

Report

Library Instruction and Information Literacy at CCAC Libraries

In the spring of 2006 the CCAC Library formed the Library Instruction Task Group for the purpose of reviewing library instruction and determining other ways the library can support college-wide information literacy. The task group was formed in response to the development of the CCAC General Education Learning Goals, by the college's Assessment of Student Learning (ASL) Committee. The first of these goals deals with promoting information literacy at CCAC.

To this end, the task group developed a library specific information literacy plan, beginning work with a review of relevant resources (Research & Resources Subcommittee), a review of library instruction content (Library Instruction Subcommittee) and a plan to disseminate and promote the resources and developments to the faculty and the college (Promotion Subcommittee). The Research and Resources subcommittee first identified relevant documents for the entire group to work with, such as the standards developed by various agencies including ACRL. Based on the Association of College & Research Libraries (ACRL) "Information Literacy Competency Standards" (see resources web page for complete citation), the components of information literacy most useful to CCAC were identified as instructional outcomes. In-classroom assessment techniques were developed and used to assess students' learning of various components of information literacy. These components have been incorporated into standard CCAC Library Levels of Instruction, as well as into the new online information literacy tutorial, i-CONNECT.

The task group also identified other areas, based on the ACRL standards, where the library can collaborate with faculty to incorporate information literacy into college instruction. There are new library web pages dedicated to information literacy, such as a page of resources for faculty which cover specific subject publications to help them to incorporate information literacy into their teaching. There are also links identifying resources for students, library instruction and scheduling offerings, and other areas in which the library supports information literacy at CCAC.

An assessment tool was developed, revised and applied by several librarians after their instruction sessions. The direct measure consisted of questions measuring the student's ability to identify appropriate resources for locating needed information in the most effective manner, while an indirect measure focused on two student opinion questions about the sessions. The results showed that students were essentially grasping the concepts, but this assessment also identified areas where librarians could strengthen their coverage of certain concepts or stress the need for follow-up, hands-on experience in the library to the instructors. Details of this analysis can be found in the Program Assessment Results for the Library (Spring 2007).

Several presentations were made to the faculty, articles were written in the college's newspapers, and promotional activities were conducted to disseminate and promote the information literacy ideas and the newly-developed resources. To this end, the new information literacy area mentioned above was created on the library's web site to increase accessibility to the resources.

Reports of the individual subcommittees of this task group follow this overview. The information literacy work, resources, and the web page content will be updated on an ongoing basis to keep them as current as possible.

This report may be accessed on the information literacy area of the library web page at www.ccac.edu/library.

Submitted by Irene K.Grimm

Chair, Library Instruction Task Group

June 25, 2007

Library Instruction Task Group
Research and Resource Subcommittee

Members

Sally Caldrone

Lori Cunningham

Irene Grimm

Dennis Hennessey, facilitator

Lillian Reynolds

The main task of the Research and Resource Subcommittee was to review the current literature and best practices in information literacy. For starters, the facilitator recommended that the subcommittee members look at the already existing Web page on

information literacy for faculty, at our Library's Web site, the Association of College and Research Libraries' Web site, and the resources that were available specifically at each of our respective campuses. The facilitator visited the University of Pittsburgh's Information Sciences Library to avail himself of the extensive journal and book collection there and to photocopy the most relevant material.

Subsequently the subcommittee met to discuss our initial findings, and through e-mail the members volunteered to research Web sites, articles, books, etc. in one or more of the following categories:

- Introduction to Information Literacy
- Standards & Accreditation
- Model Programs/Best Practices
- Collaboration between Faculty and Librarians
- Assessment
- Integrating into the Curriculum/Pedagogical Techniques
 - Arts & Humanities
 - Business
 - Education
 - Health & Medicine
 - Sciences
 - Social Sciences
 - Multidisciplinary
 - Pedagogical Techniques
 - Active Learning

The facilitator compiled all of the submissions, retyping and reformatting them in a common citation style, and submitted them to Lori and Lillian, who coordinated the input from all the subcommittees for the final posting on the Web. For considerations of ease of access, the journal articles which were submitted were restricted to those that were available in full text from a direct link to our online databases. At the end of fall term, the facilitator checked Web sites and online databases for updates and submitted them to Lori for posting. The facilitator will continue to update the resources on an ongoing basis and submit them for posting.

Library Instruction Task Group Development of Instruction Sub-committee

Lori Cunningham, facilitator
Irene K. Grimm
Sally Caldron

This subgroup defined the learning objectives, teaching methods, and evaluation methods, and drafted recommendations to be adopted by the LITG. This group

considered both traditional instruction and an online tutorial, since both have the same primary learning objectives incorporated into instruction.

Traditional Instruction

The group analyzed the ACRL Information Literacy standards and extracted applicable performance indicators and outcomes that pertained to the role of librarians. The relevant indicators and outcomes were linked with the Information Literacy rubric in Developing Research and Communication Skills published by the Middle States Commission on Higher Education to determine the levels / types and objectives of library instruction. Each outcome and objective was then categorized into levels of instruction.

The levels that were developed are listed below and appended at end:

- Level I: Library Services & Access to Resources
- Level II: Access to Resources with Advance Features;
Brief introduction to Citing and Evaluating Resources
Using the Library System Web Site
- Special Session I: Evaluation of Web Sources
- Special Session II: Citations
- Special Session III: Customized Instruction

Traditional Instruction – Assessment

In order to gauge student learning, assessment techniques were developed for traditional instruction. Prior to the LITG initiative, each librarian was encouraged to use an assessment technique during instruction sessions. With the standard levels of instruction, the group developed standard assessment techniques [appended at end] which incorporated three different types of classroom assessment techniques.

Online Instruction

The group explored the options of developing online tutorials and decided to modify an open-licensed product called SearchPath that was developed by Western Michigan University. It was modeled on one of the original online tutorials, TILT, developed by the University of Texas at Austin. With the open-license, the tutorial was free and totally customizable. To make the product unique, the group branded CCAC's version i-CONNECT, developed a set of graphics, updated the coding to cascading style sheets, and adjusted the content as needed. i-CONNECT was live for the start of the Fall 2006 semester.

i-CONNECT consists of six modules, each taking 15 – 20 minutes to complete. All modules include a list of key concepts, learning objectives, interactive exercises, and a quiz which provides feedback and results. The six modules are:

- Module 1: Starting Smart
- Module 2: Choosing a Topic
- Module 3: Searching AlleyCat
- Module 4: Finding Articles
- Module 5: Using the Web
- Module 6: Citing Sources

Online Instruction – Assessment

Each module contains a quiz which has between 5 – 10 questions. The questions display feedback as a student completes the quiz; final results can be printed or copied into an email to the instructor. During the Fall 2006 semester a sampling of the quiz results were collected and reviewed; after an analysis, the group decided that eleven questions throughout the six modules needed to be edited for clarity.



Library Levels of Instruction

The following levels of Library skills instruction and special sessions can be scheduled in a “mix and match” fashion per your needs.

A follow-up to the Level I or II session is highly recommended. This can be a working class, or a combination of working class with a special session, or possibly two special sessions combined. Librarians can suggest combinations, provide topics, or work with faculty to customize the instruction.

Advance scheduling of 1 – 2 weeks is highly recommended (excluding Tours).

LEVEL I: Library Services & Access to Resources

50-minute session

1) Library Services

- a) Navigation and organization of the Library website
- b) Location of links to information on Library services and policies

2) Introduction to Researching

- a) “Finding Information” section: to identify the many types of resources available
- b) “Research by Subject” section: to introduce various researched subject/topic links (compiled by librarians) which include specific databases and web sites
- c) “Cite Sources” and “Evaluate a Web Page” links briefly identified

3) Online Catalog: Introduction to AlleyCat

- a) Identification of the scope and types of resources contained in AlleyCat
- b) Demonstration of a “search” and how results can be organized
- c) Brief introduction to Library of Congress Classification System (subjects, call numbers) and its use in locating resources and researching

4) Databases

- a) How to search for periodical articles in databases; how to get information about their scope and delivery
- b) Fee-based vs. web-based information
- c) NetID account: its purpose and how to create one

5) Web Sites

- a) Using web sites for research
- b) Use of librarian-evaluated web sites

**LEVEL II: Access to Resources with Advance Features;
Brief introduction to Citing and Evaluating Resources;
Using the Library System Web Site**

NOTE: To take this session, students should be familiar with CCAC Library services and the CCAC Library web site, or have taken the Level I session, or successfully taken the online tutorial.

50-minute session

- 1) ***Library Services*** (Same as Level I but brief)
- 2) ***Introduction to Research*** (Same as Level I with additional concentrations)
 - a) Importance of citing and citations: using “Cite Sources” Library
 - b) Need for using criteria to evaluate information from WWW
- 3) ***AlleyCat Online Catalog*** (Same as Level I with additional concentrations)
 - a) Advance searching
 - b) How to refine a search
- 4) ***Databases*** (Same as Level I with additional information)
 - a) More vendor and licensing issues
 - b) Document formats
 - c) Identifying scholarly resources
- 5) ***Web Sites*** (Same as Level I with additional information)
 - a) Use of the “evaluating a web page”
 - b) Use of the “search the web better”

Special Session I: EVALUATION

This 25 – 50 minute session concentrates on the evaluation of resources in more depth than is possible in the 50-minute Level II session. Issues such as bias, audience, and point-of-view in print and non-print materials are discussed. Web-based resources and the criteria used in evaluating them are covered.

Special Session II: CITATION

This 25 - 50 minute session focuses on how to cite print and non-print resources; different styles and manuals are identified. Emphasis is placed on electronic resource citing.

Special Session III: Customized Instruction

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#### ***TOUR***

This 10 -15 minute walking session introduces students to the physical layout of the Library, pointing out resources and areas such as reference and circulating books, audio-visual materials, computers for research, and other tools in the Library. Services and policies are emphasized.

***WORKING CLASS*** (Ideally, this session should follow a Level I or Level II session.)

This 25 – 50 minute session allows students time for hands-on research with librarian support. Students may ask for help with research themes and search strategy development.

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Scheduling Library Instruction Sessions

To arrange a session, instructors need to contact a librarian at the campus where the session will be given. We recommend that prior to contacting a librarian, instructors review the [Description of Sessions](#) and the [Library Instruction Request Form](#).

Instruction may be arranged in a variety of ways:

Walk-in – meet with a librarian at your library; we recommend that instructors print and complete the [Library instruction Request Form](#) prior to visiting

Phone – speak with a librarian at your library’s reference desk:

Allegheny: 412-237-2768

Boyce: 724-325-6798

North: 412-369-3602

South: 412-469-6374

E-mail – contact a librarian via e-mail; see [Who’s My Librarian?](#)

Library Instruction Task Group (LITG):
Faculty and Student Liaison/Promotions Subcommittee Final Report

Facilitator: Brad Coffield (February – May 2006)
Lil Reynolds (June – December 2006)
Sally Caldrone (January 2007 - present)

Members: Sally Caldrone
Brad Coffield
Irene Grimm
Lil Reynolds
Anne Tanski

The main goals of the Faculty and Student Liaison/Promotions Subcommittee, taken from Connie Salvayon's LITG agenda, *A Plan for the Library Instruction Task Group*, was to raise faculty awareness of information literacy (IL) needs and opportunities for students by promoting and publicizing the CCAC Library teaching plan along with its and its resources and services, and by promoting faculty/librarian collaboration.

LITG members Connie Salvayon, Irene Grimm, Sally Caldrone, and Lil Reynolds prepared a PowerPoint presentation and presented at the CCAC Fall 2006 All College Conference (for faculty) as a break out session, August 16, 2006. In addition, LITG members presented at each campus' faculty professional development (Start Up) day throughout August. We informed faculty of the Library's new information literacy initiatives (access via Library website) including our online tutorial, iCONNECT; and assessment of information literacy.

This subcommittee previously researched and prepared a brochure about the Library and information literacy. Promotional items were selected, purchased, then made available: a large yellow "paper clip" with the iCONNECT logo and Library web address stamped on (for students and faculty); a free standing memo clip with the same information contained as the paper clip merchandise (for faculty – limited quantity); and a large banner (displaying the logo, website, and the words "Information Literacy: The Library Connection). The brochure and the merchandise were distributed at the conference and campus Start Up meetings. The banner was displayed at our sessions.

This subcommittee set up a table at the All-College conference promoting faculty to make use of the website information regarding information literacy, and information about iCONNECT tutorial. The following was displayed at the table to draw faculty: the large banner displayed in front of the table, a Steeler blanket to raffle off, our brochure, some promotional items, candy. Members of the subcommittee worked at the table until our presentation.

The subcommittee members also wrote articles (about the Library's information literacy resources and services) that were placed in all four campus newspapers in August.

As part of the main goals of this subcommittee, a Faculty-Librarian collaboration page (linked from the Library web site home page) was created to provide resources and other information for faculty. The page lists those resources available along with articles, suggestions, and a link to the i-CONNECT tutorial. The information made available from this page encourages an integrated approach to students' development of information literacy skills.

Lastly, a tri-fold brochure was created (for distribution) in response to faculty requesting an informational handout explaining the i-CONNECT online tutorial.