

CIDR Teaching and Learning Bulletin

Information for People who Teach at the University of Washington

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Information Literacy: The Library Connection

“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.”

Information Literacy Competency Standards for Higher Education, Association of College and Research Libraries
<http://www.ala.org/acrl/ilintro.html>

Students who are information literate are better prepared to ...

- Locate and intelligently use information sources.
- Distinguish between scholarly and popular sources.
- Effectively search the Internet and evaluate what they find.
- Use primary materials.
- Learn interdisciplinary research skills.
- Employ critical thinking skills.
- Credit sources appropriately and ethically.
- Write well-researched papers and create better projects.
- Feel comfortable in any information situation.

Instructors can promote information literacy.

- Brainstorm with a librarian on information literacy goals for your course, and consult with a librarian during course preparation.
- Work with librarians behind the scenes, in your class, or in the library. These subject specialists can suggest good topics and resources in your discipline. Examples of contributions librarians have made to courses include:
 - collaborative development of research assignments
 - introductions to a library or special collection
 - single classes on specific tools (databases, etc.)
 - classes on effective library research strategies
 - quarter-long course-integrated information literacy instruction
- Consult with a librarian on your own research processes and share the outcomes with your classes.
- Share with librarians your students' progress on their assignments and feedback on librarians' contributions.

“... thanks for last week's session. I cannot tell you the raves you got in class. My students really enjoyed [and] got a lot out of their time with you. Said one, 'Why didn't I ever learn about any of this before?'”

– Instructor's feedback to a UW librarian

What else can UW Librarians do for you?

- Keep you apprised of the latest developments in information technology and related software applications.
- Help you make use of new databases and other information sources.
- Place items on reserve or e-reserve for your classes.
- Purchase library resources to support your teaching.
- Develop subject area web pages in support of a course.
- Help you find useful web sites for classes and research.

To get started ...

Determine which librarian to contact:

- Subject Specialist for your area
- Odegaard librarians for lower division courses
- UW Tacoma librarians
- UW Bothell librarians

Schedule an appointment, stop by a reference desk at a library, or visit the following web resources:

Introduction to Library Classes:

www.lib.washington.edu/help/instruction/

Checklist for Effective Library Assignments:

www.lib.washington.edu/help/guides/design.html

Subject Librarians:

www.lib.washington.edu/help/reference/selectors.html

CIDR

Center for Instructional
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You can also visit CIDR for help with your questions on course design, teaching, and assessment of your courses.

<http://depts.washington.edu/cidrweb/>

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The *CIDR Teaching and Learning Bulletin* is designed to be a resource for your teaching. This edition of the Bulletin was developed by UW Librarians Jennifer Evans, Doreen Harwood, Angela Lee, Brenda Philip, and Helene Williams.

The *Bulletin* provides people who teach at the University of Washington with *brief* descriptions of current topics related to teaching and learning in higher education. It is published quarterly by the Center for Instructional Development and Research (CIDR). Previous issues include:

- Developing a Teaching Portfolio
- Classroom Assessment of Teaching and Learning
- Preparing for the First Day of Class
- Classroom Observation
- Designing a Course
- TA Preparation Reconsidered
- Teaching through Discussion
- Transforming a Course
- Helping Student Writers Succeed
- Teaching a Service Learning Course
- Teaching Freshman Interest Groups

Issues of the *Bulletin* are available at: <http://depts.washington.edu/cidrweb/TeachingLearningBulletin.html>

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Questions for CIDR?

If you have questions about teaching and learning, or you would like to find out more about working with CIDR, you can call us at 543-6588, send a message to info@cidr.washington.edu, or visit our web site: <http://depts.washington.edu/cidrweb/>



- Would you like to be notified by e-mail when future issues of the *Bulletin* are posted to the CIDR web site?
- Do you have questions about teaching that you would like to see addressed in a future *Bulletin*?
- Has this issue of the *Bulletin* been helpful for you?



Please let us know by sending a message to info@cidr.washington.edu