The Library Instruction Program:
A Plan for Information Literacy at Oglethorpe University

Introduction

Information literacy, the ability to access, evaluate, and incorporate information effectively, is an essential component of a liberal arts education. As a liberal arts institution, the mission of Oglethorpe University is to teach students "to make a life, make a living and make a difference," and thus "become community leaders who are distinctive in their ability to think, communicate and contribute."[1] In support of the University's mission, the staff of the Philip Weltner Library assist students in gaining information literacy skills in a variety of ways, including assisting with research requests, the library orientation program, and instruction sessions on a variety of resources. Course specific library instruction sessions are also available as further means of developing effective skill sets.

Additional resources for developing information literacy skills include course specific subject guides, as hosted on the library website, information on plagiarism, and online tutorials. The library also houses the campus writing center, a recent addition to the resources designed to assist in effective use of information.

The Association of College and Research Libraries (ACRL) has adopted a set of guidelines and standards addressing information literacy competency. As the ACRL states, "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"[2]

Library Instruction Program

The Library Instruction Program (LIP) of the Philip Weltner library serves as one means of providing an information literacy experience designed to build expertise in mining the wealth of resources available to members of the 21st century college campus. The Library Instruction Program is composed of three components: the Library Orientation Program, the Continuing Instruction Program and the Web-based Learning Program.

The Library Orientation component of LIP correlates directly to the campus wide Quality Enhancement Program (QEP), which was developed in 2005-2006. The QEP provides a framework

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[1] Mission. Oglethorpe University. Available at <http://www.oglethorpe.edu/about_us/>.
[2] Information Literacy Defined. Association of College and Research Libraries. Available at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm#ildef>.

in which to make the first year student experience successful. The Library Orientation Program is designed to meet three specific goals centered on the campus QEP:

- Provide and support specific instruction for the First Year Experience
- Provide a formal library orientation program for incoming students
- Provide a variety of ongoing instruction sessions

Through the Continuing Instruction Program and the Web-based Learning Program, the library offers instructional sessions and online tutorials designed to meet the information literacy needs of faculty, staff, and students.

Mission Statement

The Library Instruction Program (LIP) serves directly the students, faculty and staff of Oglethorpe University. The program is designed to assist participants in finding, analyzing, and applying sources of information appropriate for their individual learning experience.

Objectives

The objectives of LIP are the same as those outlined by ACRL in defining the information literate individual who 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[3]

Program Design

A suite of services fulfills three separate programs: The Library Orientation Program, Continuing Instruction, and Web-based learning. Within the Library Instruction Program participants will learn various information literacy concepts. The following chart outlines information literacy concepts that may be covered throughout LIP.[4]

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[3] Information Literacy Defined. Association of College and Research Libraries. Available at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm#ildef>.
[4] Information Literacy Concept chart. Instruction Services: Plan for Information Literacy at Stetson University Information. Available at <http://www.stetson.edu/library/infoliteracy.doc>. Used with permission.

Universal Concepts	Introductory Concepts in Scholarly Inquiry	More Advanced Concepts in Scholarly Inquiry	Subject Specific Concepts and Resources

1. What is information?
 	
2. Why is information produced? Why is information sought?
 	
3. Evaluating quality of information
• Authority
• Currency
• Purpose
• Appropriatenes s
 	
4. Values and issues regarding information
• Privacy
• Ethical/ unethical uses of information
• Citing—acknowledging others' work
 	
5. Applications of Information
• Personal
• Professional
• Civic
	1. Who produces information?
	
	2.What formats does it come in?
	
	3.What are the timelines for the various forms of publications?
	
	4. How is information organized
	• Classification systems
	• Indexes
	• Format
	• Web/Internet
	
	5. Basic scholarly tools
	• Catalogs
	• Indexes
	• Web/Internet
	• Primary/Secondary Sources
	• Library Services
	
	6. Evaluating quality of information
	• Authority
	• Currency
	• Purpose
	• Appropriateness
	• Web/Internet (special situations)
	
	7. Citing—acknowledging others' work
		1. Recognize and articulate information need
		
		2. Define research question
		
		3. Identify key words and concepts
		
		4. Formulate a search strategy
		• Where is information most likely to be found? (books, newspapers, journal articles, Internet, etc.)
		• What catalogs/ indexes/databases are most likely to have the information?
		• What words should be searched? Subject Headings / Subject Descriptors
		
		• How should electronic search statements be constructed using Boolean operators and other electronic options?
		
		5. Evaluating quality of information
		• Authority
		• Currency
		• Purpose
		• Appropriateness
		• Web/Internet (special situations)
		
		6. Evaluate results and refocus search if necessary
			1.Concepts related to individual subject areas:
			• Who produces the information in this discipline?
			• What forms of information are most
			  often used in this discipline (monograph, trade publications, academic journal articles, pre-publications)?
			• What are the major associations or groups of this discipline?
			• What are the major or
			  standard publications
			  of this discipline?
			
			2. Subject-specific resources:
			• Print
			• Electronic
			• Importance of Primary/Secondary Literature
			• Subject Headings / Subject Descriptors
			• Importance of Original Research
			• Style Guide(s)

The Library Orientation Program is closely related to the first year experience of Oglethorpe students and provides a means skill building required for the successful introduction into the realm of academics. The Program provides a quick introduction to the library's operations and services. Additionally, a short research assignment has been designed to provide immediate immersion in the art of database searching. An introduction to study skills and issues of academic integrity complete the Library Orientation Program. Program emphasis includes:

- Library Services
- Introduction to the physical layout of the building
- Functions of the library web site
- Catalog searching
- Database searching
- Academic Integrity

Continuing Instruction offers a series of classes designed to meet both the basic needs for mining the online resources and customized classes for course specific research. The library offers a series of classes in "online research." Continuing Instruction classes may include, but are not limited to:

- Effective and Efficient Internet Searching
- Advanced JSTOR
- Advanced Academic Search Premier
- Citation styles
- Galileo's Quick Search

The classes are open to all members of the campus. Customized classes are available upon request.

Web-based Learning includes a robust design of services available through the Library Homepage. Tutorials and online information together create a variety of research related information opportunities, including "ask a librarian," time management skills, and a plagiarism tutorial. PowerPoint presentations and handouts from the various Continuing Instruction classes will be available on the Library page as well. Additional research information is also provided on the archives page, and includes access to images and collections.

Assessment

Assessing the outcomes of the Information Literacy program is one of the main objectives for achieving an effective program. The library instructors provide assessment tools for all learning based sessions and consult with faculty who maintain expertise in assessment.

In addition, the LibQual survey is a component of the overall library assessment program. The next LibQual survey is scheduled for 2008.

Staff and Staff Development

The Library Instruction Program is a design of the reference services librarians. Through continuing education and staff development they provide an up to date response to the growing needs of the computer based learning experience as well as the traditional research experience. The librarians provide constant attention to placing the resources of the Philip Weltner Library in the forefront of the campus based learning needs. These include but are not limited to the following components of the library:

- Book collection
- Periodical Collection
- Online learning materials
- Online serials and periodicals
- Vast array of consortia provided e-resources
- Desk top delivery of the learning experience
- Archives collection
- Visual Arts collection

Association of College and Research Libraries
Information Literacy Competency Standards for Higher Education

Approved by: ACRL Board, January 18, 2000.

Standard one: Know

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: Access

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: Evaluate

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: Use

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: Ethics

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