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

Faculty expectations

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

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

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

Survey creation process

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

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

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

The Faculty Learning Community for Improving Student Research Literacy

- HISTORY
  - Began in 2004; entering 6th year for 09/10
  - Yearlong FLC (academic year)
  - Comprised of Faculty and Librarians (2:1 ratio)
  - Facilitator is a Librarian
  - Partnership between the Library and Center for Enhancing Learning and Teaching

Goals of the FLC

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

Sample Survey Questions

- In one paragraph, describe your process as you search for information. Where do you go? How do you conduct your search? What online resources do you use? What print resources do you use? What do you look for in a good research experience and a bad research experience?
- When you reach a dead-end when searching (meaning that you are hitting a wall), how do you respond?
- When you find a resource that is relevant to your research, do you take the time to critically evaluate the information, or do you simply accept it as is?
- Thank you for taking time to complete this survey. How would you rate the time you spent on this survey?
- How confident in your ability to use technology
- Do you consider yourself a technological user? Do you find it difficult to use technology to help you with your research?
- On a scale of 1 to 5, how familiar are you with the following:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

Select responses

- I get information online from Wikipedia. Take the info I want, rephrase it and use it.
- I search Google for sites in my area or at the library.
- I search library catalog, web resources, databases, and then write my own information.
- I use online journals, go to the library to search through books and read case studies.
- I have become reliant on internet research (online journals from the Library’s website has more to find and they can be saved on my computer, unlike books you need to deal with in the library.)
- I used online journals. I went to the Library’s website and looked for a book on my topic. I also used the internet to search for relevant articles.
- I used Ebscohost, went online, read, and used text from articles.
- I have become reliant on internet resources (online journals from the Library’s website has more to find and they can be saved on my computer, unlike books you need to deal with in the library.)
- I get either online or Google or Wikipedia. Take the info I want, rephrase it and use it.
- I used Ebscohost, went online, read, and used text from articles.
- I used Library catalog, academic journals, and then wrote it out.
- I used Library catalog, academic journals, and then I used my notes to write it out.
- I would start with Google and a few resources from the library and then I would use Wikipedia. If I had a paper that I was writing, I would then use relevant information and then I would use Wikipedia. I would then use the library’s website and look for a book on my topic. I also used the internet to search for relevant articles.

After the Survey

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

Research Literacy

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

Skills Transfer to Job Setting

- Library or online resources
- Construction of Google (including Google Scholar) and online library resources
- Database or Wikipedia
- Other resources such as Library, the Internet
- Information

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