4. What methods do you use to teach or assess information literacy skills?

Respondent #   Response

1   Librarian instruction sessions, class discussions, computer-assisted training, case studies, research assignments, Writing Center assignments, group work/peer review

2   Student research presentations

3   Primarily an orientation assignment facilitated by the Librarian(s)during an extended library visit. I then purposefully bring a number of those elements into their EMPACTS project work.

4   The use of peer reviewed articles porper APA citation application of sociological concepts

5   Sometimes I schedule my students to attend a workshop at the library, but mostly I just try to give them enough time to familiarize themselves with the citation styles if they need to and provide feedback after they submit their assignment.

6   I have them sit through a demonstration at the library. I teach MLA.

7   Students are required to access internet information, evaluate it and present it in a powerpoint to the class.

8   I guess I don't TEACH accessing information skills. I just give them a link to the Library page on how to cite references. Well, I DO grade their Introductions to the research mid-semester to see if they are citing the source, but again, I'm expecting they know how to find out how to do it.

9   I have formal writing and presentation assignments in my course, all of which require documented sources.

10   lecture and demonstration at NWACC Library Website, textbook information, individual assistance with writing assignments

11   I have them do worksheets to familiarize themselves with the library website, plagiarism, and APA writing style.

12   Summary, synthesis, analysis, citation, main idea, supporting detail, thesis, critical thinking, patterns of organization, source evaluation, etc.

13   My students choose topics that they are interested in. At a round table in class we discuss the reading material, work in groups to find info in our text which they later share with the class. They write complete sentences for some test answers.

14   Read, examine what they read, and write paragraphs and essays about what they read.

15   Student Teaching: Presentation/Word Cloud on these topics Assessments: Annotated Bib, Papers, In-class writing prompts, discussion boards

16   As one of the discussion board posting assignments for my online students, I have them find and share an online resource that relates to one of the concepts within the course.

17   research paper, research presentation

18   Refer them to writing center or library

19   Take students to Library to learn about databases. I demonstrate proper ways to incorporate source ideas into their own writing.

20   Teach legal research course using Lexis Nexis and THOMAS and few books. Also in my other courses, I show them how to access legal information through data bases.

21   Provide them with detailed instructions on how to write a paper, define what constitutes primary and secondary sources, give examples of sources, and info on how to collect and cite

22   Sort of hard to say with math. I leave them open to research other places to aid them in learning the material

23   I use rubric

24   All the above are checked when research paper is submitted.

25   papers with rubrics, assignments analyzing scientific studies, presentation on scientific studies and application to the clinic.

26   Computer, using web and NWACC site

27   We got over research and citation methods in class and then I have one-on-one conferences with them to gauge their research progress on individual papers.

28   Short paper using research from Internet and/or Library resources.

29   "CRAAP test" flash from the University of Wyoming, applying CRAAP test to a selected source, guest lecture on using the databases by library staff, lectures on asking the right questions (to find relevant info), ad analysis.

30   We do a library intro in the library computer room in prep for our annotated bibliography assignment, then have support from library staff as students do research. I work closely with students as they complete annotated bib and argumentative synthesis research papers.

31   I do a lot of handson inclass working with soruces, writng abstracts to wokr on paraphrasing, talking about research problems I've run into an how to solve them. I don't have enough time..

32   Research patient problems and present to peers.

33   Evaluation rubric

34   I generally see if resource materials are used successfully and correctly to support my students' own ideas and claims. I also check to see if they have avoided commiting plagiarism.

35   Written term project

36   Writing Center

37   I require my students to make 2 presentations per semester. They must find an article or political cartoon band present the information they find to the class. They must turn in a written assign. stating why they chose the example and what they think about it. It must be cited in an approved style.

38   I hate to admit it, but none.

39   research, synthesis writing, analytical writing, summary

40   written assigments

41   Model locating editorial on Ebscohost to use in Critical Reading paper. Must have editorial approved.

42   art history slides/Powerpoint

43   Presentation Paper and Lab Reports

44   I explain what is required in assignments and invite questions. I grade assignments with a rubric and also give written feedback.

45   give them a variety of sources to investigate for term papers

46   Modeling, providing examples, explanation of various sources

47   I assign one five-page writing assignment in Cost Accounting class and I weight 20% of the paper's grade to be derived from English and grammer fluency.

48   I have to spoon feed my students the inofmation and give them plenty of examples

49   Exam essays and short answer identifications

50   Case study/problem-solving

51   Essay, brochure creating, glogster.com poster, powerpoint presentation

52   Writing assignments, group projects and presentations, focus on proper grammar and increase of vocabulary during lectures and class discussions

53   1. Report based on field trip experience. 2. Gen Ed reading assessment.

54   A combination of small to large writing assessments as well class discussion and group work.

55   Students read technical documents in order to configure equipment.

56   writing assignments with my editing and students' corrections going back and forth several times

57   I teach math courses and with every section there are word problems. Students must be able to evaluate the information given in the problem. Also, I sometimes ask the students to explain their methods and answers in word form.

58   Non specifically in the courses in which I teach

59   My students must have a minimum reading score to register for either class I teach.

60   Assign research papers and then critique information literacy skills, i.e., citation, credible sourse, etc.

61   Research papers and case study reports.

62   None currently.

63   assignments and presentations

64   I used to require Mulitple history papers. Not anymore. The prevalence of plagiarism was too much.

65   Be able to follow instructions and write appropriate sentences. They have to cite their references.

66   Create homework assignments that require students to look up certain terms and/or personalities that will pertain to the upcoming class. While source citing is encouraged it is not required. It is more important for me that they are gaining the knowledge than where they got it.

67   We discuss material in class and practice, practice, practice! The students work individually and in groups to sharpen skills in using quotes, paraphrasing, and avoiding plagiarism. We attend a libray workshop to learn aoubt using the online databases for research.

68   Observation papers; research paper; midterm and final are essay exams

69   I demonstrate the online databases in class but mostly I refer them to a reference librarian for help.

70   a library database exercise research exercises discussion of plagiarism discussion of MLA style

71   Evaluate vocabulary comprehension during instructional readings and lectures.

72   Data collection and analysis in the software programs.

73   none

74   I take advantage of the library's staff for a Social Problems class. The information they gain applied to development of an annotated bibliography and subsequent presentation. The General Sociology classes are required to gather information and build their own quiz(es)

75   Team project process, where they actually collect raw data, and use it to work through an appropriate mathematical process related to that data (linear programming, quadratic solution, linear solution, and apply the outcome to real-world information). (I also ask some to look up "independent...

76   Different kinds of essays--analysis, research.

77   Hands on projects

78   Short writing assignments.

79   I go over how to write an academic/scientific paper and APA style and assess their outcomes via essaya, individual projects, and group projects.

80   1. Reading assignments 2. Written assignments 3. Short essay exams.

81   Exams, Quizzes, Written Reports, Discussions, Labs

82   On exams, I always have essay questions. I assign Discussion Topics that require a summary from students. Students work on projects that require a power point presentation. We have one lab report per semester.

83   Abstract and research papers

84   We complete 12 labs in Principles of Biology. Students write a lab report for at least one of those labs. We provide samples, scientific report guides, links to CSE style, one-on-one guidance and peer review. They turn in a draft for comments before completing the final report.

85   Discussion and essay exams.

86   Internet, textbook, in-class short assignments and reviews, and additional assignments

87   writing assignment, group discussions, critical analysis

88   Everything I do is based on literacy because the students are learning a second language. They are constantly going through the process of becoming literate in another language so it strengthens their native language as well. Listening, speaking, reading, and writing is emphasized.

89   exams, discussions and research papers

90   I do not teach these skills, hope they are coming with them from english classes. I assess them through grading of work.

91   Quizzes over class literature.

6. Do you have any comments or suggestions related to any of the items in question 5?

Respondent #   Response

1   Not at this time.

2   While points may be an incentive, this does not happen in upper division work. Building points into a rubric may be a more appropriate method.

3   n/a

4   Information literacy should be covered fully in the introductory composition, reading, and first-year experience classes so that students are ready to use those skills in other classes as they move forward.

5   The last two items make the assumption I'm not already doing this. I am, and I think a lot of people are.

6   NA

7   I scaffold the assignment and give points along the way. We work in class on assignments so I can monitor progress, changing topics, if needed.

8   The last one: using these sources is required on their last two papers.

9	You all do a great job! Is there a course just in using the library and databases, for the remedial students?

10	Some kind of brief module on plagiarism should be posted online for students; plagiarism detection software should be readily available for faculty; strict/enforceable consequences should be identified and implemented campus-wide; some of our library sources (esp encyclopedia - are not acceptable sources for research papers my discipline, so it's frustrating having the students use library sources, when we have encyclopedias, but not databases like JSTOR)

11	Points should be given for work completed not "blackmail" points. This isn't grade school. The students chose to continue their education and do not need to be bribed to do the work. If they do, they are definitely in the wrong place.

12	None

13	No.

14	for my answer of "neutral" I would prefer "minimally agree"

15	No comments.

16	DE students for last questions. Unfair to offer any Library usage.

17	Offering various literacy skills workshops, similar to the Writing Center workshops on punctuation and grammar, would be perfect.

18	I like the last suggestion in the previous question and will consider ways to apply it.

19	I would like to have more resources such as journals for my students.

20	I imagine the library already has a tutorial on how to access and use information. If not, such a tutorial would be useful for students.

21	No.

22	I prefer assignment specific types of presentations from the library rather than a generic presentation.

23	My students should already have literacy skills.

24	I teach mainly Accounting/Finance subject courses so I have limited engagement with students over their literacy skills.

25	not currently

26	My students are at WCC and most work full time, so they rarely go to the main campus. This sounds like a worthwhile effort, but I am not sure it will benefit most of my students.

27	I inform my students about library programs and resources at the beginning of each semester and demonstrate where to find key resources on the library web site. That has been helpful. I wish I had time

in my class to have a library staff member give a brief overview regarding these issues, but the breadth and depth of the subject matter I must cover requires every minute of class time I have to get through it.

28   I have time. I do not have the resources I would like such as a Promethean or Smart Board in my room.

29   In the past, when I've required my students to use the writing center, the "help" has been almost non-existent and the writing center really needs to improve their skills in actually actively editing and helping students improve their writing skills.

30   This is the first college class for most of my students. I spend time in the library computer lab to ensure each student can log in and find their blackboard course site.

31   No

32   No

33   As it stands, I have barely enough time to cover, what I feel to be, the necessary topics in class relating to the subject of my class. Supplementary teaching in the proper way to execute, analyze, and site research is unfortunately, not, something I can get into. However, I do find it to be a critical skill for my students.

34   Some students lack the education in putting together a research paper. Some have trouble writing correct sentences and putting their thoughts in sequential order.

35   no

36   The presentations by library staff help students understand how to access credible sources. I use specific criteria in my rubric to help them build on this information

37   I don't have students doing much research using articles or other written resources.

38   No i strongly agree with the last two points

39   Students do not grasp the importance of avoiding plagiarism and they seem to feel that anything they do, regardless of stated requirements, should be enough to warrant a high grade. They have gotten so used to receiving high grades for mere completion that quality of work seems unimportant to them.

40   No

41   Principles of Biology is a content-heavy course and it is difficult to carve out the time for teaching scientific writing skills. EMPACTS POB I instructors are quite discouraged at the quality of student writing but simply do not have the time to provide detailed instruction/feedback so that students develop stronger skills.

42   NO

43   none

8. Do you have any comments or suggestions related to any of the items in question 7?

Respondent #   Response

1   I do not want to tack on 1 hour worth of tuition and fees for something that can/should be incorporated in at least first year level courses...in context to that course's topics.

2   I've answered with high marks as I am an optimist. The potential success actually lies with the student's movitation. At the beginning of the semester at the UA were were taken to the library for a how to research effectively using the resources at Mullins. Perhaps this type of pre-intervention is an idea to consider.

3   n/a

4   The 1-credit hour course would probably be the best option for teaching information literacy skills, but if it were not a required course, most students probably would opt not to take it. For that reason, a linked course might be an excellent idea.

5   Students seem to learn this type of information more easily and retain it better when they use it in conjunction with meaningful work, such as a paper in their field of study.

6   NA

7   Credit hours are costly, barely enough time to offer degree specific courses. We should build this into the courses.

8   I prefer to take my students to the library for a presentation on the databases.

9   The problem with voluntary workshops is that students are so busy that often they don't take advantage of our services unless they are forced to as a class assignment. If you would be able to hand out certificates of attendance for attendance, that may spur attendance. (You may already do this; you do so much!)

10   any library workshops should utilize faculty expertise; for example, know that encyclopedia is not an acceptable source for my discipline

11   I like the idea of a course to guice you through the resources available to you as a student or even as a teacher. I'm sure there is a lot I still don't know that is useful out there.

12   No.

13   I highly recommend all students entering be required to take an information literacy course.

14   No comments.

15   Blackboard is poorly organized and unreliable software as it currently exists as an off-campus contract service. Too many credit hours already we can't make them take another.

16   To link information literacy to history courses would be useful. i'm just not sure that that would fly with the department?

17   They are pushed for time, and will not voulntarily take time out for this.

18   No.

19   Information Litereacy might be part of the reading courses, especially emphasizing evaluating web sites in the College Reding Courses.

20   For students who WANT to develop their info literacy there are resources available. The problem is they don't see it as a need. So more "available resources" seems like a waste. If the 1 credit hour course were linked to composition it might be helpful.

21   not currently

22   Students seem adverse to reading, but they love their computers and ipads/iphones. Maybe you can reach them through their technology.

23   I think these issues are very important, especially in the healthcare-related fields that my students will enter, because they will need to do applied research throughout their career to stay current on new medical diagnoses, protocols, procedures, and pharmaceuticals. The programs you suggested in question 7 would be wonderful. Perhaps some of them could be included in a first-year experience course. I helped develop such a course that included a module on information literacy course at a university where I previously taught and it was extremely helpful to those students.

24   I've found many students don't like to do work if it is not for credit (for a grade).

25   VEry few studetnst will take advantage of classes or help that is not required. If a stand-alone literacy class was required, it would be effective. If not required in the curriculum, I doubt many students would opt to take it.

26   I make an assignment tied to quiz points for students to use the medcom videos. I also use this for makeup work when students are absent or weather is an issue.

27   No

28   No

29   I would like to see these skills taught as fundamental part of a composition course.

30   Now that the state is demanding quicker completion of college courses and a lower number of hours required for completion of some programs, some might not be able to work in a 1 hour course in any other subject as a requirement. At Pulaski Tech, the VP for Learning just ordered all faculty to include at least one assignment in which information literacy was the main objective. I still think this might be the most effective way to get faculty to participate.

31   I think, for the most part, that students do not plagiarize because they are not aware what plagiarism is. I think they plagiarize because they think they can get away with it. Teaching what plagiarism is will only be partially effective. Until the college is strict in enforcing academic honesty requirements, it will continue to be a problem.

32   No

33   I love the idea of rquiring a stand alone course. This is, in my opinion, an absolute necessity as plagiarism and entitlement have become such huge issues. When combined with course material, the importance of what students are learning about plagiarism and avoiding it is lost to focus on course information. I think a required stand-alone course is brilliant.

34   No

35   If the instruction is delivered online, I assume that we could track the student's participation in Blackboard. You already offer these services but it is hard to convince students that they should take advantage of what is offered.

36   NO

37   My students are asked to seek help with how to format in APA style but tell me the helpers don't know APA style and that the help isn t helpful.

38   Re:"Intervention such as a workshop for students caught plagiarizing" Would that violate their right to privacy and confidentiality--being placed in a class together with others who have plagiarized?

10. Do you have any comments or suggestions related to any of the items in question 9?

Respondent #   Response

1   See above, it may apply here also.

2   n/a

3   Lib.staff come to my class every semester to demonstrate. I'd like to have someone from the writing lab, too!

4   Again---thank you so much for all you do!!!

5   Perfect!

6   no

7   None

8   No.

9   No comments.

10   Too many allow themselves to have non-Instructor material forced onto the classroom if initiated. that already happens.

11   How soon can we do this?

12   You are on the right track with information literacy here. I hope we can make it happen more formally.

13   No.

14   Strongly prefer the clearinghouse

15   not currently

16   Great ideas! I wish I had more class-time to incorporate this.

17   This might be helpful and I am sure I could also use some pointers in getting students to use the resources available. Thank you.

18   No

19   No

20   Adjunct staff - so there would need to be available training for this group

21   I present Films on Demand to students as something they are paying for when they pay tuition. They are astounded and excited by all these resources. I think the college could do a much better job of approaching advertising of library and other resources by putting forth a brochure, for example, showing what tuition buys. I don't think students have any idea that they now have all those "free" magazine subscriptions, etc. I think a more glossy presentation of what they get for their money might make a stronger impression. This could go along with advertising as to how much information literacy is needed in this modern world.

22   I answered highly unlikey, not because I think the services are unimportant or not likely to be useful to students, but because they are not relevant to the courses I teach.

23   I think you all are doing the last, but there are ways I could be using the resources more, I just don't have the time to research them during the semester.

24   Again, some courses are simply to full to add more content to. For example, general psych could easily be a 2 semester course. Adding the information in ALL classed to supplement a stand-alone course and continue working on the importance of avoiding plagiarism would be ideal. The problem, of course, is getting all faculty to understand the importance of adhering to academic honesty requirements and being a stickler about plagiarism.

25   No

26   If we could schedule a presentation that addressed scientific writing - from lab reports to EMPACTS papers - we would definitely be interested.

27   NO

11. Beyond information literacy concerns, what other comments, suggestions, or questions do you have related to Library resources or services? If you would like a response, please include your contact information here or separately email us at library@nwacc.edu.

Respondent #   Response

1   Thank you for the things you have already helped my students with...and I think it is wonderful that there are efforts to hopefully expand. *[Respondent's name removed.]*

2   One problem I have had is when student submitS an URL from EBSCO I could not open the article, but was given a login page where my NWACC login did not work.

3   n/a

4   I have to let you know that I ALWAYS recommend the staff to my students. Unfortunately, the majority of my students apparently believe that they don't need help until it is WAY too late in the term. Having a front line assault for info literacy is a must. Also, I want to thank the staff at the library for their unending support and energy with both faculty and student problems!

5   Lib. staff have ordered specific books, reserved books in the library, found online resources specific to my classes, etc. They are a fantastic resource!!!

6   Help faculty include multi-media into Blackboard

7   Thanks! Excellent topic and I hope some of this is implemented.

8   I would like a better interlibrary loan system. It seems impossible to get in resource books from other places. I've asked on a couple of occasions and finally gave up.

9   None

10   None.

11   No comments.

12   My classes have benefited tremendously from doing a two-day info resources intro. We visit the Library computer lab on day one for a comprehensive introduction, and then either return to the lab or work in our computer classroom with support from librarians as students dig in and begin their research.

13   It is hard to keep up with the ever-changing library website and online databases. Also, we've lost access to some databases that would still be very useful, or maybe it's that those databases have been put someplace I have not yet been able to find. I understand the library must keep up with current technology, and I am grateful it does, but when useful resources become less accessible or completely unavilable, that may be a cost we don't want to afford. Spefically, we used to be able to search many of the literary criticism multi-volume sets of books using a literature tab in Gale. We could enter the name of the literary work or the name of the author and find a wealth of articles for many of the literary works our students read and conduct research about. If that resource is still available, I can't find it. Not everything is online yet, a lot of what is online is improperly creditied to its original source (or not credited to the original at all, including the original publication date, a crucial element in deciding if a source is relevant or current enough), and the Internet often provides misleading or plain wrong information in the works cited listings that students access in drop-down menus for sources.

14   Eventually, as this really has nothing to do with "just" library resources, I would like to see every math classroom (and I know I'm dreaming - every classroom, period) have a SmartBoard installed and available to use. In my opinion, NWACC is WAY behind on the availability of technology. Again -- not specifically talking about the library (because you guys DO have a SmartBoard permanently installed), but the college in general. And, yes, I know what I am talking about will cost ALOT of money. But we are

right in the "back yard" of Wal-Mart, Tyson, JB Hunt, etc. I mean come on ... can't you get some $$ help from those (and more)? Sorry to "vent" ... just my two-cents worth.

15   Thanks for all you do. The library staff is always very helpful!

16   Again, I think instruction is more meaningful when it is tied to a specific assignment, so I'l like to see faculty and librarian work together or a linked one hour course.

17   I would like to learn how to copy images from Art Net onto Powerpoints that I design. *[Respondent's name and contact information removed.]*

18   I think the library staff is doing an excellent job. The recent improvements and new tools added to the library web site are very useful. Thank you!

19   Most NWACC students write extremely poorly and really need remedial writing. Obviously the high schools passed many of them along and I think there are often a significant number of students with undiagnosed learning disabilities. I have even wondered whether some of my students are truly fully literate. I think this is a serious issue that NWACC chooses to ignore.

20   My only question is whether students would use the services if they were offered.

21   None

22   I find it alarming that students who graduate from high school do not know how to do basic library research. My curriculum is quite dense and I don't have time to give them the education in this subject that was necessary when they were younger and in public school. I also can't set aside days for visits to the library for entire classes. I don't have a solution to this problem. These are just my concerns.

23   The entire library staff is a very professional, valued resource at NWACC, at least by me!

24   Keep up the good work!

25   It is all inclusive. Thank you

26   None at this time.

27   No

28   I think the Library does a great job in offering information to students. Along with the Writing Lab, they work well together. I have scheduled an individual training session for accessing databases.