Information Literacy Instruction and Assessment Questionnaire

Tags for Librarians’ Responsibility

http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm

Instruction librarians may use Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (ACRL, 2001) for guidance in developing objectives for an individual teaching session, or for a course, or when collaborating with a course instructor to incorporate information literacy instruction into a specific course. The IS Objectives break the Competency Standards into specific discrete measurable results. Please use the IS objectives below to: 1) Identify IS objectives you have taught in your information literacy instruction. (T = Taught). 2) Identify which IS objectives you have evaluated in your information literacy instruction. (E=Evaluated) 3) If you have evaluated a IS objective, use the assessment rubric to identify the method (Radcliff).

(T) (E) Assessment Method: ______________________________________________________

_____  _____ 1.1.c. Explores general information sources to increase familiarity with the topic

- Describes the difference between general and subject-specific information sources.
- Demonstrates when it is appropriate to use a general and subject-specific information source (e.g. to provide an overview, to give ideas on terminology).

(T) (E) Assessment Method: ______________________________________________________

_____  _____ 2.1.d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

- Selects appropriate information sources (i.e. primary, secondary or tertiary sources) and determines their relevance for the current information need).
- Determines appropriate means for recording or saving the desired information (e.g. printing, saving to disc, photocopying, taking notes).
-Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

(T) (E) Assessment Method: ______________________________________________________

_____  _____ 2.2.b. Identifies keywords, synonyms and related terms for the information needed

- Identifies keywords or phrases that represent a topic in general sources (e.g. library catalog, periodical index, online source) and in subject-specific sources.
- Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
- Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describes a topic
- Identifies keywords that describe an information sources (e.g., book, journal article, magazine article, Web site).
2.2.c. Selects controlled vocabulary specific to the discipline or information retrieval source

- Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
- Explains what controlled vocabulary is and why it is used.
- Identifies search terms likely to be used for a research topic in relevant controlled vocabulary lists.
- Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.

2.2.c. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

- Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
- Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
- Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
- Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
- Formulates and executes search strategies to match information needs with available resources.
- Describes differences in searching for bibliographic records, abstracts or full text in information sources.

2.2.f. Implements the search using investigative protocols appropriate to the discipline

- Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
- Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
- Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
- Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user’s instructions, legends, cross-references) in order to locate pertinent information in it.
2.3.b. Uses various classification schemes and other systems (e.g. call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration.

- Uses call number systems effectively (e.g. demonstrates how a call number assists in locating the corresponding item in the library).
- Explains the difference between the library catalog and a periodical index.
- Describes the different scopes of coverage found in different periodical indexes.
- Distinguishes among citations to identify various types of materials (e.g. books, periodical articles, essays in anthologies) (See also 2.3.a)