

Learning Resource Committee – Athens State University
MINUTES OF MEETING – November 18, 2015
Founders Hall, Chapel

CALL TO ORDER

Committee Chair, Kimberly Jack, called the meeting to order.

Members Present

Bergeron, Blankenship, Bracewell, Corzine, DuPre, Jack, Keiley, Lundin (proxy Ziaee), Werner (proxy Ziaee), and Ziaee

Members Absent

Bertzett, Essary, and Hughes

Visitors

Del O’Neal, Jennifer Williams, and Jennifer Wolfe

OLD BUSINESS

The Committee **APPROVED** the minutes of the last meeting, held October 21, 2015, (Blankenship **MOVED**; Ziaee **SECONDED**).

NEW BUSINESS

Chair Jack stated that the only new business on the agenda was to discuss the feedback received from faculty concerning the Athens State Information Literacy and Process document.

One comment (see attached comments sheet) suggested that plagiarism should be explicitly included in item number five. After discussion it was agreed by everyone to change the language as noted on the attached revised version of the document.

Another comment suggested that the ACRL Framework and six frames be included in the opening statement. It was agreed to include these matters after the first paragraph and to explain what the document represents in the first sentence of the original second paragraph, as shown on the attached revised version of the document.

Discussion ensued concerning a number of areas involving focusing on the old standards versus the new frames. Additional comments received from faculty were also discussed. It was agreed that document should be modified pursuant to the lengthy discussion and that the committee would look at the draft incorporating these changes and decide whether to approve them. The vote will be by email, so that the final version can be forwarded to the Faculty Senate for review. The Senate has said they would like to see the final draft of this document before giving further direction on how the LRC should proceed.

The next meeting of the committee will be held in the Spring 2016 semester. The committee will discuss possible meeting time early in the next semester and decide when to hold meetings.

MEETING ADJOURNED

Addendum 1: Comments Received from Faculty on Sept. 2015 Draft of Information Literacy Definition

*I really do like the figure 1 icon.

*The word plagiarism isn't present. I would really like to see that word under #5.

*I think to address one of the framework's original components, "Scholarship as Conversation", at the start of the document I would love to see something like:

ALA's ACRL's Framework is:

1. "Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration"

The Athens State University's LRC started with the Framework and adapted it to our campus.

*I really think that the original and nationally adopted 6 frames need to be there in quotes and word for word as a preamble to this version and iteration to show this as a scholarly conversation, to model how it's done for our students.

Please include these among suggestions for revisions:

Suggested revisions for Athens State Information Literacy and Process

Within 2.a.: add to parenthetical: use appropriate academic databases

Within 3:

Add: c) understand the semiotic systems (e.g., linguistic, visual, audio, gestural, spatial) at work in the information and that each system has its own grammar or syntax.

Within 4:

Add: c) understand that different modalities require different literacy skills [e.g., performance, simulation, appropriation, multi-tasking, distributed cognition, collective intelligence, judgement, transmedia navigation, networking, negotiating (Jenkins et al 2006)]

– I have no suggested revisions for the document but just wanted to document my support for this effort. This is a very important step forward for the university and I am onboard in any way I can assist.

Wow- impressive!

First, I want to commend the LRC for the work you've done. The document seems to be very user friendly, helpful and current in today's learning environment. I have three points to ponder: 1) How does this document align with the Quality Matters project? I think it is broad enough that there should be no problem but just checking. 2) How does the document align with the EdTPA work the COE is beginning to do? Again, there is no problem but it just needs to be evident in the plans for EdTPA. 3) Do we have documentation that this document is aligned/embedded with the programs/minors in instructional design/career and technical education in the COE? If not, then do the COE instructional technology profs have plans to ensure that the courses align with this. Thanks again for this work.

I have already looked over this document, and I would like to thank the LRC for doing such a wonderful job of phrasing the "standards/frameworks" in a way that will make sense to our students. I fully support what you have developed, and I hope you will get positive feedback from others.

Addendum 2: Nov. 18 Revision of Information Literacy Definition and Process

ATHENS STATE INFORMATION LITERACY AND PROCESS [Draft: 11/18/2015]

PURPOSE:

The changing landscape of information literacy has caused a paradigm shift in understanding what constitutes knowledge-making, including how we encounter and interpret information. Promoting scholarship and citizenship in an appropriate and ethical manner is crucial to our future research and development. Multiple modes of dissemination are now applicable, including written, oral, visual, electronic, and nonverbal modes. The Association of College and Research Libraries (ACRL) has adopted a new Framework for Information Literacy to reflect this changing landscape.

The ACRL's six Frames are:

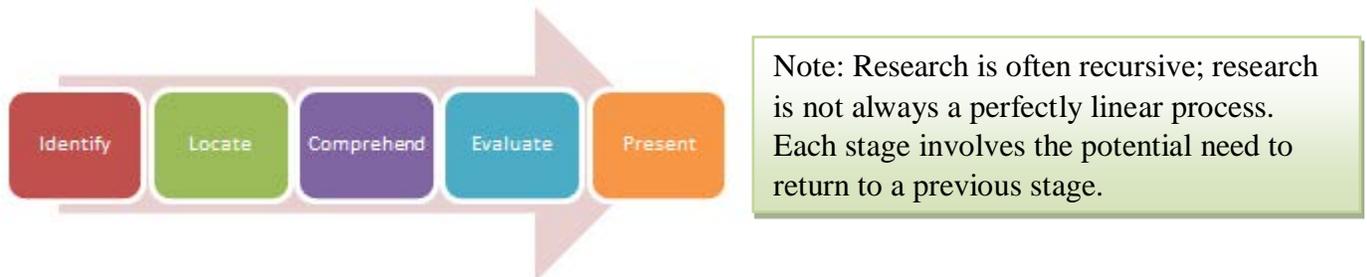
1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

This document represents Athens State University's conversation with the ACRL Frames, and defines ways in which the ACRL Frames align to teaching and research activities for students and faculty on our campus.

DEFINITION: An Information Literate student will develop an independent and efficient process for conducting research in diverse working environments which includes, but may not be limited to: (1) identifying an information need, (2) locating pertinent information to

meet that need, (3) comprehending the information, (4) evaluating the information, and (5) presenting the information appropriately and ethically.

Figure 1: Critical Stages in the Research Process



PROCESS

1. Identify an Information Need

- a. Comprehend the scope of the task [Frame 4]
- b. Develop a Research Plan [Frames 4, 6]

2. Locate Information

- a. Understand how to access information (e.g. utilize print or technological resources such as appropriate academic databases, contact the appropriate expert) [Frame 6]
- b. Understand the distinctions, advantages, and limitations of various sources (e.g. primary versus secondary sources, peer-reviewed versus popular sources) [Frames 2,4, 6]
- c. Determine appropriate authoritative information sources to employ for a given project [Frames 2, 4]

3. Comprehend Information

- a. Know the conventions (e.g. linguistic, visual, audio, gestural, spatial) and terminology of the discipline [Frames 4, 5]
- b. Understand the methodology used to attain the data [Frames 4, 5]

4. Evaluate Information

- a. Assess the appropriate currency, relevance, authority, accuracy, and purpose of each source, including practical limitations of the methodology [Frames 1, 4, 5]
- b. Understand the context for which the information was developed and published (e.g. current environment, historical, on-going scholarly discussion) [Frames 1, 5]

- 5. Present the Information Appropriately and Ethically** [Frames 2, 5]
- a. Produce original work applicable to the task that incorporates the research [Frame 4]
 - b. Communicate effectively and appropriately for the task, which may include working within different modalities [Frame 3]
 - c. Document sources fully using the appropriate citation style for the given task [Frame 3]
 - d. Refrain from unlawful and unethical activities such as plagiarism and, where applicable, uphold professional standards including [Frame 3]:
 - i. Preservation of confidentiality
 - ii. Disclosure of information deficiencies or conflict of interest