New Avenues for Integrating Information Literacy into the Curriculum

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Introduction

Abstract: Library instruction programs should promote information literacy (IL) and critical thinking across the curriculum. The majority of practicing librarians believe there is a need for library instruction that integrates seamlessly with course content. The Department of Education and Curriculum and Instruction at the University of Nevada, Las Vegas (UNLV), partnered with the College of Education to identify the strategic and unique point of entry for IL instruction. Using the ADDIE model as a conceptual framework, librarians and an instructional designer met with the course coordinators for the Valuing Cultural Diversity course to collaboratively design and implement an IL course. The systematic approach guided by the ADDIE model and the attributes of the strategic partnership also contributed to more meaningful learning. Our collaboration had impact at course, program, and campus levels. While librarians are traditionally aligned with individual courses, the partnership and shared accountability of outcomes collectively contributed to more integrative and holistic collections of evidence, impacted student behaviors, and successfully formed the fabric of student research projects.

Setting

The Course

The Valuing Cultural Diversity course (EDU 280) emerged as a good starting point to address and assess IL competencies. Reasons include:

- It is required for all teacher education students.
- It offers an opportunity to extend students' cultural awareness.
- It provides an initial opportunity to integrate IL concepts.

The Assignment

- It has a research component requiring information literacy skills.
- Requires students to write a paper, which provides a unique opportunity to reinforce IL skills.

The Stakeholders

- University Libraries, University of Nevada, Las Vegas
- Education and Curriculum & Instruction Librarians
- University College of Education
- General education students
- Teacher education students

Information literacy & its importance

Information literacy is the ability to:

- Access information, but more importantly, use it effectively
- Find, evaluate, and use information
- Cite information accurately and legally
- Use technology to support information use

As an environment of rapid technological change and information, these skills and competencies are increasingly important. Information literate students are able to master content and extend their inquiry into the research process.

ADDIE Process

Analysis

- Identified ideal entry point: Education 380 Valuing Cultural Diversity
- Program course value: implications, infrastructure, and outcomes
- Identified potential role of IL in core to major composition, critical thinking, or communica-

Design

- Developed foundations for further IL integration in pre-service teacher education curriculum
- Identified ideal entry point: Education 280 Valuing Cultural Diversity
- Designated six sources for this paper, two from the perspective of individuals within the cultural group being served.

Implementation

- Adjusted timing of instruction to later in semester at time of students' need
- Provided six instructional modules
- Utilized feedback schedule for students

Evaluation

- Ongoing evaluation of IL competencies

Program—Level Impact

- Assessment results used for NCATE accreditation
- Ongoing process to ensure continuance
- Course—Level Impact

- Rapid identification of specific information gaps
- Adapted material to meet specific course outcomes

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Conclusions

Our collaboration had impact at course, program, and campus levels. While librarians are traditionally aligned with individual courses, the partnership and shared accountability of outcomes collectively contributed to more integrative and holistic collections of evidence, impacted student behaviors, and successfully formed the fabric of student research projects.

Selected References


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