

BIRMINGHAM-SOUTHERN COLLEGE
Proposal
Information Fluency
Grant to the Associated Colleges of the South

- 1) Title of the proposed project, workshop, course, program or event

Continuation of integrating fluency standards into the curriculum

- 2) Names of leaders and contact information

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- 3) Brief abstract of the project

Faculty and students on the Birmingham-Southern College campus would meet one day to continue the conversation for information fluency across the education curriculum. A second day would showcase uses already in place among the general faculty and serve as models for others to create their own methods within their disciplines to foster better use of technology for information fluency within classes. The results of these efforts would be shared with all faculty and with the ACS membership.

- 4) Rationale (why should ACS fund this project and how will it benefit the consortium?)

The initial ACS IF grant in 2001 allowed our faculty to have a discussion that had not occurred before about infusion of information fluency in courses across this campus. Participants left with a better understanding of what our needs are and what work still needs to be done as a group. In particular, the Education Division realized that their previous work to increase information fluency was appreciated by other divisions and copies were disseminated to all (See attached.). While the Education Division was pleased with the response, we desire to have a more in-depth discussion about ways to improve our plan. In particular, we want to develop a means for our students to demonstrate those abilities in the new requirement of a Capstone experience. This Capstone experience is a new general education requirement instituted this year for entering students to demonstrate in their senior year how fluent they are with managing information in their major. There are two more years for planning with implementation in 2004-2005. We feel a day long meeting with education faculty, a key reference librarian, and the head of academic computing would greatly assist us.

The changes made in two courses since last spring's IF meetings are an example of what we want to continue to plan.

A second meeting would be held in early fall of 2002. For this meeting members of other divisions across campus would be invited to hear about our progress and to react to our plans. Additionally, the members of the first-day team would be willing to work with other divisional groups to expand their own plans. Divisional groups would break out and begin discussion of their needs for information fluency by specific courses. Education faculty would offer to serve as resources for their future meetings.

5) Preliminary description, including:

a) number of days an event or the project will last,

This project will cover two days.

b) agenda,

Day 1 - 9am Introductory session

10am Members would divide into work groups for different parts of the curriculum

12pm Lunch with reports brought back to whole group for discussion

1pm Finalizing continuum for the Education Division

Day 2 - 9am Introductory session

10am Presentation by Education Division as to overall information fluency plan

12pm Divisional groupings to plan their work

1pm Finalizing plan

c) strategies for recruiting participants, and

Day 1 - The Education faculty, one reference librarian involved in the previous grant, and the head of academic computing have agreed to be this team. Two education students would be invited to participate.

Day 2 - The members of other divisions will be invited to attend if three faculty and at least one student would attend from that division. The total of participants for the day would be 15 faculty and five students from other divisions plus the ten faculty and students from Day 1.

d) target audience

For Day 1, the participants would be six education faculty members, one librarian, one academic computing member, and two students. For Day 2, the five other divisions on campus will be invited to have at least three members each plus one student each.

6) Plans for follow-up evaluation

Evaluations will be filled out at the end of each day. A plan for information fluency for education students that would culminate in the BSC required Capstone Experience would be fully developed and disseminated to students in the division.

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

The materials developed by the Education Division would be posted on the divisional web page. Additionally, a CD of all documents would be available upon request. Our Provost and Assistant Provost would be invited to attend and would be able to share information at different ACS gatherings.

8) Suggestions for replication at other campuses

Members of other ACS campuses would be welcome to participate in one or both of these two days. Members of the education faculty would be available to assist another campus in a similar endeavor.

9) Preferred time of year for event: weekend during the academic year? summer? -- be as specific as you can (if using ACS Tech Center facilities, note that limited dates are available)

One day during the summer term-2002 and one day during the fall term-2002 would be used.

**Field Experiences and Technology
Collaborative Program, K-6**

Course	Requirements	Field Experience	Technology
Ed 199	Journal	120 hours (20 days) serving as teacher's aide	Email journal weekly
Ed 201	AssessmentFolio beginning	5 hours of observation	Blackboard initiation PowerPoint On-line Library Resources
Epy 223	Interviews with age groups	5 hours of observation	Learning to use the overhead and opaque projector
Epy 260	Writing I.E.P.'s	5 hours of observation	Internet Searches
Ed 209	Art Resource Kit	10 lessons taught as individual lessons	Internet Searches Webliography Excel Digital Camera
Ed 210	Activity File	10 observations N-3	Microsoft Word for Tables
Ed 275	15-20 Lesson Unit	7 observations, one lesson taught Learning Center	Microsoft Word
Ed 315	12 hours working with reading group	2-wk unit, QRI, Miscue Analysis	Phonics Story Weaver
Ed 316	Tutoring for 12 hours starting with QRI Learning Center	Unit in 4-6 grades content area	PowerPoint Books
Ed 317	Resource Container PowerPoint Presentation	5 lessons taught	PowerPoint 12 Social Studies CD programs. Lessons posted on BKB's web page
Ed 318	Author Study Have read 100-150 children's books	8 lessons taught	Microsoft Access introduced for book cards
Ed 320	2-week unit Set of 35+ games	6-8 observations Teach unit for two weeks for total 10 hours	Creating CD of unit Excel for Games Master List
Ed 324	HyperStudio Resource Container	5 lessons taught	HyperStudio 12 Science CD's of Programs Lessons posted on webpage
Ed 470	Web Page Creation	10 hours of Computer Clubs	Digital Clips Microsoft Front Page
Epy 320	AssessmentFolio Revisited		
Ed 499	Case Study	120 hours in internship with children with special needs	

Red=1st Level of Field Experience, Blue=2nd Level, Red=3rd Level, Purple=4th Level

Technology and Field Experiences Secondary Programs, 7-12

Course	Requirements	Field Experience	Technology
Ed 199	Journal	120 hours (20 days) serving as teacher's aide	Email journal weekly
Ed 201	AssessmentFolio beginning	5 hours of observation	Blackboard initiation PowerPoint On-line Library Resources
Epy 223	Interviews with age groups	5 hours of observation	PowerPoint for Presentation
Epy 260	Writing I.E.P.'s	5 hours of observation	Internet Searches
Ed 319	QRI Use 2-week unit on study skills	Tutoring middle school students in reading within subject area for 10 hours	HyperStudio Presentation in subject area Creating CD Digital Camera
Ed 323	2-week unit in subject area	20-25 hours of observation	Internet searches Webliography in subject area
Epy 320	AssessmentFolio Revisited	Conduct research project	Preliminary program for Capstone experience
Ed 470	Web Page Creation	10 hours of Computer Clubs	Digital Clips Microsoft Front Page

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