

# **Task Force on Information Literacy Integration and Utilizing Learning Management Systems**

## **Executive Summary**

The primary goal of this strategic planning task force is to promote a mastery of evolving information literacy that is integrated into the curriculum and learning management systems. As a teaching library engaged in the development of information research skills, we will collaborate widely to integrate information literacy into the curriculum and to embrace all current and emerging instructional technologies. Timely, effective technology based resources must be created that can be used inside and outside the classroom environment. To achieve results that will have lasting effects, this task force is recommending ways to expand the library's outreach and collaborate with teaching faculty, technology staff, and student and academic affairs groups across campus. Our report proposes effective strategies to engage our partners in integrating information literacy into learning outcomes and to assess the success of our efforts.

The ideas presented will create a synergy on campus between the Library, ITS, CTL, pICT, and other groups; generate excitement among library personnel about information literacy and educational technologies; encourage more collaborations between IST and librarians on technology that supports student learning; and, spark interest in the creation of a campus-wide copyright effort.

The task force organized our charge into four strategic directions: 1) Enhance Information Literacy by Utilizing Educational Technologies; 2) Expand the Library's Outreach and Collaboration with Teaching Faculty and Student and Academic Affairs Groups; 3) Expand the Library's Outreach and Collaboration with Technology Staff Across Campus; and 4) Assess the Success of Our Efforts. To help us brainstorm ideas for possible implementation, we asked ourselves four key questions: 1) What educational technologies can enhance and support information literacy and student learning?; 2) How can we effectively encourage faculty and student and academic affairs groups to integrate information literacy into learning outcomes and the curriculum?; 3) How can we strengthen communication and collaboration among various campus technology partners (ITS, pICT, and others)?; and 4) How can we assess our efforts to enhance information literacy with educational technologies, assess our methods to encourage faculty to integrate information literacy into the curriculum, and assess the strength of our collaborations?

Numerous innovations in educational technology would enhance information literacy efforts and student learning. Programs and services that support the integration of information literacy and library resources into Blackboard (Bb) should be developed. The Library should customize access to library resources by exploring the following ideas: Embed library resources and services into the SDSU WebPortal and into Social Networking Services; Create a library content management system (i.e. database-driven web pages); Allow end-users to customize library web pages; Develop a metasearch interface for library resources; and, encourage the exploration of innovative ideas, such as the student biometric identification and login, and AzsignMentor (Aztec Assignment Mentor). Library information literacy instruction will be enhanced by the creation of new digital learning objects and multimedia tours, and with information literacy games and an exploration of gaming theories. The Library should explore redesigning physical and virtual spaces to encourage collaboration through social computing and expand the Media Center to further support students working with Information and Communication Technologies.

Building strong collaborations with faculty and student/academic affairs groups across campus is critical to the successful integration of information literacy throughout the curriculum. All library personnel should encourage collaboration across campus to support information literacy and help institutionalize support for information literacy. The Outreach Librarian should continue to explore collaborations between the Library and various Academic and Student Affairs groups, such as Office of Student Rights and Responsibilities and the Residence Halls. The Library needs to enhance support to librarians for liaising with departments about information literacy, and generate excitement and knowledge of information literacy and educational technologies through the creation of meetings and workshops, both for librarians and for collaborative groups across campus. Finally, the Task Force would like to see the Library spark interest in a campus-wide copyright effort.

There are various methods for strengthening communication and collaboration among campus technology partners (ITS, pICT, and others) and the Library. The Library should create a Library Educational Technology Committee to serve as an advisory and current awareness group for educational technologies that may impact the Library, and consider creating a Blackboard Awareness Group in the Library to stay abreast of Blackboard issues that impact the Library. Additionally, a technology workshop series to engage library personnel with new technologies is needed.

The Library needs to assess our efforts to enhance information literacy with educational technologies, assess our methods to encourage faculty to integrate information literacy into the curriculum, and assess the strength of our collaborations. To make this happen, information literacy student learning outcomes have been developed. ACRL Information Literacy Competency Standards need to be assigned to all library handouts, activities, and instruction sessions. Various assessments (evaluations and quizzes) for library instruction activities need to be developed, and the annual report for library instruction should be expanded. Finally, we need to ensure that the Library has continued representation on the campus Student Learning Outcomes Committee.