Issue AY17-17-A

Faculty Senate Issue Log Form

Date-Submitted: January 16, 2018
Title-of-Issue: Proposal to change Student Learning Outcomes for General Education Requirement in Information Literacy.
Description: The last info lit SLO were written in 2009, and are outdated. The proposed SLOs conform to new ACRL Standards
Rationale: The proposed SLOs conform to new ACRL (Association of College
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Rationale for Proposal

Information Literacy and Research has been a part of the Old Dominion University (ODU) general education curriculum since 2010. Since the implementation of the general education Information Literacy and Research curriculum at ODU, the information ecosystem has changed. The current Student Learning Outcomes (SLOs) for information literacy at ODU are based on the ACRL Information Literacy Competency Standards for Higher Education (ACRL, 2000), which were rescinded by the ACRL Board of Directors in June, 2016. The competency standards were replaced by the ACRL Framework for Information Literacy (ACRL, 2015), which are not standards or measureable learning outcomes, but rather six frames that are interconnected core concepts to which learning outcomes can be mapped.

The SLOs for Information Literacy and Research should teach foundational ideals that encompass this rapidly changing and constantly evolving environment in which students have more responsibility and play a greater role than ever before in ethically using and creating information (ACRL, 2015).

Process for Proposal

The Instruction Librarian at the ODU Libraries invited each faculty member who coordinates an Information Literacy and Research course to participate in this project. Throughout Fall 2017 a committee consisting of the Instruction Librarian, the Engineering & Physical Sciences Librarian, and four faculty members who design and lead general education Information Literacy and Research courses (IT 150, MAE 111, LIBS 110, and PHIL 290) met to review ODU’s current SLOs and definition for information literacy and to compose an updated definition and new SLOs. During this process, the committee reviewed and discussed the ACRL Framework for Information Literacy (ACRL, 2015), student learning outcomes for peer institutions who have information literacy as a general education requirement or as the institution’s QEP, and current information literacy course curricula at ODU. As a result, the committee proposes the following updated definition and new student learning outcomes for information literacy.

Information Literacy Defined

Information literacy is the ability to articulate and contextualize problems in terms of information needs and to systematically and responsibly search, access, evaluate, apply, synthesize, and use information. (ACRL, 2000; Rhodes, 2010).

Proposed Student Learning Outcomes

By the end of the Information Literacy and Research general education course, students will be able to:

- Articulate and contextualize information needs, considering possible gaps in their current knowledge and resources
- Recognize that the research process is iterative and requires persistence, and search strategically in systems appropriate to the information needs
- Evaluate and identify authoritative information according to the format, context, discipline, or community of knowledge and practice
• Synthesize information in order to enhance their understanding, inform creation of new works, or support or critique arguments
• Develop aptitudes in ethical and legal practices when using, creating, and sharing information in changing technological environments
• Develop independent, lifelong learning and research strategies applicable to personal, academic, and professional goals

Next Steps

If it is agreed upon that the SLOs for information literacy at ODU should be revised, and the proposed definition and SLOs are accepted, faculty who design and teach Information Literacy and Research courses will need support in mapping their existing curricula to the new SLOs and revising their curricula as-needed. The committee recommends support and resources be provided to facilitate professional development for involved faculty on the topic of teaching Information Literacy and Research and in the development of sample assignments that incorporate the revised SLOs.

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References


