John B. Coleman Library

Reference and Information Services Department

Instruction Policy Manual

Prairie View A&M University
A Member of the
Texas A&M University System

ACADEMIC YEAR 2019-2020
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Table of Contents:

Introduction:

This policy manual is designed to support the professional and paraprofessional staff working in the John B. Coleman Library at Prairie View A&M University in managing, informing, and assisting with the library instruction efforts by the Reference and Information Services Department librarians as they serve the students, staff, and faculty of Prairie View A&M University and the local community. If you have any questions about this policy manual, please contact the Head of Reference & Information Services Ms. Kimberly Gay at 936-261-1506 or kmgay@pvamu.edu. The Reference & Information Services Department has more information online at https://www.pvamu.edu/library/reference-information-services/.

Instruction Policy:

"The John B. Coleman Library offers instruction in the use and evaluation of library and

information resources to Prairie View A&M University students at all levels, from first year

courses to advanced graduate seminars. The following policies are intended to provide high

quality instruction, delivered in an effective manner.

• **Classroom Instructors must be present during library instruction sessions**. Failure of the

faculty member to attend with a class limits the effectiveness of library instruction.

• Instruction sessions related to *specific subject-area courses* must be requested as far in advance

as possible, but *no later than two weeks* prior to the requested dates, in order for librarians to

have ample time to adjust schedules and prepare to teach.

• Instruction sessions on *basic library skills, orientation and general use of resources*, must also

be requested in advance, but *no later than one week prior* to the requested dates.

• Instruction sessions must be requested through "*the automated request form*" located on the

library web-site.

• **Classroom Instructors may reserve sessions with a librarian up to *"three hours a**

**semester"* for *any particular <u>class section</u>*. For example, a faculty member teaching 3-sections

of the same course is eligible to schedule up to three sessions for each class section or 9 total

sessions.

• Classroom Instructors are advised to avoid requesting sessions during *the first 2-weeks or the*

last 2-weeks of any semester or term.

• Confirmations for instruction sessions will be sent via email by the Librarian scheduled for the

presentation. The classroom instructor may also be contacted directly by the librarian who will

conduct the session to discuss details of what is to be covered.

Instruction Policy (continued):

• The library instructor should be notified of cancellations at least 24-hrs before the session.

• **Reference & Instruction Librarians cannot do the following** as part of Library Instruction or

other Reference and Information Services offered by the Library:

- **Interpret medical, legal, financial, and tax information**
- **Violate copyright laws**
- **Appraise books or artifacts**
- **Perform extensive genealogical research**
- **Compile or evaluate comprehensive bibliographies. (Librarians can assist in locating resources, and can help identify, interpret, and verify citations.)**
- **Edit or proof-read student papers at the undergraduate or graduate level**.

• Course-related classroom instruction sessions are most effective when connected with a graded

research assignment. It is helpful for students to have an assignment requiring resource use in

order for them to receive the full benefit of the instruction session.

• No library instruction will be scheduled for the *John B. Coleman Library or the Northwest*

Center at times when the libraries are closed."

This policy is also available online at: http://www.pvamu.edu/library/library-instruction-policy/.

Instruction Liaisons to PV Faculty

All PVAMU academic programs, departments, and colleges have an assigned instructional liaison librarian to provide research instruction for their respective areas. The current instructional librarian assignments are as follows:

College / School	Instruction Services Librarians
College of Agriculture and Human Sciences	**Ms. Kimberly M. Gay, M.L.S.** 936-261-1506 **kmgay@pvamu.edu**
College of Arts & Sciences	*Multiple, see list.*
Dept. of Music and Theatre	**Ms. Christine Moore, M.L.S.** 936-261-3322 **chmoore@pvamu.edu**
Languages and Communication	**Ms. Kimberly M. Gay, M.L.S.** 936-261-1506 **kmgay@pvamu.edu**
Dept. of Mathematics	**Mr. Henry Koshy, M.L.S.** 936-261-1517 **hvkoshy@pvamu.edu**
Dept. of Chemistry	**Mr. Henry Koshy, M.L.S.** 936-261-1517 **hvkoshy@pvamu.edu**
Dept. of Biology	**Mr. Henry Koshy, M.L.S.** 936-261-1517 **hvkoshy@pvamu.edu**
Dept. of History	**Ms. Raquel Williams, M.L.S.** **936-261-1505** **rkwilliams@pvamu.edu**
Dept. of Physics	**Mr. Henry Koshy, M.L.S.** 936-261-1517 **hvkoshy@pvamu.edu**
Sociology & Social Work	**Ms. Raquel Williams, M.L.S.** **936-261-1505** **rkwilliams@pvamu.edu**
Dept. of Political Science	**Ms. Raquel Williams, M.L.S.** **936-261-1505** **rkwilliams@pvamu.edu**

ROTC Army & Navy	**Mr. Henry Koshy, M.L.S.** 936-261-1517 hvkoshy@pvamu.edu
College of Business	**Ms. Kimberly Gay, M.L.S.** 936-261-1506 kmgay@pvamu.edu – – – – – – – – – – – **(NWHC)** **Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
Continuing Education	**Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
College of Education	**(Main Campus)** **Ms. Kimberly Gay, M.L.S.** 936-261-1506 kmgay@pvamu.edu – – – – – – – – – – – **(NWHC)** **Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
College of Engineering	**Mr. Henry Koshy, M.L.S.** 936-261-1517 hvkoshy@pvamu.edu
College of Juvenile Justice & Psychology	**Ms. Raquel Williams, M.L.S.** **936-261-1505** rkwilliams@pvamu.edu
College of Nursing	**(Main Campus)** *Vacant* – – – – – – – – – – – **(NWHC)** **Ms. Elizabeth Brumfield, M.L.I.S.** **713-790-7282** ejbrumfield@pvamu.edu
Honors Program	**Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu

Undergraduate Medical Academy	**Mrs. Ola Riley, M.L.I.S.** 936-261-3075 ocriley@pvamu.edu
School of Architecture	**(Main Campus) Mr. Henry Koshy, M.L.S.** 936-261-1517 hvkoshy@pvamu.edu _ _ _ _ _ _ _ _ _ _ _ **(NWHC) Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
Art Department	*Vacant*
University College (Panther Camp/ Orientations)	**Ms. Kimberly Gay, M.L.S.** 936-261-1506 kmgay@pvamu.edu _ _ _ _ _ _ _ _ _ _ _ _ _ **Mr. Henry Koshy, M.L.S.** 936-261-1517 hvkoshy@pvamu.edu
Distance Services	**Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
U.S. Government Documents	**Mr. Henry Koshy, M.L.S.** **936-261-1517** **hvkoshy@pvamu.edu**
Archives, and Special Collections/Reading Room	**Ms. Phyllis Earles, M.L.I.S.** **936-261-1516** **plearles@pvamu.edu** **and** **Ms. Lisa Stafford, M.L.I.S.** **936-261-1540** **lkstafford@pvamu.edu**
NWHC Graduate Programs & All Distance Services	**Ms. Elizabeth Brumfield, M.L.I.S.** 713-790-7282 ejbrumfield@pvamu.edu
University Development Office & Library Friends	*Vacant*

More information can be found online at:

https://www.pvamu.edu/library/library-administration/library-liaisons/.

Instruction Services

The Reference & Instruction Librarians of John B. Coleman Library offer several types

of class or group informational sessions:

- library tours

- basic library orientations (introduction to library resources)

- hybrid sessions (tour + basic library orientation)

- generalized research instruction (scalable difficulty)

- customized research instruction (scalable difficulty)

- topical lectures

While most of our research instruction sessions are requested by faculty for their class sections,

we are also available to teach staff and faculty workshops, public programs on-campus, and

student-led organizations on campus. Members of the community, university personnel, and

student leadership can request instruction service from the Reference & Instruction Librarians at

the following link: https://www.pvamu.edu/library/reference-information-services/request-a-

research-instruction-class/. *Please consult pp.3-4 for our Instruction Policy*.

Library tours can be brief (5-15 minutes in the lobby), standard (45-60 minutes' tour through

the building), or extended (60-90 minutes' tour through the building + interdepartmental

programming) as needs require. Requesters should state their preferences in the Comments

section when using our webform titled "**Schedule Research Instruction Session**" explained on

p.10.

Basic library orientations are meant to introduce students, staff, and faculty to all of the

library's resources. They'll receive basic guidance on: the various library departments,

InterLibrary Loan, the library catalog, Boolean operators & search strategies, OneSearch, database usage, and an additional Topical lecture of your choice. This is ideal for beginners.

Hybrid sessions are a combination of a tour and basic library orientation. The type of tour and instructional content covered will depend on how much time is available. This is ideal for beginners.

Generalized research instruction will be responsive to the needs of the group as it is assumed that the group will have varying levels of proficiency with library resources and research. Attendants will be tapped to determine which material to cover and which to skim unless the organizer has made specific requests in advance. R.I. Librarians will seek to briefly address basic library topics before delving into multiple database demonstrations, topical lectures, or assignment-specific guidance. This is ideal for a mix of beginners and intermediate users.

Customized research instruction will be reflective of the demands of the organizer as it is assumed that the group will have at least basic proficiency with library resources and research. Attendants will be tapped to determine which material to cover and which to skim before delving into advanced database demonstrations, topical lectures, or assignment-specific guidance. This is ideal for a mix of intermediate and advanced users.

Topical lectures are provided at the explicit request of the organizer based on the needs of the group. Topics may include, but are not limited to: Citation Style Guides and WebTools, Advanced Search Strategies (Truncation, Wildcards, Embedded Thesaurus/Subject Guide Help), Primary vs. Secondary Sources, Fair Use-Copyright-Plagiarism, Open Access Resources/Movement, Google Scholar & Public Resources, Document Resource Evaluation

(Scholarly vs. Popular vs. Professional/Trade, Gray literature & White papers), Online Resource

Evaluation (Websites, databases, OA publications/databases), & FDLP Government Documents.

How to Request a Research Instruction Session

Step 1: From the library's homepage at https://www.pvamu.edu/library, users can click on our

departmental link under the Departments column "**Reference – Information & Instruction**"

[URL: https://www.pvamu.edu/library/reference-information-services/]. Once there, they can

click on "**Schedule Research Instruction Session**" [URL:

https://www.pvamu.edu/library/reference-information-services/request-a-research-instruction-

class/]. Requesters should fill out as much of the webform as possible. We will need their name,

email address, preferred phone number, university department affiliation, campus location,

Course Title and Number, and the number of students expected to attend.   We also ask that

requesters provide a preferred date/time, as well as a secondary date/time as we may be booked

or unavailable at the preferred time. Requesters may select pre-established topics to cover, or

provide explicit instruction in the Comments box. We will contact the requester as time allows

to discuss our availability, instructional details, and to finally provide a confirmation. Requesters

should know that a formal request is not a guarantee of an R.I. Session. An R.I. session must

first be confirmed by an R.I. Librarian. *Please consult pp.3-4 for our Instruction Policy*.

Step 2: The requester is responsible (following a discussion with the assigned R.I. Librarian) for

booking a computer lab through the Center for Instructional Innovation and Technology Services

(formerly known as Distance Learning) if necessary. Presently, the John B. Coleman Library

does not have a dedicated Research Instruction Computer Lab, but once it is complete, we will

update our webform and policy manual. The Center for Instructional Innovation and Technology

Services can be reached at 936-261-3283, dlearning@pvamu.edu, or by webform at

https://www.pvamu.edu/dlearning/contact-us/ so that requesters may book a lab space.

ACRL Framework for Information Literacy for Higher Education

The **Association of College & Research Libraries** has published a "**Framework for Information Literacy for Higher Education**" that the Reference & Instruction Librarians of John B. Coleman Library aim to adhere to in our instructional efforts. We urge the faculty, staff, and administrators to consult this document when considering the information literacy needs of the student body as Prairie View A&M University moves forward to elevate the research status of our library services. An online .pdf is available of the Framework at the following URL:

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf.

The body of the document is included below for user reference:

 Introduction

This *Framework for Information Literacy for Higher Education* (*Framework*) grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas. During the fifteen years since the publication of the *Information Literacy Competency Standards for Higher Education*,[1] academic librarians and their partners in higher education associations have developed learning outcomes, tools, and resources that some institutions have deployed to infuse information literacy concepts and skills into their curricula. However, the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem. Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines. Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.

The *Framework* offered here is called a framework intentionally because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills. At the heart of this *Framework* are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole. These conceptual understandings are informed by the work of Wiggins and McTighe,[2] which focuses on essential concepts and questions in developing curricula, and also by *threshold concepts*[3] which are those

11

ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline. This *Framework* draws upon an ongoing Delphi Study that has identified several threshold concepts in information literacy,[4] but the *Framework* has been molded using fresh ideas and emphases for the threshold concepts. Two added elements illustrate important learning goals related to those concepts: *knowledge practices*,[5] which are demonstrations of ways in which learners can increase their understanding of these information literacy concepts, and *dispositions*,[6] which describe ways in which to address the affective, attitudinal, or valuing dimension of learning. The *Framework* is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. The six concepts that anchor the frames are presented alphabetically:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Neither the knowledge practices nor the dispositions that support each concept are intended to prescribe what local institutions should do in using the *Framework*; each library and its partners on campus will need to deploy these frames to best fit their own situation, including designing learning outcomes. For the same reason, these lists should not be considered exhaustive.

In addition, this *Framework* draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces.[8] Metaliteracy demands behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem. This *Framework* depends on these core ideas of metaliteracy, with special focus on metacognition,[9] or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem.

Because this *Framework* envisions information literacy as extending the arc of learning throughout students' academic careers and as converging with other academic and social learning goals, an expanded definition of information literacy is offered here to emphasize dynamism, flexibility, individual growth, and community learning:

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

The *Framework* opens the way for librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and even curricula; to connect information literacy with student success initiatives; to collaborate on pedagogical research and involve students

themselves in that research; and to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond.

Notes

1. Association of College & Research Libraries, *Information Literacy Competency Standards for Higher Education* (Chicago, 2000).

2. Grant Wiggins and Jay McTighe. *Understanding by Design*. (Alexandria, VA: Association for Supervision and Curriculum Development, 2004).

3. Threshold concepts are core or foundational concepts that, once grasped by the learner, create new perspectives and ways of understanding a discipline or challenging knowledge domain. Such concepts produce transformation within the learner; without them, the learner does not acquire expertise in that field of knowledge. Threshold concepts can be thought of as portals through which the learner must pass in order to develop new perspectives and wider understanding. Jan H. F. Meyer, Ray Land, and Caroline Baillie. "Editors' Preface." In *Threshold Concepts and Transformational Learning*, edited by Jan H. F. Meyer, Ray Land, and Caroline Baillie, ix–xlii. (Rotterdam, Netherlands: Sense Publishers, 2010).

4. For information on this unpublished, in-progress Delphi Study on threshold concepts and information literacy, conducted by Lori Townsend, Amy Hofer, Silvia Lu, and Korey Brunetti, see http://www.ilthresholdconcepts.com/. Lori Townsend, Korey Brunetti, and Amy R. Hofer. "Threshold Concepts and Information Literacy." *portal: Libraries and the Academy* 11, no. 3 (2011): 853–69.

5. Knowledge practices are the proficiencies or abilities that learners develop as a result of their comprehending a threshold concept.

6. Generally, a disposition is a tendency to act or think in a particular way. More specifically, a disposition is a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow the preferences to become realized in a particular way. Gavriel Salomon. "To Be or Not to Be (Mindful)." Paper presented at the American Educational Research Association Meetings, New Orleans, LA, 1994.

7. Metaliteracy expands the scope of traditional information skills (determine, access, locate, understand, produce, and use information) to include the collaborative production and sharing of information in participatory digital environments (collaborate, produce, and share). This approach requires an ongoing adaptation to emerging technologies and an understanding of the critical thinking and reflection required to engage in these spaces as producers, collaborators, and distributors. Thomas P. Mackey and Trudi E. Jacobson. *Metaliteracy: Reinventing Information Literacy to Empower Learners.* (Chicago: Neal-Schuman, 2014).

8. Thomas P. Mackey and Trudi E. Jacobson. "Reframing Information Literacy as a Metaliteracy." *College and Research Libraries*72, no. 1 (2011): 62–78.

9. Metacognition is an awareness and understanding of one's own thought processes. It focuses on how people learn and process information, taking into consideration people's awareness of how they learn. (Jennifer A. Livingston. "Metacognition: An Overview." Online paper, State University of New York at Buffalo, Graduate School of Education, 1997. http://gse.buffalo.edu/fas/shuell/cep564/metacog.htm.)

Frames

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices

Learners who are developing their information literate abilities

- define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event);

- use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;
- understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources;
- recognize that authoritative content may be packaged formally or informally and may include sources of all media types;
- acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;
- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Dispositions

Learners who are developing their information literate abilities

- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
- are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the

significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.

Knowledge Practices

Learners who are developing their information literate abilities

- articulate the capabilities and constraints of information developed through various creation processes;
- assess the fit between an information product's creation process and a particular information need;
- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;
- recognize that information may be perceived differently based on the format in which it is packaged;
- recognize the implications of information formats that contain static or dynamic information;
- monitor the value that is placed upon different types of information products in varying contexts;
- transfer knowledge of capabilities and constraints to new types of information products;
- develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

Dispositions

Learners who are developing their information literate abilities

- are inclined to seek out characteristics of information products that indicate the underlying creation process;
- value the process of matching an information need with an appropriate product;
- accept that the creation of information may begin initially through communicating in a range of formats or modes;
- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;
- resist the tendency to equate format with the underlying creation process;
- understand that different methods of information dissemination with different purposes are available for their use.

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where "free" information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may also be leveraged by individuals and organizations to effect change and for civic, economic, social, or personal gains. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.

Knowledge Practices

Learners who are developing their information literate abilities

- give credit to the original ideas of others through proper attribution and citation;
- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;
- understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;
- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

Dispositions

Learners who are developing their information literate abilities

- respect the original ideas of others;
- value the skills, time, and effort needed to produce knowledge;
- see themselves as contributors to the information marketplace rather than only consumers of it;
- are inclined to examine their own information privilege.

Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved. Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry extends beyond the academic world to the community at large, and the process of inquiry may focus upon personal, professional, or societal needs. The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods.

Knowledge Practices

Learners who are developing their information literate abilities

- formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;
- determine an appropriate scope of investigation;
- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
- use various research methods, based on need, circumstance, and type of inquiry;
- monitor gathered information and assess for gaps or weaknesses;
- organize information in meaningful ways;
- synthesize ideas gathered from multiple sources;
- draw reasonable conclusions based on the analysis and interpretation of information.

Dispositions

Learners who are developing their information literate abilities

- consider research as open-ended exploration and engagement with information;
- appreciate that a question may appear to be simple but still disruptive and important to research;
- value intellectual curiosity in developing questions and learning new investigative methods;
- maintain an open mind and a critical stance;
- value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process;
- seek multiple perspectives during information gathering and assessment;
- seek appropriate help when needed;
- follow ethical and legal guidelines in gathering and using information;

- demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations).

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the conversation to move forward and strengthens one's voice in the conversation.

Knowledge Practices

Learners who are developing their information literate abilities

- cite the contributing work of others in their own information production;
- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
- identify barriers to entering scholarly conversation via various venues;
- critically evaluate contributions made by others in participatory information environments;
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
- summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;
- recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

Dispositions

Learners who are developing their information literate abilities

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
- seek out conversations taking place in their research area;
- see themselves as contributors to scholarship rather than only consumers of it;
- recognize that scholarly conversations take place in various venues;
- suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;
- understand the responsibility that comes with entering the conversation through participatory channels;
- value user-generated content and evaluate contributions made by others;
- recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies both possible relevant sources as well as the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher. Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from various search strategies, depending on the sources, scope, and context of the information need.

Knowledge Practices

Learners who are developing their information literate abilities

- determine the initial scope of the task required to meet their information needs;
- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;
- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;
- match information needs and search strategies to appropriate search tools;

- design and refine needs and search strategies as necessary, based on search results;
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;
- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
- manage searching processes and results effectively.

Dispositions

Learners who are developing their information literate abilities

- exhibit mental flexibility and creativity
- understand that first attempts at searching do not always produce adequate results
- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- seek guidance from experts, such as librarians, researchers, and professionals
- recognize the value of browsing and other serendipitous methods of information gathering
- persist in the face of search challenges, and know when they have enough information to complete the information task

More information is available online at http://www.ala.org/acrl/standards/ilframework.

American Library Association has published the "**Information Literacy Competency**

Standards for Higher Education" that the Reference & Instruction Librarians of John B.

Coleman Library aim to adhere to in our instructional efforts. We urge the faculty, staff, and

administrators to consult this document when considering the information literacy needs of the

student body as Prairie View A&M University moves forward to elevate the research status of

our library services. An online .pdf is available of the Framework at the following URL:

http://www.ala.org/ala/acrl/acrlstandards/standards.pdf.

The body of the document is included below for user reference:

Introduction

Information Literacy Defined

Information literacy is a set of abilities requiring individuals to "recognize when information is
needed and have the ability to locate, evaluate, and use effectively the needed
information." [1] Information literacy also is increasingly important in the contemporary
environment of rapid technological change and proliferating information resources. Because of
the escalating complexity of this environment, individuals are faced with diverse, abundant
information choices--in their academic studies, in the workplace, and in their personal lives.
Information is available through libraries, community resources, special interest organizations,
media, and the Internet--and increasingly, information comes to individuals in unfiltered formats,
raising questions about its authenticity, validity, and reliability. In addition, information is
available through multiple media, including graphical, aural, and textual, and these pose new
challenges for individuals in evaluating and understanding it. The uncertain quality and
expanding quantity of information pose large challenges for society. The sheer abundance of
information will not in itself create a more informed citizenry without a complementary cluster
of abilities necessary to use information effectively.
Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all
learning environments, and to all levels of education. It enables learners to master content and
extend their investigations, become more self-directed, and assume greater control over their
own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose

- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Literacy and Information Technology

Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.

Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support, information literacy. A 1999 report from the National Research Council promotes the concept of "fluency" with information technology and delineates several distinctions useful in understanding relationships among information literacy, computer literacy, and broader technological competence. The report notes that "computer literacy" is concerned with rote learning of specific hardware and software applications, while "fluency with technology" focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy's focus on content, communication, analysis, information searching, and evaluation; whereas information technology "fluency" focuses on a deep understanding of technology and graduated, increasingly skilled use of it. [2] "Fluency" with information technology may require more intellectual abilities than the rote learning of software and hardware associated with "computer literacy", but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information--activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them.

Information Literacy and Higher Education

Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life. Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students. [3]

For students not on traditional campuses, information resources are often available through networks and other channels, and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time. The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for "on campus" students.

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

Information Literacy and Pedagogy

The Boyer Commission Report, *Reinventing Undergraduate Education*, recommends strategies that require the student to engage actively in "framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey the results..." [4] Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies.
Gaining skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning. Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum's content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning. Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

To obtain the information they seek for their investigations, individuals have many options. One is to utilize an information retrieval system, such as may be found in a library or in databases

accessible by computer from any location. Another option is to select an appropriate investigative method for observing phenomena directly. For example, physicians, archaeologists, and astronomers frequently depend upon physical examination to detect the presence of particular phenomena. In addition, mathematicians, chemists, and physicists often utilize technologies such as statistical software or simulators to create artificial conditions in which to observe and analyze the interaction of phenomena. As student progresses through their undergraduate years and graduate programs, they need to have repeated opportunities for seeking, evaluating, and managing information gathered from multiple sources and discipline-specific research methods.

Use of the Standards

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.
Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. All students are expected to demonstrate all of the competencies described in this document, but not everyone will demonstrate them to the same level of proficiency or at the same speed.

Furthermore, some disciplines may place greater emphasis on the mastery of competencies at certain points in the process, and therefore certain competencies would receive greater weight than others in any rubric for measurement. Many of the competencies are likely to be performed recursively, in that the reflective and evaluative aspects included within each standard will require the student to return to an earlier point in the process, revise the information-seeking approach, and repeat the same steps.

To implement the standards fully, an institution should first review its mission and educational goals to determine how information literacy would improve learning and enhance the institution's effectiveness. To facilitate acceptance of the concept, faculty and staff development is also crucial.

Information Literacy and Assessment

In the following competencies, there are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The standards also list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution's unique mission. In addition to assessing all students' basic information literacy skills, faculty and librarians should also work

together to develop assessment instruments and strategies in the context of particular disciplines, as information literacy manifests itself in the specific understanding of the knowledge creation, scholarly activity, and publication processes found in those disciplines.

In implementing these standards, institutions need to recognize that different levels of thinking skills are associated with various learning outcomes--and therefore different instruments or methods are essential to assess those outcomes. For example, both "higher order" and "lower order" thinking skills, based on Bloom's Taxonomy of Educational Objectives, are evident throughout the outcomes detailed in this document. It is strongly suggested that assessment methods appropriate to the thinking skills associated with each outcome be identified as an integral part of the institution's implementation plan.

For example, the following outcomes illustrate "higher order" and "lower order" thinking skills:

"Lower Order" thinking skill:
Outcome 2.2.2. Identifies keywords, synonyms, and related terms for the information needed.
"Higher Order" thinking skill:
Outcome 3.3.2. Extends initial synthesis, when possible, to a higher level of abstraction to construct new hypotheses that may require additional information.
Faculty, librarians, and others will find that discussing assessment methods collaboratively is a very productive exercise in planning a systematic, comprehensive information literacy program. This assessment program should reach all students, pinpoint areas for further program development, and consolidate learning goals already achieved. It also should make explicit to the institution's constituencies how information literacy contributes to producing educated students and citizens.

Notes

1. American Library Association. Presidential Committee on Information Literacy. Final Report. (Chicago: American Library Association, 1989.)
2. National Research Council. Commission on Physical Sciences, Mathematics, and Applications. Committee on Information Technology Literacy, Computer Science and Telecommunications Board. *Being Fluent with Information Technology*. Publication. (Washington, D.C.: National Academy Press, 1999) http://www.nap.edu/catalog/6482.html

3. Several key accrediting agencies concerned with information literacy are: The Middle States Commission on Higher Education (MSCHE), the Western Association of Schools and College (WASC), and the Southern Association of Colleges and Schools (SACS).
4. Boyer Commission on Educating Undergraduates in the Research University. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. http://notes.cc.sunysb.edu/Pres/boyer.nsf/

Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.
    Outcomes Include:
    a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
    b. Develops a thesis statement and formulates questions based on the information need
    c. Explores general information sources to increase familiarity with the topic
    d. Defines or modifies the information need to achieve a manageable focus
    e. Identifies key concepts and terms that describe the information need
    f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.
    Outcomes Include:
    a. Knows how information is formally and informally produced, organized, and disseminated
    b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
    f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.
    Outcomes Include:
    a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)

      b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

      c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

      a. Reviews the initial information need to clarify, revise, or refine the question

      b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

      a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)

      b. Investigates benefits and applicability of various investigative methods

      c. Investigates the scope, content, and organization of information retrieval systems

      d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

      a. Develops a research plan appropriate to the investigative method

      b. Identifies keywords, synonyms and related terms for the information needed

      c. Selects controlled vocabulary specific to the discipline or information retrieval source

      d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

      e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

      f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

      a. Uses various search systems to retrieve information in a variety of formats

b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

   Outcomes Include:

   a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

   b. Identifies gaps in the information retrieved and determines if the search strategy should be revised

   c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

   Outcomes Include:

   a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

   b. Creates a system for organizing the information

   c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

   d. Records all pertinent citation information for future reference

   e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

   Outcomes Include:

   a. Reads the text and selects main ideas

   b. Restates textual concepts in his/her own words and selects data accurately

   c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

   Outcomes Include:
   a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
   b. Analyzes the structure and logic of supporting arguments or methods
   c. Recognizes prejudice, deception, or manipulation
   d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

   Outcomes Include:
   a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
   b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
   c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

   Outcomes Include:
   a. Determines whether information satisfies the research or other information need
   b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
   c. Draws conclusions based upon information gathered
   d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
   e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
   f. Integrates new information with previous information or knowledge
   g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

   Outcomes Include:
   a. Investigates differing viewpoints encountered in the literature
   b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

   Outcomes Include:
   a. Participates in classroom and other discussions
   b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
   c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

7. The information literate student determines whether the initial query should be revised.

   Outcomes Include:
   a. Determines if original information need has been satisfied or if additional information is needed
   b. Reviews search strategy and incorporates additional concepts as necessary
   c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

   Outcomes Include:
   a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
   b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
   c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
   d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

   Outcomes Include:
   a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
   b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

   Outcomes Include:
   a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
   b. Uses a range of information technology applications in creating the product or performance
   c. Incorporates principles of design and communication
   d. Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

   Outcomes Include:
   a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
   b. Identifies and discusses issues related to free vs. fee-based access to information
   c. Identifies and discusses issues related to censorship and freedom of speech
   d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

   Outcomes Include:
   a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
   b. Uses approved passwords and other forms of ID for access to information resources
   c. Complies with institutional policies on access to information resources
   d. Preserves the integrity of information resources, equipment, systems and facilities
   e. Legally obtains, stores, and disseminates text, data, images, or sounds
   f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
   g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

   Outcomes Include:
      a. Selects an appropriate documentation style and uses it consistently to cite sources
      b. Posts permission granted notices, as needed, for copyrighted material

Appendix I: Selected Information Literacy Initiatives

- In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a [Final Report](#) which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information.
- In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee *Final Report*. NFIL is a "coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition." Forum members promote information literacy nationally, internationally, and within their own programs. http://www.infolit.org/index.html
- In March 1998 NFIL issued, *A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report*. http://www.infolit.org/documents/progress.html
- In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) published *Information Literacy Standards for Student Learning*. The AASL/AECT standards detail competencies for students in K-12.
- Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards. http://www.fiu.edu/~library/ili/iliweb.html

More information can be found online at

http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553.

About the John B. Coleman Library's Research Instruction Computer Lab (RICL)

Management

The RICL is managed by the Reference & Information Services Department of the John B.

Coleman Library. Any issues or concerns should be directed to the Head of Reference &

Information Services, Ms. Kimberly Gay at 936-261-1506 or kmgay@pvamu.edu.

Purpose

The RICL is intended to serve the students, staff, and faculty of Prairie View A&M University

by providing dedicated space and technology to aid in their acquisition of information literacy

skills provided by the Reference & Instruction Librarians of John B. Coleman Library. Non-

library personnel are not permitted to utilize or commandeer this space for *any* purpose.

RICL Usage & Accessibility Policy

All patrons are expected to respect and maintain the integrity and condition of the lab's

resources. This includes, but is not limited to: seating, surfaces, computers, monitors, projectors,

keyboards, mice, accessories, podiums, screens, printers, internet connectivity technologies, and

any other equipment or furniture available. *These resources may not leave the lab for any*

reason at any time. The first row of the RICL is ADA-accessible for any users requiring

additional space to navigate their lab workstation. Users with special needs will receive priority

seating in this section when present upon request.

Users that refuse to adhere to this policy will be directed to Library Administration.

About the John B. Coleman Library's Research Instruction Computer Lab (RICL)

Location

The RICL is located within the northeast section of the Periodicals Department past the print journal stacks. The entrance to Periodicals lies beyond the Reference Desk facing the John B. Coleman Library's main lobby.

Amenities

The RICL offers seating, computer set-ups, and workspaces for a maximum of _ pupils and _instructors. The instructor's workspace is located at the back of the lab consisting of: 1 podium, 1 projector, 1 large high-definition video monitor, and 1 high-backed stool chair.

Troubleshooting

Please contact the university's ITS Department at 936-261-2525 to address any equipment or technology failures outside the scope of the attending staff. ITS tickets take time to address, so please contact the Assistant Director of Technical Services Mr. Karl Henson at kehenson@pvamu.edu or 936-261-1504 for any urgent needs between the hours of 7am - 4pm, Monday through Friday.

Photograph

Copyright and Fair Use in the Library

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The Copyright Law of the United States is available in an online .pdf at

https://www.copyright.gov/title17/title17.pdf. More information is available online at the U.S.

Copyright Office: https://www.copyright.gov/title17/.

Stanford University Libraries offers an excellent resource guide on Copyright and Fair Use at

https://fairuse.stanford.edu/overview/.

Columbia University Libraries offers an excellent resource guide and downloadable .pdf Fair

Use Checklist at: https://fairuse.stanford.edu/overview/.

Index