

# Partnerships for Information Fluency

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# Education in the 21<sup>st</sup> Century

- **Virtual Education**
- **Virtual Universities**
- **Virtual Libraries**
- **Global Education**



# Challenges in Education

- **Rethink the Curriculum**
- **Improve Learning Assessment and Outcome Measurements**
- **Provide Flexibility in Learning and Teaching - eLearning**
- **Prepare Students for the eEnvironment**



# Information Fluency Defined

- **Ability to navigate information structures**
- **Need to evaluate information retrieved through these information structures**
- **Intersection of**
  - **Information Literacy**
  - **Computer Literacy**
  - **Critical Thinking**



# Information Fluency Includes

- **Library Literacy**
- **Media Literacy**
- **Computer Literacy**
- **Internet Literacy**
- **Research Literacy**
- **Critical Thinking Skill**
- **Information Literacy**



# Impact of Technology on

- **Society**
- **The Workplace**
- **Economics (eBusiness)**
- **Communication**
- **Education**



# The Need for Librarian-Faculty Partnerships

- Librarians are information experts
- Librarians know how to do research
- Librarians handle information technology
- Librarians teach information skills
- Faculty are subject experts
- Faculty are instructors
- Faculty are researchers
- Faculty develop the curriculum



# Building Faculty-Librarian Partnerships

- **Liaison Work**
- **Curriculum Planning**
- **Team Teaching**
- **Faculty Development**
- **Research Collaboration**





# Integrate Information Skills Instruction Into the Curricula

- **Work with**
  - Deans
  - Department Chairs
  - Faculty in
    - Curriculum Development
    - Accreditation



# Create Successful Learning Environments

- **User-friendly Physical Environment**
- **Diverse Electronic Information Access**
- **Strong Library support for Distance Education**
- **Dynamic Faculty-Librarian Interaction**
- **Collaborative Learning and Problem-Solving**



# Elements of Information Fluency

- **Recognize need for information**
- **Formulate plan for obtaining information**
- **Discover, identify and retrieve appropriate information**
- **Evaluate, select and synthesize information using critical thinking**
- **Present and publish information**



# Expected Outcomes of Teaching Information Skills

- **Students become life-long learners**
- **Students acquire critical thinking skills**
- **Students are effective and efficient users of all types of information**
- **Students use information responsibly**
- **Students become effective researchers**
- **Students become productive members of the workforce**



# Concluding Remarks

- **A Changing Higher Education Environment**
- **New Roles for Librarians**
- **Repositioning of Faculty and Librarians**
- **Building Partnerships for Teaching and Research**
- **Preparing the Future Workforce**



# Samples of Online Tutorials

Kentucky Virtual Library <http://www.kyvl.org>

University of Louisville

<http://www.louisville.edu/infoliteracy>

University of Washington <http://washington.edu/uwired>

University of Minnesota <http://tutorial.lib.umn.edu>

University of Texas <http://tilt.lib.utsystem.edu/>



# Samples of Online Tutorials

University of South Florida

<http://www.fiu.edu/~library/ili/>

Five Ohio Colleges

<http://www.denison.edu/collaborations/ohio5/infolit/>

Portland State University

<http://www.lib.pdx.edu/instruction/connections.html>

California State University-Fullerton

[http://www.library.fullerton.edu/information\\_comp/](http://www.library.fullerton.edu/information_comp/)



# Online Models: Examples – Other Countries

United Kingdom

- SCONUL [www.sconul.ac.uk](http://www.sconul.ac.uk)

Canada

- Guelph [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca)

Australia/New Zealand

- Sydney [www.library.usyd.edu.au/skills/](http://www.library.usyd.edu.au/skills/)

South Africa

- Cape Town [www.library.uct.ac.za/infolit](http://www.library.uct.ac.za/infolit)

