

2000

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

Mary C. MacDonald

University of Rhode Island, marymac@uri.edu

Joanna M. Burkhardt

University of Rhode Island, jburkhardt@uri.edu

See next page for additional authors

Follow this and additional works at: http://digitalcommons.uri.edu/lib_ts_presentations



Part of the [Higher Education Commons](#), and the [Information Literacy Commons](#)

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.

http://digitalcommons.uri.edu/lib_ts_presentations/32http://digitalcommons.uri.edu/lib_ts_presentations/32

This Article is brought to you for free and open access by the Technical Services at DigitalCommons@URI. It has been accepted for inclusion in Technical Services Faculty Presentations by an authorized administrator of DigitalCommons@URI. For more information, please contact digitalcommons@etal.uri.edu.

Authors

Mary C. MacDonald, Joanna M. Burkhardt, and Andrée J. Rathemacher

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:
 - Library instruction sessions taught: 325
 - Students receiving library instruction: 7,300
 - Librarians teaching instruction: 8
 - 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