Colgate University Libraries'
Information Literacy Curriculum: Overview and Implementation

The libraries Information Literacy Curriculum is coordinated by Lynne Kvinnesland <lkvinnesland@colgate.edu>, the Information Literacy Librarian. Please contact her for additional information about the Curriculum.

This Curriculum is built upon Colgate University Libraries' Information Literacy Goals and Objectives, http://exlibris.colgate.edu/InformationLiteracy/content/information-literacy-goals which are themselves based upon the 2000 Association of College and Research Libraries (ACRL) Information Literacy Standards, http://www.ala.org/acrl/standards/informationliteracycompetency . The ACRL has recently revised its approach to information literacy. http://acrl.ala.org/ilstandards/ . A new IL Framework was approved by the ACRL Board in February 2015, http://www.ala.org/acrl/standards/ilframework. We intend to study the implications of the new framework for our IL Program and consider the possibility of revising our existing goals and standards in collaboration with teaching faculty.

Curriculum Overview

The goal of the libraries Information Literacy (IL) Curriculum is to provide students with appropriate and increasingly advanced levels of information literacy instruction and support as they move from their first year to major-specific capstone work in their senior year. The curriculum consists of two main parts:
1) A Foundational IL Program focused on First-Year Experience activities and classes, and Core CI classes
2) Major-Specific IL instruction and support created in consultation with the relevant departments and programs. This part of the curriculum is still being developed.

Colgate's Core Curriculum and Information Literacy

FSEMs and Core Communities and Identities (CI) classes are the two parts of the University's Core Curriculum, http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum , where information literacy is explicitly mentioned. As such, it makes sense for introductory level information literacy instruction to take place primarily in these two sets of classes. The following "Pedagogical Expectations" and "Educational Goals and Learning Outcomes" are taken from *CORE 2010: Crossing Boundaries* which describes the most recent revision of the University's Core Curriculum.[*]

FSEM IL-Relevant Expectations, Goals, and Outcomes

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[*] This document is available to members of the Colgate community at https://sites.google.com/a/colgate.edu/liberal-arts-core-curriculum-resources/home/CoreRevisionProposal-CrossingBoundries.pdf?attredirects=0&d=1

"Pedagogical Expectation:
- Foster information literacy through assignments that emphasize research skills and the use of appropriate resources."

"Educational Goals and Learning Outcomes:
- Be able to effectively employ research strategies that evidence appropriate levels of information literacy."

Core CI IL-Relevant Expectations, Goals, and Outcomes

"Pedagogical Expectation:
- Use multiple media – from maps to art to film to music to text
- Include a research project."

"Educational Goals and Learning Outcomes:
- Develop information literacy and academic research skills as they engage in research for a significant project."

Outline of the Information Literacy Curriculum

The first part of the Information Literacy Curriculum is designed to fit as smoothly as possible with Colgate's existing Core and First-Year Programs. As students move through the initial stages of their Colgate experience, they will be exposed to IL instruction, support, and librarians as a part of their already existing academic programs. While it is still under development, the Major-Specific portion of the curriculum will similarly be designed in cooperation with departments and programs so that it is a seamless part of existing major curriculums. Our overall goal is an IL Curriculum that integrates with, rather than adds on to, existing structures at the university and department and program level.

The basic structure of our developing program is described in the graphic below.

Graphic Outline of the Information Literacy Curriculum
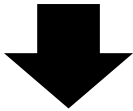
 Arrival on campus

OUS Summer Institute

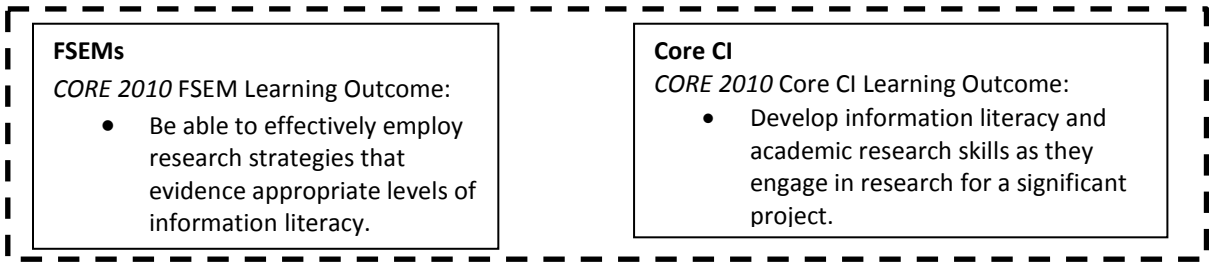Some students will begin with the OUS Summer Institute

First-Year Library Orientation
Learning Outcomes:
- Awareness of librarians' ability to work with students
- Knowledge of the physical layout of the libraries
- Awareness of key library information resources

Most students will begin with orientation
Please remember that library orientation is NOT a substitute for class-based IL instruction

FSEM/Core CI overlap as each year a small number of FSEMs are Core CI classes

FSEMs
CORE 2010 FSEM Learning Outcome:
- Be able to effectively employ research strategies that evidence appropriate levels of information literacy.

Core CI
CORE 2010 Core CI Learning Outcome:
- Develop information literacy and academic research skills as they engage in research for a significant project.

Major-Specific IL Instruction
(To be developed in close cooperation with departments and programs)
- Identify major IL objectives for major
- Identify key course for IL instruction
- Provide IL instruction in key course and other relevant courses
- Provide appropriate IL support for summer research and senior capstone projects

Graduation

As this is a still developing program at an institution which itself has just completed a major strategic planning process, there are elements of the curriculum which have yet to be fully defined and/or the possibilities for IL still need to be explored. Some areas that that we will be looking at in the future include:

- Relationship between our First-Year Experience program and other university initiatives in this area.
- Provision of IL instruction and support for Sophomore Residential Seminars, http://www.colgate.edu/campus-life/housing-options/mellon-sophomore-residential-seminars .
- Possible roles that IL instruction and support could play in the Residential Liberal Arts Education portion of the *Living the Liberal Arts* strategic plan http://www.colgate.edu/about/past-present-and-future/strategic-planning .

We would welcome any additional suggestions on ways in which the IL Curriculum could work with existing or planned educational initiatives around the university.

Implementation of the Information Literacy Curriculum

Foundational Information Literacy Program

The first part of our Information Literacy Curriculum is its Foundational Information Literacy Program. This parallels and integrates with Colgate's First-Year, http://www.colgate.edu/offices-and-services/registrar/firstyearinformation , and Liberal Arts Core Curriculum, http://www.colgate.edu/distinctly-colgate/intellectual-engagement/core-curriculum , programs.

First-Year Library Experience

First-Year Library Orientation

This orientation is not a substitute for FSEM library instruction. It is intended to be a prelude to FSEM-based library instruction which is built around a specific assignment.

Goals

- Awareness of key library information resources (including the Beginning Research page, RefWorks, and Interlibrary Loan).

- Awareness of librarians' ability to support student work.

- Knowledge of the physical layout of the libraries.

- Preparing students for FSEM-based information literacy instruction (finding books in the stacks).

Implementation

Our First-year Library Orientation program encourages incoming students to actively explore the library facility. Its primary goals are to help students feel comfortable asking for assistance and to provide

them with an introduction to the Libraries' facilities and services. Orientation breaks the ice with a self-guided tour of the library and only limited instruction on library information resources.

During orientation, students learn to use the library catalog to retrieve a book and register RefWorks. As a main feature, students embark on a photo safari: finding library services such as the Research Support Desk, the Circulation and ITS Desks, printers, and study carrels, and documenting their finds with their mobile devices.

First-year students entering university libraries encounter a daunting and complex environment. Our First-Year Library Orientation eases this transition with a self-guided exploration of some of the library's available resources and services. By the end of the orientation session, students experience the library as a comfortable place in which to study and do research.

FSEM Instruction

The most important thing that we want to emphasize is that effective library instruction requires a clear and explicit link to an assignment. Even better is instruction that is integrated into a multi-step research process.

Goals
- Use reference works such as subject-specific encyclopedias
- Develop researchable questions
- Move from research question to effective key word searches
- Distinguish between scholarly and non-scholarly sources
- Distinguish between reference, secondary, and primary sources
- Become familiar with general purpose online academic databases such as ASP and JSTOR
- Be aware of more specialized online academic databases (which one(s) depends on content of FSEM)
- Be able to find books and other material through the catalog and physically in the library and through ConnectNY
- Learn how to do interlibrary loan
- Understands the basics of citations and references
- Learn how to use RefWorks

Implementation

Each FSEM has a librarian working with it. For each FSEM, the librarian creates a class resource webpage that directs students to appropriate reference sources and online scholarly databases. We welcome any and all suggestions that teaching faculty might have for the content of the FSEM class resource webpages. For the first time this year, librarians will have limited access to class Moodle pages under a program approved by the Committee on Information Technology, and we will be able to put links to the library resource pages on FSEM Moodle pages. However, if a FSEM faculty member does not want either a class resource page and/or a link to such a page on his/her FSEM Moodle page, please

contact [Lynne Kvinnesland](#) <lkvinnesland@colgate.edu>, and she will make sure that no page is created and/or no link placed in Moodle.

To a great degree, our in-class instruction mirrors the organization of the FSEM class resource webpages so as to emphasize to students the useful of the information resources located there. We have found that linking a research assignment with in-class library instruction and a class resource page significantly increases student use of quality information resources. In all of our in-class instruction sessions, we seek to set aside at least one-third of the class for students to engage in active learning, finding resources for their own research skills projects. It is for this reason that we prefer doing our in-class instruction sessions in Case 345 or Case 501, our two computer classrooms.

Core CI Instruction

Several factors shape our approach to Core CI IL instruction and support. One, Core CI classes generally involve larger and more complete research projects than FSEM "research skills" assignments. So, a major goal in Core CI is introducing students to the discovery and use of primary and/or data resources so that students can go beyond use of the secondary academic literature of scholarly journals and books. Two, in our experience, students often require several exposures to IL concepts and skills before they fully understand and internalize them. For this reason, a major object of our Core CI instruction is the reinforcement of material taught in FSEM instruction. Three, a significant number of Core CI classes have had poster or other multimedia projects in recent years. As a result, we see Core CI as a space for instruction on visual, spatial, and other non-textual literacies when this is appropriate for specific courses and their assignments. Four, since the fall of 2011, the libraries have cooperated with the Core CI Program to do a very successful series of IL assessment surveys each semester. The findings of these surveys have been of immense assistance in our developing an IL instruction approach for Core CI classes.

Goals
- Reinforce basic concepts and skills objectives of the FSEMs, particularly those associated with the early stages of a research project as this is often where students have the most difficulty
- Learn how to find and use primary and/or data resources to complete a "significant" research project
- Gain critical visual, spatial, and/or other literacy skills depending on the nature of a class's specific assignments

Implementation

One complication that must be acknowledged is the fact that each year a few FSEM courses are also Core CI classes. Students who take such FSEM/Core CI classes during their first semester at Colgate will generally get only one Core-level IL instruction class and will miss the opportunity for reinforcement that instruction in both an FSEM and Core CI class can provide.

As with FSEM-based IL instruction, effective IL instruction in Core CI classes requires a clear, explicit, and well-timed link to a specific research project. Very often, the best time for a library instruction session is just before or after a research proposal is due. Key elements of our Core CI IL instruction program include:

- Providing a librarian for each Core CI class
- Course resource guides for each Core CI class
- Links to course resource guides on Moodle
- In-class IL instruction that makes use of the course resource guide and provides time for student work and active learning
- Additional visual literacy, map creation, or other instruction and/or workshop sessions as necessary for specific courses

If a Core CI faculty member does not want either a class resource page and/or a link to such a page on his/her Core CI Moodle page, please contact Lynne Kvinnesland <lkvinnesland@colgate.edu>, and she will make sure that no page is created and/or no link placed in Moodle.

Major-Specific IL Program

Once the Curriculum's Foundational IL Program element is fully implemented, we will begin to focus on the information literacy needs of Colgate's various majors. We agree with the following statement for the *Core 2010: Crossing Boundaries* document:

> "Responsibility for more advanced research and data gathering lies with departments and programs, especially for majors and minors. Since research methodology often differs by field, students are expected to be introduced to more advanced research techniques in their major areas of study." (p. 33)

Our goal is to work with the various departments and programs in order to identify the IL components of their "research and data gathering" processes and "research methodology[ies]," and then to collaboratively craft an IL instruction and support program appropriate to the needs of their students.

We aim to begin the first part of this during the 2016-17 academic year, when library liaisons will contact their departments and programs in order to begin a survey of their IL needs. We first want to identify what IL skills, abilities, and conceptual knowledge a student needs in order to have a successful capstone experience in that major. From there, our plan is work backwards to see where in a particular major's curriculum the necessary IL material can be introduced and the role that the library can play in this process. For each major, we aim to find a key course where we can concentrate IL instruction and support so as to most effectively and efficiently prepare students for later course and independent work in the major. None of this is meant to preclude IL instruction and support for other courses in the major or any other library-supported projects such as those done with CEL.

If this sounds vague and tentative, that is deliberate. The most important component of the Major-Specific IL program is the principle of collaboration with departments and programs. Once we begin working with the departments and programs to identify their IL objectives, virtually anything is possible. The program ultimately adopted may bear little resemblance to the one described above, and there will probably be considerable variation amongst the specific programs of the various majors. Please stay tuned for further developments.