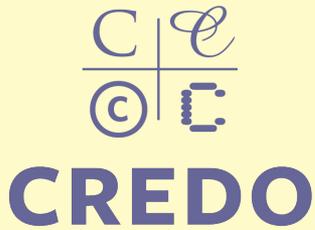




**Beyond the Library: *Using the Credo InfoLit
Modules With or Without the Library***

Karen Carreras-Hubbard





Information Literacy & The Credo InfoLit Modules

- Our Information Literacy Challenges – small staff, no resources, and no time.
- Why We Chose Credo
- Getting Faculty Buy-In
- How We Incorporated Credo – The Multi-pronged Approach
- Introducing Faculty To Credo

Information Literacy Challenges at Berkshire Community College

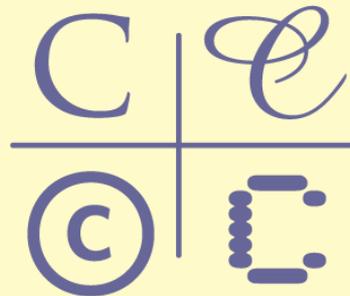


Small Staff, Few Video Creation Resources & No Time



- **Multimedia:** *While we had created several videos and voice threads, keeping these up to date was difficult. Despite our best efforts, our videos didn't exactly look professional.*
- **Assessment:** *We had created an online pre- and post test which we used for almost a decade, but tabulating and assessing data was difficult and the test and data were destroyed when we migrated to a new web host.*
- **The Frameworks:** *The release of ACRL's new Frameworks meant we would have to redo our videos and assessment tools.*
- **More Product:** *We needed more product, preferably with interactive components that were updated regularly. We had neither the time nor the equipment to create these ourselves.*

Why We Chose Credo



CREDO

Previewed Products From Credo and ProQuest

- Preferred Credo's assessment tools
- Preferred the concise way in which Credo aligned its product to ACRL Standards and Frameworks and to the AACU Value Rubric
- We were impressed with the frequent updates.
- We were sold on the pre and post test, and the fact that they could be tweaked.

WHY Credo's Modules Are the Best Solution for BCC. They Provide:

- Multimedia and professionally created interactive modules that are frequently updated
- Built-in assessment tools that faculty can add into Moodle
- A pre and post test that the Library administers in order to measure student acquisition of information literacy skills
- Modules aligned to the ACRL Frameworks and Standards
- An array of product that is wide enough to address the many needs of faculty including teaching about citations, writing, resource evaluation, and the research process. AND Credo offers product that can be used by tutors and other education professionals outside of Moodle

The Challenge: Getting Faculty to Buy-In

- Large body of adjuncts
- 45% of faculty do not use our LMS
- Faculty have little time to learn new systems
- Faculty have misconceptions about how information literate their students are
 - *As “digital natives” don’t they already know it all?*
 - *Isn’t information literacy only for English faculty?*



Getting Faculty Buy-in

Understanding What Faculty Want



Identifying For Faculty Why They Should Use The Credo InfoLit Modules



Evaluating Information/Sources Synthesizing Information

The Research Process Copyright

Types of Sources **Thesis Statements**

Scholarship as a Conversation Academic Integrity

Peer Review **Background Research**

Primary and Secondary Sources Citation Styles

How to Read Scholarly Materials Plagiarism

Citations Styles—APA, MLA, Harvard, Chicago

Talking With Faculty About InfoLit Issues, We Decided That We Needed To Communicate That:

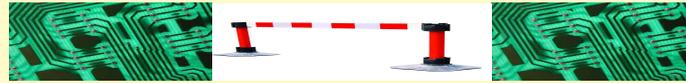
- Information skills are not the same as Googling, tweeting, and commenting on a friend's Instagram
 - When students lack the skills to think critically about information, there can be gaps between faculty expectations and student ability
 - Impacts graduation rates and retention



- Information Literacy is important to every discipline, not just English, and it cannot be learned in a single library orientation session.
- The explosion of information on the internet has made locating and choosing information difficult for students.
- **Faculty who normally spent time teaching individual disciplines are now spending valuable time reviewing basic writing, research, and citation skills.** Using Credo would allow them to flip their classroom and spend less time on this.

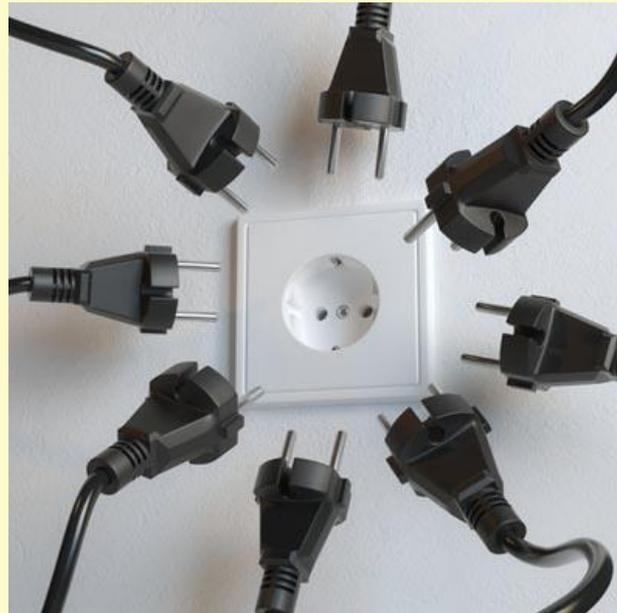


Overcoming our College's Own Barriers



- Our LMS policy did not allow for faculty using Moodle to access the Credo administrative page.
- As so many of our adjunct, and even our full time, faculty members still do not use Moodle, we needed to come up with multipronged access to Credo.
 - We wanted the modules to be available to non-teaching faculty such as tutors and our TRIO professionals.
 - We also needed to make the modules available to students who might benefit from them outside of a particular class or class assignment.

How We Incorporated Credo: The Multipronged Approach



Credo and Moodle

or other LMS



Blackboard



In collaboration with Academic Technology, we created the **Faculty Toolbox Moodle Page** where faculty can capture links to put Credo resources into their own Moodle pages.

Faculty Information Literacy Toolbox

The chapters

-  Using These Modules
-  Table of Contents
-  Video For Faculty - Why Information Literacy Matters
-  Tutorial For Faculty: Designing Effective Research Assignments
-  Standards Mapping for each video and tutorial as it is aligned to ACRL Frameworks, Standards and the Values System.
-  Announcements
-  Printable version of Instructions for Adding Information Literacy Links

▶ **Open all** ▼ **Close all**

Instructions: Clicking on the section name will show / hide the section.

- 1 ▶ **I. Getting Started With Research Module - Toggle** Topic 1
- 2 ▶ **II. Sources of Information Module - Toggle** Topic 2
- 3 ▶ **III. Searching For Information Module - Toggle** Topic 3
- 4 ▶ **IV. Evaluating Information Module - Toggle** Topic 4
- 5 ▶ **V. Presenting Research and Data Module - Toggle** Topic 5
- 6 ▶ **VI. Citations and Academic Integrity Module - Toggle** Topic 6
- 7 ▶ **VII. Links to Ready Made Courses and Pre & Post Test - Toggle** Topic 7
- 8 ▶ **VIII. Teaching With The Faculty Modules - Toggle** Topic 8

Each chapter includes Learning Objectives, Lesson Plans, Instructions for Adding Links and Quizzes, and Module Links.

More...

1

I. Getting Started With Research Module - Toggle

Learning Objectives

Students will be able to...

- Learn about different types of resources.
- Articulate the difference between data, information, and knowledge.
- Identify research methods appropriate for research need.
- dissect the components of a research article.
- Identify the main idea, methodology, and key findings of a research article.
- Learn about different types of resources.
- Differentiate between primary and secondary sources, recognizing how their use and importance vary with each discipline.
- Recognize that unique materials available in an archive or special collection may be the most appropriate resource.

Real World Relevance

In today's world, information skills—critical thinking and problem solving—are essential to success in the workplace and in everyday life. Decisions ranging from purchases to healthcare rely on sound information literacy skills. Being conscious of the variety of information available and basing your decisions on sound evaluation and reasoning will significantly impact your life.

Research is a process that takes time, patience, and practice. Learning the process of research will help your project get off to a good start and help you choose a solid topic. The research process also applies outside of academic work, including job searches.

Lesson Plan - Discussion Topics and Exercises

[Click here](#) for a printable version of this lesson plan for **Why Information Literacy Matters**.

[Click here](#) for a printable version of this lesson plan for **Developing Ideas and Research Questions**.

Instructions For Adding Links:

Note: *These URL's are for adding the link to your Moodle page. If you click on them in this window, you won't see the module. TO VIEW THE MODULE, Scroll down to the corresponding graphic of the external link (green puzzle piece) listed below*

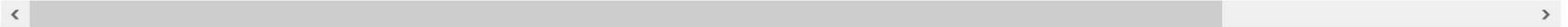
1. Select and copy (Ctrl+C) the URL Module link that you wish to add, beginning with https:
The URLs are provided below. If you wish to view the module video, exercise or quiz, scroll down and *Click Links To Watch Videos And Tutorials* below.

Each section has links to where the video can be previewed.

Need To Know What The Modules Cover?

Click Links To Watch Videos And Tutorials

CLICK THE PUZZLE PIECE TO VIEW THE MODULE



 [Tutorial: Why Information Literacy Matters](#)

 [Video: Life in the Information Age](#)

Basic Information. Appropriate for all classes where writing is a component.

 [Video: The Research Process -](#)

Basic Information. If you are planning on using one module resource to provide an effective overview of what research is all about, this is the one to include in your Moodle course.

 [Tutorial: Choosing a Topic](#)

 [Video: How to Narrow Your Topic](#)

Basic Information. Appropriate for all classes where writing is a component.

 [Tutorial: Background Research Tips](#)

 [Video: Thesis Statements](#)

 [Tutorial: Scholarship as Conversation](#)

 [QUIZ: Thesis Statements](#)

 [QUIZ: The Research Process](#)

In some cases, BCC-specific information is included.

6



VI. Citations and Academic Integrity Module - Toggle

Topic
6

Learning Objectives

Students will be able to...

- Identify a source type when given random data points.
- Accurately match the appropriate citation style to a discipline.
- Identify the proper structure of citations in either APA or MLA style based on the source type and format.
- Demonstrate the proper structure of citations in either APA or MLA style based on the source type and format.
- Define plagiarism and academic integrity.
- Understand the institution's expectations of academic integrity and consequences of acting dishonorably.

Real World Relevance

Citations aren't busy work. They are relevant parts of academic and scholarly communication. They provide the researcher with ways to track down interesting and relevant sources, trace the history of research in some subjects, and help them avoid plagiarism. Citations, references, and works cited lists are how we acknowledge others' work; work that we build upon while moving various areas of research forward. In these modules, students learn how to ethically build on others' ideas ethically, acknowledging any work that is not their own while using the most current citation formats. Modules also cover academic integrity, plagiarism and copyright.

Berkshire Community College's Plagiarism Policy

BCC's Student Guide defines plagiarism:

"*Plagiarism* - Includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This would also include material that is obtained from the computer."

Plagiarism & Academic Dishonesty

Plagiarism is a form of dishonesty in writing. When a student uses another writer's words and/or ideas and presents it as his/her own, he/she is plagiarizing. The faculty and staff at Berkshire Community College consider plagiarism a serious offense and encourage students to produce their best work, using their own ideas and language. When a student does use another writer's *ideas* and *wording* to support his/her own writing, he/she must give that writer credit.

If a situation arises in which an instructor suspects a student of plagiarizing and the problem cannot be resolved between the instructor and the student, then the instructor may refer the case to the Vice President for Academic Affairs who would then follow Due Process Guidelines to resolve the problem. If the student feels unjustly charged with plagiarism, he/she could use the grievance process in this policy guide as a means of resolving the problem.

There is a chapter with ready-made flipped sessions for use by English 101 and 102 classes, and links to the pre and post tests.

7



II. Links to Ready Made Courses and Pre & Post Test - Toggle

Links can be shared with students either as a way to help them familiarize themselves with basic Information Literacy resources specific to BCC, or for the purpose of preparing them for a "flipped" Library session. Students will self enroll by clicking on the "Enroll me" button.

1. **Library Session - English 101** - <https://berkshirecc.mrooms3.net/course/view.php?id=7685> (add this URL to your Moodle course)
2. **Library Session - English 102** - <https://berkshirecc.mrooms3.net/course/view.php?id=9896> (add this URL to your Moodle course)
3. **Library Pre-Test Page** - <https://berkshirecc.mrooms3.net/course/view.php?id=10818> (add this URL to your Moodle course)
4. **Library Post-test Page** - <https://berkshirecc.mrooms3.net/course/view.php?id=12081>

Credo and LibGuides

Making Credo Available To Non-LMS Users

We created two separate **LibGuides**, one for faculty and professional educators and the other for students. These can be viewed on campus without authentication and off campus through ezproxy access.



From Our Library Webpage

Library Events

Recent Events - Press

Inter-Library Loan Form

LIBRARY HOURS:

Monday - Thursday: 8am to 7pm

Friday: 8am to 4pm

Closed Saturdays & Sundays

JANUARY HOURS:

Jan. 2nd - Jan. 21st

Monday - Friday

8am. to 4pm.

MAIN: (413) 236-2150

CIRCULATION: (413) 236-2156

REFERENCE: (413) 236-2157



[Faculty Information Literacy Resource Page](#)

Need Assistance?

Chat via Chat Box or text us at 413-650-1275. Available 9am-3pm



Open to the BCC community and the general public, the Jonathan Edwards Library provides a rich on-site collection, as well as online resources. We also hold numerous events throughout the year.

The library maintains a website that grants 24/7 access to full-text online article, video and ebook databases to BCC students, faculty, and staff with valid BCC ID cards. The Jonathan Edwards Library is a member of the CW/Mars consortium, which enables registered patrons to browse the library catalog and request materials -- print or otherwise -- from other partner libraries.

Find it

[Books »](#)

[Articles »](#)

[eBooks »](#)

[Journal Titles »](#)

[Guest Lectures & Events »](#)

[LibGuides »](#)

[Reference »](#)

[Films on Demand »](#)

[Course Reserves »](#)

[Medcom »](#)

[Help with Research »](#)

[Cite Sources »](#)

[Place a hold »](#)

[ILL Requests »](#)

[Library Staff »](#)

[OCLC WorldCat »](#)

Faculty Information Literacy and Resource Page: The Credo Modules By Topic Area

[Home](#)
[Understanding Information - For Faculty](#)
[The Credo Modules By Topic Area](#)
[Additional Resources](#)

About The Organization of The Modules

The videos and tutorials listed below follow the same organization we use in the Faculty Toolbox in Moodle. Included are the printable Lesson Plans created by Credo. There are two differences, the first of which is that quizzes are not listed as they need to be executed within the Moodle Platform. The second difference is that from this LibGuide page, access from off campus requires authentication using the BCC Library barcode (user name) and password (last name in UPPER CASE).

I. Getting Started With Research Module

- [Tutorial - Why Information Literacy Matters](#)
- [Video - Life In The Information Age](#)
- [Tutorial - Choosing Your Topic](#)
- [Video - How To Narrow Your Topic](#)
- [Tutorial: Background Research Tips](#)
- [Video: Thesis Statements](#)
- [Tutorial: Scholarship as Conversation](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for **Why Information Literacy Matters**.

[Click here](#) for a printable version of this lesson plan for **Developing Ideas and Research Questions**.

II. Sources of Information Module

- [Tutorial: Information Has Value](#)
- [Video: Data, Information, and Knowledge](#)
- [Video: Primary and Secondary Research](#)
- [Video: Primary and Secondary Sources](#)
- [Video: Peer Review](#)
- [Video: Types of Sources](#)
- [Tutorial: How to Read Scholarly Materials](#)
- [Video: How to Read Scholarly Materials](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for **Scholarly Communication and Academic Sources**

III. Searching For Information Module

- [Video: Choosing a Database](#)
- [Tutorial: Choosing and Using Keywords](#)
- [Tutorial: Search Techniques Part 1](#)
- [Tutorial: Search Techniques Part 2](#)
- [Video: Refining Search Results](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for **Introduction to Searching (Choosing Databases and Keywords)**.

[Click here](#) for a printable version of this lesson plan for **Advanced Searching and Refining Results**

IV. Evaluating Information Module

- [Video: What is Authority?](#)
- [Video: Introduction to Bias:](#)
- [Video: Types of Bias:](#)
- [Video: Evaluating Sources](#)
- [Tutorial: Evaluating Resources](#)
- [Tutorial: Choosing the Best Web Source](#)
- [Video: How to Identify and Debunk Fake News](#)
- [Video: Objectivity in Reporting](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for **Evaluating Sources: an Overview**.

[Click here](#) for a printable version of this lesson plan for

V. Presenting Research Module: Synthesizing & Writing

- [Video: Synthesizing Information](#)
- [Tutorial: Synthesizing Information](#)
- [Video: Anatomy of a Research Paper](#)
- [Video: Writing Help](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for **Research Mechanics and Writing Fundamentals**.

VI. Citations and Academic Integrity Module

- [Video: Why Citations Matter](#)
- [Tutorial: Why Citations Matter](#)
- [Video: APA Citations](#)
- [Tutorial: APA Citations](#)
- [Video: MLA 7th Edition Citations](#)
- [Video: MLA 8th Edition Citations](#)
- [Tutorial: MLA Citations](#)
- [Video: Turabian Citations](#)
- [Video: Harvard Citation Style](#)
- [Video: Chicago Style Book Citations](#)
- [Video: Chicago Style Journal & Website Citations](#)
- [Video: Academic Integrity](#)
- [Video: What is Plagiarism?](#)
- [Video: Copyright](#)

Lesson Plan - *Discussion Topics and Exercises*

[Click here](#) for a printable version of this lesson plan for



Library / Subject Guides / Information Literacy / Choosing a Topic

Information Literacy: Choosing a Topic

An Information Literate Student is a Successful Student

Home

Understanding Information

The Research Paper Step I

The Research Paper Step II

Writing Your Paper

Brochures and Tutorials

Copyright

Having Trouble?

- [Biography in Context](#)
- [Gale Opposing Viewpoints in Context](#)
- [Gale Science in Context](#)
- [Gale U.S. History in Context](#)
- [Gale World History in Context](#)
- [Global Issues in Context](#)

Before You Choose a Topic

Before you choose a topic, there's a few steps you should take:

1. Determine what the time limit is for your assignment? Are you hearing about it at the start of the semester, or midway through. Or have you procrastinated? (We hope not!)
2. How much information do you need? How many sources are required?
3. How current does it need to be? This will vary depending on your subject.
For example, if you're doing a paper about Milton's *Paradise Lost*, your sources can be older. But if you're doing a paper on a science topic, such as exoplanets (planets beyond our solar system), the most current information is a must, since new discoveries are frequently made.
4. What type of material do you need? Statistical? Biographical? Primary sources? Scholarly (a.k.a. peer-reviewed)?

Chat with the Library

Chat or Text us at 413-650-1275

Available



Type here to chat.
Press ENTER to send.

Berkshire Community College's Information Literacy Videos And Interactive Tutorials.

- [Choosing A Topic - Tutorial](#)
- [How To Narrow Your Topic - Video](#)
- [Background Reference Materials - Tutorial](#)

Another Page from the Student Information Literacy Guide

Information Literacy: Evaluating Materials

An Information Literate Student is a Successful Student

[Home](#)[Understanding Information](#)[The Research Paper Step I](#)[The Research Paper Step II](#)[Writing Your Paper](#)[Brochures and Tutorials](#)[Copyright](#)

Primary vs. Secondary Sources

- [Video: Primary and Secondary Sources](#)

Primary Sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented at the time or after the event. Primary sources include autobiographies, memoirs, oral histories, legislative documents, court cases, case studies, longitudinal and other studies.

Secondary Sources are commentary or analysis of Primary Sources. Examples include biographies, critical essays on primary works, commentary on about primary sources including interpretations, persuasive articles, surveys and reference resources.

Popular, Scholarly & Trade Publications

- [Video - Peer Reviewed Articles](#)

Popular magazines and newspapers: Written for the general public. These publications are written for information and/or entertainment purposes. They are normally for-profit, and include advertising. They are published frequently, daily for newspapers, and weekly or monthly or bi-monthly for magazines.

Scholarly journals: Written by scholars or academics for scholars and those working on academic research. Articles must be approved by an editorial board of peer reviewers. Because a

Criteria for Evaluating Fake News Stories

- [Video: How to Identify and Debunk Fake News](#)
- [Video: Introduction to Bias:](#)
- [Video: Types of Bias:](#)

Need More Information For Identifying Fake News?

- [How To Identify A Fake News Site. Look at this resource from Indiana University East](#)
- [Ten Ways To Identify A Fake News Site - Tips From EasyBib](#)
- [How To Identify Fake News Sites - More Tips From EasyBib](#)
- [How to Cite a President Trump Tweet - From EasyBib](#)
- [Need Help Assessing The Validity Of Websites? Check Out This Site From Professor Zimdar, from Merrimack College.](#)

Evaluating Resources - Interactive Tutorials and Videos

- [Video: What is Authority?](#)

The quality of your research depends upon the quality of your sources. Choosing the best sources is key to any research endeavor. With such an array of information available to you, this process can be daunting. The type of source you choose should always match your exact needs, for instance, if your teacher asks for a peer reviewed article, then you should seek out journal articles instead of magazines or newspapers.

Every resource you examine should be appraised carefully. Using a criteria for evaluating materials is very helpful in determining what you will select. Thinking critically about your selections is also essential. Keep in mind that just because a resource is in the library, doesn't make it the best fit for your research needs. Always review the assignment to determine exactly what is required of you. If you are researching an independent project, then the following criteria will also be helpful

- [Video: Evaluating Sources](#)
- [Tutorial: Evaluating Resources](#)

Your students arrive on campus lacking research and information skills and you don't have the class time to address the problem. What Do You Do?

Come to one of our demonstrations to learn how the Credo Information Literacy Modules can help!

Dates Offered:

In The Library – Pittsfield Campus:

Monday, February 26, 2:30-3:30

Thursday, March 1, 12:15 – 1:10

Wednesday, March 7, Wednesday, 4:15 – 5:15

South County Center: Monday, March 5, 3:30-4:30



*Refreshments
Will Be Provided!*

Modules provide high-quality, standards-aligned instructional materials that are ideal for supplementing your classroom instruction and online teaching. Add them to your Moodle pages, or use in the classroom, they include:

- ▣ **MULTIMEDIA:** 60+ instructional videos, tutorials, and assessments on ALL citation styles, using and evaluating sources, writing and even Fake News!
- ▣ **INTERACTIVE EXERCISES & QUIZZES:** Help you assess student progress and are easily configured into your Moodle gradebook, independent of the Library.
- ▣ **INSTRUCTOR GUIDES:** Documented learning outcomes, related information literacy standards, discussion topics, and activity ideas



START HAVING MORE IMPACT TODAY!
Questions? Contact us at 236-2153



Introducing Credo to the Campus

- **Teach the Teacher Sessions, late 2017**
- **A December 2017 presentation at the Academic Affairs**
- **Teach the Teacher Sessions, Spring 2018**

How We Are Doing So Far...

- Positive response by faculty
- Diverse disciplines represented including biology, environmental science, mathematics, English, criminal justice, and sociology
- Non-teaching faculty and staff, including tutors and TRIO professionals, attended sessions. We got an enthusiastic response from these stakeholders
- Full support from Administration, including our Acting Vice President and our Deans
- Anticipation that this activity will also be well received by NEASC, as we move towards our next accreditation review

Making The Credo InfoLit Modules a Success

- Make the Modules available in as many ways as possible, not just through your LMS.
- If there are restrictions to allowing faculty into an admin site, recreate it on your LMS, as we did on Moodle.
- Creating LibGuide sites that incorporate the Credo Modules is very valuable, as not all faculty/students use an LMS. Credo makes it easy to set this up so that users can painlessly authenticate through your EZProxy server.
- Remember that the modules are not only valuable to faculty, but to other learning professionals such as your College's tutors, Writing Center and TRIO staff, etc.
- Don't forget to include easy access for students who might use the Modules independently. LibGuides is also great for this.
- Credo Info Lit Modules can also be resident on your A-Z database page.
- Offer Teach the Teacher sessions for faculty across the curriculum, and for staff.

Looking Ahead For Credo and BCC

Our proposal has been accepted and we will introduce the Credo Information Literacy Modules and how we use them at the upcoming Teaching And Learning Conference in April 2018.

- BCC is the first community college in Massachusetts to use Credo.*
- We are the only public institution of higher education in Massachusetts to subscribe to the Information Literacy modules.*



Co-equal Collaboration

Implementing the Framework for Information Literacy for Higher Education with Classroom Faculty

Thursday, March 8, 2018 at 2 pm ET