6-9-2000

New Learners, New Models: Information Literacy at the University of Rhode Island

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Recommended Citation
MacDonald, Mary C.; Burkhardt, Joanna M.; and Rathemacher, Andrée J., "New Learners, New Models: Information Literacy at the University of Rhode Island" (2000). Technical Services Faculty Presentations. Paper 32.
https://digitalcommons.uri.edu/lib_ts_presentations/32

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New Learners, New Models:
Information Literacy at the University of Rhode Island

ACRL/NEC NEBIC Annual Program
June 9, 2000
Mary C. MacDonald • Joanna M. Burkhardt
Andrée J. Rathemacher
Current Library Instruction Program at URI

• 1998/99 academic year:
  o Library instruction sessions taught: 325
  o Students receiving library instruction: 7,300
  o Librarians teaching instruction: 8
  o GSLIS student assistants: 3
Shortcomings of current Library Instruction Program

- Each class receives only 50 to 80 minutes of instruction
- Conceptual understanding of information is de-emphasized
- Students do not appear to retain the material
- Instruction is not systematic, depends instead on initiative of individual faculty members
- Some students receive multiple sessions, others receive none
Why do we want to change?

- In the Information Age students must know how to find and use the best and most up-to-date information possible for their research.
- Research on transforming higher education stresses developing concepts of critical thinking and evaluation.
- Resource-based learning, inquiry learning, problem-based learning, etc. are all involved in producing learning from within that will remain with students throughout their lives.
Goals & Objectives for an Information Literacy Plan

• Shift to model of Teaching Library
• Develop and introduce an incremental multi-tiered information literacy program based on defined learning goals at each level
• Incorporate variety of delivery options
Goals & Objectives for an Information Literacy Plan, cont.

• Use Library Curriculum Committee to provide oversight
• Implement program in consultation with teaching faculty from all areas of the curriculum

See http://www.uri.edu/library/instruction_services/infolitplan.html
Collaborative Efforts

- Library faculty
- Library administration
- Other university faculty willing to collaborate
- Faculty Senate for procedural advice
- Acting Dean, University College
Collaborative Efforts, cont.

- Registrar for advice on scheduling times and places for instruction
- Council of Deans
- College of Continuing Education administration
Models of instruction

• Modules / toolkits
• Credit courses
• Web tutorials
• Capstone portfolio
• Graduate and faculty workshops
Library 140:
*Special Topics in Information Literacy* (1 credit)

- Uses workshop style setting and hands-on activities
- Covers information resources in a particular subject area
- Final project uses the resources and strategies taught
- Two sections were team-taught in spring semester 1999
Library 120: 
*Introduction to Information Literacy* (3 credits)

- Teaches information gathering, evaluation, and application
- Course focuses on conceptual understanding of information
- Course emphasizes resource-based learning
- Fulfills General Education requirement in English Communications
Future Plans

• Increase number of sections of LIB 120
• Increase number of instructors
• Reevaluate level of LIB 140
• Develop web-based tutorial on using library catalog
• Develop info lit modules for Master of Science in Labor Relations and Human Resources
• Increase collaboration with Graduate School of Library and Information Studies
Conclusion

• Success will require a great deal of effort, collaboration, flexibility, and patience.
• Goal is to create a program that can provide the URI learning community with the concepts and skills necessary to master information in all its forms.