

## Getting Started with Information Literacy – Core

### What is information literacy and why is it important?

Information literacy (IL) refers to the ability to recognize a need for information and to find, analyze, and synthesize material from books, articles, websites and more that meet that need. For students, it often means the ability to begin with the requirements for an assignment and write a relevant research question; find materials in any medium that answer the question; analyze their accuracy, currency, and other criteria; and use the materials to create a paper that's complete with citations and other scholarly requirements.

Students who receive information literacy instruction enjoy several benefits. A 2017 survey<sup>1</sup> of 42,000 students in more than 1,700 courses at 12 major research universities showed that:

- Retention rates were higher for students whose courses included IL instruction.
- The average first-year GPA for students whose courses included IL instruction was higher than for other students.
- Students who took IL instruction successfully completed 1.8 more credit hours per year than students who did not.

### How can Information Literacy – Core enhance instruction in your classes?

InfoLit – Core gives you a “low lift” option to start incorporating IL instruction in your class and assignments. If your class already focuses on IL already, InfoLit – Core complements what you’re doing through its 60-plus videos, tutorials, and assessments. InfoLit – Core helps you increase instructional time by shifting lecture-based instruction to homework, allowing for hands-on, high impact learning when students come to class.

#### Library instruction

- Do your librarians have limited time with students to teach them research and information literacy skills? It can be hard to balance teaching students the conceptual knowledge they need and the basic mechanics of research for their assignments in one sitting.
- Use multimedia to flip your library instruction. Students can go through multimedia on their own time (before or after class) to get basic concepts of information literacy.
- Benefit: Librarians can focus their in-person time with students on hands-on searching and practice for their assignment, and reinforcing information literacy concepts.

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<sup>1</sup> Greater Western Library Alliance (2017). “The Impact of Information Literacy Instruction on Student Success: A Multi-Institutional Investigation and Analysis.”

[http://www.arl.org/storage/documents/publications/The\\_Impact\\_of\\_Information\\_Literacy\\_Instruction\\_on\\_Student\\_Success\\_October\\_2017.pdf](http://www.arl.org/storage/documents/publications/The_Impact_of_Information_Literacy_Instruction_on_Student_Success_October_2017.pdf)

### Scaffolded throughout your course

- Are you concerned about having enough time to cover your course's content and incorporate research instruction into your syllabus?
- Use multimedia to flip information literacy instruction throughout several weeks of your course. Students can go through multimedia on their own time to learn basic concepts and practice research skills.
- Reinforce IL concepts through the research assignments you planned to give as part of your syllabus—annotated bibliographies, research papers, etc. Relevant multimedia can be shared with students at each step of a major research project.
- Benefit: Students can benefit from information literacy instruction without a significant impact on your syllabus.

### Remedial tool

- Do some of your students (transfer students, non-traditional students, at risk students) need a refresher or additional help with how to do research ?
- Use multimedia as a remedial tool for students who need to review basic information literacy skills. By making materials available online, you can give students the help they need without significantly impacting your course syllabus.
- Benefit: Students who need additional help can benefit from information literacy instruction without a significant impact on your syllabus.

## Make the Most of Your Information Literacy – Core Content

### General Tips

- Students can access InfoLit – Core in a variety of settings:
  - Outside of class as online learning objects
  - Embedded or linked from any website
  - Integrated within your online class (e.g., for gradebook sync)
- All materials are aligned to national IL standards (ACRL, AAC&U)
- Videos are short (2-4 minutes) and produced in engaging motion graphic style
- Tutorials support formative assessment with practice elements throughout
- Quizzes can be applied to students' final grade or used for extra credit
  - Quizzes relate to specific topics in the videos and tutorials (there are typically 1-3 multimedia covered per quiz)
  - Use them in conjunction with multimedia to assess specific skills that are important for your course
- Pre/post Tests
  - Cover all concepts in InfoLit – Core multimedia—this option is best used when you are covering lots of IL-related topics
  - Two sets of 20 unique questions each

### Videos and Tutorials

Most instructors use 5-7 pieces aligned with course learning objectives, their course syllabus, or topics that need to be stressed to students. Typically these are spread across different weeks of a course, scaffolded beside an assignment.

- 5-7 multimedia typically equate to a 25-40 minute commitment for your students (average 5 minutes per item)
- Tutorials with practice elements can be used during class time as a facilitated activity
- Or any multimedia can be used in flipped instruction where videos and tutorials are assigned as homework

See [Information Literacy – Core Multimedia Aligned with Research Assignment](#) and [Curriculum Mapping of Information Literacy – Core Multimedia](#) as a model for using multimedia to support a scaffolded research assignment.

## Take Advantage of Credo Insights: The Built-in Assessment Platform

### Quizzes

- Recommended when your course is not heavily focused on IL, but you would like to reinforce IL principles. The quizzes can work in conjunction with other IL-based assessments in your course, such as papers or annotated bibliography assignments.
- Relate to specific topics in the videos and tutorials (typically 1-3 multimedia are covered in 1 quiz). Use them in conjunction with multimedia to assess specific skills that are important for your course.
- Many instructors use these as formative assessments, offering extra credit or as a quiz grade with small point value to course overall.

### Pre/post tests

- Cover all concepts in InfoLit – Core multimedia and are best used when your course is heavily focused on IL.
- Pre- and post-tests can be used together, or separately; pre-test as a benchmark (ungraded), then use the post-test as a graded test or alternatively, use the pre-test or post-test as a standalone graded item.
- Can be used in conjunction with other IL-related assessments (annotated bibliographies or research papers) in which students must apply what they have learned.
  - For example, in an ENG course that is heavily IL, two popular options include:
    - Administer the pre-test at the beginning of the course and the post-test at the end.
    - Administer the post-test only at the end of the course along with a research/writing assignment.
- Can be used across courses (or even all of gen ed) to see IL skills in broader context.
  - For example, first-semester freshmen take the pre-test, then are given the post-test at the end of their sophomore or junior year.
  - See [Curriculum Mapping of Information Literacy: Core Multimedia](#)