

Office of Academic Affairs				
2014 NEASC Standards' Goals for Improvement				
<u>Timeline for Achieving Priorities</u>				
Standard # 7 Library and Information Resources				
List Goal #3: Define Informational Literacy and Technological Literacy				
% of Completion				
100%	75%	50%	25%	
				Spring 2012 <ul style="list-style-type: none"> ❖ Conduct research to obtain definitions and key characteristics ❖ Have Standard 7 committee create draft definitions of Information Literacy (IL) and Technological Literacy (TL) with appropriate sub-points ❖ Submit to Library and IT staff for feedback
				Fall 2012 <ul style="list-style-type: none"> ❖ Review comments and refine definition ❖ Distribute definition to NEASC Steering Committee to demonstrate progress ❖ Distribute to Gen. Ed Committee for discussion <ul style="list-style-type: none"> ▪ Will IL/TL be a separate Gen Ed outcome or a subset of Critical Thinking? ▪ If not a specific outcome, how will the college map and measure IL/TL? Discuss ❖ Hold CITLA events/plan for PDD events that will discuss the relevance of IL/TL

Community College of Rhode Island

100%	75%	50%	25%	
				Spring 2013 <ul style="list-style-type: none"> ❖ Get feedback from faculty and students about the definitions of IL/TL, events held, importance of IL/TL, etc. ❖ Review curriculum maps to determine if IL/TL is being appropriately mapped/measured. What refinements are needed? Are students learning <u>increasingly more sophisticated IL skills as they move through their academic careers?</u> ❖ Explore different ways that student skills in IL/TL can be measured. Report to Gen Ed committee preferred ways to measure skills.
				Fall 2013 <ul style="list-style-type: none"> ❖ Measure IL/TL. Report. Review. Refine. RePost ❖ ❖

2. The group's discussion revolved around reviewing definitions for both information literacy and technological literacy.

2.1 Information Literacy

<http://www.ala.org/acrl/standards/informationliteracycompetency>

American Library Association:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Businessdictionary.com:

[Ability](#) to [define problems](#) in [terms](#) of their [information needs](#), and to [apply](#) a [systematic approach](#) to [search](#), locate, apply, and synthesize the information and evaluate the entire [process](#) in terms of [effectiveness](#) and [efficiency](#).

President Barack H. Obama – National Information Literacy Awareness Month, October 2009

"...Rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation. This new type of literacy also requires competency with communication technologies, including computers and mobile devices that can help in our day-to-day decision making...."

National Forum on Information Literacy:

Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

Birdsong, Lark. "Information Literacy Training For All." *Searcher* 17.8 (2009): 18-54. *Academic Search Complete*. Web. 4 Apr. 2012.

"...Ron E. Bergquist, a professor at the University of North Carolina, and enhanced the ALA **definition** of **information literacy**. Bergquist suggests that a comprehensive **definition** of a full **information literacy** curriculum would be broken down this way:

[Comprehensive Definition](#)

* In a narrow sense, it includes the practical skills involved in effective use of **information** technology and information resources, either print or electronic.

* In a broader sense, it is a new liberal art which extends beyond technical skills and is conceived as the critical reflection on the nature of **information** itself, its technical infrastructure and its social, cultural and even philosophical context and impact...."

http://library.lafayette.edu/instruction/infolit_define

<http://www.informationliteracy.org.uk/information-literacy-definitions/>

In particular, select Information Skills for Higher Education

http://infolit.org/?page_id=1088 Includes a Resource Literacy tab

<http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf>

2.2 Technological Literacy

Technology literacy is the ability to:

- Responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information
- Improve learning in all subject areas
- Acquire lifelong knowledge and skills in the 21st century.

<http://www.setda.org/toolkit/nltoolkit/tla/tla02.htm>

Fluency with information technology requires three kinds of knowledge:

- Contemporary **skills**, the ability to use today's computer applications, enable people to apply information technology immediately. In the present labor market, skills are an essential component of job readiness. Most importantly, skills provide a store of practical experience on which to build new competence.
- Foundational **concepts**, the basic principles and ideas of computers, networks, and information, underpin the technology. Concepts explain the how and why of information technology, and they give insight into its opportunities and limitations. Concepts are the raw material for understanding new information technology as it evolves.
- Intellectual **capabilities**, the ability to apply information technology in complex and sustained situations, encapsulate higher-level thinking in the context of information technology. Capabilities empower people to manipulate the medium to their advantage and to handle unintended and unexpected problems when they arise. The intellectual capabilities foster more abstract thinking about information and its manipulation.

http://www.nap.edu/openbook.php?record_id=6482&page=1

3. Kathy will send these definitions on to the full committee for feedback. If all are in agreement, she will send the definition of TL to Steve Vieira and ask Ruth to send the IL definition to the librarians.