

*Information Literacy Planning Committee Report*  
*Summary of activity FY 2007-2008*

**FY 2007-2008**

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The Information Literacy Planning Committee continued to assess the individual RI classes using a survey either taken online or distributed at the close of each session. The results and implications of this are included in the Instruction Assessment Report 2008.

A representative from the committee attended the HBCU (Mellon Grant) Information Literacy Leadership Institute in February. The outcome of this is that we now have a working draft of a proposal to implement an IL program on campus.

It is envisioned that there ultimately be a single credit class coexisting with the current RI program ('one-shot') in place. While there is no clear sense of the next stages for making this happen, the committee is working closely with the Division of Academic Enhancement and University College and other selected faculty. As a continuing measure, the reference librarians are soliciting support from as many teaching staff as possible.

There is a representative from the committee on the University Academic Council; this is the body through which any proposal for a formal class, credit or otherwise, would need to pass.

The next stage is for the proposal to be sent back to the Information Literacy Leadership Institute for comments; there is also the possibility for a return visit this fall to help cohere the document and formulate a plan of action.

The proposal has been forwarded to the Administrative Office already, but is included in an abbreviated format below (already existing information has been excluded):

<b>Mission Statement: Current</b>	<b>Mission Statement: Proposed</b>
<b>Non-applicable</b>	<i>The mission of the Information Literacy Program at the JBCL is to assist incoming PV freshmen in their evolution into independent scholars, with an appreciation for the research process and confidence in their own ability. The Information Literacy Program will assist Prairie View faculty members in developing information content oriented coursework. The Information Literacy Program will follow, model and adopt the Information Literacy skills as set forth by ACRL to help students critically assess, use and apply diverse information resources.</i>
<b>Goals: Current</b>	<b>Goals: Proposed</b>
<b>Non-applicable</b>	<i>Library Instruction staff in collaboration with faculty will introduce search strategies, methodologies and resources that prepare students to think critically and evaluate the relevance and authority of information in an electronic environment. The program will instruct students to frame a research question, understand what resources are best suited to answer that question, Acquire the skills to access those resources and pull out the relevant information, apply it the question appropriately and do all this both legally and ethically. <b>Sample Goal:</b> Students will be exposed to multiple information sources, and allowed, in groups, to brainstorm their application and suitability. They will grow in their confidence to evaluate and assess information sources.</i>
<b>Objective : Current</b>	<b>Objective: Proposed</b>
<b>Non-applicable</b>	<i>Students will be engaged to determine the extent of information needed, how to access the needed information effectively and efficiently, how to evaluate information and information sources critically, how to incorporate selected information into one's knowledge base. <b>Sample Objective:</b> Students will be presented with a sample research question and a forced choice of five (5) sources with varying degrees of suitability. Students will be asked (in groups) to evaluate these sources with regard to the sample research question, listing specific reasons.</i>

<b>Method: Current</b>	<b>Method: Proposed</b>
<b>Non-applicable</b>	<i>This method will help educate students to become critically thinkers and life long learners by providing the library skills and techniques to enhance their researching skills and endeavors.</i>
<b>Activity: Current</b>	<b>Activity: Proposed</b>
<p><u>Activity One:</u> Reference Instruction classes are taught in 50 minute sessions on the bases of how to find books and journal articles from the library’s web homepage; information on the four main style guides ( MLA, APA, Chicago and Turabian); Copyright and Plagiarism; Databases and Websites. These classes are mainly geared toward freshman level students</p> <p><u>Activity Two:</u> <i>Make Time for Research.</i> A face-to-face no appointment needed interaction between a reference librarian and the library patron that takes place in the Public Events Room of the library every Thursday at 4 p.m.. The librarians showcase online resources to help students on common topics that undergraduate and graduate students may encounter in doing their research. Session includes but is not limited to: online catalog, databases, websites and more</p> <p><u>Activity Three:</u> <i>Askalibrarian @pvamu.edu</i> Library patrons are able to email a reference librarian who is working the ref desk questions as they relate to PVAMU, Research and even general questions that could cover a broad spectrum. Feedback can be immediate or with in a 4 to 24 hour time span.</p>	<p><u>Activity One:</u> <i>Reference Instruction classes will have a built in assignment due at the end of the session. Students will be presented with a sample research question and a forced choice of five (5) sources with varying degrees of suitability. Students will be asked (in groups) to evaluate these sources with regard to the sample research question, listing specific reasons.</i></p> <p><u>Activity Two:</u> <i>Virtual Make Time for Research.</i> There will be a live chat reference librarian from the hours of 1:00 p.m. to 4:00 p.m. that will be able to set-up an instant chat program. The librarian will be able to answer questions as they relate to a student’s research needs. Students will be able to login into the sessions have four hours of virtual librarian service that is geared toward information related to the online catalog, databases, websites, accessing the database from home, styles guides and other research endeavors that are normally taught in a face-to-face reference instruction class.</p> <p><u>Activity Three:</u> <i>Askalibrarian will become a live interaction Wiki website where students will be able to not only post their questions, but will be able to view all questions and the answers that have been posted to the Askalibrarian question database pool. The wiki will be maintained by the reference librarian that is on duty at the reference desk. This will allow for more interaction among all collaborators and lessen the reference librarian’s chances of answer repeat questions.</i></p>

<b>Assessment: Current</b>	<b>Assessment: Proposed</b>
<p><u>Activity One:</u> Reference Instruction Survey comprised of 13 total questions ( 11 multiple choice and two fill in the blank) &gt;&gt; <a href="http://survey.pvamu.edu/survey.aspx?surveyid=91&amp;uid=[--invitationid-]">http://survey.pvamu.edu/survey.aspx?surveyid=91&amp;uid=[--invitationid-]</a></p>	<p><i>A. Students will be graded on (1) number of sources properly evaluated (2) strength of reasons (3) ability to support their conclusion. This method will help educate students to become critically thinkers and life long learners by providing the library skills and techniques to enhance their researching skills and endeavors. These reasons will be shared with the rest of the class, publicly discussed, and then collected by the instructor.</i></p> <p><i>B. Internal Focus Group: reference librarians and Library Information Literacy Committee. Assess and Caucus on how the Reference Instruction classes were taught that semester. Gain insight from the committee and what initiatives should move forward in teaching and assessment endeavors</i></p> <p><i>C. Internal Focus Group: reference librarians and faculty. Assess and Caucus with related faculty from the reference instruction classes taught. Get feedback on methods and outcomes of teaching library information literacy skills to their students.</i></p> <p><i>D. Keep what we are currently doing with the RI survey assessment that is given at the end of the RI class</i></p>
<b>Visuals: Current</b>	<b>Visuals: Proposed</b>
<p><u>Activity One:</u> SnagIt, Camtasia Examples &gt;&gt; <a href="http://www.tamu.edu/pvamu/library/CourseResources/courses/Cultural_Heritage_Preservation.html">http://www.tamu.edu/pvamu/library/CourseResources/courses/Cultural_Heritage_Preservation.html</a> See Appendix</p> <p><u>Activity Two:</u> Informational Brochures:</p> <ol style="list-style-type: none"> <li>1. Information Literacy Menu</li> <li>2. How to Find Scholarly Articles</li> <li>3. How to Find Books</li> <li>4. E-Res &gt;&gt; <a href="http://www.pvamu.edu/PDFFiles/Library/Ref/Brochures/ERes_Brochure.pdf">http://www.pvamu.edu/PDFFiles/Library/Ref/Brochures/ERes_Brochure.pdf</a></li> <li>5. What Databases Do I chose?</li> <li>6. Subject specific Philosophy &gt;&gt; <a href="http://www.pvamu.edu/PDFFiles/Library/Ref/Brochures/Philosophy.pdf">http://www.pvamu.edu/PDFFiles/Library/Ref/Brochures/Philosophy.pdf</a></li> </ol>	<p><u>Activity One:</u> <i>Keep implementing the SnagIt and Camtasia visuals</i></p> <p><u>Activity Two:</u> <i>Integrating FaceBook.com's announcements tools with the John B. Coleman Library's Reference Department research workshops.</i></p> <p><u>Activity Three:</u> PBwiki websites: <i>Creating Subject Specific PBwikis</i> &gt;&gt; <a href="http://web20kmg.pbwiki.com/">http://web20kmg.pbwiki.com/</a> <i>Web 2.0 (author- Kimberly M. Gay)</i> &gt;&gt; <a href="http://web20kmg.pbwiki.com/PVAMU+College+of+Business+MRKT">http://web20kmg.pbwiki.com/PVAMU+College+of+Business+MRKT</a> <i>Spring 2008 MRKT 4903.001 Marketing Communications 15 Path Finders to Research Information (author- Kimberly M. Gay)</i> &gt;&gt; <a href="http://web20kmg.pbwiki.com/PVAMU+College+of+Business%3A+MRKT2">http://web20kmg.pbwiki.com/PVAMU+College+of+Business%3A+MRKT2</a> <i>Spring 2008 MRKT 3103.002 Principles of Marketing 15 Path Finders to Research Information (author- Kimberly M. Gay)</i></p>