

Information Literacy: Extending Our Reach
University of Tennessee Libraries
Plan for 2003-2004

Our Mission:

Instructional Services supports the teaching, research, and public service programs of the University and the Libraries by providing leadership for education in the access, evaluation, and responsible use of information, both in and out of traditional library settings, with the goal of developing independent lifelong learning skills among the members of the university community.

Significance of the Goal:

- Through working together, library and teaching faculty can more effectively focus student learning for information literacy.
- Through gathering and creating teaching materials, we can equip and support librarians and teaching faculty in their information literacy initiatives.
- Through beginning early in the college experience, library and teaching faculty can create a foundation for information literacy education.
- Through targeting specific courses, library and teaching faculty can begin building appropriate information literacy experiences into the curriculum.
- Through partnering with other groups on campus who focus on teaching and learning, the Libraries can employ a variety of strengths and expertise to enhance information literacy outreach.

Objectives:

- Continue to promote the concept of information literacy with faculty and to build partnerships to accomplish their educational goals for their students.
- Provide information literacy teaching materials for library and teaching faculty.
- Further strengthen existing library education programs with an information literacy focus.
- Employ a variety of approaches to information literacy education, adapted for specific audiences.
- Explore the feasibility of developing a for-credit information literacy course.

Rationale:

- Teaching faculty, working with Subject Librarians, can best integrate information literacy concepts throughout courses.
- Well-chosen educational materials can complement and enhance library and teaching faculty endeavors.
- Students will benefit from a foundation in information literacy early in their college experience.
- Students will encounter discipline-specific approaches to information literacy throughout the curriculum.
- Developing a range of approaches to information literacy education and outreach will enhance the library's contribution to educational goals for specific audiences.

Important Individuals and Groups:

- Students: We want to maximize their learning experience.
- Teaching faculty: We want to partner with them in providing information literacy education.
- Subject librarians: We want to maximize students' skills in using information.
- Instructional Services Coordinator: To lead in planning and implementation
- Subject Coordinators: To help shape plans for discipline-specific teaching
- Digital Reference and Instruction Librarian and Media Services Librarian: To help enhance the quality of digital and media presentations
- Head of Reference and Instructional Services: To lead, plan, and support throughout the process
- Dean of Libraries: To represent information literacy efforts to the university administration and community and to support our teaching function
- Campus Partners (such as the Freshman Composition program, the Speech 210 program, the Graphic Design program, the Thornton Athletics Student Life Center, and the University Studies program): To collaborate for effective information literacy outreach
- Director of Freshman Composition: To partner with us in enhancing information literacy education for freshman students

- Director of Speech 210: To partner with us in enhancing information literacy education for the introductory speech communication course
- Graphic Design faculty: To partner with us in integrating information literacy education throughout their curriculum
- Director of the Thornton Athletics Student Life Center: To partner with us in developing an information literacy program for their students

Resources:

- Well-chosen books, articles, and Web sites on information literacy
- Expertise of library and teaching faculty
- Time for learning, developing teaching materials, and implementing the projects
- Professional and budgetary support from the Dean of Libraries and the Head of Reference and Instructional Services

Implementation Plan:

Form groups to carry out the work toward specific goals. Each group will develop an implementation plan and timetable on or before June 10, 2003. The groups will submit progress reports in August and December and a summary report in May 2004. Group membership may grow as projects get underway.

1. Develop an information literacy toolkit (sample assignments, etc.) for librarians and teaching faculty, including a brief, adaptable information literacy presentation for faculty and other campus groups. (Molly Royse and Jeanine Williamson, Co-Chairs; Amy Davis, Ron Gilmour, Margaret Kaus, Jane Row, Rita Smith, Teresa Walker)
2. Revise the Building Library Skills tutorials with a focus on developing foundational information literacy skills. (Margaret Casado, Chair; Troy Davis, Steven Harris, Alan Wallace, Teresa Walker, and consultants)
3. With Mary Jo Reiff, Director of Freshman Composition, explore options for information literacy education and support for freshman composition instructors. (Marie Garrett, Margaret Casado, Steven Harris)
4. With Marian Houser, Director of the Speech 210 program, continue to strengthen the information literacy component for introductory speech communication courses. (Linda Sammataro, Marie Garrett)

5. Develop a “Train the Tutor” program for the Thornton Athletics Student Life Center. (Rita Smith, Margaret Casado, and others)
6. With Graphic Design faculty, develop a plan for integrating information literacy education throughout their curriculum. (Jennifer Beals and others)
7. Explore the feasibility of creating a University Studies course focused on information literacy. (Sandra Leach, Margaret Casado, Travis Dolence, Marie Garrett, Rita Smith, and others)

Assessment:

- Use appropriate assessment techniques in developing and evaluating each project.
- Develop assessment instruments as appropriate.

Information Literacy Planning Group:

Marie Garrett, Chair
Margaret Casado
Molly Royse
Rita Smith
Jeanine Williamson

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