

December 13th, 2001

To: Associated Colleges of the South, Information Fluency program (IF)

Re: Grant Proposal, 2002

The following is Centenary College's IF proposal, itemized according to the description on the Call for Proposals site

(http://www.colleges.org/~if/if_cfp02.html).

1. **Title**

“Centenary College Information Fluency Project: A Full-Campus Approach”

2. **Names of leaders, campus roles, and contact info**

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3. **Abstract of project**

After one year of successfully implementing an IF grant, Centenary's project seeks to strengthen and expand its scope through a series of new projects. The IF Web site (<http://www.centenary.edu/~balexand/if/>) will be expanded considerably to include a steady news update, more interactive materials, and further downloadable texts. A partnership with the Frost School of Business will create Knowledge Management (KM) materials for business classes, while developing the college's first Management of Information Systems (MIS) class for the 2003-2004 academic year. New IF materials will be developed aligned with the college's new core education requirements, instilling literacies according to their articulation in that document's language. A new course, Introduction to Digital Communication (Communication 180) will embody IF

principles. ACS involvement will increase. The previous year's IF offerings will be repeated.

4. Rationale

First, the 2001-2002 project has revealed a great need for all IF skills. Centenary students at all levels tend to lack even basic abilities to search, assess, and represent information in both print and digital environments. This first year's project has made headway, but much work remains.

Second, Centenary's IF project has been successful, overall. We have established an IF presence on campus, created and promulgated materials, shaped curricula, and initiated momentum for learning more. A 2002-2003 grant will continue along this path.

Third, although an IF presence has commenced, fuller campus penetration and buy-in is required. One axis of this problem is time, in that our main focus has been first-year students, rather than sophomores through seniors. That class, which will become sophomore next year, will carry IF skills onward, but a new first-year class needs teaching. Furthermore, building partnerships with other departments on campus (Business, Communication) and by strengthening recently-established collaborations (with the library and the FYE program) increases faculty buy-in. Lastly, expanded materials, both print and digital, will reach an ever-wider audience.

Fourth, Centenary's new core curriculum (<http://www.centenary.edu/academic/require.html#core>) has just been phased in. Its curricular effects are starting to be felt. IF can take advantage of this institutional change. The core's language is precisely geared towards information literacies: "human artistic and cultural accomplishments; symbolic reasoning [or 'numeracy']; the nature of the material universe, or laboratory experience; systematic analysis of data". Workshops, digital and print materials, lessons, etc. can be created along these lines (cultural, numerical, scientific, statistical).

Fifth, although Knowledge Management is a critical field in both private and public sectors, it is not studied on Centenary's campus. KM materials should prove useful to business and economics students, as well as to those interested in library school after graduation. Additionally, as an inherently interdisciplinary field, KM's introduction will offer another example of cross-disciplinary work.

Sixth, as the project expands, so faculty and staff support must increase. Library staff participation is critical, yet impossible to utilize in full, given Centenary's library staffing; a stipend will solve that problem. Similarly, conducting IF operations is a significant time investment for leading faculty. A download will empower one professor to commit themselves for the critical fall semester, while a stipend will support that professor, or another, for the spring term.

Seventh, as copyright becomes increasingly important and contentious, it is vital that liberal arts colleges apply their research skills to understand intellectual property at the present time. As teachers, we need to be able to both teach about copyright, and all of us should teach without violating IP laws. This project will take advantage of the ACS talent pool, especially through the new Digital Technologies and Cultures (DTC) project, to research and create resources about copyright. Such work will build on Centenary's initial, exploratory copyright draft site (<http://www.centenary.edu/~balexand/if/copyright.html>).

Eighth, a Flash interactive tutorial should prove both exciting and useful, given that software's powers and attractiveness. Hiring an ITS student already proficient in Flash should enable that student to create materials for general usage, while building their skills and awareness. Additionally, Centenary's Communication chair, van Hoosier-Carey, has

already created an excellent introductory tutorial for writing research papers, in Hypercard; the Flash student can transfer (or translate) that material into a Flash movie, then develop it further. This takes advantage of pre-existing resources: Flash, already in many campus machines, and that professor's material, which he's glad to see updated. (Hypercard file sent under separate cover, on CD)

Ninth, the software market for exploring, arranging, and displaying information in a powerful way is rapidly expanding. Centenary's 2001-2002 grant takes advantage of freeware and software already budgeted (Flash, DreamWeaver), and we have taken the lead in teaching the campus digital presentation technologies. With this new grant, we will explore newer technologies, both freeware and proprietary. Download time and stipends will enable thoughtful consideration of such software, while a budget item will allow us to purchase licensed programs (especially useful for customer support). Such software includes The Brain, AtlasTI, and programs for utilizing the new MPEG-4 format (see <http://www.mpeg-4.philips.com/>, for example).

5. **Preliminary description:**

a) **number of days project lasts**

Twelve months, from May 2002 through April 2003.

b) **agenda**

Summer 2002

1. IF leaders meet with first-year advisors, explaining the IF curriculum (FYE01, Communication 180) and materials (workshops, the site).
2. Creation of assessment instrument for students beginning any IF workshop.
3. IF leaders meet with Admissions staff, to explain the project.
4. Design and printing of IF brochure (May)
5. IF brochure added to incoming student packets (May-June)
6. IF-DTC discussions at DTC module workshop (July).
7. IF leaders meet with Dean of Student Life, Orientation leaders, and residence hall staff, to explain IF (July-August).
8. IF workshops planned with selected FYE01 instructors, for fall classes (July-August).

Fall 2002

1. Introduction to Digital Communication (Communication 180) taught for the first time, including a strong IF component (throughout semester).
2. Digital Technology and Cultures' Copyright Module linked to Centenary IF site, introduced in English 180 curriculum (throughout semester).
3. Development of core literacies IF materials: workshops, on-line resources (throughout semester).
4. IF group meets with Admissions representatives, to assess prospective students' skills and demonstrate current IF status (throughout semester).
5. IF workshops held for selected FYE01 classes (throughout semester).
6. Selection of student intern and student Flash author (August).
7. IF working group meets weekly, to plan, cohere, and network (August-September).
8. Consultation between IF group and provost, divisional representatives on core-curriculum-based literacy materials (August-September).
9. Hold core literacy IF workshops (September).
10. Purchase and study of IF software (August-November).

11. IF workshops on computer-mediated presentation: email attachments, IM attachments, Web writing, PowerPoint, peer-to-peer.
12. Research and development of KM material (August-October).
13. Approach a KM expert for an on-site visit (August-October).
14. Research and development of MIS class proposal (August-November).
15. IF and FYE representatives meet to plan spring FYE02 activities (October).
16. Implementation of KM workshops (November-December).
17. Introduction of IF software in Communication 180 (November-December).
18. Have KM expert visit, give talks, meet with students, staff, and faculty. Record part of this for the Web, if possible (November-December).
19. MIS course proposal enters committee process for approval (November-December).
20. Assessment of IF workshops and materials usage (December).

Spring 2003

1. Continued IF workshops (throughout semester).
2. English 180 evaluated: student assessments, ITS and Communications faculty discussions (throughout semester).
3. Remaining faculty committees, if any, then faculty en masse consider MIS class for fall 2003 catalog (throughout semester).
4. Promulgation of IF software through demonstrations and IF site reports (throughout semester).
5. Re-use of 2002 IF materials in FYE02 sections (throughout semester).
6. Consultations between intern and FYE faculty (January-April).
7. End of term assessment of materials (April).
8. Communication of results to ACS IF leadership (April).

c) **strategies for recruiting participants**

- Business Dean Martin will work with faculty and students to identify KM and MIS interest.
- Admissions will be approached during the summer of 2002, with IF presented as recruitment and retention tool.
- The Communication program will be involved through the Flash translation of the Hypercard tutorial, as well as the teaching of Communication 180.
- Library staff will respond to stipend offer; many have expressed an interest in IF teaching, for professional attraction.
- ITS students will vie for internship and Flash author positions.
- FYE faculty, both in 01 and 02 classes, will be attracted to the skills shown by students attending the 2001-2002 workshops.

d) **target audience**

Centenary: students, staff, and general faculty.

ACS: general; Digital Technologies and Cultures faculty and staff; librarians.

6. **Plans: follow-up evaluation**

December 2002: IF working group will assess semester's offerings, and identify unmet needs.

Spring 2003: FYE faculty, the ITS intern, and project supervisor will compare notes on student use of IF. Project director will collate data.

7. **Dissemination to ACS and beyond**

- Digital learning materials created by intern will be available to ACS IF teams.
- Assessment results will be reported to ACS leadership (Suzanne Bonefas, Barbara Halbert).
- Collaboration with DTC group on matters of content (copyright, digital presentation, the e-book) and pedagogy (computer-mediated instruction, the role of the library).
- Contact information for faculty and staff who obtain KM experience will be sent to the ACS skills database.
- Project to be written up as scholarship of pedagogy. Initial audience: *T.H.E.*
- The creation of an IF e-newsletter, tied to site
- Presentations at ACS IF summit
- Participation in circuit riders project, as it happens

8. **Suggestions for replication at other campuses**

Lessons learned from using the DTC copyright module may apply to other campuses using DTC modules.

Use of Centenary's core curriculum as IF materials medium may prove useful to any ACS college.

9. **Time of year**

August 2002-April 2003, continually.