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Scaffolding Isn't Just for Window-Washers Anymore: "ILCCs", A Scaffolded Approach to Teaching Information Literacy

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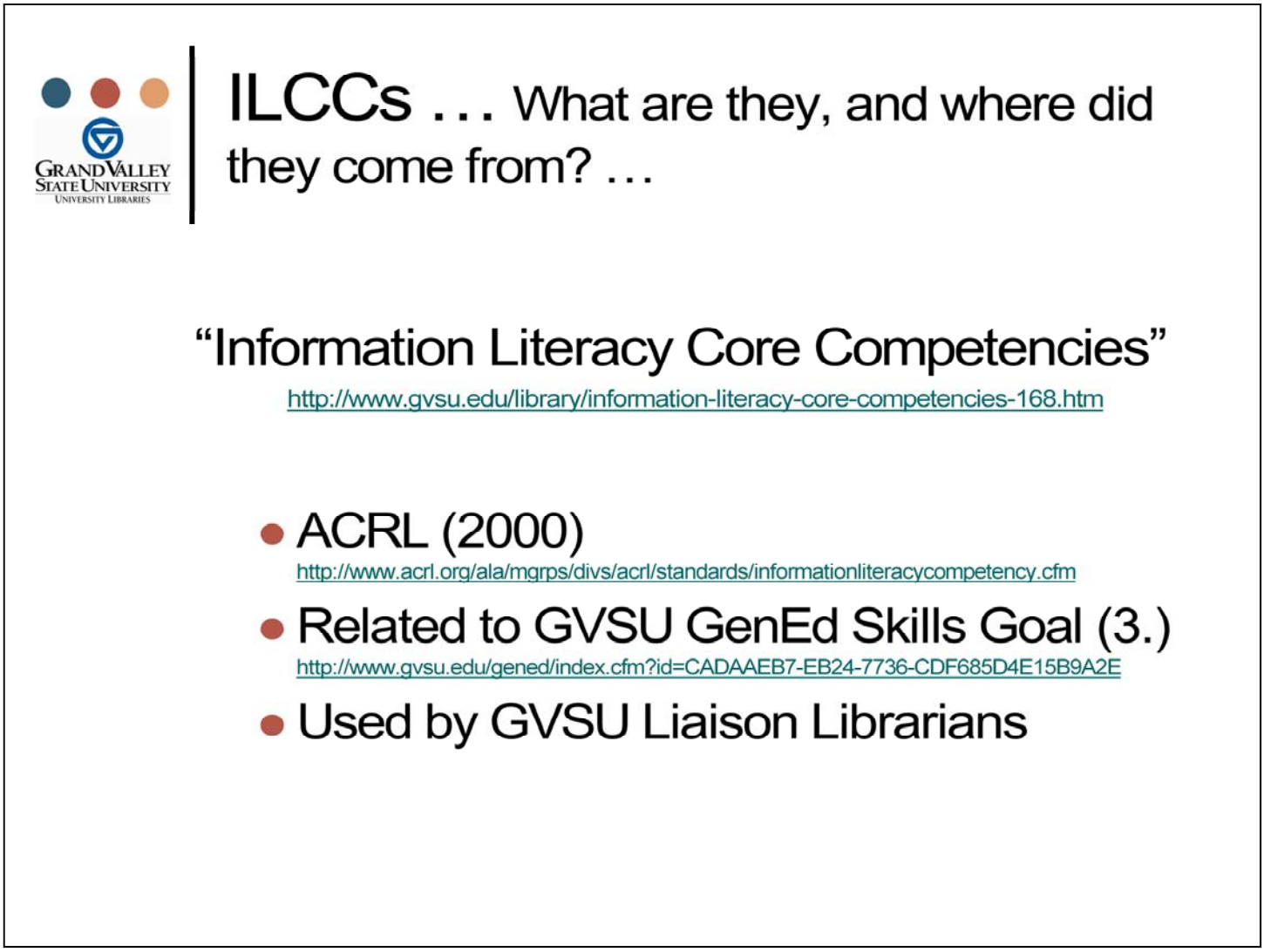
MLA Academic Libraries

Thursday, 5 May 2011

Concurrent Session #7, 3:15-4:00 pm

Workshop Objectives

1) Become acquainted with the GVSU University Libraries ILCC document
2) Outline at least one idea for incorporating an ILCC learning objective into a lesson or collaborative assignment



GVSU's ILCCs are derived from a national information literacy skills standard: ACRL's "**Information Literacy Competency Standards for Higher Education"** approved in January 2000 [ACRL, 2000]

ILCCs are specifically tailored to complement GVSU General Education program skills goals; specifically, Skills Goal 3.:

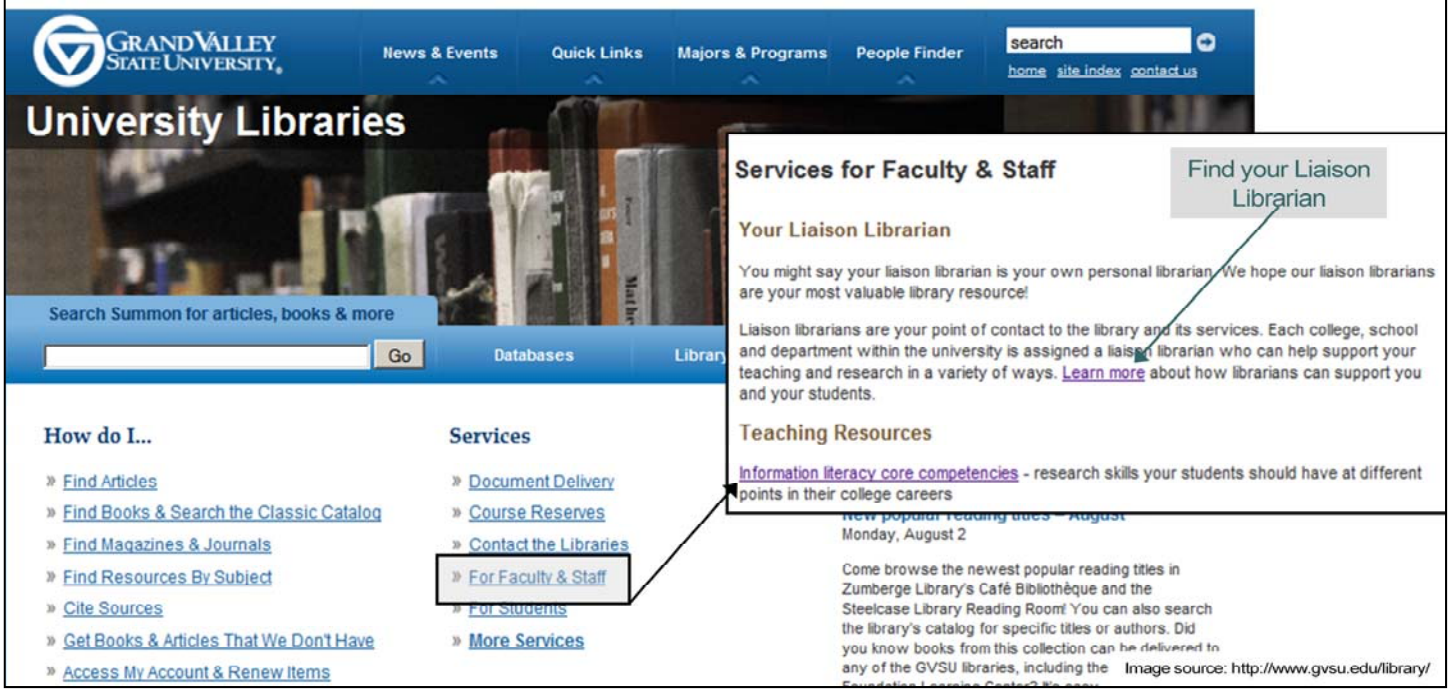
3. To locate, evaluate, and use information effectively.

A generally educated person is able to locate, gather, assess, and process information from a variety of sources, and evaluate and use that information as the basis of informed judgments and intelligent decisions.

Liaison Librarians are actively beginning to use ILCCs as a foundation for working with classroom faculty to design effective information literacy instruction.

ILCCs … And where can I find them??

Link to: • ILCC document • List of Liaison Librarians



ILCCs in EGR 105 (Win'10, '11): Instruction Request

- Date, time, location requested:
  - 3-hour lab (2 sections)
  - 1st year students, pre-Engineering course
  - convened in the Steelcase Library
- Target assignment:
  - general introduction to library resources and services
  - "Reverse Engineering" lab exercise

ILCCs in EGR 105 (Win'10, '11): Instructor's Desired Outcomes

- Basic library orientation
- Homework assignment for following week related to library resources

ILCCs in EGR 105 (Win'11): Selected Learning Objectives

Skills Goals	Learning Objectives
II. Locate and Gather Information Able to execute a plan for locating information by developing a search strategy and identifying sources of information	*General Education and Basic Skills Courses:* ❑ Create a plan for searching ☑ **Identify various sources of help in searching (e.g. library and classroom faculty, library staff, peers, library guides, etc.)** *Major Program:* ❑ Identify core subject research databases ❑ Use advanced search features in subject research databases ❑ Use recursive searching techniques ☑ **Identify a breadth of primary and secondary sources of information in the field (e.g., scholarly journals, trade publications, books, government information, web-based resources, subject experts, etc.)** ❑ Interpret and use citations to find additional literature ❑ Recognize tools for acquiring resources outside of GVSU collections (e.g. Document Delivery, Interlibrary Loan, etc.)
III. Evaluate Sources Able to evaluate the quality, usefulness, and relevance of the information they discover	*General Education and Basic Skills Courses:* ❑ Differentiate between scholarly, trade, and popular sources ☑ **Evaluate resources for authority, accuracy, reliability, coverage, and timeliness** ☑ **Evaluate found resources for relevance to the topic** and adjust topic
V. Use Information Ethically Understand the legal and ethical implications of using information appropriately and responsibly	*General Education and Basic Skills Courses:* ☑ **Recognize the basics of plagiarism and copyright** ☑ **Cite sources appropriately**

ILCCs in EGR 105 (Win'11): Lesson Plan

http://starbirdsales.com/images/roomba.jpg

http://i2.gstatic.com/images

- Hour 1
  - Set the scene: Attending a big trade show
  - Hands-on time: Examine and document an object
  - Group work : Develop a list of possible research features
  - **Skill Area II, Learning Objectives: "Identify various sources of help in searching…." and "Identify a breadth of primary and secondary sources of information in the field …"**
    - Describe: handbooks, web resources, patents
    - Show: EGR 105 Course Guide online
    - Group work: examine handbooks, etc. placed on Course Reserve and E-Reserve

ILCCs in EGR 105 (Win'10): Lesson Plan (cont.)

- Hour 2
  - Demo: Summon
    - Example: Trade journals
  - **Skill Area V, Learning Objectives: "Understand the basics of plagiarism and copyright"** and **"Cite sources appropriately"**
    - Review: Citation format, including info and examples in the EGR 105 Course Guide
  - **Skill Area III, Learning Objectives: "Evaluate found resources for relevance to the topic"** and **"Evaluate resources for authority, accuracy, …"**
    - Show: 'Evaluating Resources' library guide

Image source: D. Morrow

ILCCs in EGR 105 (Win'11):
Lesson Plan (cont.)

Image source: D. Morrow

- Hour 3:
  - Hands-on time with
    - Print sources
    - Knovel database of e-books
    - Other e-books
    - Patents
    - Web sites
- Homework:
  - Worksheet
    - Locate and examine 6 types of information sources as indicated, and for each:
    - Cite accurately and properly
    - Give 3-4 sentence evaluation of relevance

Incorporating ILCCs …

Your turn!

- What are the Prof's learning outcomes for the course? For each assignment? What level is the course?
- Are some IL skills and learning objectives explicitly or implicitly part of any of these?
- Is there a component of a particular assignment that could serve as a measurable indicator of competence for an IL?
- Collaboration – how would you prefer to be involved?—ok with Profs designing and teaching IL skills themselves? Or like to consult with them and help with design ideas? Or go to the classroom as Liaison Librarian and teach?

Sharing & Wrap-up

- Examples of lessons or assignments that could incorporate 1-2 ILCCs?
- Group discussion and sharing

MLA Academic Libraries 2011 Session #9 Outcomes

Can you …

- … describe the GVSU University Libraries' Information Literacy Core Competencies (ILCC) document?
- … outline at least one way that you could incorporate an ILCC learning objective into an IL lesson on your own, or as part of an assignment or course in collaboration with an instructor?

- *Thank you for attending! – Debbie Morrow*