

Appendix B.

Frameworks for Each of the Five Projects and Their Campus Initiatives

Frameworks for the five projects, as presented in project documentation, are:

“Learning is neither a set nor an isolated activity, but rather a process that takes place in a community amongst people who collaborate toward the shared goal of better understanding. This assumption ... has led to the shaping of a project which redefines roles, rethinks courses, revamps relationships and rediscovers the deeply moving possibilities that lie at the center of the small liberal arts learning environment.” (Campus coordinator paper)

“Faculty and librarians at the member institutions view the development of sound IL skills as an integral part of a liberal arts education. Such skills are essential, not only for students’ academic and professional careers, but also for their participation in a society increasingly reliant on electronic information resources. The fact that students need to master both basic information literacy competencies as well as library research skills at higher, discipline-specific levels suggests that a more structured approach needs to be developed.” (Grant proposal)

“Using critical thinking skills and appropriate technologies, information fluency integrates abilities to: collect the information necessary to consider a problem or issue; employ critical thinking skills in the evaluation and analysis of information at its sources; formulate logical conclusions and present those conclusions in an appropriate and effective way. ... information fluency may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills.” (Grant report)

“Information fluency here is the process by which students learn to manage and evaluate the realms of information now easily accessible within their academic experience to move towards knowledge and understanding. As they learn to ask the important questions within their disciplines, they will learn to critically use the technological tools available. The faculty are central to the educational process, and they will be most successful in working collaboratively with librarians and instructional technologists.” (Grant proposal)

“... develop a model applying a collaborative process which integrates, within subject-specific courses at the upper level, library technology and information resources into instruction. ... Information literacy is not to be perceived as an ‘add-on,’ but as a logical and meaningful component of the course.” (Grant proposal)