Lindenwood University Information Fluency Plan

CIC Workshop Representatives
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1. Already Established

- **New Facilities:** The new Library and Academic Resource Center opening fall 2017 will provide the space and necessary technology to support this new initiative, including Information Technology and other instructional support. Designed for an interdisciplinary audience and use across university programs, the space includes many computer and media labs, as well as a modular classroom that could be utilized for the purposes of teaching information fluency, utilizing the electronic resources and collaborative space, which includes moveable computers, desks and monitors, as well as overhead, shareable flat screens.

- **New Learning Outcomes:** Lindenwood University has recently approved a new general education curriculum and institutional learning outcomes. These new outcomes clarify the learning goals for the institution and align them with the shared core curriculum that all students complete. While information fluency is not a stand-alone outcome, all four ILOs taken together address the skills students need to demonstrate, including:
  
  1. Lindenwood graduates have broad, integrative, and specialized knowledge.
  2. Lindenwood graduates have essential habits of mind.
  3. Lindenwood graduates have communicative fluency.
  4. Lindenwood graduates have effective problem-solving skills.

ILO 1 ensures that students have discipline specific knowledge. Evaluation of the information learned in the major courses is reinforced in the general education courses through ILO 2, which addresses adaptive thinking, critical thinking, innovative thinking, and diverse perspectives. The skills necessary to communicate carefully considered and discerned information is taught in courses that address ILO 3, which include oral, written, and digital communications fluency. Finally, students learn problem-solving and collaboration skills in ILO 4 where information in their field is researched, discerned, and communicated in major projects.

The new goals have been aligned with each individual programs' assessment plans, while the new general education curriculum with begin fall 2017.

- **Reference Librarian Instruction:** Students will either have an in-class presentation on information fluency, be required to meet outside of class one-on-one with a reference librarian in smaller classes, or will have a reference librarian embedded in online courses in the LMS. In the case of an in-class presentation, reference librarian Nancy Messina will present how to use databases in classes beginning in the fall 2017.
term. Classes will meet in the new dedicated library instructional computer lab in the new Library and Academic Resource Center. In 40 minute presentations, the reference librarian will present the various databases for different fields and then have students find resources for an assignment that they are currently working on in their upper-level arts courses.

- **Information Fluency Course:** A course was approved for a new program beginning in the 2017-18 catalog that addresses both digital communications and information fluency. Digital Content Strategy degree, DCS 36000 Information Literacy, which specifically addresses information discernment, where, and how to find and use information. This course builds on a previously established Media Literacy course. Also, the General Education Committee recently approved a new ILO designation for Communications, which could house Digital Communication and would be ideal as a Late Start Course.

- **Library Research Guides:** Faculty can work independently or in cooperation with a reference librarian to build a dedicated URL on the university website with resources specific to a class, topic, etc. These can be assembled for upper-level arts courses with minimal effort by faculty to link students directly to the preferred research databases, websites, and resources for their field/topic. Multiple tabs in a LibApps Account can be created, each dedicated to a different item for each class to assist in information fluency and the utilization of digital resources.

- **Student Research Conference:** The annual Student Research Conference provides students from all schools and levels with the opportunity to showcase their work from that academic year in the form of panels, paper sessions, and poster sessions. This conference allows students to present their work in many innovative formats utilizing digital communicative and information fluency strategies. The School of Arts, Media, and Communications generally represents a third of the proposals annually that range from Dance performances, dramatic readings, traditional research paper presentations, business poster sessions, and more.

2. **In Process**

- **Curriculum Mapping:** Information fluency will be addressed as part of the current assessment activities for all programs, where each is currently in the process of developing curriculum maps in order to identify where certain Institutional Learning Outcomes are being addressed. Each school will be asked to identify the percentage of classes and in what major Digital Communication, Problem Solving, and Information Fluency are being taught; at what point students are being assessed on their problem solving skills; and at what point students are assessed for digital/information fluency.

- **Writing Across the Curriculum:** The initiative will replace the current Writing Proficiency Assessment, which will be phased out fall of 2017. The WAC initiative will identify Writing Intensive courses within and outside of the major to fulfill assessment of writing proficiency. Information Fluency is embedded as a key
component of these courses, especially in a formative and summative major courses where there is a required research component.

- **Freshmen Learning Communities:** Starting fall 2017, Lindenwood will offer three General Education courses that will be linked by a theme, such as Antiquity or Gender, which will foster a sense of community among Freshmen since they must take all three together. Information fluency is integrated into the interdisciplinary assignments that requires lateral thinking and research.

- **Academic Technology Workshops:** Academic Technology oversees training sessions for faculty for the university LMS, as well as best practices for online instruction and distance learning. These could be adapted for the purposes of Information Fluency training, especially the webinars and training modules that allow those not on-campus to participate, especially adjuncts instructors. Additionally, ATS also has organized a series of Ted X talks to address information fluency as a subject.

- **Makerspaces:** Part of the instructional support and facilities in the new Academic Resource Center are two makerspaces that can be rearranged to facilitate student research, interaction and engagement; the Belleville campus is raising funds to establish a similar makerspace on that campus. Such spaces promote hands-on solving of creative and technical problems that often require supplemental research and information evaluation by students.

- **Undergraduate Research:** The administration recently approved additional funding to promote undergraduate research. Previously students had access to funds to present their work at various conferences in the region and nationally. Faculty will now receive funds to work directly with students to the benefit of both parties and to foster their individual learning goals and research.

3. **To Come**

- **Information Fluency Course:** An existing course, COL 11100 Internet Library Research Strategies, will be redesigned in order to update the content and address information fluency. COL 11100 Internet Library Research Strategies. This course was used to introduce students to information literacy at the freshman level, and may be modified to address the key issues for information fluency and how to attain it through work with a reference librarian in a course specifically designed to address it.

- **Faculty Development:** The Faculty Development Working Group is currently investigating professional development as it relates to teaching at the university and will make a recommendation based on faculty feedback and available research as to the nature and number of development opportunities faculty must take advantage of on an annual basis as part of their Teacher-Student Learning evaluation criteria. Development in 2017-18 will focus on Student Engagement and High Impact Practices, including undergraduate research. Information Fluency may also be included as part of the requisite Academic Technology sessions that may be attended, or as a part of them, for such development evidence.

- **Library Resource Module:** A module for program-specific resources will be developed for different programs that can be uploaded to Commons and imported into
any LMS shell at either campus. This module would have resources for each program and would not require extensive faculty training or effort. Such resource would include the relevant databases and research tools for each field and contact information for specific reference librarians who specialize in those areas.

- **Assignment Library:** Assignments representing varying levels of instruction from freshmen to senior will be solicited from each program from full-time and part-time instructors to be used as examples. Faculty will be asked to select assignments that use digital or information fluency and/or forms of digital research. Sample assignments available through the CIC workshop and as examples on the website will also be collected and included. This assignment library will be kept in the Lindenwood Faculty and Lindenwood Adjunct LMS shells.

- **Library-School Communication:** Relationships and communication will be addressed and improved between schools and their library liaisons to ensure available resources are known to faculty and built into curriculum development, assignments, and assessment.

- **General Education Curriculum:** The recently approved new ILOs for the university are not fully represented in the current General Education curriculum. Digital communication, specifically, as a component of Information Fluency is absent and will be addressed with new courses or with additional assignments in existing courses.