing**)*

Identify and avoid predatory publishers. Suggested time: 10-15 minutes (more if discussion desired)

Librarian-Led (Potential Activities)	Instructor-Led (Suggested Activities)
<ul style="list-style-type: none">• Explain predatory publishing• Show example• Identify red flags to consider and evaluate• Discussion if instructor desires	<ul style="list-style-type: none">• Watch video about predatory publishing• Watch video about unintended consequences of mandatory repositories of federally funded research• Student search general web for research topic• Identify one quality item and one item from potential predatory publisher• Explain evaluation criteria

Acknowledgements

- Messiah University Librarians and Library Director
- Instructional Design
- Sawyer Digital Proficiency Project