Information Literacy Curriculum

Overview
Mansfield Library’s information literacy curriculum is based on the Association of College & Research Libraries’ Framework for Information Literacy for Higher Education (ACRL Framework). Our library faculty focus on reaching students in the following ways:

- instruction in first-year experience classes
- integration of online learning objects and modules into intermediate college writing classes
- instruction in advanced college writing courses
- instruction in research-focused graduate courses and graduate student orientations
- workshops
- credit classes taught by library faculty
- individual research assistance and consultations

At every opportunity, librarians seek to facilitate the successful delivery of information literacy content by teaching faculty in the disciplines. Librarians may provide consultative services to teaching faculty to develop research assignments; promote the use of tutorials and other learning materials; and encourage student engagement at the Reference Desk and research consultations.

Areas of Focus
First-year Experience
The strategic integration of information literacy into the curriculum begins with first-year initiatives that serve as the basis for information literacy instruction in the disciplines at the intermediate and advanced levels. The first-year curriculum integration is designed to reach students in courses that are a part of the standard university curriculum, particularly Introductory College Writing, and in required courses with a large enrollment. Targeted First-year Courses: College Writing I, College Writing I Plus, Introduction to Public Speaking.

Intermediate College Writing Courses
Online learning objects can be customized and integrated into courses in Moodle, include assessment options, and are discoverable for self-study. This information literacy integration builds on the Introductory College Writing integration at the first-year level.

Advanced College Writing Courses
The integration of information literacy continues to address the university Writing Course Guidelines in Advanced College Writing courses. Librarians collaborate with faculty to integrate required information literacy learning outcomes into their courses. Librarians may provide instruction, learning materials or online resources, or partner with faculty to design research activities or assignments.

Graduate Education
Instruction is provided in graduate courses and graduate student orientations, per faculty or program request, as well as in workshops.

Workshops
Workshops that address specific student research needs, such as navigating copyright, finding government information, managing references, and conducting a literature review, are offered periodically.

Credit Classes
- LSCI 210Y Who Owns Culture? An Introduction to Copyright
- ENST 201 Environmental Information Resources
- Special topics courses, independent study, and internships are periodically offered.

Individual and Small Group Research Assistance and Consultations
- Librarians maintain availability for individual and small group research assistance.
- Librarians and reference employees provide research assistance at the Reference Desk and via phone, email and live chat.
The following information literacy knowledge practices address all six frames of the ACRL Framework, and are adapted to the learning environment at the University of Montana. The knowledge practices are organized by facets of research adapted from the Researcher Skill Development framework.\(^1\) Knowledge practices are ways learners demonstrate their information literacy knowledge and skills.\(^2\)

<table>
<thead>
<tr>
<th>Facets of Student Research</th>
<th>Learning Stages</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Growing</strong></td>
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<tr>
<td><strong>Orient &amp; Position Experience</strong></td>
<td>Recognize the current information practices that are part of your life. Acknowledge how personal experiences, identities and diverse ways of knowing impact and shape information practices and beliefs. <em>Understand how authority is constructed in the academic environment.</em></td>
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<tr>
<td><strong>Begin &amp; Scope</strong></td>
<td>Identify information needs and research questions. Identify key stakeholders who are interested in the topic and might produce information. Distinguish between search systems (e.g., search engines, discovery systems, proprietary databases, institutional repositories). Recognize and assess the value and distinctness of information resources (e.g., organization website; peer-reviewed journal article; oral traditions; personal knowledge), including their scope, audience and intent.</td>
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<tr>
<td><strong>Access &amp; Use</strong></td>
<td>Understand the range of library resources and services and personnel and how to access or connect with them. <em>Recognize the ethical issues related to information access.</em></td>
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<td><strong>Gather &amp; Generate</strong></td>
<td>Translate research questions into keywords for searching, broaden and narrow search terms and modify approach(es) appropriate to the resource being searched. Understand research as an iterative non-linear process.</td>
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<td><strong>Evaluate &amp; Reflect</strong></td>
<td>Evaluate information: assess the reliability, validity, accuracy, authority, timeliness, scope, impact, and point of view. Identify information biases of self and others.</td>
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<tr>
<td><strong>Organize, Communicate &amp; Create</strong></td>
<td>Construct in-text citations and a bibliography, inclusive of multiple source types and formats (e.g., articles, images, music; print and electronic). Recognize self as a scholar and producer of information.</td>
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* Asterisks indicate content that is repeated across learning stages.

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1. Guiding documents include the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education; and the University of Adelaide’s Research Skill Development (RSD) Framework.

Dispositions
Dispositions are ways learners practice the affective, attitudinal, or valuing dimension of learning.3

- Adaptability
- Commitment to Diversity
- Creativity
- Cultural Humility
- Curiosity
- Discernment
- Engagement
- Flexibility
- Growth Mindset
- Mending
- Open-Mindedness
- Persistence
- Positionality
- Reciprocity
- Relationality
- Repair
- Responsibility
- Self-awareness
- Uncertainty

Revision History
October 2008
Prepared and updated in August 2009 by Library Instruction Curriculum Task Force and Library Instruction Coordinator: Julie Edwards, Samantha Hines, Tammy Ravas, Sue Samson, and Kate Zoellner
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3 Ibid.