

Lessons Learned from Teaching For-Credit Information Literacy Classes



**BRANDY WHITLOCK
INSTRUCTION LIBRARIAN
ANNE ARUNDEL COMMUNITY
COLLEGE**

**MIKE KIEL
REFERENCE/INSTRUCTION
LIBRARIAN
UNIVERSITY OF BALTIMORE**

Information Literacy Credit Courses




University of Baltimore

Anne Arundel Community
College

- **IDIS 110**

- **LIB 100**

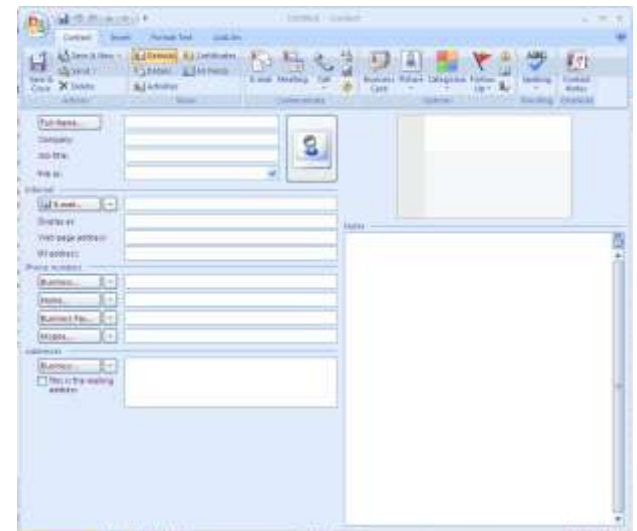


ACRL Information Literacy Standards for Higher Education

An information literate person is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selective information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Lessons learned from teaching for-credit information literacy courses can influence how we teach at the reference desk and in one-shots.

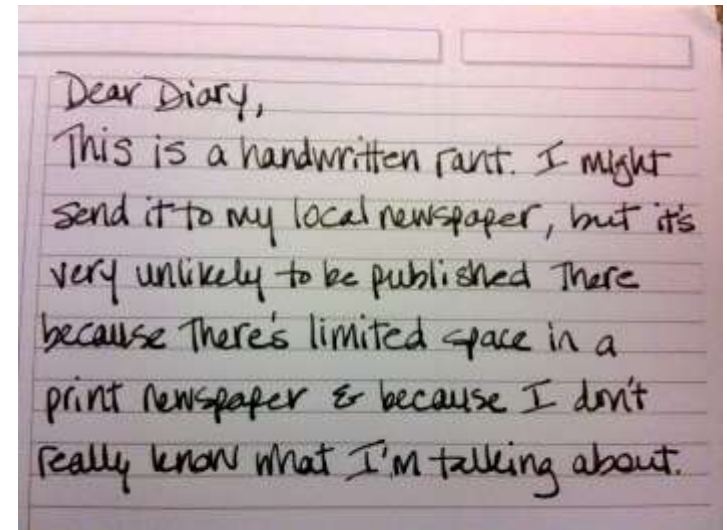




Lesson 1:
Students
don't
understand
databases.



Formats
used to be a
little easier
to
distinguish
from one
another....



Lesson 2: All electronic text looks the same.



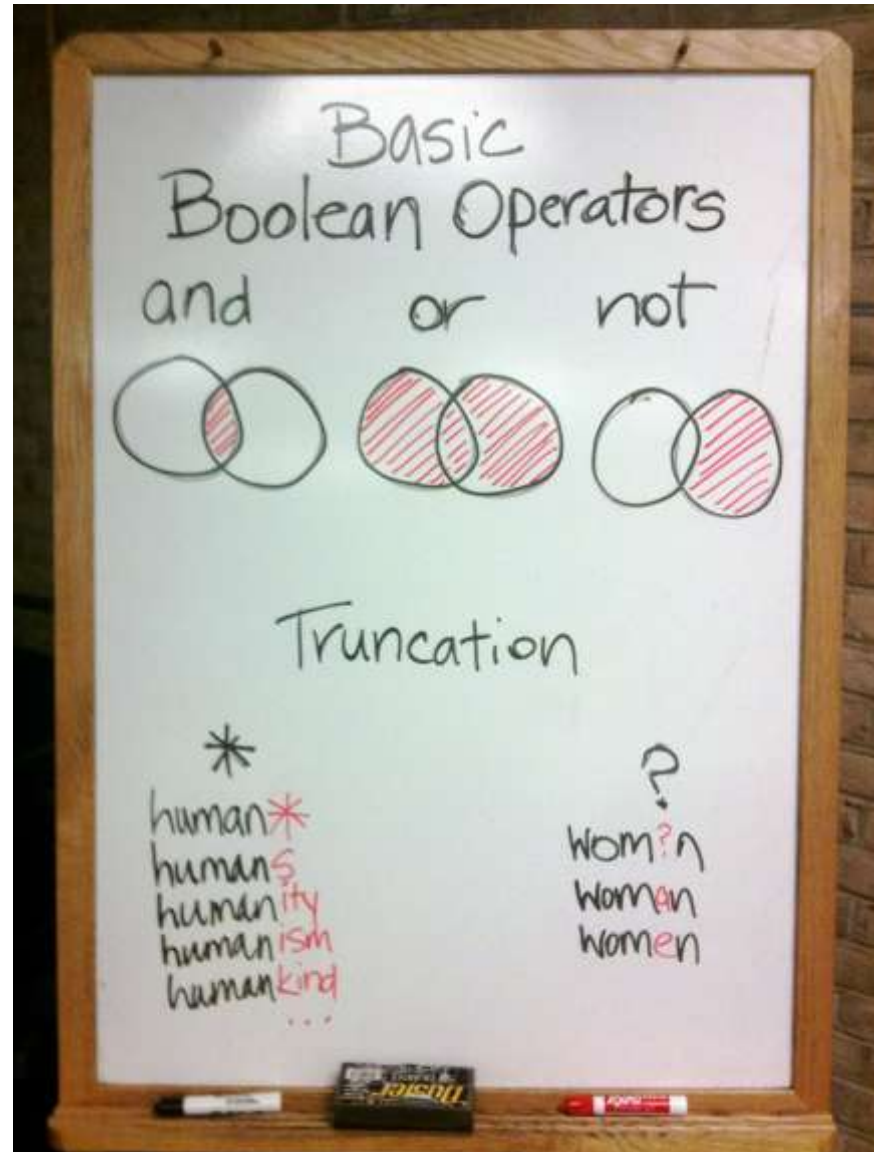
The collage features several overlapping digital text screens:

- Library Website:** Anne Arundel Community College library interface with a search bar and a table of contents.

CONTENTS	
Pages	26
Acknowledgments	31
1. Yes, We Are Folk and We Do Have Folklore	1
2. Contraceptive Jelly on Toots and Other Unintended Consequences of Sexuality Education	17
3. You Can't Get Pregnant Your Very First Time: Understandings of Fertility and Birth Control in Folk Beliefs	24
4. Lesbians Don't Have Periods and Other Menstrual Folklore	43
5. The Tiny Girl-Wrapped Coffin: Addressing Fear of AIDS	67
6. Of Gerbils and Stomach Pumps: Homophobia in Legends	91
7. The Peanut Butter Surprise: Fear and Loathing of Women's Sexuality	114
8. The Fair Hair's Secret and the Chat Room Date: Never	

- Newspaper Article:** The New York Times Health section, dated Wednesday, April 27, 2011. The main headline is "You Have To See It To Believe It". A sub-headline reads "Good Question: Do Cellphones Affect Fertility?". The article text includes: "I wanted to ask a question I asked my science teacher today. Is it true that for boys who carry their phones in their pocket, it can cause problems with their sperm?" and "It sounds like an urban myth, but there is some limited data to suggest that cellphones can affect male fertility. In fact, last month a study in the medical journal Fertility & Sterility examined the cellphone use of 361 men at a fertility clinic. The results showed that the more men used cellphones, the lower the sperm count and
- Blog Post:** "Legends from a small country" by Arthur Goldenberg, dated Monday, 22 October 2010. The sub-headline is "In the spirit of media myths". The text includes: "Spirits shared as girls visit in Cambodia. Traditions of a message girls who collapsed one after another at their rural Cambodian school and the mysterious almost magical spirits in Saturday." and "Does Exercise Really Boost Your Mood? Marathon running activates a special the creation new brain cells in laboratory animals, but a great deal still needs to be understood about just how exercise affects anxiety and mood."

Lesson 3:
Students
like learning
about
searching
tools.



Lesson 4: Research results should really matter.

A-Z list - Library Databases - AACCC Libr... | EBSCOhost: What You Need to Know...

New Search | Publications | Subject Terms | Cited References | More | Sign In | Folder | Preferences | Languages | New Features! | Help | Exit

Searching: Academic Search Premier | Choose Databases »

reverse mortgag* | Search | Clear

Basic Search | Advanced Search | Visual Search | Search History

ANNE ARUNDEL COMM COLLEGE

<< | Result List | Refine Search | 4 of 374 | >>

Detailed Record

HTML Full Text

PDF Full Text (395KB)

Find Similar Results using SmartText Searching.

What You Need to Know About Reverse Mortgages.

Authors: Franklin, Mary Beth

Source: Kiplinger's Personal Finance; Jul2010, Vol. 64 Issue 7, p71-71, 1p, 1 Color Photograph

Document Type: Article

Subject Terms: *MORTGAGE loans, Reverse *MORTGAGE loans *HOME equity conversion *FINANCE, Personal *OLDER people

NAICS/Industry 522291 Consumer Lending
Codes: 522292 Real Estate Credit

Abstract: The article presents advice about **reverse mortgages**. A person must be at least 62 years old and have only a small outstanding **mortgage** on one's home in order to qualify. It is generally better to take periodic payments on a **reverse mortgage** than one lump sum at the outset. All else equal, the older a person is the better the terms of the **reverse mortgage**.

Full Text Word Count: 573

TCSN: 15280720

Tools: Add to folder, Print, E-mail, Save, Cite, Export, Create Note, Permalink, Bookmark, Listen

Is a reverse mortgage a good idea for my aunt Helen?

Lesson 5: Students rarely understand plagiarism or citation.





Lesson 6:
Information
literacy is
about
developing
critical and
creative
thinking
skills.



Rodin's "The Thinker" was originally titled "The Poet Thinker," a confluence of creativity and intellect.



With
differing and
moving
targets....



Lesson 7: One-shots are woefully inadequate.





What Next?

Alternatives to the One-Shot:*

- Multiple library instruction sessions
- Information literacy credit courses
- Embedded information literacy instruction
- Librarian-graded assignments

**Alternatives are not mutually exclusive*



**YOUR
THOUGHTS,
PLEASE:**

Questions?

Comments?

Lessons Learned from Teaching For-Credit Information Literacy Courses:

1. Students don't understand databases.
2. All electronic text looks the same.
3. Students like learning about searching tools.
4. Research results should really matter.
5. Students rarely understand plagiarism and citation.
6. Information literacy is about critical and creative thinking.
7. One-shots are woefully inadequate.