Collaboration in campus-wide assessment:

Defining undergraduate information literacy competencies

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UENR 7th Biennial Conference
strategic goals

B. Take a leadership role in promoting information literacy as an academic goal of OSU.

**Actions**

a. In partnership with OSU faculty, design an information literacy program to reach students at critical points in their academic career.
b. Participate in curriculum planning at the university level to promote information literacy.
c. Establish relationships with community college partners to prepare students for transfer to OSU.
d. Develop, in collaboration with OSU faculty, assessment tools for measuring student success in using and understanding library resources.
“I already wrote my paper.

Can you help me find some articles to make a bibliography?”
...globally applicable skills that are the foundation for meaningful engagement with the world.

-- Tagg & Barr
General cognitive skills... are a particularly important resource for the individual in a society and world where factual knowledge is becoming obsolete at an accelerated rate.
Looking at user communities from the perspective of the library

--Dugan & Hernon, 2002
Looking at the library from the customer's perspective

--Dugan & Hernon, 2002
Thank you for sending us your comments, compliments and concerns. We have listed the things you said below, and also what we are doing in response.

<table>
<thead>
<tr>
<th>YOU SAID...</th>
<th>WE DID...</th>
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<tbody>
<tr>
<td>&quot;Can we have long opening hours?&quot;</td>
<td>...increased opening hours by 20% in all libraries</td>
</tr>
<tr>
<td>&quot;Can we have more study spaces?&quot;</td>
<td>...provided 50 extra study spaces at Docklands.</td>
</tr>
<tr>
<td>&quot;Can we have more computers?&quot;</td>
<td>...added 85 extra computers at Docklands and Stratford</td>
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</table>
The library in the life of the institution

--Dugan & Hernon, 2002
The information literate student determines the nature and extent of the information needed.

The information literate student accesses needed information effectively and efficiently.

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

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

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.

Successful learners...

Recognize the need for information

Find information efficiently

Learn from information gathered

Use information effectively
Understand the economic and legal place of information in a capitalist society and can weigh the costs and benefits of retrieving different pieces of information.
Analyze the costs and benefits of retrieving particular information sources, recognizing that there may be economic, social, political or legal restrictions to consider.
Bloom’s Taxonomy (Revised)


Create
Evaluate
Analyze
Apply
Understand – Describe, Explain
Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)
positioned ourselves for future conversations

pushed information literacy beyond the library

improved morale

provided a foundation for effective program planning


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