

Teaching CS1200 Information Literacy Concepts

Background on Information Literacy

“...Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.” (<http://www.ala.org/acrl/issues/infolit/intro>).

This LP is designed to introduce students to the concept of information literacy and to get them to think about the importance of being able to locate, evaluate, and use information effectively and responsibly.

The Association for College and Research Libraries (ACRL) has created information literacy standards that we can use to help our students learn to become successful information users. Our students will need to know how to find, evaluate, and use information regardless of their program of study – information literacy is critical for their success not only while at NAU but beyond as well. The ACRL standards were created to provide consistent language to address the complex issues surrounding information. In this LP, students are asked to read pages two and three of the [ACRL standards](#) – reading the entire document can help you as an instructor prepare for any questions or comments that arise from LP3 discussion posts.

Sample Classroom Activities

If you are looking for additional ways to address information literacy concepts in your classroom, these activities all address various components of the ACRL standards:

Activity 1: Credible Sources of Information

- 1) Watch the tutorial on [finding credible websites](#) from the NAU Online Library.
- 2) Visit a few of the following websites with your students (or choose your own) and ask them to discuss the authority, accuracy, objectivity, and currency of the sites. You could also divide them into groups and have each group discuss a site together and present to the class:
 - <https://www.nlm.nih.gov/medlineplus/>
 - <https://www.nraila.org>
 - <http://uspolitics.about.com/od/representatives/tp/5-Youngest-House-Speakers-in-US-History.htm>
 - <http://www.dhmo.org>

Activity 2: Google and the NAU Online Library

- 1) Have students do a search for a word or phrase like “global warming” on google. Examine the first few results together.
- 2) Go to the [NAU Online Library](#) and do a search in the article search box on the home page for that same term and examine the first few results there.
- 3) Do a search in one of the library’s reference book databases (like Credo, available from the Online Library’s “Find Books” navigation menu link) and examine those results.
- 4) Talk about the differences between the results and when it might be appropriate to use each.

Activity 3: Scholarly and Popular Sources

- 1) Have students view the NAU Online Library tutorial on [popular and scholarly sources of information](#).
- 2) Print off various scholarly articles and popular articles (or give students the links to view). Have students discuss, either in groups or as a class, whether the article they are looking at is scholarly or popular and justify their reasoning.

Scholarly examples:

- <http://files.eric.ed.gov/fulltext/EJ1060566.pdf>
- <http://dnaresearch.oxfordjournals.org/content/17/2/51.full.pdf+html>

Popular examples:

- <https://nauproxy01.national.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96795846&site=ehost-live&scope=site>
- <https://nauproxy01.national.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=109496219&site=ehost-live&scope=site>

Activity 4: Citing Sources

NAU uses APA citation style to cite sources. Give students a brief introduction to what it means to cite a source in a paper (or discussion) and why it is important to give credit to the creator of the website/article/book a student might use in his or her writing. After introducing students to what citing is, show them a few APA reference citation examples. Have the students identify the different parts of the citation (author, article or book title, date of publication, publisher, etc.). Examples you can use include:

Hemingway, E. (1957). *A farewell to arms*. New York: Scribner.

Harpaz, B. J. (2014, October 21). Debate over ethics of deleting negative reviews. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/>