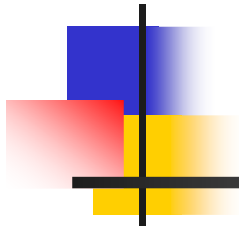


Information Literacy in Schools of Library & Information Science

*L'information literacy nelle scuole di
biblioteconomia e scienze dell'informazione*



La prospettiva U.S.A.

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For Round Table Discussion:

Skills and Curriculum for Information Literacy

Rev. 26/2/2007



Courses at Illinois Containing Units on Information Literacy

- Introduction to Reference Services and Sources
 - **Description:** Explores reference and information services in a variety of settings, introduces widely used print and online sources, and develops question negotiation skills and search strategies.
 - (Information Literacy embedded throughout course, related to reference interview skills and when to provide answers and when to teach information retrieval skills)



Courses at Illinois Containing Units on Information Literacy

- Introduction to Reference Services and Sources
 - This course takes time to discuss the philosophical issues of providing instruction in information literacy vs. meeting the information needs directly by providing the information.
 - Various levels of instruction are discussed, such as:
 - One-on-one instruction
 - Group instruction in the library
 - Group instruction in the classroom
 - Web based instruction



Courses at Illinois LIS School Containing Units on Information Literacy

■ Instruction and Assistance Systems

- **Description:** Provides an introduction to instruction & assistance methods used in a variety of information systems including libraries, archives, museums, and electronic environments. Includes an overview of theoretical and applied research and discusses relevant issues and concepts. Students have an opportunity to design & present an instruction or assistance program.
- (Course devoted entirely to training future librarians how to develop and teach Information Literacy)



Courses at Illinois LIS School Containing Units on Information Literacy

■ Instruction and Assistance Systems

■ **Course Goals:** At the end of the course, you will:

- Be familiar with the history and forms of library instruction.
- Be familiar with the information literacy movement and a specific set of information literacy competency standards.
- Be familiar with learning theory and its relevance to instructional design.
- Be familiar with learning style theories and their relevance to instructional design.



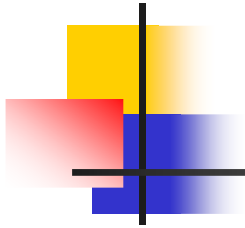
Courses at Illinois LIS School Containing Units on Information Literacy

- Instruction and Assistance Systems

- Expected Learning Outcomes

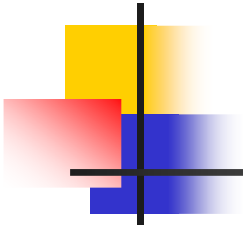
- Be able to design student learning outcomes for a library instruction session.
- Be able to design a “one-shot” library instruction session that accommodates multiple learning styles.
- Be able to design an instrument to assess student learning.

Possible Questions for Discussion



- What are the most important elements of Information Literacy?
 - Critical Thinking?
 - Information retrieval skills?
 - Ability to assimilate and process information into knowledge?
- Should reference interview skills be emphasized over information literacy instructional skills?

Possible Questions for Discussion



- Should all LIS students be required to take a course on Information Literacy before graduation?
- Do all librarians in all types of libraries need to be able to teach information literacy skills?
- Are there certain programs such as the “library college concept” that should be implemented more widely?

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