INTEGRATING INFORMATION LITERACY PROJECT
WOODBURY UNIVERSITY

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Background

How the project came to be
Integrating Information Literacy

Faculty Development Committee approved for 2015-2016

• Learning community (up to 5 faculty) to develop or enhance an information literacy component in your course

• Attend 2 information literacy workshops fall 2015

• Pilot the info lit component spring 2016

• Share your learning & insights with colleagues

• Receive $500 for your time & commitment to the project
The Participants
Woodbury University
Integrating Information Literacy
Faculty Participants

Academic Writing

Interdisciplinary Studies (2 Faculty)

Leadership

Art History

Communication

Psychology

7 + 2
Information Literacy Learning Community
The Structure & Format

What it looked like
Fall 2015

- Application Workshop 1
- Workshop 2

Spring 2016

- Peer Support Meeting 1
- Peer Support Meeting 2
- Implement Assignments

Faculty develop IL assignments
What happened
Workshop 1: Content Heavy

Barbara Fister: 6 Outrageous Claims

Rebecca Jackson: Cognitive Development
Take it Away Karla!

Workshop 2 and more...
Reflections on the Project

Good

Areas for Improvement

Closing the Loop?
The Information Literate Student

Capstone

Ideal Goal

Middle

Librarian guest in discipline course

Discipline faculty course w/ IL

Beginning

Library credit course

Discipline faculty course w/ IL

Librarian guest in discipline course
References


Information Literacy in the Core Workshop for Faculty. (2016, October 1). Loyola Marymount University. Retrieved October 21, 2016 from http://libguides.lmu.edu/infolitworkshop


Stewart-Mailhiot, A. (2014). Developing research skills with low stakes assignments. *Communications in Information Literacy, 8* (1), 32-42.

The Application

• Name, number and course description of course you are teaching spring 2016 you wish to enhance with information literacy

• What entices you about this project?

• How do you see information literacy as important to your course outcomes?

• What information literacy problems or stumbling blocks do you see students struggle with?

• Why do you think they struggle?

• Successful applicants must agree to the following…