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# Creating an Information Literacy Plan

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# 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](http://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](http://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](http://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](http://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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