Information Literacy Across the Curriculum

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Introduction
In August 2012 the General Education Committee (GEC) was tasked by the Manoa Faculty Senate with reviewing how information literacy is being taught across the curriculum. The GEC created an Information Literacy Working Group (ILWG) that undertook the following:

1. Foundational writing communication courses and writing intensive focus courses, or writing oriented courses, are not the only courses where information literacy is being taught.
2. ILWG members disagreed on the presence of information literacy in a course’s content; especially in the review of SLOs. Some members took a broader view of information literacy to include any form of critical thinking or use of sources while others had a more focused view that required learning outcomes that specified filling an information need through finding and evaluating sources.
3. In reviewing the SLOs and instructor survey results, the issue of intentionality came up in the ILWG’s discussions, repeatedly. The ILWG questioned, in certain cases, whether departments and instructors intentionally or inadvertently addressed information literacy.
4. There are many courses with SLOs incorporating information literacy, and some do not include library workshops. There is great potential for the library to increase their information literacy efforts.

Observations
1. Foundational writing communication courses and writing intensive focus courses, or writing oriented courses, are not the only courses where information literacy is being taught.
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4. There are many courses with SLOs incorporating information literacy, and some do not include library workshops. There is great potential for the library to increase their information literacy efforts.

Recommendations
1 Core Courses
- Help Core Courses in Large Majors Cover Information Literacy
2 Training
- Provide Professional Development to Instructors on Information Literacy
3 Teaching Strategies
- Showcase Effective Information Literacy Teaching Strategies
4 Library Support
- Support Library Information Literacy Instruction Efforts
5 Identify Other Areas
- Identify Curriculum Areas beyond Foundational and WI Courses (Capstone, Research Method, Gateway Courses)

Curriculum Map
A curriculum map was created merging three sources of data: (1) library instruction sessions, (2) Student Learning Outcomes addressing some aspect of information literacy, and (3) General Education Writing Intensive courses. All data was from the 2012-2013 academic year.

Excerpt from Curriculum Map:

<table>
<thead>
<tr>
<th>#</th>
<th>Course</th>
<th>Library</th>
<th>Department SLO</th>
<th>Writing Intensive</th>
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<tbody>
<tr>
<td>248</td>
<td>ENG100</td>
<td>BHSD/HAWN</td>
<td>SLO</td>
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Curriculum Map

Define the definition of information literacy in one or two sentences.
An information literate person can: 1. Determine the nature and extent of information needed 2. Accesses the needed information effectively and efficiently 3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system 4. Uses information effectively and critically to accomplish a specific purpose 5. Understands many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally

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4. There are many courses with SLOs incorporating information literacy, and some do not include library workshops. There is great potential for the library to increase their information literacy efforts.

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