

Spring 2017

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Recommended Citation

Kodippili, Asitha, "My experience of being a Chesnutt Fellow on Information Literacy (Final report)" (2017). *Chesnutt Fellows Information Literacy Projects*. 12.
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My experience of being a Chesnutt Fellow on Information Literacy

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The main objective of the information literacy (IL) program is to engage students to become information literate learners. For this purpose, Faculty work with a Librarian to redesign a syllabus of a selected course to reflect information literacy infusion. Assignments and tasks are designed through a joint collaboration with faculty and librarian to improve students' knowledge in ACRL (Association of College and Research Library) standards.

ACRL – Standards: <http://www.ala.org/acrl/issues/infolit/intro>

1. Determine the nature and extent of information needed
2. Access the needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into one's knowledge base
4. Use information effectively to accomplish a specific purpose
5. Access and use information ethically and legally

IL is a much needed skill for our students at FSU. Being a Chesnutt Fellow has provided me an opportunity to help improve IL of my students through course in core-curriculum.

I choose STAT 202 (online): Basic Probability and Statistics to help improve IL skills in our students. This course is one of the core-curriculum requirement and most of the students taking this course (in my class) are nursing majors.

The first step was to redesign the syllabus to reflect information literacy infusion. With the help of the Librarian Mr. Velappan, I modified the course syllabus as follows:

1. Added a section that include the description of IL and the ACRL standards.
2. Added information literacy Assignment as one of the graded assignments.
3. Added IL assignment and Pre-Post Test information

Information Literacy Assignment 10%

Information Literacy Assignment:

Prepare an annotated bibliography of research articles or other relevant sources on medical marijuana as an effective treatment for at least three of the following diseases and conditions: Cancer, Epilepsy (Seizures), Arthritis, Psoriatic arthritis, Multiple Sclerosis, Alzheimer's, Migraines, AIDS (HIV), and Psychological conditions.

You should use at least 2 journal articles to find the information of each of the diseases selected. Mr. Velappan (FSU: Librarian) will work with you by teaching how to find the library resources. You will find more information about information Literacy assignment and Learning material in Canvas "information Literacy folder". Also, I have created a discussion forum for information literacy assignment and Mr. Velappan will answer any of your questions.

Your writing should be about three pages. It should include the followings:

1. Annotated bibliography of each of the three diseases.
2. What conclusions can you draw from these articles? Medical marijuana as an effective treatment for the diseases/conditions you selected.
3. Bibliographical references for all the journal articles used it should be APA citation format.

Pre-Test and Post-Test of Information Literacy Assignment:

Students need to take pre-test and post-test about Library information literacy skills.

You will be doing pre-Test by the end of the 3rd week (2/3/2017) & post-test by the 13th week.

20% of the information Literacy Assignment is allocated to these two tests (pre and post).

4. Added a folder "Information Literacy" in Canvas Module to upload learning materials (as this is an online class).
5. Created a Discussion Forum "information Literacy" in Canvas so that students can ask questions and Mr. Velappan can help them.
6. Sent announcements about pre-test, IL-assignment and post-test.

Most of the students have prepared thoroughly for IL-assignment. Only 28 students out of 31 (this is the number of students who took the final exam) submitted the assignment and class average of the IL-assignment is 71.25 out of 80.

Pre-Test – Class average: 7.8 (7.8 out of 10) – # students submitted 33

Post-Test – Class average: 8.75 - # students submitted 24

ACRL-Standard Pre-Post Test Results:

1. Determine the nature and extent of information needed

Pre-Test			Post-Test		
Very Confident	Confident	Not very or Not Confident	Very Confident	Confident	Not very or Not Confident
24%	64%	12%	54%	46%	0%

2. Access the needed information effectively and efficiently

Pre-Test			Post-Test		
Very Confident	Confident	Not very or Not Confident	Very Confident	Confident	Not very or Not Confident
27%	58%	15%	54%	46%	0%

3. Evaluate information and its sources critically and incorporate selected information into one's knowledge base

Pre-Test			Post-Test		
Very Confident	Confident	Not very or Not Confident	Very Confident	Confident	Not very or Not Confident
21%	61%	18%	33%	50%	17%

4. Use information effectively to accomplish a specific purpose

Pre-Test			Post-Test		
Very Confident	Confident	Not very or Not Confident	Very Confident	Confident	Not very or Not Confident
39%	49%	12%	58%	38%	4%

5. Access and use information ethically and legally

Pre-Test			Post-Test		
Very Confident	Confident	Not very or Not Confident	Very Confident	Confident	Not very or Not Confident
33%	46%	21%	42%	54%	4%

The workshop held in December, 2016 was very helpful. I did not even know that there IL-competency standard before that. Also, I came out of it with better understanding on the importance of using other classes to engaging students in IL.

Finally, I like to thank Mr. Bobby Wynn, Ms. Jan Whitfield, and Mr. Robert Foster for organizing this program, Dr. Terence Mech for sharing his knowledge, and my library partner Mr. Velappan Velappan for guiding me to successfully complete the Literacy Fellow Program.