



Information Literacy

ACRL, the Association for College and Research Libraries, a division of the American Library Association (ALA), defines information literacy "[as] a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

ACRL promotes objectives, standards, and guidelines that outline how college instructors and librarians can help students become information literate.

It is an institutional goal and a Library goal that all students at East Georgia College become information literate. To achieve this goal, the college enrolls all incoming freshmen in EGAC 1100, Student Success, a freshman year experience course that provides lectures about various topics and skills needed to be successful personally, academically, and professionally. One segment of Student Success is devoted to library instruction. Further library instruction is provided to classes, small groups, and in one-on-one consultation.

Below is a statement from the website for ACRL which describes the purpose and goals for information literacy instruction. Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians

Approved by the ACRL Board Jan. 2001.

Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and then using information appropriately and ethically once it is retrieved from any media, including electronic, human or print sources. The responsibility for helping people become information literate is best shared across a campus, as is clearly indicated in the Competency Standards. Ideally, administrators support information literacy goals for their institutions. Course instructors help their students achieve information literacy in their chosen fields, and librarians and other campus professionals collaborate with course instructors in this effort.

Following are the five information literacy competency standards found in ACRL's Information Literacy Competency Standards for Higher Education which East Georgia College promote.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

Information Literacy in the USG Core Curriculum Policy

The University System's Core Curriculum Policy outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes. The learning goals, A – E and I – III, are:

Area A1: Communication Outcomes	At least 6 hours
Area A2: Quantitative Outcomes	At least 3 hours
Area B: Institutional Options	At least 3 hours
Area C: Humanities/Fine Arts, and Ethics	At least 6 hours
Area D: Natural Sciences, Math, and Technology	At least 7 hours
At least 4 of these hours must be in a lab science course.	
Area E: Social Sciences	At least 6 hours
Area F: Lower-Division Major Requirements	18 hours

Area I. US Perspectives (US)

Area II. Global Perspectives (GL)

Area III. Critical Thinking (CT)

The US and GL are incorporated as overlay requirements. Each institution designates some courses in Areas A-E as US courses and some courses in Areas A-E as GL courses. In fulfilling the Area A-E requirements, every student must take at least one US course and at least one GL course. CT is added by requiring each institution to develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills.

Instead of presenting the learning goals with descriptions or specific required outcomes, examples of learning outcomes that would fall under each learning goal are provided.

The Core contains three examples of learning outcomes that the Regents' Academic Committee on Libraries (RACL) suggested and which are included. They are:

Area A1: Communication Outcomes

Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.

Area III: Critical Thinking

Students have the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Students have the ability to identify the audience, intent, value, and disciplinary perspective of potential sources of information.

Library Use Presentation for EGAC 1100,

Student Success

Each semester all students enrolled in EGAC 1100, Student Success, attend a presentation about library use and information literacy. All new freshmen are required to enroll in this course. Each student receives a library assignment which he/she is required to complete and turn in to library staff. Students who do not correctly answer all questions are notified via email to pick up their assignments and correct all incorrect answers. This procedure encourages students to make a “100” and they are not given credit for the assignment until they do so. This library session is connected to one of six EGC Competencies/Student Learning Outcomes.

(2) Critical Thinking Competencies: Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions

The goal of the library session is to lay a foundation for information literacy by making students aware of typical library procedures and concepts using GALILEO, the University System of Georgia's Virtual Library. Through GALILEO students have access to over 200 periodical databases, many of which are full-text, as well as to GIL, the library catalog of East Georgia College. GALILEO also provides access to GILUC, the universal catalog of all institutions in the University System, plus private academic, public, and technical college libraries in Georgia.