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TEACHING TOOLS FOR REAL LIFE SKILLS: INFORMATION LITERACY FOR THE WORKPLACE

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Literacy

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WHAT ARE WE GOING TO DO TODAY

■ Discussion

1. Learn about information literacy
2. Evaluate what types of assessment you can use
3. Investigate what skills new graduates should have

■ Activities

1. Explore ways to reach to your constituents
2. How to incorporate the ACRL standards into assignments
3. Develop methods of evaluation

INFORMATION LITERACY

- We are using the ACRL definition

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Why do we need information literacy today? We have the Web, Google and Wikipedia....

Why do we- librarians- need to teach it?



CRITICAL THINKING SKILLS

- Read the operating board
- Develop and maintain documentation
- Conduct research on network products
- Ability to develop action plans with work estimates
- Ability to present ideas
- Organizational and analytical skills
- Knowledge of the use/mixture of cleaning chemicals
- Working knowledge of equine health management



FROM CLASS TO WORK – WHY?

What do you teach students in your library instruction classes?

Is it possible to combine academics, information literacy, and “working” skills?



EXAMPLE

■ Interior Design

- Traditional research paper
- Issues: plagiarism, poor content, poor use of resources, booooooring...

BRIGHT IDEA



Why not change the assignment into something students can actually use later on in their profession?

GOOD IDEAS NEED ASSESSMENT

■ Why do I need to assess?

Because assessment is an **INTEGRAL** part of teaching and learning. It will affect what and how you teach and what and how your students learn.

1. Begin with one small project
2. Assess the impact
3. Make changes
4. Re-apply

ASSESSMENT

- **Testing is NOT assessment. Testing is just a component of assessing learning.**
- **Assessment must be authentic- meaning it needs to reflect real-world expectations.**
- **In the workplace students will not be assessed through multiple-choice tests or research papers.**
- **Assessment comes before planning. Ask yourself “What am I going to assess?” and “Why?”**

THE A WORD.... ASSESSMENT



Direct	Evaluate the <u>competence</u> of students	Variety of methods: performances, blind scored essays, standardized tests, pre and post-tests, capstone paper/projects.
Indirect	Evaluate the <u>perceived</u> learning	Questionnaires and surveys Syllabi and curriculum analysis
Qualitative	Uses a <u>variety</u> of data	Interviews, survey, observation, studies
Quantitative	Uses <u>numerical</u> data	Tests, rating scales, analysis, percentages

KNOW WHAT EMPLOYERS WANT

Business research skills: What are employers expecting of our graduates, and are we meeting those expectations?

Let's ask them!

What do faculty and students think they need?



EXAMPLE: WHAT WE'RE DOING NOW

- **Entrepreneurship class**: Semester-long project where undergraduate students gather forms and material they would need in order to start a business
- Library session for this class is designed to get the students using the resources they will need to use to find this information- must look for clues and read (!) in order to understand what they need.



THEY'RE GETTING IT...

“I really enjoyed this week’s assignments, especially the Research Guide Worksheet. Going through that exercise revealed so much more information than I had anticipated.”

**LET'S GET BUSY AND
WORK ON WHAT WE
LEARNED**

ACTIVITY #1

What are some ways you can reach out to your constituents?

Brainstorm, discuss, and share.

Write your ideas on the gigantic post-it!

ACTIVITY #2

How do you incorporate the ACRL IL standards in an assignment?

Directions:

1. Work with the people at your table
2. Read your case study and determine which one of the ACRL IL standards/outcomes would work best for this case study.
3. Make sure to take notes-one of you will need to report back to everybody.

ACTIVITY #3

Develop methods of assessment

Directions

1. Work with your group
2. Read your case study from the previous activity
3. Read the assessment section in your handout
4. As a group discuss and determine what steps you will take to teach information literacy. Fill out the chart provided

QUESTIONS??