The 2-hour face-to-face portion of this workshop consists of a brief overview of information literacy, followed by a demonstration of several subject-specific databases. To earn the 4 Faculty Professional Development credits, each attendee will design an assignment that requires the use of at least one database and strengthens students’ information literacy skills. You will post your assignment in the Blackboard course within one week after the face-to-face session. You will then have 3 more days to review your colleagues’ assignments and post a response to at least one of them. Your response should include comments on the extent to which the assignment incorporates the principles of information literacy.
As you’re probably aware, information literacy is one of Miami Dade College’s ten General Education Learning Outcomes. It is truly one of the “golden” outcomes because it applies to every discipline. Even if you teach the kind of course that typically does not require students to complete research assignments (such as math, for example), you can still find ways to incorporate information literacy. All it takes is a little imagination, and some familiarity with best practices. If you need assistance, your MDC librarians are just a call or click away.

Traditionally, “information literacy” refers to a person’s ability to locate, ________, and apply information. What’s the missing piece here?
“Evaluate,” of course, has become the main focus of information literacy in recent years. The internet makes it ever-easier to locate information, but, as we all know, it’s getting more and more challenging to separate the information wheat from the information chaff these days.

To what are we referring when we talk about “applying” information? Obviously, “apply” refers to what we do with information, and how we incorporate new information into what we already know. Included here are the ethical and social issues related to information, such as plagiarism, copyright, censorship, and privacy.
Although the concept of information literacy has been around for quite some time, it recently appeared on the Chronicle’s top ten list of higher education trends. Why the sudden spotlight? No doubt it has something to do with the proliferation of user-generated content on the web, and the algorithmic delivery of information that can isolate us from different points of view. Add to the mix things like “fake news,” “alternative facts,” and “post-truth,” and the information landscape becomes all the more bewildering. So, if WE are having trouble making sense of it all, imagine what it must be like for our students, who have little to no frame of reference for evaluating information.

In 2016, researchers at Stanford University studied close to 8,000 middle school, high school, and college students, and found that their ability to evaluate online information was more abysmal than expected. One of the tasks the students were given was to distinguish between a news story and a native advertisement on a website. Even when the ad was marked “sponsored content,” many of the students still didn’t get it.

Source: http://stanford.io/2gGjag7
The Association of College and Research Libraries (ACRL) planned ahead for this crisis, and recently released a new and expanded definition of information literacy. It’s a little less linear and a lot more critical thinking oriented, but essentially it’s still about locate, evaluate, and apply. Shown here is the concise definition, but the expanded version (which ACRL refers to as a “framework”), breaks it all down into quite a bit of detail.

So, how do you infuse information literacy into the content of your courses? It’s easy to think that all you have to do is give your students some sort of research assignment. It CAN be that simple, but there are a variety of best practices to keep in mind, and some pitfalls to avoid. The workshop materials include an “information literacy toolkit” that can help you to enhance your students’ information literacy skills while introducing or reinforcing course-specific concepts.