Destination: Information Literacy, the Road from Threshold Concept to Engaging Lesson Plan

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ACRL Framework for Information Literacy for Higher Education: Authority is Constructed & 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.

Objectives

- Students will discover the different ways novices and experts evaluate information by reflecting on their own everyday information-seeking behaviors.
- Students will apply a checklist for evaluating information.
- Students will actively attempt to corroborate a claim made in an information source.
- Students will be introduced to library databases and conduct searches.

Implementation

- Collaborate with faculty.
- Create assignment-specific LibGuide.
- Embed in first year English classes both online and face-to-face.
- Deliver instruction in computer labs.
- Assess source/source quality through rubric.

Desired Outcome

Students will be able to identify 3 credible sources.

Developing A Lesson Plan

- Expert Activity
- Website Comparison/Evaluation
- Compare/Contrast Academic and Trade Journal Characteristics
- Database Searching Demonstration
- Students Conduct Search On Their Topics

Culminating Assignment

A literature review comprised of a scholarly, trade, and Web source.

Students had difficulty differentiating between trade and academic sources; only 66% of students were able to correctly identify a trade source.

Alternate Routes

- Included academic vs. trade chart in lesson.
- Created and delivered a Flipquiz game.
- Taught how to locate and identify trade sources in databases.
- Verified students had a trade source.

Results

After taking alternate routes:

- 80% of students were able to identify a trade source (a 14% increase).

Students learned to navigate databases and understood basics of the research process.

- “The library was very helpful with my literacy project. The online resources helped me with not only my literacy project, but other research projects too!”
- student comment from survey

Increased visibility of the library and its services and resources.

- “Any problem I had I took to the library and left understanding everything.”
- student comment from survey