

Supporting Life Long Learning through High Impact Integration of Information Competencies

Marta Charrón Vias, PhD, CFD
marta.charron1@upr.edu

Beatriz Rivera Cruz, PhD, CFD
beatriz.rivera6@upr.edu

Description

- ▶ Information literacy is the basis of life long learning. In addition to giving students the tools necessary to use information effectively, efficiently and ethically, it also provides the structure for students to become competent in problem solving, decision-making, and critical thinking.
- ▶ We present an innovative information literacy integration model that embeds experiential activities in the program's core. It considers the level at which the students are in the program and includes the assessment of student learning.
- ▶ Communities of practice of academics and librarians implement and assess the model, and communities of learners are formed between students, professors and librarians that further enrich the learning process.

Learning Objectives

- ▶ Learn how to design course-embedded high impact activities for information competencies and undergraduate research.
- ▶ Learn how to develop information literacy competencies incrementally over the course of a program.
- ▶ Learn how to foster collaboration between academics, librarians, and students through communities of practice and communities of learning.
- ▶ Participate in a hands-on exercise by developing an information literacy integration model for their school program.

High Impact Practices (HIPS)

- ▶ Effective educational practices and experiences that are instrumental for student retention and engagement. (Brown & Abertine 2012)
- ▶ They include:
 - ▶ First-Year Seminars and Experiences
 - ▶ Common Intellectual Experiences
 - ▶ Learning Communities
 - ▶ Writing-Intensive Courses
 - ▶ Collaborative Assignments and Projects
 - ▶ Undergraduate Research
 - ▶ Diversity/Global Learning
 - ▶ Service Learning, Community-Based Learning
 - ▶ Internships
 - ▶ Capstone Courses and Projects

High Impact Practices (HIPS)

- ▶ Kuh (2008) documented a positive impact of HIPS on student learning. Recommends that these practices should:
 - ▶ be well planned.
 - ▶ be experienced by students more than once.
 - ▶ Available for students throughout the curriculum.



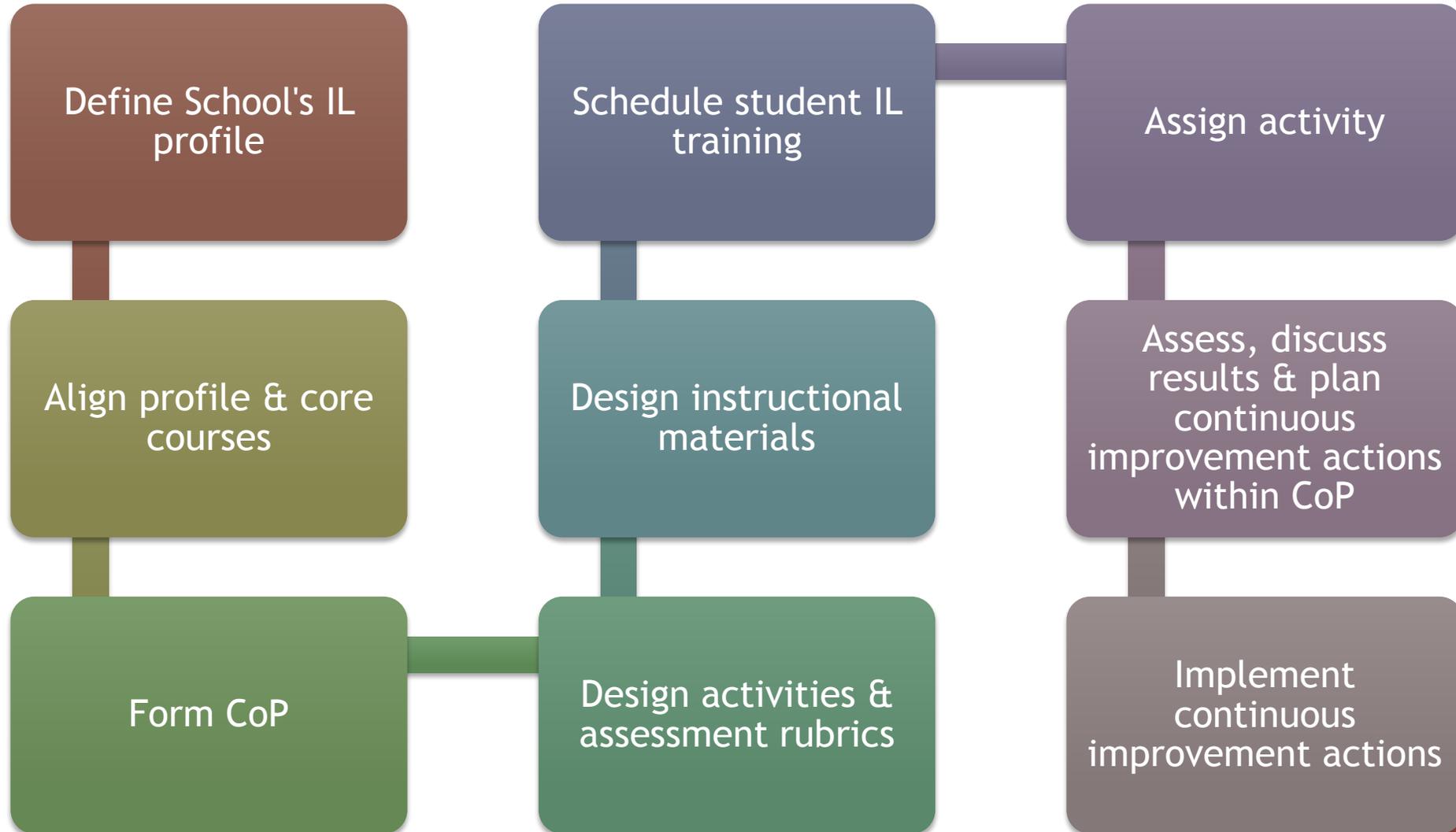
Information Literacy and Life Long Learning

- ▶ The Alexandria Proclamation adopted by the High Level Colloquium on Information Literacy and Lifelong Learning in November 2005 defines information literacy
 - ▶ as a mean to “empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals”. (UNESCO 2007)
- ▶ Information literacy forms the basis of problem solving, decision making, critical thinking skills, and most importantly of life-long learning.

Background

- ▶ **The School of Business Administration at the University of Puerto Rico, Rio Piedras Campus**
 - ▶ Public university
 - ▶ Business School has approximately 1,933 students
 - ▶ AACSB and ABET accredited
 - ▶ Nine majors at BBA level share a common business core
 - ▶ MBA and PHD programs

Information Literacy Integration Steps



Benefits of Process

- ▶ Implemented throughout the core courses.
- ▶ Course-embedded.
- ▶ In context activities aligned with courses.
- ▶ Activities aligned with student level (First year, second year and so forth).
- ▶ Allows students experience HIP through out their bachelor degree (repetitive experience).
- ▶ Academics, librarian and tech support partnership.
- ▶ Instructional materials are available online.

Information Literacy Student Profile and Integration Plan

Information Literacy Plan		1st year		2nd year	3rd year	
Business School Info Lit Profile		ADMI 4005	CONT 3106	COEM 3001	FINA 3107	LEGA 4005
Activity		Entrepreneur-ship Essay	Search & analysis of accounting information	Annotated Bibliography	Comparison of bond issue form 2 countries using Bloomberg tool	Short research paper on business corruption
1. Define the nature and extent of information needed						
a. Demonstrate a clear understanding of the activity (assignment, research project, annotated bibliography, literature review, information or data or information need, among others) and its requirements.		√	√	√	√	
b. Develop a purpose statement and a timeline for completion of the activity.				√		
c. Clearly articulate a focused research question or problem.						√
d. Identify types of materials (journals, government publications, books, web presentations) that may be used to complete the activity.			√			√
e. Recognize the limitations of information availability.						√
2. Access information effectively and efficiently						
a. Choose key concepts or terms appropriate to the activity.		√	√		√	
b. Recognize that the organization of literature differs by discipline.						√
c. Search the BAE's databases, web sites, online sources, and printed materials as needed.		√		√	√	
d. Follow a citation and use citation components for searches				√		
e. Modify the search strategy as necessary.						√
3. Evaluate information critically						
a. Determine if the information discovered is relevant for the needs of the activity.		√	√			√
b. Distinguish between scholarly and popular sources, primary and secondary sources.					√	
c. Examine and compare information found in books, articles, and web sites, and evaluate for reliability, validity, accuracy, authority, scope, and timeliness.				√		
d. Identify prejudice, bias, deception, or manipulation.						
e. Draws conclusions and/or makes decisions based on the information gathered.			√	√		√
4. Organize, synthesize, and communicate information for a specific need						
a. Manage and store search strategies and search results from a variety of resources using various technological tools.					√	
b. Integrate new and prior information including quotations and paraphrasing in a way that supports the activity or research question.						√
c. Present information in a manner that supports the activity or information need.		√	√	√	√	√
5. Ethically and legally access and use information						
a. Avoid plagiarism by appropriately summarizing, paraphrasing, quoting and acknowledging sources.		√				
b. Legally obtain, store, and use text and data, including sound and images.						√
c. Select and consistently use a citation style appropriate to the discipline.				√	√	√
d. Cite correctly printed, multimedia, and online sources.			√			

Description of Activities

Course	Activity
Adm 4005 - Intro to Management	Research the term Entrepreneurship and prepare a 3 page essay based on the information gathered
Cont 3106 - Accounting	Research financial statements of company and performed ratio analysis to determine if the company's stock are a good buy. Prepare an analysis report.
Coem 3001 - Business Comm	Prepare an annotated bibliography on the importance of business communication.
Fina 3107 - Financial Markets & Institutions	Research, using Bloomberg, bond issues of Greece and Puerto Rico, collect data, compare and analyze. Research any news that might have affected the bond issue. Prepare a written report comparing the bonds and analyzing the news impact.
Lega 4005 - Legal Aspects of Business	Research on business corruption. Includes corruption laws, ethical dilemma. Prepare a short working paper on the subject.

Hands on Exercises

- ▶ **Information Competencies Integration Plan Checklist**
- ▶ **Exercise 1: Identify building blocks for the Integration Plan**
- ▶ **Exercise 2: Understanding the mechanics of integration**
- ▶ **Association of College and Research Libraries (ACRL)**
 - ▶ <http://www.ala.org/acrl/standards/informationliteracycompetency#stan>

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Business School Info Lit Profile /	Courses					
	Activity	Entrepreneurship Essay	Search & analysis of accounting information	Annotated Bibliography	Comparison of bond issue form 2 countries using Bloomberg tool	Short research paper on business corruption
1. Define the nature and extent of information needed						
a.	Demonstrate a clear understanding of the activity (assignment, research project, annotated bibliography, literature review, information or data or information need, among others) and its requirements.	✓	✓	✓	✓	
b.	Develop a purpose statement and a timeline for completion of the activity.			✓		
c.	Clearly articulate a focused research question or problem.					✓
d.	Identify types of materials (journals, government publications, books, web presentations) that may be used to complete the activity.		✓			✓
e.	Recognize the limitations of information availability.					✓
2. Access information effectively and efficiently						
a.	Choose key concepts or terms appropriate to the activity.	✓	✓		✓	
b.	Recognize that the organization of literature differs by discipline.					✓
c.	Search the BAE's databases, web sites, online sources, and printed materials as needed.	✓		✓	✓	
d.	Follow a citation and use citation components for searches			✓		
e.	Modify the search strategy as necessary.					✓
3. Evaluate information critically						
a.	Determine if the information discovered is relevant for the needs of the activity.	✓	✓			✓
b.	Distinguish between scholarly and popular sources, primary and secondary sources.				✓	
c.	Examine and compare information found in books, articles, and web sites, and evaluate for reliability, validity, accuracy, authority, scope, and timeliness.			✓		
d.	Identify prejudice, bias, deception, or manipulation.					
e.	Draws conclusions and/or makes decisions based on the information gathered.		✓	✓		✓
4. Organize, synthesize, and communicate information for a specific need						
a.	Manage and store search strategies and search results from a variety of resources using various technological tools.				✓	
b.	Integrate new and prior information including quotations and paraphrasing in a way that supports the activity or research question.					✓
c.	Present information in a manner that supports the activity or information need.	✓	✓	✓	✓	✓
5. Ethically and legally access and use information						
a.	Avoid plagiarism by appropriately summarizing, paraphrasing, quoting and acknowledging sources.	✓				
b.	Legally obtain, store, and use text and data, including sound and images.					✓
c.	Select and consistently use a citation style appropriate to the discipline.			✓	✓	✓
d.	Cite correctly printed, multimedia, and online sources.		✓			

Bibliography

Brown, Tia & Abertine Susan (2012). *Seeking High-Quality, High-Impact Learning: The Imperative of Faculty Development and Curricular Intentionality*, Peer Review. P 4-5.

Horton, Forrest (2007). *Understanding Information Literacy: A Primer*. France: United Nations Educational, Scientific and Cultural Organization.

Kuh, G. 2008. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.

Exercise 1: Identify building blocks for the Integration Plan

The development of an integration plan requires the identification of the following key information:

1. Familiarize yourself with the list and provide as much information as you can.
2. Reflect on the usefulness of the list for you. What would you add? What is the rationale?
3. Share your insights.

You will have 5 minutes for the exercise.

Use this checklist in your school to create the Plan aligned to the mission and curricular plan of your program.

Exercise 2: Understanding the mechanics of integration

Using the Information literacy student profile and integration plan table:

1. Determine the 5 core courses along the program spectrum and assign each to the columns in order, from lower to upper level.
2. Examine the skills, and determine which are in alignment with each course starting with lower, basic cognitive level
3. Place a check mark in the column corresponding to each course.
4. Repeat 2 and 3 until the last course has been reached, making sure the cognitive level increases as the course level increases.

Note: Remember the Information literacy profile must be custom created for your school mission, and program level. The assessment activities must be created to align to the specific competency development.