

## Using Information Literacy Standards to Foster Critical Thinking and Authentic Learning

How do you define information literacy?

How would your colleagues define information literacy?

Where does information literacy reside in the curriculum of your institution?

How is your students' information literacy demonstrated?

How do you currently collaborate with librarians on your campus?

What aspects of today's presentation would you consider practicing at your home institution?

### Resources for standards:

Information Literacy Competency Standards for Higher Education

These standards were reviewed by the ACRL Standards Committee and approved by the Board of Directors of the Association of College and Research Libraries (ACRL) in 2000. A full text copy of the standards is available at:

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>

Subject resources of information literacy standards:

<http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/>

Discussion of Information Literacy and Accreditation Standards:

Saunders, Laura. "Regional Accreditation Organizations' Treatment of Information Literacy: Definitions, Collaboration, and Assessment." *The Journal of Academic Librarianship*. Volume 33, Issue 3, May 2007, Pages 317-326

Gratch-Lindauer, Bonnie. "Comparing the Regional Accreditation Standards: Outcomes Assessment and Other Trends." *The Journal of Academic Librarianship*. Volume 28, Issues 1-2, January-February 2002, Pages 14-25

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## Annotated Bibliography Assignment

The purpose of this assignment is to make you aware of the body of knowledge already available as well as to help you begin to understand the ranges of resources available to students of biological sciences. In this assignment you will compile an annotated bibliography of at least 10 library resources: Books, articles, dissertations, other bibliographies.

Unlike a works cited page or a bibliography, which contain only basic bibliographic information, an annotated bibliography is an alphabetized compilation of basic bibliographic information with a brief, evaluative summary. You will need to examine more than 10 sources in order to choose the 10 best sources for your topic. Use the Topic Development Activity Sheet to help you manage the process of searching for information.

### Components of an Annotated Entry

1. Cite the work using the appropriate bibliographic citation format .
2. Provide a critical summary of the work. Your summary should address these questions:
  - What is the work's main focus?
  - How is the work organized?
  - What is your reaction to the paper's findings?
  - Why is your reaction favorable or unfavorable?
  - How has the paper changed your previous thinking about this topic?
  - What personal experiences make this topic relevant to you?
  - What major applications for society does this paper seem to have or is it relatively unimportant? Why do you think so?
  - What experiences or knowledge do you have which gives you a point of view which is different from the author's? Explain them.
  - How well did the author use the scientific method?
  - What questions does the paper bring to your mind?
  - Are there alternate ways for solving the problem or dealing with the issue that the author failed to consider?
  - What possibilities for new research for you or other scientists does this paper suggest?

### Sample Annotation

Pychyl, T.A., Morin, R.W., Salmon, B.R. (2000). Procrastination and the Planning Fallacy: An Examination of the Study Habits of University Students. *Journal of Social Behavior and Personality*. 15(5), 135-150.

This article examines the procrastination and study habits among undergraduate college students. The focus of the research was on how these students prepared for exams. The authors focus on defining procrastination and providing information on the common perceptions of procrastination in the introduction. In the remainder of the article, Pychyl, Morin, & Salmon (2000) discuss how students determine the amount of time needed to complete assignments and prepare for their exams. An interesting fact discovered by Pychyl et al. (2000) is the existence of "the planning fallacy" when people plan or try to predict the outcomes of some 'thing' and often miscalculate despite their past performance of a given task or others experiences. Overall, Pychyl et al. (2000) find that additional research should be conducted using a larger sample of students. Also, the results of the study show very little difference among students' final exam scores despite their procrastination habits.

# Research Topic Development Activity

## SEARCH PROCESS

Your **TOPIC**:

**KEYWORDS**: Composing search terms

**DATABASE(S)**: Choose one appropriate for your topic

**LIMITS**: Apply to specify the kind of results you need (limit by date; type of article – “peer-reviewed”, etc.). The types of limits vary by database.

**CITATIONS** found: evaluate if citations you found are likely to help you address your topic or subject – **READ** the **ABSTRACTS** (Use appropriate Citation Style)

Determine which **CITATIONS** you want to use (1 book and 2 articles):

1.

2.

3.

Search for **FULL TEXT**

- a. Within the DATABASE-PDF or HTML
- b. Using GET TEXT:
  - **Full Text Online**
  - **Check Print Holdings** in SJSU Library Catalog
  - Request via **SJSU Interlibrary services (ILLIAD)**