

**University of Dayton
Information Literacy General Competencies
Roesch Library
Fall 2004**

Much of the basic information literacy competency is delivered in a partnership between the Library and the English composition program. The first part of the content is delivered via three online tutorials developed and maintained by the Library. The second part of the content is delivered during a single class session taught by a librarian. For students who take English 101 and 102 the tutorials are completed when they are enrolled in 101 and the class visit happens in 102. For students enrolled in English 114 and 198 all the content is delivered the semester they are enrolled for the class.

During Fall 2004 there were approximately 1,770 students enrolled in English 101 or 114. The online tutorials and quizzes were completed by approximately 73% of the English 114 students and by 63% of the English 101 students.

There are three quizzes. Each quiz has 10 questions.

Selecting Sources Quiz Summary

English 101 --- overall mean 81.3%; 70% of those enrolled in Eng 101 took quiz

English 114 --- overall mean 87.1%; 76% of those enrolled in Eng 114 took quiz

Searching Quiz Summary

English 101 --- overall mean 72.6%; 62% of those enrolled in Eng 101 took quiz

English 114 --- overall mean 80.7%; 75% of those enrolled in Eng 114 took quiz

Citing Sources Quiz Summary

English 101 --- overall mean 89.5%; 57% of those enrolled in Eng 101 took quiz

English 114 --- overall mean 93.8%; 68% of those enrolled in Eng 114 took quiz

The following shows each component of the competency and the results of the questions that assess that component. Only competencies one through four are covered by the Library tutorials.

- 1) Students will develop effective strategies for using information technologies when seeking knowledge. (10 questions)

Question	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Competency Assessed
#1	91.9%	98.1%	#1 (basic information sources; using information sources)
#2	94.9%	98.1%	#1 (basic information sources)
#3	79.2%	88.9%	#1 (basic information sources)
#4	31.9%	34.7%	#1 (basic information sources)
#5	79.6%	80.3%	#1 (appropriate source choice; basic information sources)
#6	84.0%	87.6%	#1 (appropriate source choice; basic information sources)
#7	96.2%	97.1%	#1 (search strategy)
#8	75.2%	84.1%	#1 (search strategy)
#9	68.5%	85.4%	#1 (search strategy; subject searching)
#10	84.0%	87.6%	#1 (appropriate source choice; basic information sources)

- 2) Students will understand the structure, form, and access methods of recorded information. (8 questions)

Question	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Competency Assessed
#1	84.9%	89.8%	#2 (Boolean logic)
#2	45.8%	67.8%	#2 (Boolean logic)
#3	97.9%	98.7%	#2 (discipline specific sources)
#4	84.0%	87.6%	#2 (using information sources; discipline specific sources)
#5	80.6%	84.0%	#2 (identifying basic information sources)
#6	89.7%	94.7%	#2 (basic information sources)
#7	79.7%	86.5%	#2 (discipline specific sources)
#8	47.6%	63.6%	#2 (using information sources)

- 3) Students will demonstrate the ability to evaluate and analyze the information gathered from a variety of sources. (4 questions)

Question	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Competency Assessed
#4	87.7%	91.2%	#3 (refining search strategies; evaluating information)
#5	60.2%	66.1%	#3 (refining search strategies; evaluating information)
#8	79.7%	86.5%	#3 (knowledge generation)
#9	82.6%	89.7%	#3 (evaluation of information)

- 4) Students will use information and information technology responsibly and ethically. (10 questions)

Question	Avg. # of Eng. 101 students who answered correctly	Avg. # of Eng. 114 students who answered correctly	Competency Assessed
#1	95.3%	96.2%	#4 (copyright)
#2	90.9%	94.8%	#4 (copyright)
#3	97.4%	99.3%	#4 (plagiarism and citation format)
#4	98.1%	99.0%	#4 (plagiarism and citation format)
#5	98.6%	99.3%	#4 (plagiarism and citation format)
#6	93.5%	95.5%	#4 (plagiarism and citation format)
#7	98.8%	99.3%	#4 (plagiarism and citation format)
#8	94.8%	95.8%	#4 (plagiarism and citation format)
#9	41.8%	62.6%	#4 (plagiarism and citation format)
#10	85.6%	96.2%	#4 (plagiarism and citation format)

These figures do not fully assess if a student has acquired the competency. Students should be demonstrating these skills in their research. An expert in the field recently wrote that students should be “demonstrating the entire research process from framing a topic, structuring and executing search strategies across multiple databases and library resources that locate useful and relevant material that supports the various aspects of their topic, and detailed evaluation of the material for relevance and

authority, credibility, etc.” That demonstration must occur regularly and consistently in each class where the student is required to do research and writing.

The Competency Resource Center was created to provide a collection of resources for faculty to use when developing assignments that allow students to demonstrate their knowledge of a competency. Here is an example:

Information Literacy Competency 1 Problem Analysis

Students will develop effective strategies for using information technologies when seeking knowledge.

What does this mean?

Before beginning to look for information for a paper, project, or personal question, students need to analyze the problem by formulating a specific question, articulating the important parts of the question, determining the specific search terms, and deciding which source of information is most appropriate for the discipline and the audience.

How does a student demonstrate this competency?

Students should be able to:

- Identify discipline specific periodical indexes (print and electronic as applicable)
- Select a manageable topic (neither too broad nor too narrow)
- Identify main concepts in the question
- List synonyms or like concepts as backup search terms
- Prioritize search terms
- Determine any time sensitivity for the information needed
- Choose appropriate types of information sources (print or electronic) based on discipline and currency of information needed

How can you help your students?

Exercises and assignments

- Submit (chart or paragraph format):
 - Topic stated as a question
 - Question broken down into main and similar concepts
 - How current any information will need to be
 - What kinds of information sources they think might be useful and why
- Look for editorials or articles on a topic related to their class or discipline and come up with a search statement to find information to support or negate the claim presented
- Compile an annotated bibliography of different information sources on a topic (i.e. a book, a government document, a primary source, scholarly journal article, etc.)
- Look for statistics on a topic
- Compare search results on a topic from a familiar (not necessarily appropriate) database and from a discipline specific database

Additional materials to help you understand this competency

Explanation of [different types of information sources](#) that might be used for a typical assignment [*from the Five Colleges of Ohio Libraries*]

Checklist of [kinds of information sources](#) with examples [*from Central Queensland University*]

[Statistical resources on the web](#) by subject [*from the University of Michigan Library Documents Center*]

Recommended search [strategy for finding information on the Internet](#) [from UC Berkeley Library]

Suggestions from "[Research Quality Web Searching](#)" [from UC Berkeley Library]