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Creating an Information Literacy Plan

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2005 ILA Annual Conference, Peoria, IL

Creating an Information Literacy Plan



ISU Milner Library
Jennifer Hootman
Chad Kahl

The Process



Decide who will do the planning

- Instructional Services
 - Coordinator for Library Instruction and Information Literacy
 - Instructional Services Librarian
 - Library Instruction Committee (LIC)

Decide who will do the writing

- Originally planned on writing it during the '05 Summer Semester
- Did not occur due to General Education work
 - Shifted work exclusively to IS with planned consultation/review from LIC in '05 Fall Semester

IL Plan Approval and Timing

- Milner Library
 - Policy and Procedures Steering Team
 - Library Faculty Council
 - Dean
- Campus
 - University Curriculum Committee
 - Academic Senate, Academic Affairs Committee
 - University Assessment Office
 - Program Review

Audience for IL Plan

- Internal
 - Administrators
 - Faculty and Staff
 - Subject Specialists
- External
 - Campus
 - Administrators
 - Classroom Faculty and Staff
 - Students
 - Off-campus
 - Parents and Prospective Students
 - Higher Education Administrators and Classroom Faculty
 - Library Administrators and Librarians
 - Future audiences

Goals and Objectives of IL Plan

- IL Blueprint
 - Internal Awareness
 - Internal Strategic Planning
 - Coordinating Currently De-centralized Instructional Program
- Publicity and Awareness on Campus
- Information Tool
- Potential Grant Component

Resources

- Article

- McDonald, Mary, Rathemaker, Andrée & Burkhardt, Joanna. (2000). “Challenges in building an incremental, multi-year information literacy plan,” *Reference Services Review*, 28(3), 240-247.

- Book

- Burkhardt, Joanna, McDonald, Mary & Rathemaker, Andrée &. *Creating a Comprehensive Information Literacy Plan: A How-To-Do-It Manual and CD ROM for Librarians*. New York, Neal-Schuman, 2005. ISBN 1-55570-533-2

- E-Learning

- *Creating a Comprehensive Plan for Information Literacy*, ACRL Online Seminar

- Web page

- *Plan for Information Literacy at the U. of Rhode Island*
- www.uri.edu/library/instruction_services/infolitplan.html

Suggested Layout of IL Plan *cont.*

- Introduction
 - Definition of IL
 - Glossary of Terms
 - Why is IL important to future of students?
- History
 - How have libraries changed?
 - How has your library changed?
 - What are you already doing with you library instruction/IL program?
 - How is your library adapting to change?

Suggested Layout of IL Plan

- Goals
 - Divide by
 - Student year in school
 - Discipline or program
 - Type of institution
 - Location of instruction
 - Time frames
- IL Plan Oversight
- Program Assessment Tools
- Timelines

Post-IL Plan Process

- Marketing
- Feedback
- Create Systematic IL Plan Review Process

Milner IL Plan

draft



Introduction

- Why IL is important
- How IL differs from library instruction (LI)
- Relationship to library and campus strategic goals
- Milner LI Vision, Mission and Competencies
 - <http://www.libraryilstu.edu/page/248>

Current LI/IL Components

- Instruction
- Orientation
- Research consultation
- Other
 - HS and community college outreach
 - online tutorials and handouts
 - classroom assistants

Definition

- ISU IL Competencies/Standards
 - www.library.ilstu.edu/page/246
 - For more information, please refer to our 2004 IACRL presentation, “Seeing the Forest through the Trees: Defining Information Literacy on Your Campus”
 - www.ilstu.edu/~cmkahl/index.htm#04iacrl

Foundational Documents

- IL Standards
 - ACRL
 - Others
 - AASL
 - The Big 6
 - Bloom's Taxonomy
 - Educating Illinois
 - ISU Departmental Learning Objectives
 - ISU Program Review Self-Study
 - IBHE

Tiered IL

- Stages
 - Gen Ed Inner Core
 - COM 110 and ENG 101
 - Gen Ed Middle and Upper Core
 - Disciplinary coursework
 - Introductory research and methodology course(s)
 - Capstone course(s)
 - Individual class(es)
 - Graduate students

Tiered IL *cont.*

- Further development
 - Chart of tiered IL competencies
 - Curriculum mapping
 - Extension to K-12 and community/junior colleges

Assessment

- Internal surveys
- Transition from traditional LI assessment models
 - Satisfaction-oriented to outcome-based
 - Session-specific to programmatic
 - For more information, please refer to 2004 ILA presentation, “The ABCs: Assess Before Change”
 - www.ilstu.edu/~cmkahl/presentations/ila2004.ppt

Assessment *cont.*

- Development of new approach
 - iterative process
 - commitment to improvement of services, not job performance evaluation
 - development of online tools
- Benchmarking statistics
- Exploration of standardized IL assessment tools

Training/Professional Development

- Learning styles
- Shift from lecture/demonstration to active learning pedagogical models
- Options for collaborative work with classroom faculty
- Classroom management techniques
- Instructional technology

Instructional Technology

- Development of needs-driven acquisition model
- Focus on mobile classrooms and flexible classrooms
- Further development of asynchronous, online tutorials

Marketing

- Work with Milner's Public Relations Committee
- Use for grant development

Stages of IL Plan

- 12-18 months
- 19-36 months
- 37+ months

Review Process

- Development of systematic review process for IL Plan
- Encouragement of external review

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