

Information Fluency at Morehouse: A Collaborative Effort

Prepared for: Associated Colleges of the South
By: Information Fluency Committee
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Organization: Morehouse College

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Title of Workshop

Information Fluency at Morehouse College: A Collaborative Effort

Brief abstract of project:

The goal of the Information Fluency Collaboration Workshop is to optimize the collaboration of Morehouse faculty, information technologists, students and AUC librarians in creating a model that makes *information fluency* a significant part of the college experience for every Morehouse graduate. It is our belief that achieving information fluency depends on a commitment of the College's academic community to making information competency a factor throughout the curriculum. To accomplish the goals of the workshops we will rely on the *ACS' Toward Information Fluency in the Liberal Arts* model: (1) Assist faculty, library and IT staff with their own information fluency, (2) Support and highlight individual initiatives in information

fluency, and (3) Encourage interdisciplinary information fluency programs. The workshop will take place over two days during the summer of 2001 on the Morehouse College campus. The workshop will include training, demonstrations, and collaborative team development.

Rationale:

The model for this workshop follows the suggestions of the *ACS Information Fluency Collaboration Taskforce*. First, it provides a method for ACS to assist with the development of an Information Fluency collaboration model at an ACS institution. Second, this workshop embraces the ACS goal of developing a framework to infuse Information Fluency into the liberal arts tradition. Third, the results of the workshop will be disseminated to other institutions in order to encourage the development of similar methods and programs at other ACS member institutions.

Outcomes:

The workshop will draft suggestions for guidelines in the following areas:

- Defining Information Fluency in the Morehouse Context
- Achieving Information Fluency at Morehouse
- Information Fluency Standards, developing the Morehouse model
- Information Fluency Assessment and Evaluation
- Role of Staff, Faculty, Students in developing Information Fluency at Morehouse

Preliminary description:

- Duration of workshop
- Two days

Agenda

Day One: Information Fluency in the Liberal Arts

Goals: Written draft outlining Morehouse Fluency principles

- Morning session:

- a. Defining Information Fluency ACS Models (Suzanne Bonefas, Director of Technology Programs ACS)
(Best practices, demonstrations and presentation of models)
- b. Defining Information Fluency in the Morehouse Context: (Keisha Anderson, Instructional Technology Specialist, Morehouse)
(What is Information Fluency at Morehouse? What are our IF goals? How does IF support the college's mission? What are our guidelines for defining IF at Morehouse?)
- c. Achieving Information Fluency at Morehouse. (Hasan Crockett, Morehouse College)
(Staff development issues. How do faculty members design curriculums that infuse IF? What are the roles of students in achieving IF? Staff?)
- Afternoon session:
 - a. Information Fluency Standards, developing the Morehouse model

(Guidelines for college to set standards, performance indicators, tools to teach competencies (theory informing practice. List a range of outcomes for assessing student progress toward information literacy.)
 - b. Information Fluency Assessment and Evaluation

(Developing methods for measuring student learning in the context of an institution's unique mission. Staff, librarians, faculty work together to develop assessment instruments and strategies in the context of particular disciplines)

Day 2: Creating the Collaborative Infrastructure Model

Goal: Written document on Morehouse Collaborative Infrastructure Model

- Morning session:
 - c. Role of Librarian in developing Information Fluency at Morehouse
(Best practices guest member presentation. Exploring the challenges of the AUC/Morehouse model)
 - d. Administration roles of Morehouse President, Academic Affairs, IT
 - e. Student roles
(Students as stakeholders. Non passive roles)
- Afternoon session:
 - Wrap Up: Presentation of Workshop documents
 - Future Plans

c. Strategies for recruiting participants

Strategies include offering \$100 stipends for each participant. Distributing information to president, vice president, division deans, and department chairs and soliciting their help in securing participants to support the program. Have interested participants to submit applications and have the Information Technology committee select participants.

Plans for Follow-up and Evaluation

The workshop will produce a Morehouse Information Fluency Working Document and Committee. Its responsibilities will include: (1) collaborating with faculty and academic committees on infusing information fluency into the curriculum, (2) monitoring the process of the workshop participants, and (3) advocating a stronger commitment to information fluency by the College's academic community. In addition, an evaluation survey instrument will be used for each individual session and the entire workshop.

Plans for dissemination of results to the rest of the ACS and beyond

Results of the workshop will be available online. In addition, a *collaborative team* will be established and will visit other ACS institutions.

Preferred Time of Year

January 2002