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FSU Chesnutt Library Fellows Information Literacy Program Presentation

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FSU Chesnutt Library Fellows Information Literacy Program Presentation

(Funded by Title III)

Dong Wang (PH.D.)
(MATH AND COMPUTER SCIENCE)

Jan Whitfield (M.S.L.S., M.ED.)
(FSU CHESNUTT LIBRARY)

FSU CHESNUTT LIBRARY FELLOWS INFORMATION LITERACY PROGRAM

- ▶ Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources.


FIVE STANDARDS OF INFORMATION LITERACY COMPETENCY FOR HIGHER EDUCATION

- Standard 1.* The information literate student **determines** the nature and extent of the information needed;
- Standard 2.* The information literate student **accesses** needed information effectively and efficiently;
- Standard 3.* The information literate student **evaluates** information and its sources critically and incorporates selected information into his or her knowledge base and value system;
- Standard 4.* The information literate student, individually or as a member of a group, **uses** information effectively to accomplish a specific purpose;
- Standard 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.**

IL APPLICATION TO THE COURSE REDESIGN (SYLLABUS REVISION)

- MATH 142 (Calculus with Analytic Geometry I) has been redesigned to incorporate Information Literacy Assignments.
- Goals of the Information Literacy Assignments:
 - 1) help students improve their writing skills while focusing on course concepts*
 - 2) familiarize students with the Charles W. Chesnutt Library's resources and services*

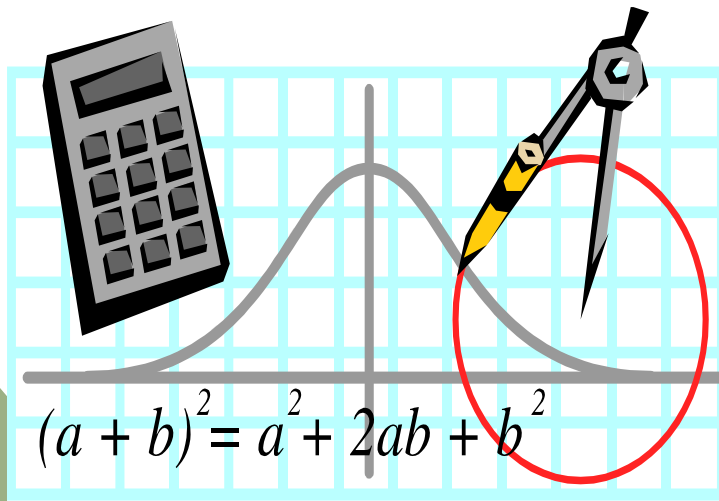
MATH 142 COURSE SYLLABUS REDESIGN TO INCLUDE THE FOLLOWING ITEMS

- Obtain necessary level of information competency skills in student learning outcomes.
 - Five Information Literacy Competency standards for Higher Education.
 - Description of Information Literacy research project.
 - Evaluation criteria for research project.
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INFORMATION LITERACY WORKSHOP

- Incorporate ACRL Standards: 1, 2, and 4
- Workshop conducted by Mrs. Jan Whitfield on February 1, 2017.
- Mrs. Whitfield created an 86-slide of power point presentation.
- Goals of workshop:
 - 1) inform students about the Chesnutt Library's resources and services,
 - 2) show students how to search online mathematics databases and locate books and mathematical journals in the library's catalog.

Participation rate was 85.7% (30 out of 35 students have been attended the workshop)



MATH 142 CALCULUS WITH ANALYTIC GEOMETRY I DR. WANG

FINDING RESOURCES IN CHESNUTT
LIBRARY: BOOKS,
ARTICLES, MEDIA AND WEBSITES

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2017

INFORMATION LITERACY PRE- AND POST-TEST

- Pre-Test

- 1) 28 (out of 35) students took pre-test
- 2) Average score 80%
- 3) Score range from 11(out of 20) to 20 (out of 20)

- Post-Test

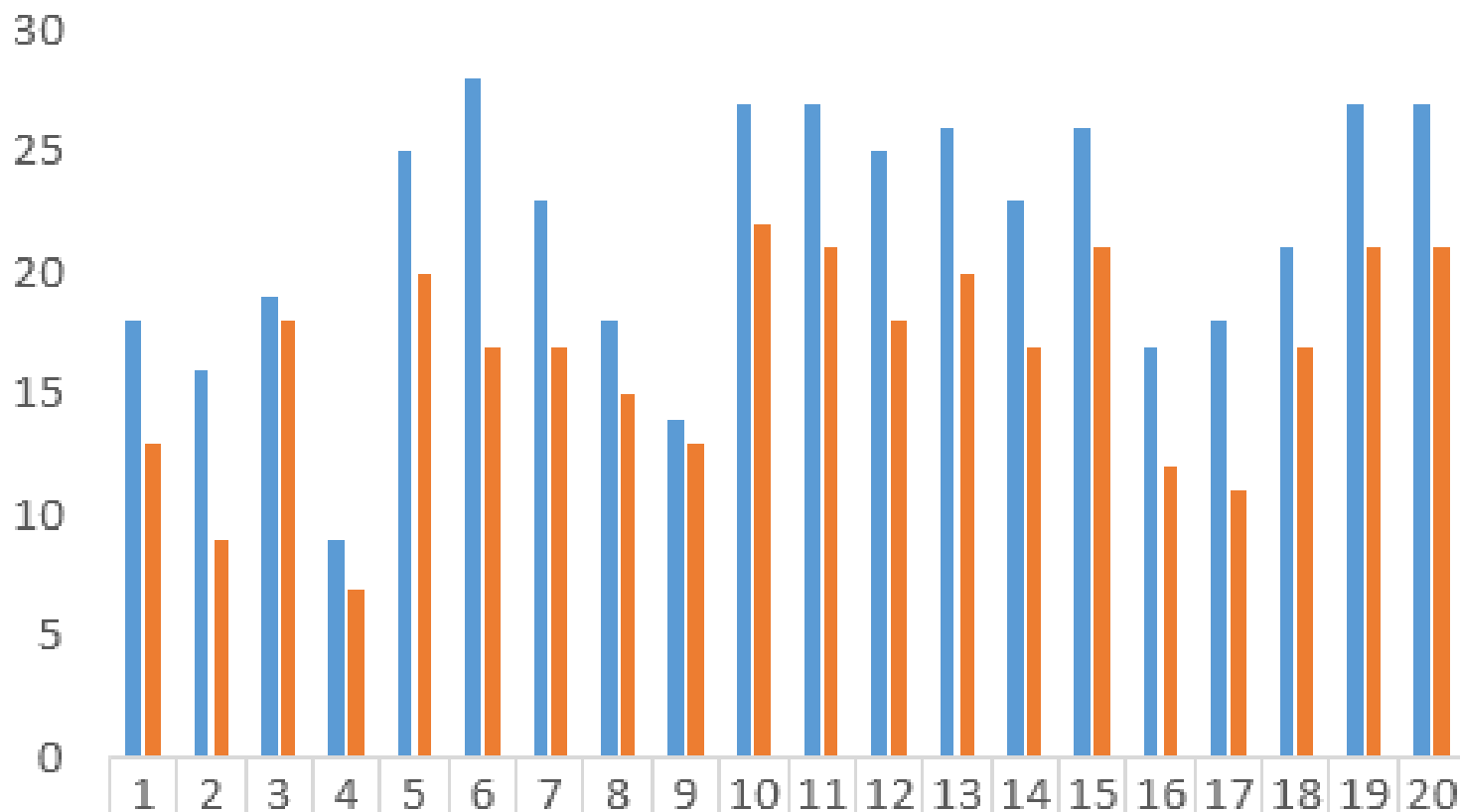
- 1) 22 (out of 35) students took post-test
- 2) Average score 75%
- 3) Score range from 10 to 20

62.9% of students (22 out of 35) took both tests. Pre-test average score was 15.5 (out of 20). Post-test average score was 15 (out of 20)

INFORMATION LITERACY PRE- AND POST-TEST (CONTINUE)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Pre-Test(out of 28)	18 (64.3%)	16(57.1%)	19(67.9%)	9(32.1%)	25(89.3%)	28(100%)	23(82.1%)	18(64.3%)	14(50%)	27(96.4%)	27(96.4%)	25(89.3%)	26(92.9%)	23(82.1%)	26(92.9%)	17(60.7%)	18(64.3%)	21(75%)	27(96.4%)	27(96.4%)
Post-Test (out of 22)	13(59%)	9(40.9%)	18(81.8%)	7(31.8%)	20(90.9%)	17(77.3%)	17(77.3%)	15(68.2%)	13(59%)	22(100%)	21(95.5%)	18(81.8%)	20(90.9%)	17(77.3%)	21(95.5%)	12(54.5%)	11(50%)	17(77.3%)	21(95.5%)	21(95.5%)

INFORMATION LITERACY PRE- AND POST-TEST (CONTINUE)



■ Pre-Test (out of 28)

■ Post-Test (out of 22)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
18	16	19	9	25	28	23	18	14	27	27	25	26	23	26	17	18	21	27	27
13	9	18	7	20	17	17	15	13	22	21	18	20	17	21	12	11	17	21	21

INFORMATION LITERACY RESEARCH PROJECT

- Participation rate was 40% (14 out of 35 students)
- The number of citations in students' paper: online sources 57% (32 out of 56 citations), printed sources 43% (24 out of 56 citations)
- Due to 5 students withdrew and 8 students stopped attending the class after midterm. The actual number of students that I worked with should be 22. Therefore, the reasonable participation rate should be 63.6% (14 out of 22)

Average score: 7.5 (out of 10)

Score range form 5 to 10

AN EXAMPLE OF CITATION

MATH-142

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CONCLUSION AND DISCUSSIONS

- Students' participation in pre- and post-tests was not so high.
- The number of students who finished the research project was very low.
- Students prefer online sources rather than printed sources.
- Incorporate Information Literacy Assignments in mathematics courses may motivate students to get better engaged in learning.

Would be interested in incorporating Information Literacy Assignments in MATH 262 (Modern Geometry)

ACKNOWLEDGEMENTS

- **Title III**
- **FSU Library Fellows**

THANK YOU!

