IMPLEMENTING INFORMATION LITERACY: INSTRUCTOR/LIBRARIAN COLLABORATION

"Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand" (National Forum on Information Literacy, 2013). The Baker University librarians are experts in information literacy. They work closely with Quest instructors and students. Examples of typical librarian involvement in Quest courses include developing information literacy assignments, making classroom presentations, and meeting with students to review progress on projects. Instructors should meet with their Quest course's librarian as earlier as possible to work on information literacy assignments/course content.

Below are several ideas for inquiry-based assignments can be used in Quest courses. Librarians are willing and able to assist in adapting the assignments to specific courses.

1. **Research Proposal**: Students write a proposal for an extensive research project. Students outline where they think they can find information, brainstorm search terms, suggest search queries, etc.
2. **Develop a Research Query**: Students are required to find a reference source for a topic. From the reference source they develop a query they demonstrates their understanding of Boolean operators, limiters, fields, etc.
3. **Research Log**: Students record what they did during the search process. This should include successes <u>and</u> failures. In this assignment students prove they know how to search, brainstorm, narrow topics, identify appropriate information sources, etc.
4. **Research Interview**: Before the final draft is due, perhaps before the first draft, students meet with the instructor and/or librarian and discuss the steps they have taken in the research process, what they have learned during the process, and additional steps they plan to take. For this assignment, giving students a list of the questions they will be asked beforehand is recommended.
5. **Research Presentation**: Students give a presentation to the class about the progress they are making on their research.
6. **Research Evaluation Project**: Students find two different scholarly articles on a topic and write a paper comparing, contrasting, and evaluating the research in both articles.
7. **Critique the Information**: Students gatherinformation about a topic from several types of sources (Wikipedia, website, journal article, book, etc.). Then they evaluate the information found in each of these sources.
8. **Annotated Bibliography** (Information Literacy based): Students summarize the main idea of their sources and information such as:
   a. Evaluate the depth and scope of the topic coverage;

b. Comment on the expertise of the author (who is the author and their background information);
   c. Recognize why the item was written and the intended audience;
   d. Identify the type of resource (scholarly article, book, etc.).
9. **Critical Choice Assignment**: Students to explain why they are going to use certain sources and why they are rejecting other articles/books/websites.
10. **Good/Bad Websites**: Students locate a "good" website and a "bad" website on a topic.
11. **Identify Primary/ Secondary Research**: Students must find both primary & secondary sources on a topic.
12. **Reverse Research**: Students are given an article with the citations removed. Students must identify the sections of the article that require a citation and research to find sources to cite.

References:

National Forum on Information Literacy. (2013). Retrieved from http://infolit.org/about-the-nfil/what-is-the-nfil/