

Looking for InfoLit: Using syllabi to map strategic information literacy instruction


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Context at LIU Brooklyn Library

- Lots of change
 - New Dean of University Libraries
 - University-wide strategic planning initiatives
 - Information Literacy Instruction road map project

Information Literacy Roadmap

Current instruction:

- 1 session in Orientation Seminar
 - 2 sessions in English Composition
 - 2 sessions in Core Seminar
- Needed more instruction in the upper division and graduate courses



HIRING

What We Knew We Needed



Artifact Collection

- Asked Chair of the School of Business permission to gather syllabi
- 79 syllabi from the School of Business spanning AY 2011-2012, undergrad and grad courses
- Had our artifacts, needed to design our questions

AAC&U VALUE Rubric

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references, choice of paraphrasing, summary, or quoting, using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

<http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf>

AAC&U VALUE Rubric Dimension	Content Analysis Question	Explanation
Determine the Extent of Information Needed	Q1. Does the syllabus require the student to conduct independent research?	Independent research requires a student to define an information need as well as the scope of research required. An independent research project would indicate the presence of this outcome in the course.
Access the Needed Information	Q2. Does the syllabus require the student to independently use library resources?	The access question hinged on whether the student was asked to go beyond the textbook and other assigned readings.
Evaluate Information and its Sources Critically	Q3. Does the syllabus state learning outcomes related to critical thinking?	Critical thinking skills are often present if unnamed in courses, making this a difficult outcome to evaluate. For the purposes of this study, the authors determined that the outcome needed to be named explicitly.
Use Information Effectively to Accomplish a Specific Purpose	Q4. Does the syllabus include a cumulative project requiring students to integrate multiple viewpoints or resources from across the course?	This learning outcome asks whether students are able to integrate and synthesize information to accomplish a specific goal.
Access and Use Information Ethically and Legally	Q5. Does the syllabus address academic integrity issues (e.g., plagiarism, intellectual property, the importance of correct citation)?	The presence of statements about plagiarism or cheating would indicate the importance of this outcome in a course.

Library Use

- Also asked one descriptive question – variation of question originally asked by Rambler in pioneering 1982 study

“Does the syllabus direct students to the library or mention the library as a place to find information resources?”

Methodology: Norming, Coding

- Normed the content analysis questions prior to coding using a set of 3 unrelated syllabi
- Discussed and resolved disagreements in application of the content analysis questions in 1 norming session
- Coded syllabi separately

Interrater Reliability

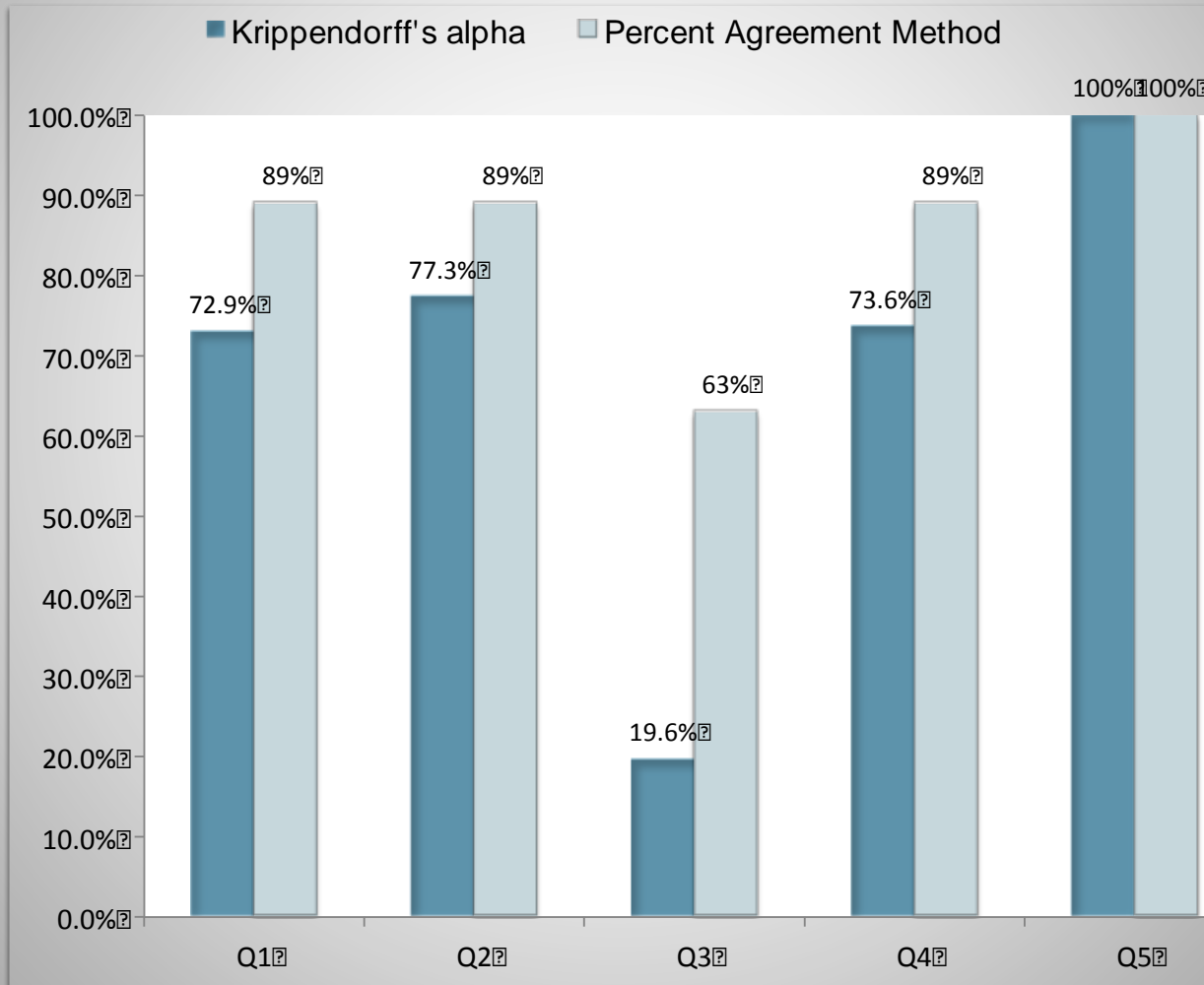
- Percent Agreement method – pros: popular and easy to calculate
- Cons: does not account for chance between raters
- Expressed by the equation:
$$\text{Agreements}/(\text{Agreements} + \text{Disagreements})$$

Interrater Reliability

- Krippendorff's *alpha* – pros: accounts for chance between raters, more accurate
- Cons: difficult to calculate, would need a statistical analysis software or help of a statistician if using interval data and 3+ raters/observers
- Expressed by the equation:

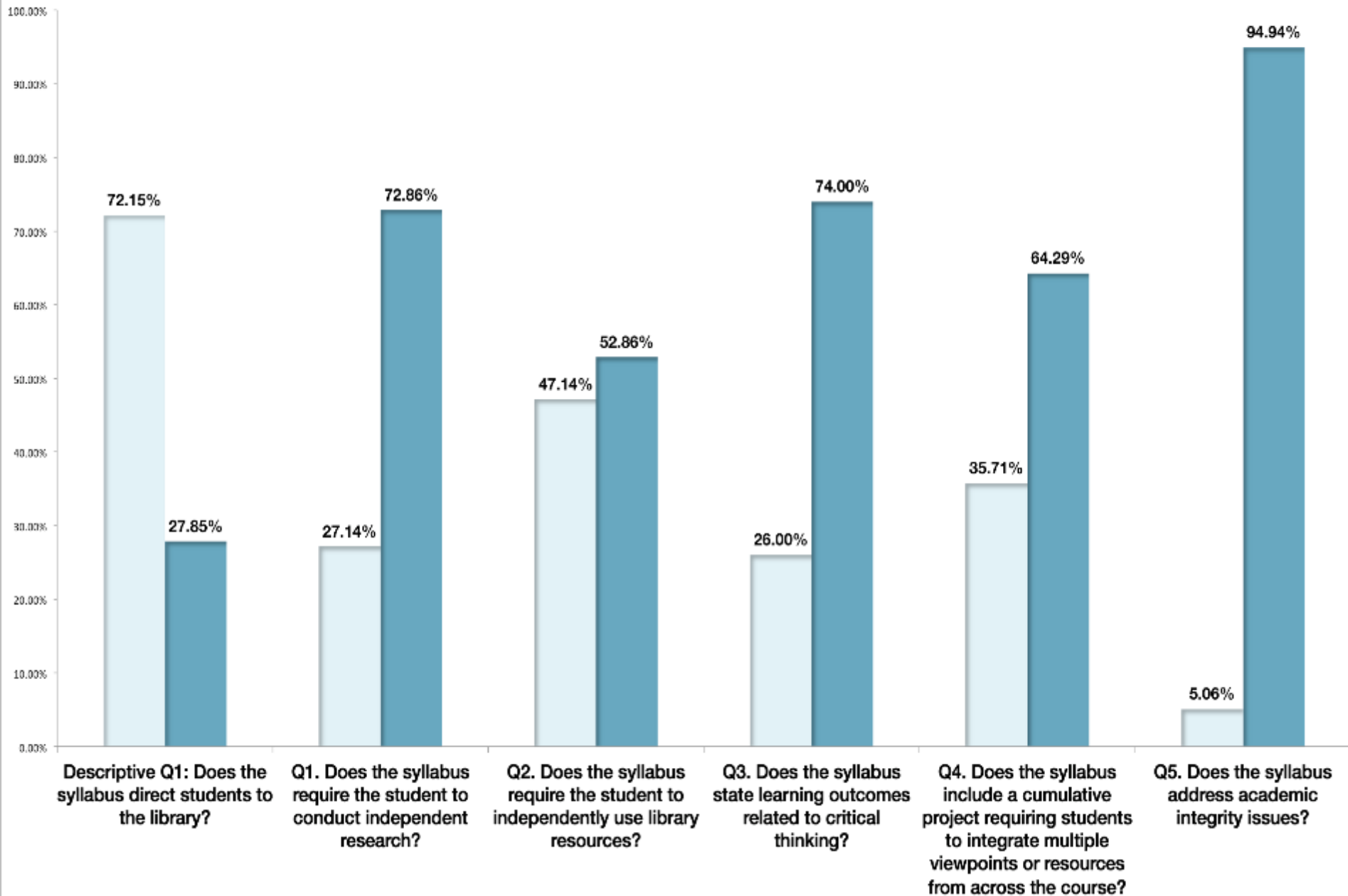
$$\alpha = 1 - \frac{D_o}{D_e}$$

Interrater Reliability

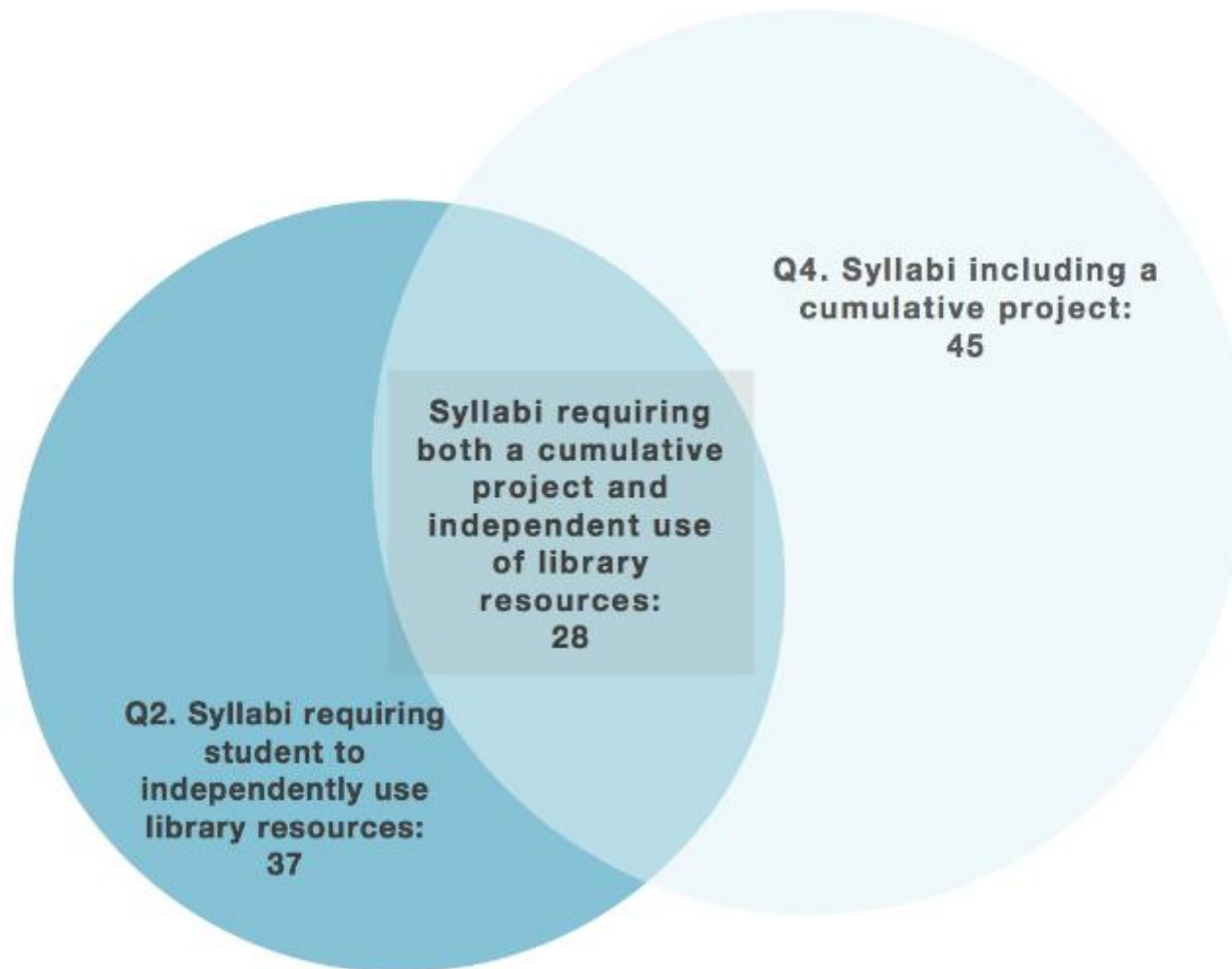


Findings

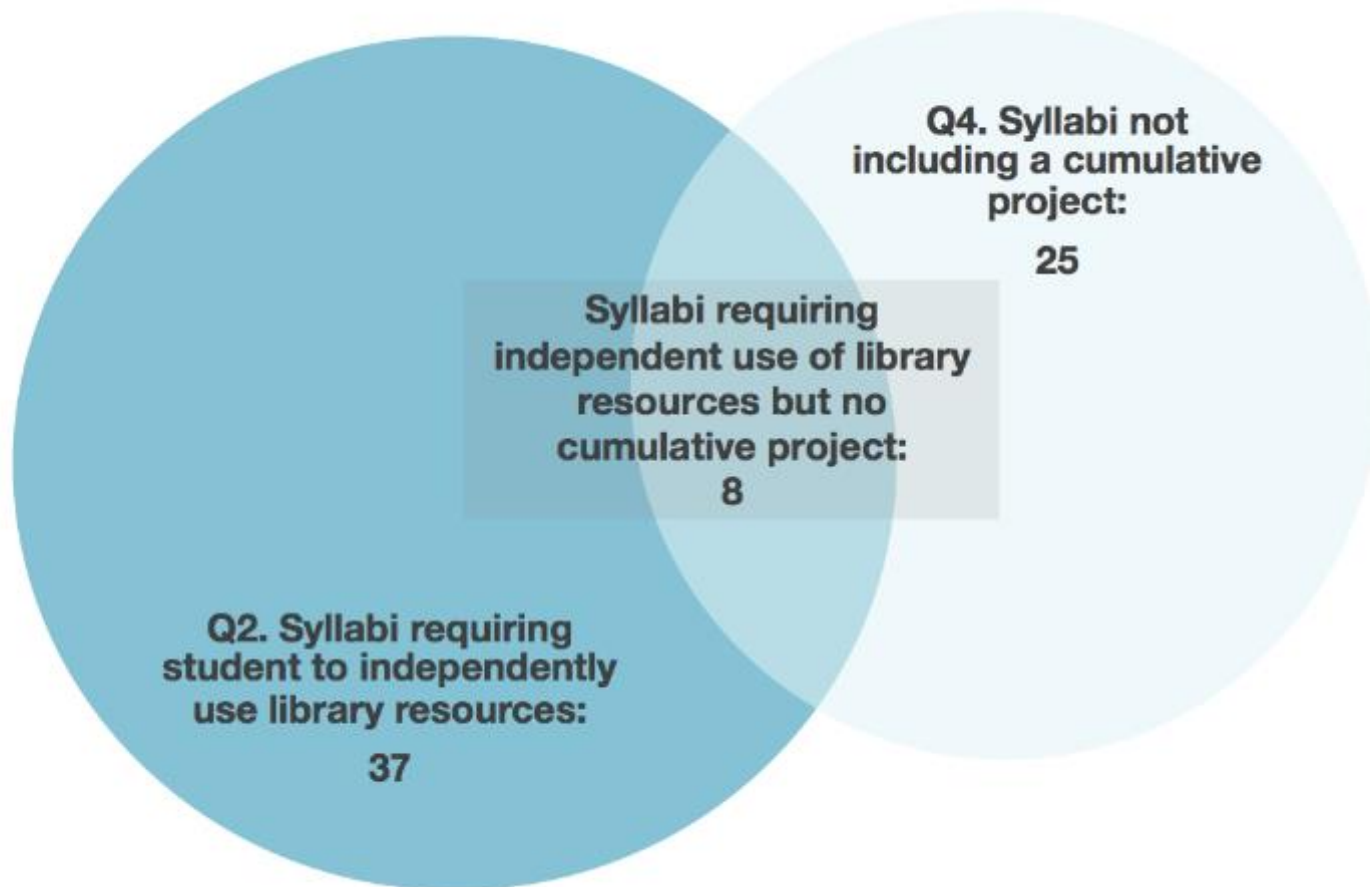
■ No ■ Yes



Opportunities for In-depth Library Instruction



Courses requiring less sophisticated information literacy skills



Limitations

- Insufficient norming process resulted in the elimination of Q₃ from the data analysis – more thorough norming in future iterations
- Nature of syllabi as artifacts – do not always accurately reflect learning outcomes of the course (as when a template is used to design the syllabus)
- Curricular map would offer more context

Next steps

- Share results with School of Business
- Propose initial collaboration with sample of 28 targeted courses
- Develop access-based information literacy instruction strategies (electronic course guides, etc.) for eight courses requiring independent library use without a cumulative project
- Target next department for syllabus analysis project

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We'd love to hear from you!

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