DO THEY REALLY KNOW?
COLLABORATING WITH FACULTY ON INFORMATION LITERACY ASSESSMENT

Faculty expectations

Foundation:
o Knowledge of the library catalog and multi-disciplinary databases such as Academic Search Complete
o Knowledge that databases exist
o Recognition of different types and locations of information
o Ability to use Google Scholar effectively
o Ability to locate sources
o Evaluation of information based on title and "easiness"

Intermediate:
o Ability to search subject databases
o Ability to critically evaluate and use a source to support an argument
o Basic knowledge of peer review

Advanced:
o Use of a citation to find an article
o Familiarity with a variety of subject specific databases
o Understanding of peer review and publishing process
o Ability to articulate evaluation criteria

Survey creation process

Pre-brainstorming discussion
o What can we assess with our survey?
o What do we want to know about our students?
o How are we going to use this information?

Discussion of survey construction
o Quantitative vs. qualitative survey
o Differences in faculty disciplines, level of students (freshmen vs. graduate students), regional vs. main campus
o Wording of questions
o Technology literacy vs. information literacy

Main themes:
o How do students search for information?
o What resources do they use?
o Where is research conducted?
o Why do students search?
o Where do they go for help?
o What do they do with the information they find?

Research Literacy

• Miami chose to use research literacy:
o Most community work involves research assignments
o Choosing research literacy has proven to be a better marketing term than information literacy

## The Faculty Learning Community for Improving Student Research Literacy

• HISTORY
o Began in 2004; entering 6th year for 09/10
o Year long FLC (academic year)
o Comprised of Faculty and Librarians (2:1 ratio)
o Facilitator is a Librarian
o Partnership between the Library and Center for Enhancement of Learning and Teaching
o 45 Faculty Members Have Participated

Goals of the FLC

o Share and discuss research and information needs within participants' courses
o Develop and improve research assignments within participants' courses
o Share and discuss ideas and new perspectives on improving information literacy in the curriculum
o Explore and investigate methods of accessing and using information ethically
o Foster collaboration between faculty and librarians across disciplines
o Engage students as active participants in and contributors to the learning environment
o Develop new approaches for weaving technology and information competencies into the classroom

Class Standing
- Other 3%
- Freshmen 8%
- Sophomores 27%
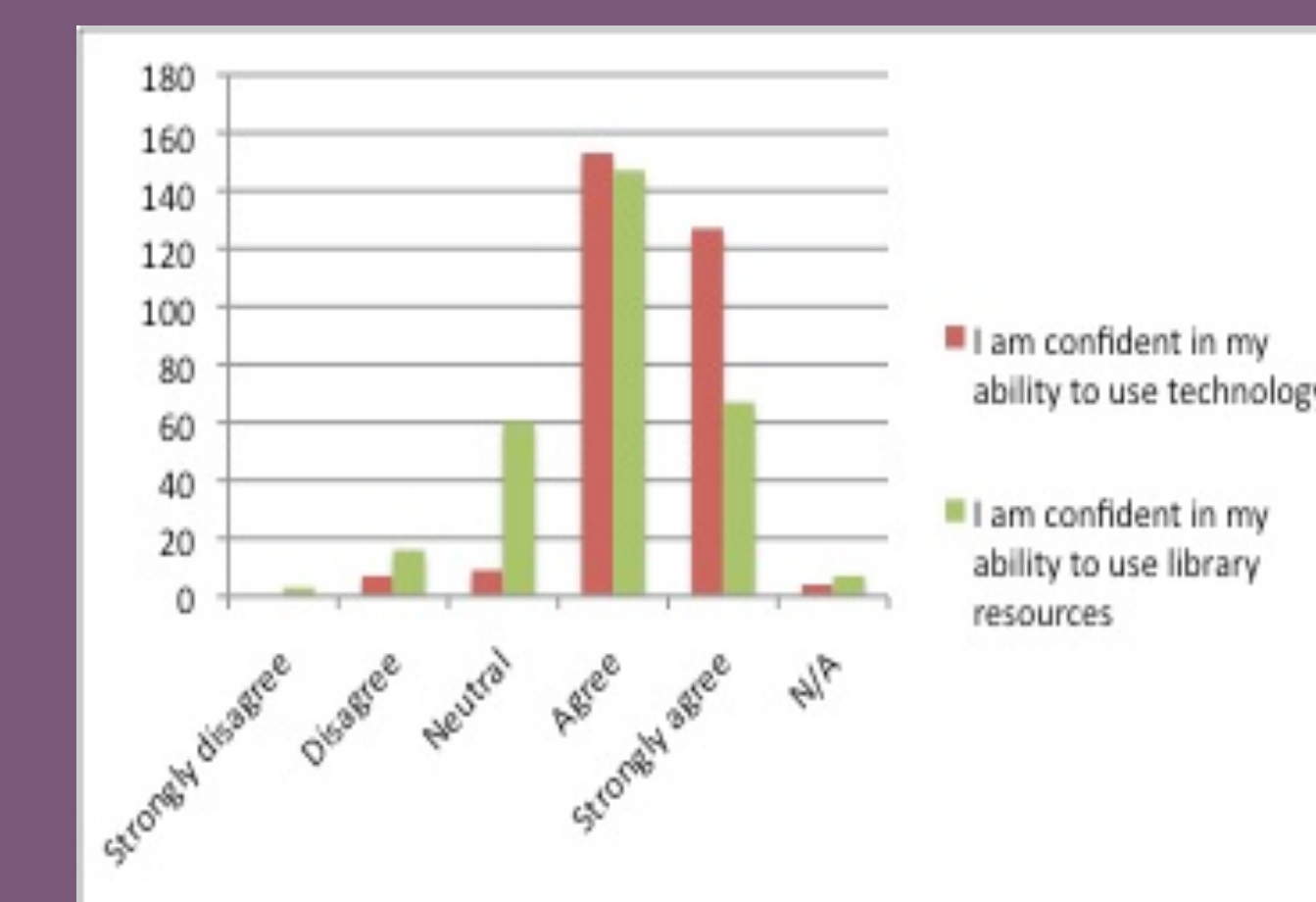- Juniors 31%
- Seniors 31%
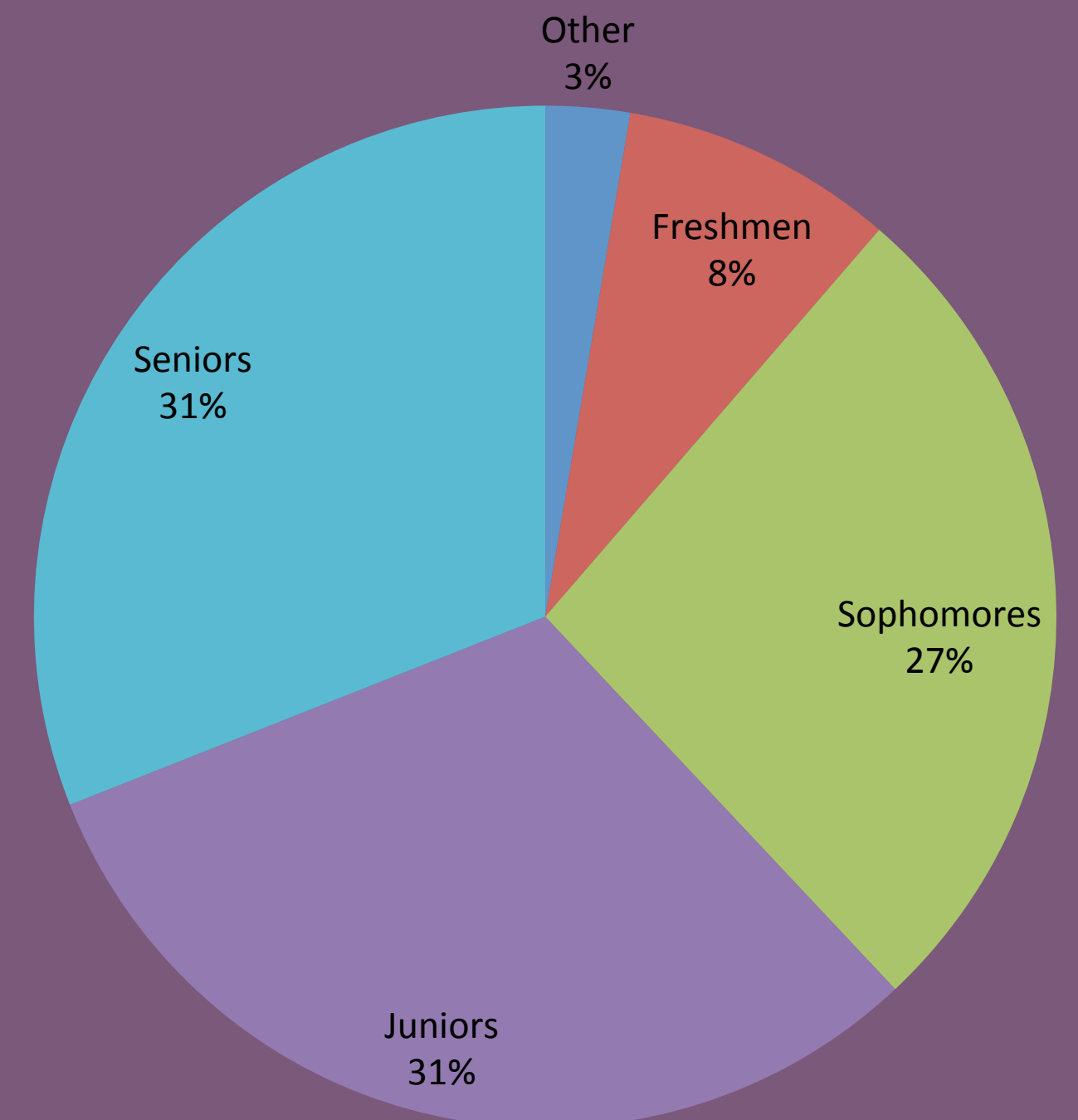
Sample Survey Questions

• In one paragraph, describe your process as you search for information. Where do you go? How do you search? What is your usual search strategy?
• What online resources do you utilize most often for paper/project research?
• In your opinion, what is the difference between a good research experience and a bad research experience?
• When you reach a dead-end when searching (meaning that you are diligently searching, but still cannot find any relevant information), what do you do?
• Please think about the work you do for your research assignments and indicate whether you agree or disagree with the following statements:
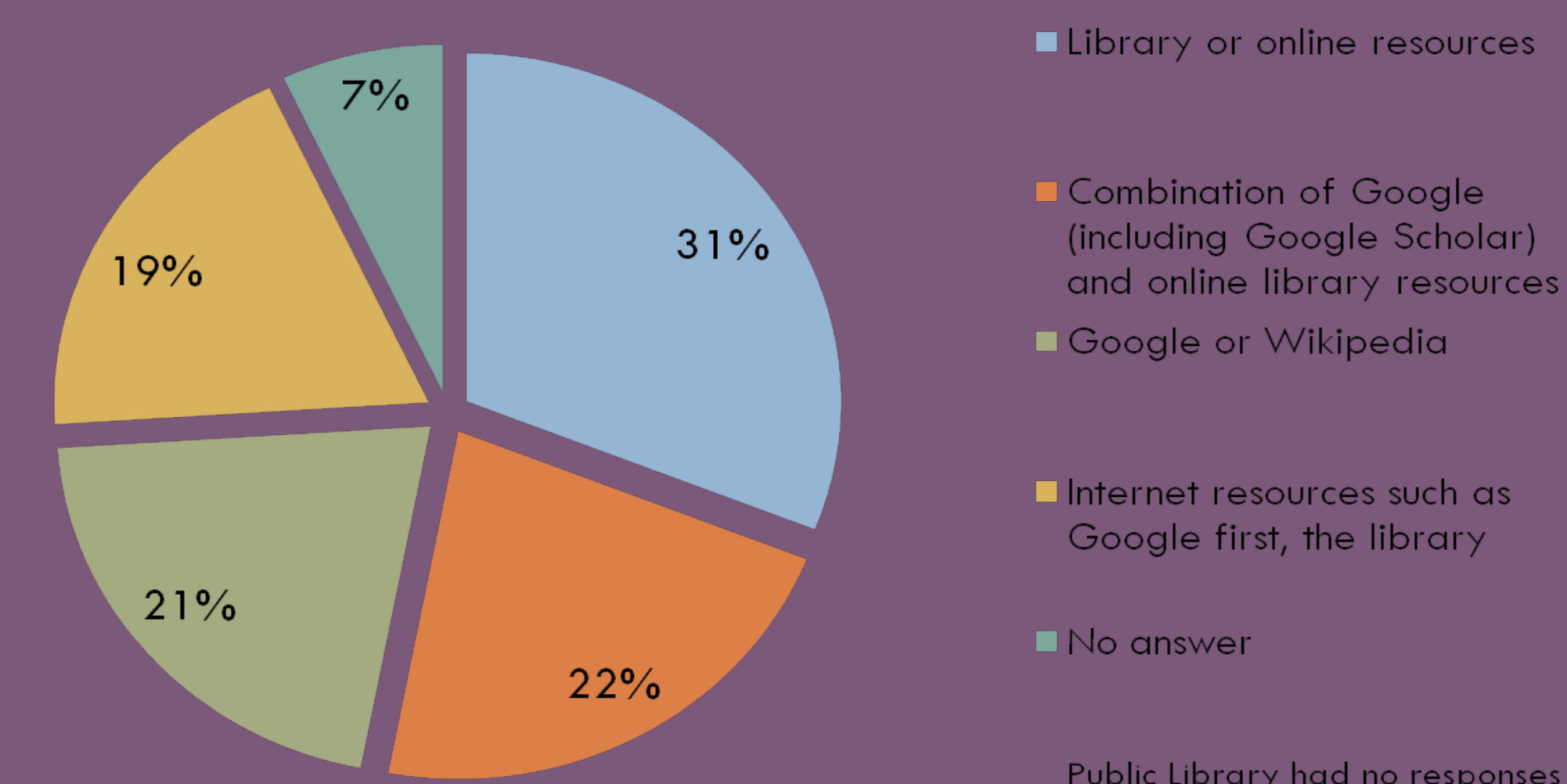
o I am confident in my ability to use technology.
o I am prepared to do library research.
o I am confident in my ability to use library resources.
o What I am learning about finding information will be valuable when I leave school.

Strongly Disagree
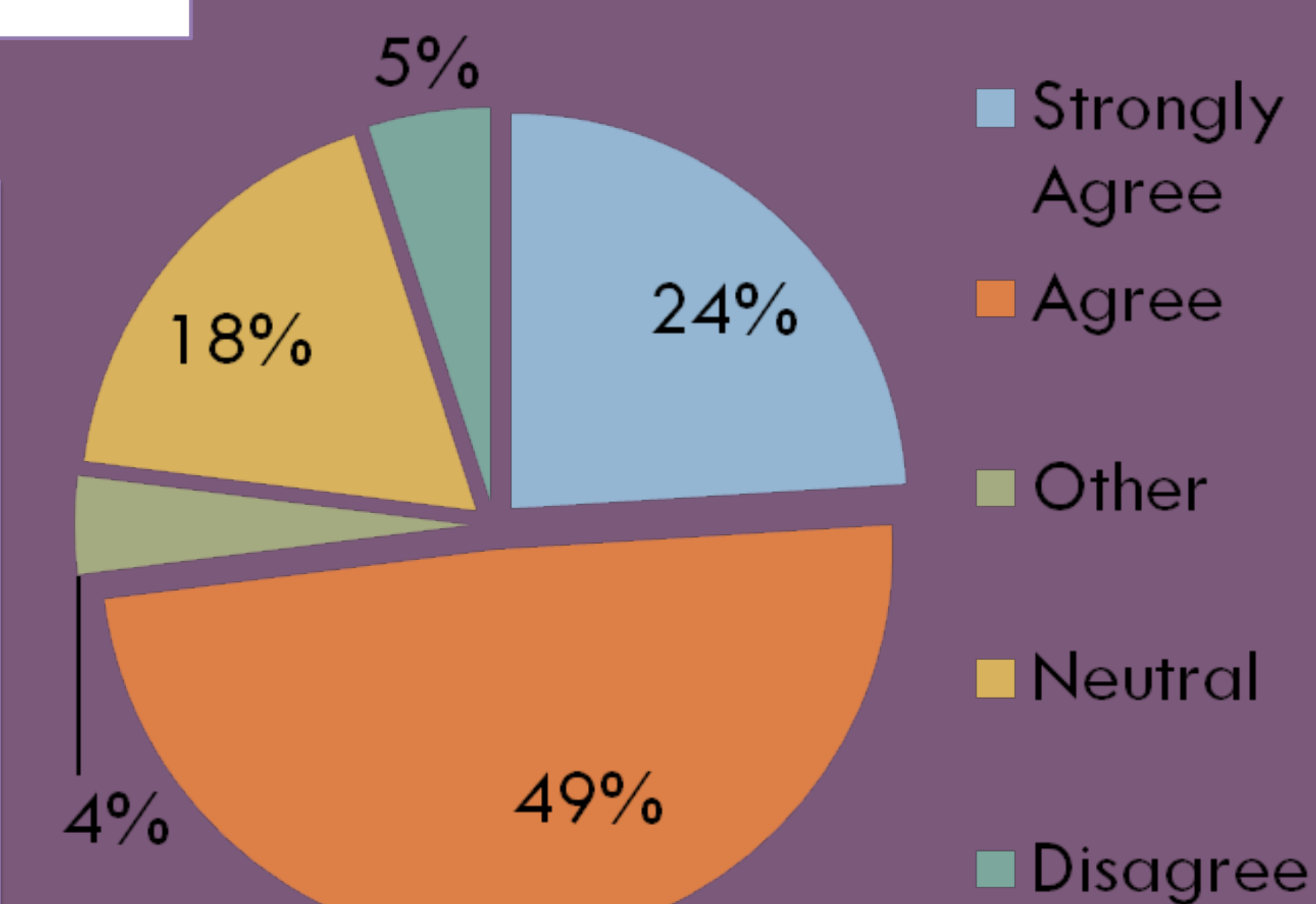Disagree
Neutral
Agree
Strongly Agree
DK
NA

Select responses

"I get either on Google or Wikipedia. Take the info I want, rephrase it and use it."

"I used Ebscohost some in high school and other similar programs but I don't think I have access to them anymore."

"I search online journals, go to the library to search through books and not use Google."

"I have become reliant on internet sources (online journals) from the library's website. They are easy to find and they can be saved on my computer, making them much easier to deal with than books."

"Bad research experience would be when I cannot find relevant material, or worse when I can find it, but do not have access to it."

"I usually start with Google-just as a jumping off point. I avoid Wikipedia altogether. Depending on what my assignment is - I'll go to online newspapers and magazines mostly."

"Bad [research experience]-knowing the information is out there and just not knowing how to find it."

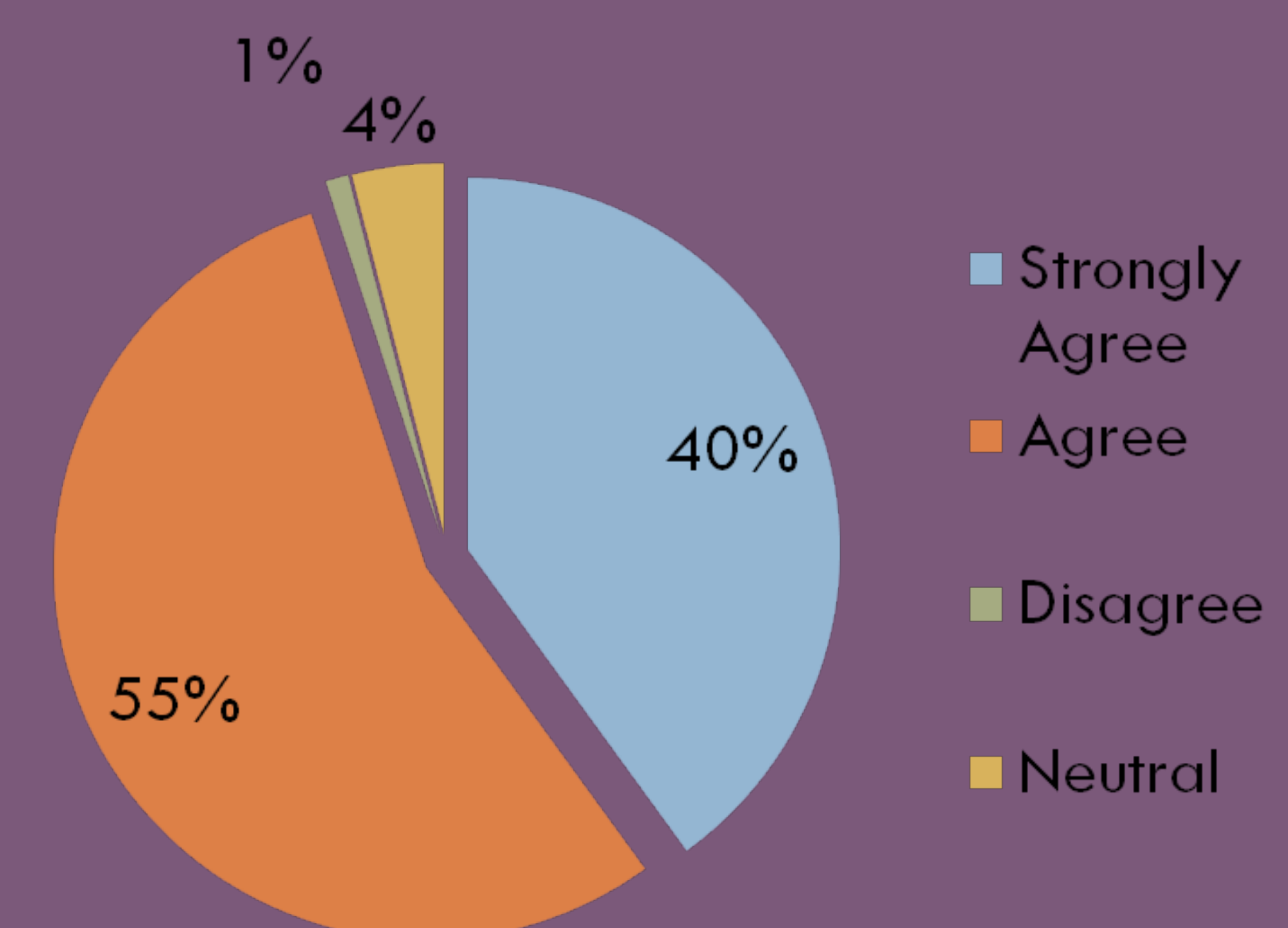"[When I reach a dead-end when searching I] Stop and say f*** it and go to Wikipedia."

(Bar chart)
- I am confident in my ability to use technology
- I am confident in my ability to use library resources

(axes: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, N/A)

After the Survey

• Data reported to faculty members
• Integration of results into primary FLC project
o Syllabus revision to integrate information literacy throughout a course
o Methods utilized:
• Blackboard embedded librarian
• Scaffolded assignments for American Studies courses
• Unique assignments
• Librarians as co-instructors

Describe your process as you search for information
- 31%
- 22%
- 21%
- 19%
- 7%
Legend:
- Library or online resources
- Combination of Google (including Google Scholar) and online library resources
- Google or Wikipedia
- Internet resources such as Google first, the library
- No answer

Public Library had no responses

Skills Transfer to Job Setting
- Strongly Agree 24%
- Agree 49%
- Other 4%
- Neutral 18%
- Disagree 5%

Skills Transfer to Other Classes
- Strongly Agree 40%
- Agree 55%
- Disagree 1%
- Neutral 4%

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