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Using Information Literacy to Cultivate Scientific Literacy in Communication Research

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USING INFORMATION LITERACY TO CULTIVATE SCIENTIFIC LITERACY IN COMMUNICATION RESEARCH

Dr. Alanna Miller

Communication, Languages, and Cultures

Changes to COMM 490

- Added the ACRL standards to the syllabus and explained the standards on the first day of the course
- Further stratified the large research project
- Integrated the ACRL standards into all aspects of the assignment, but particularly the research proposal.
- Arranged a library instruction session for the class

Integration into syllabus and course

Statement on Information Literacy:

Part of learning research skills is learning how to gather and evaluate information. As such, this course is committed to helping students learn and cultivate information literacy. Information literacy is defined by the Association of Colleges and Research Libraries as a set of competencies enabling students to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (ACRL website)
Assignments for this course were designed with the ACRL standards for information literacy in mind:

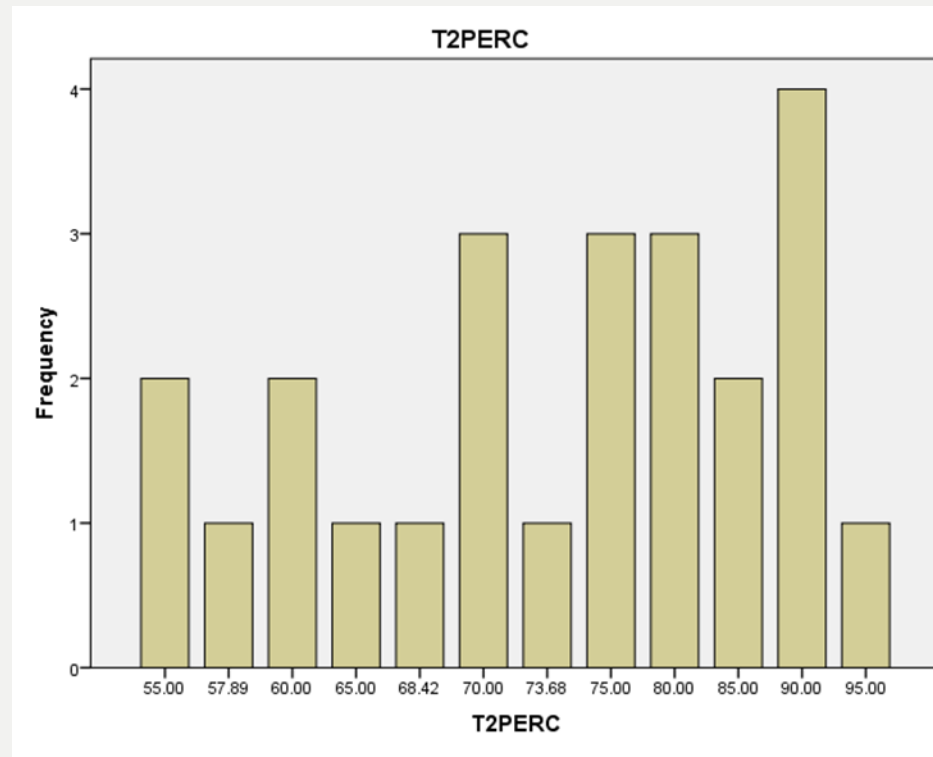
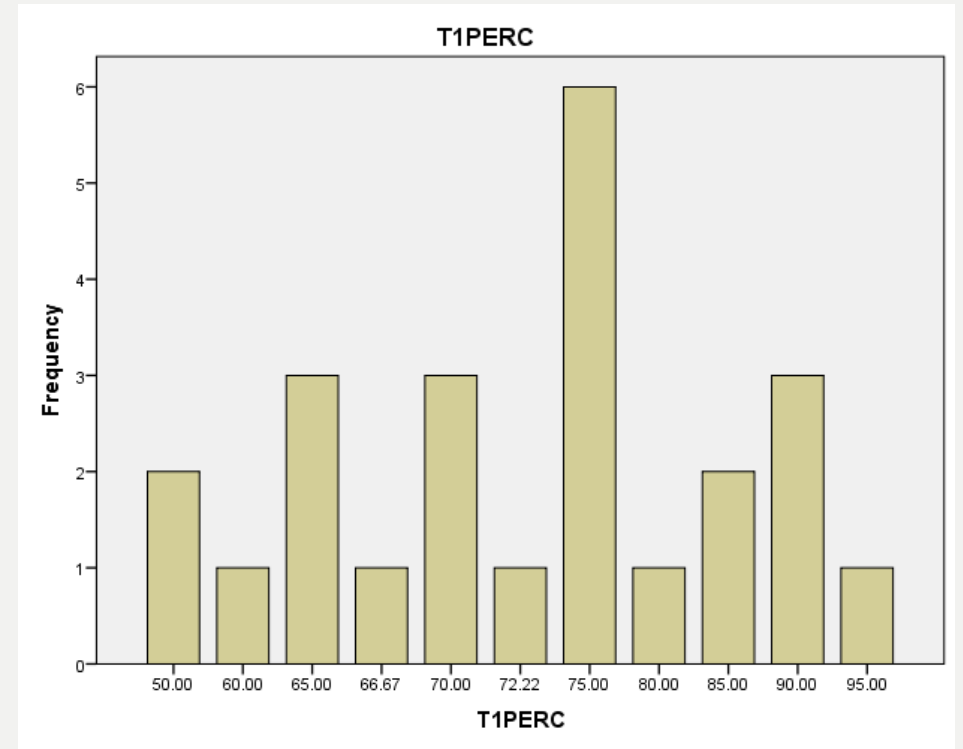
1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Stratified Research Assignment

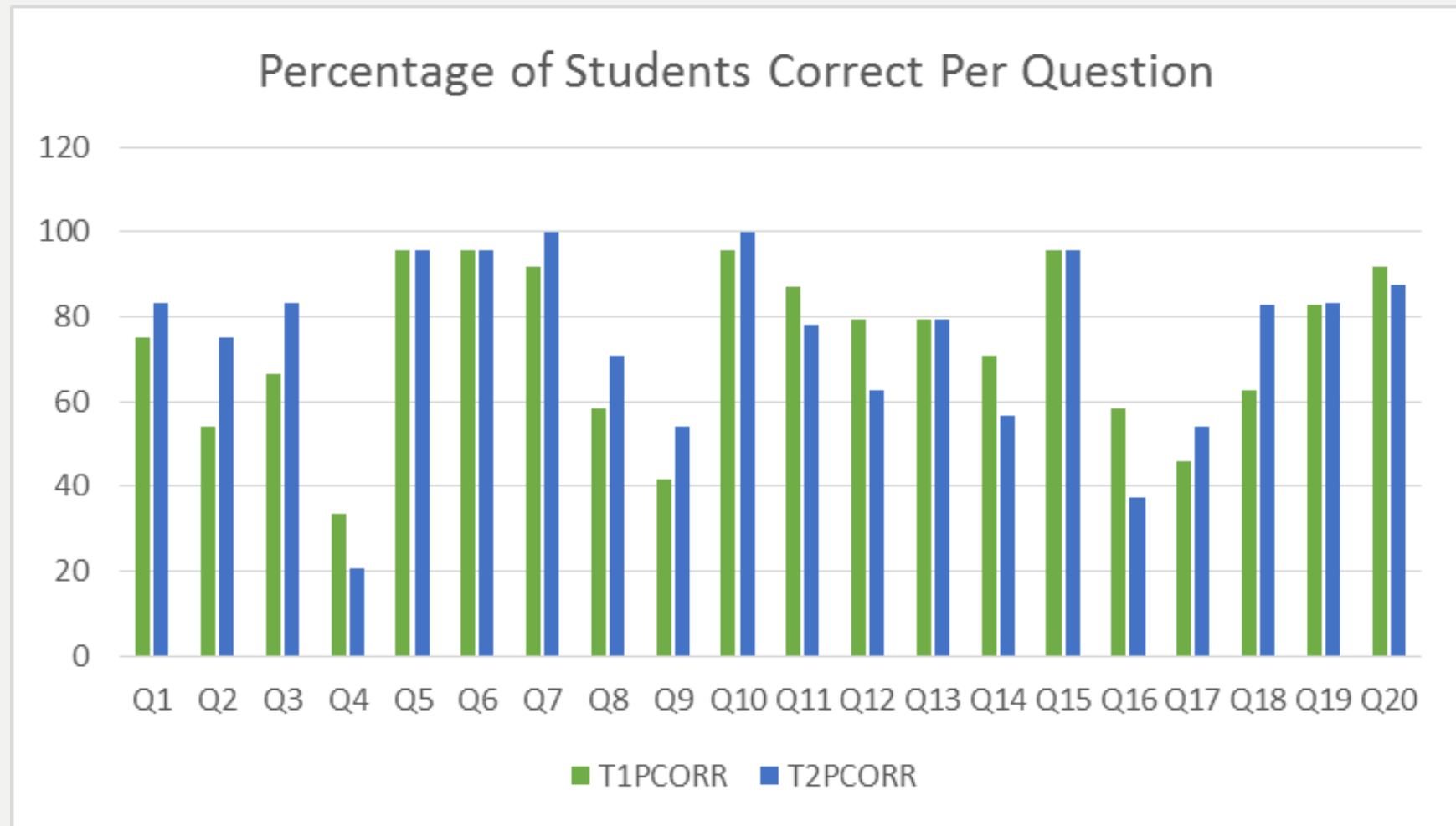
- Topic
- Formal Research Question or Hypothesis
- **Research Proposal**
- Annotated Bibliography
- Outline
- Final Paper

Pre-test and Post-Test

		T1PERC	T2PERC
N	Valid	24	24
	Missing	0	0
Mean		73.7038	74.7913
Median		75.0000	75.0000
Mode		75.00	90.00
Std. Deviation		11.77099	12.04474
Variance		138.556	145.076
Range		45.00	40.00



Pre-test and Post-Test



Comfortability with ACRL Standards

		T1ACRL1	T1ACRL2	T1ACRL3	T1ACRL4	T1ACRL5
N	Valid	23	22	23	23	23
	Missing	1	2	1	1	1
Mean		3.2174	3.2273	3.3043	3.4348	3.3043
Median		3.0000	3.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.59974	.61193	.47047	.50687	.55880
Variance		.360	.374	.221	.257	.312
Range		2.00	2.00	1.00	1.00	2.00

		T2ACRL1	T2ACRL2	T2ACRL3	T2ACRL4	T2ACRL5
N	Valid	23	23	23	23	23
	Missing	1	1	1	1	1
Mean		3.3913	3.3913	3.1739	3.3913	3.3478
Median		3.0000	3.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.49901	.58303	.65033	.49901	.57277
Variance		.249	.340	.423	.249	.328
Range		1.00	2.00	2.00	1.00	2.00

New Quality Resources

