ILeRT!

The Official Newsletter of the
Information Literacy Round Table

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ACRL's Revised Information Literacy Standards

by Ruth Hodges

The Association of College & Research Libraries' (ACRL) taskforce, co-chaired by Trudi Jacobson and Craig Gibson, is revising the current *Information Literacy Competency Standards for Higher Education* (ILCSHE). According to the taskforce, the current ILCSHE has advanced information literacy and has been used by accrediting agencies in higher education; translated into other languages; and developed into disciplinary versions. However, a new framework is being developed to bridge gaps within the current standards pertaining to the information environment, students as content creators, core concepts, affective aspects of learning, and scholarly communication.

The objective for the new framework is to develop a more holistic model that recognizes abilities, knowledge, and motivation surrounding information literacy for college students and the global information environment. The new model addresses metaliteracy (e.g, visual literacy, media literacy, etc., including cognitive and affective aspects of learning); threshold concepts (discipline-related foundational concepts); and other elements pertaining to information literacy. The taskforce wants a simplified framework with limited library jargon, so people can understand better and collaboratively use it. To review a draft of the new standards, go to http://acrl.ala.org/ilstandards/?page_id=133. ACRL would like comments and recommendation on the draft by April 14, 2014. Also, members can review the American Association of School Libraries revised information *(cont'd p.2)*

Reaching Your Faculty: *Do they know what you can do??*

by Sarah Hood

Do you find yourself asking, "Do the faculty even know what I can do for their students?" If so, you're not alone. Here are a few simple strategies that can go a long way towards wooing your faculty:

Attend departmental meetings
Are you a liaison to one or more faculty departments? Do you attend faculty departmental meetings at least once per semester? Even if you are not a liaison, departmental meetings are a great opportunity to educate faculty about library services.

Send your faculty (the very occasional) email
Granted, this tactic probably won't get everyone 'on the bus.' But there are a few important things you can do with your email message to increase the (cont'd p.2)
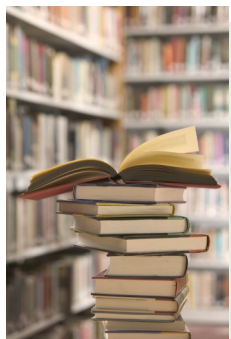
Faculty *(cont'd)*

likelihood that it will be read.

Keep it short and sweet

Include no more than three key points in your email that you would like faculty to know about. You may even want to use a bullet point with a short subtitle (say, Scheduling an Information Literacy Session) with a one - to two-sentence description directly beneath it.

Include an email signature

Be sure to take advantage of most office email software and set this up. This way, you do not have to include your title and contact information in the body of your email.

Highlight your library's Information Literacy program

Speaking of emails, always

include a link to the page on your library's website which outlines all of the wonderful information literacy-related services your library offers. Don't have such a page? Congratulations, you have a new project to start! (More on this in the next issue…)

Don't wait for faculty to come to you – Go to them!

Did Professor Fairweather

"…departmental meetings are a great opportunity to educate faculty about library services."

bring her class in three semesters ago and hasn't been heard from since? Contact her! See what's keeping her from coming back. It could be as simple as not finding the time to contact you. If it's more complicated than that (perhaps she needed the session to be conducted in a slightly different way), then this presents a great opportunity for you to discover what best fits her needs.

Likewise, if several students from one particular class have been asking a lot of questions about the same assignment, this presents a great opportunity to offer an IL session to their professor for the next time he or she teaches that class.
Try these strategies for one semester. You may be surprised at the benefits you reap! ◊

ACRL *(cont'd)*

literacy standards at http://www.ala.org/aasl/standards-guidelines/learning-standards. ◊

POW! Tap Into the Power of PowToon

by Breanne Kirsch

PowToon [BETA] is a web based video creation tool. There is a free version available with PowToon's logo and branding, as well as a plan for teachers, available for $24/year (see http://www.powtoon.com/pricing/edu/ for details). PowToon allows you to create videos with animations, images, text, and music. You can

create videos with a hand writing text on the screen, or with a lot of images. Videos can then be uploaded to YouTube. An example of a video on in-text citations created in PowToon by Virginia Alexander, can be viewed here http://youtu.be/m9ZmOdDaUtk. PowToon is fairly easy to use and is kind of like a fancy, fun version of PowerPoint that you

can add sounds, images, animation, and text to slides. This is one video creation tool that can be used to create more interactive, interesting videos for instruction or outreach goals within the library. Similar to the now defunct Xtranormal, PowToon has characters or avatars as well as animation options for the characters. Props *(cont'd p.3)*

Quick Tech Tip

Ctrl +

Don't forget about this gem of a command! Great for quickly and easily magnifying what's on-screen. Whether you're demonstrating a database or showing off your library's website, your back-row attendees will feel like they've got front-row tickets!

We're on the Web!
scla.org

*Information Literacy
Round Table*

CONFERENCE ROUND UP

Check out these Information Literacy-related conferences!

⇒ [Georgia International Conference on Information Literacy](#), Savannah, GA – Oct. 9-11, 2014
⇒ [ACRL Immersion Program](#) (Click the link to see schedule, location for various Tracks)
⇒ [LOEX](#), Grand Rapids, MI – May 8-10, 2014
⇒ [Atlanta Area Bibliographic Instruction Group Conference](#), Cartersville, GA – June 20, 2014

The Information Literacy Round Table aims to fulfill two objectives:

1. To provide a forum for discussion and communication of information literacy-related activities and programs for all types of libraries and librarians throughout the state.

2. To promote information literacy as critical set of skills and understandings for full participation in society and therefore an essential component of library service.

PowToon *(cont'd)*

(images), markers (arrows, X, or O), shapes, and backgrounds can also be added to videos. There are a variety of text effect options, including a hand writing text, bouncing or rolling letters, and letters or words appearing over time. As with PowerPoint, there are also transition options between slides. You can create a fairly complex, in-depth video in 15 to 30 minutes. There are some free music tracks that you can add to the video, but there is also a voice over option if you want to narrate the video. PowToon offers some quick tutorials about how to get started here http://www.powtoon.com/tutorials/. ◊

The CRAAP Test for Evaluating Sources

By Rachael Elrod

The CRAAP Test was created by librarians at California State University, Chico. I use it as a lesson plan for teaching students to evaluate internet resources with the added bonus that using the acronym helps students remember it!

I print out the original handout and give it to students to start the lesson ([California State University, Chico, 2010](#)). I then explain each part of the acronym, briefly outlined below:

C – Currency (When was the source written?)
R – Relevance (How relevant is it to your research?)
A – Authority (Who wrote it and what expertise do they have?)
A – Accuracy (Is it factual?)
P – Purpose (Is it biased?)

I then divide the students into groups and give each group a different internet resource to evaluate using the CRAAP Test such as a Wikipedia page, a government site, a university site, a blatantly biased site, and usually an article from a satirical website such as The Onion.

Then, using a scale devised by North Carolina A&T University, I ask each group to rate each category to determine whether or not they would use the internet resource for an academic assignment ([North Carolina Agricultural & Technical State University, 2012](#)). In this part, each category is rated on a scale of 1-10 (with 1 indicating not reliable and 10 indicating very reliable) for a total of 50 points possible.

If the total score is 45-50 the website is deemed an Excellent source, 40-44 is Good, 35-39 is Average, 30-34 is Borderline, and anything below 30 points is Unacceptable. A speaker is then chosen by the group to tell the class what their website was and why they chose the ratings they did with the Librarian providing any necessary feedback. ◊