

Title: Integrating Information Fluency into the Curriculum.

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Brief Abstract

Information fluency is vital to critical thinking and workforce readiness skills. Understanding how information is stored, accessed, processed, and evaluated is essential to the academic and career success of our students. The basic principles of information fluency are flexible and transferable. Our objective is to seed a number of courses throughout the curriculum with a strong element of information fluency and technology issues. Students who participate in such courses will acquire practical knowledge of information fluency which can be applicable to further study and transferred into the workplace.

Rollins College is proposing a two-week seminar to provide faculty with training on techniques to seamlessly integrate information fluency into their course syllabi. Faculty will be provided instruction on how to redesign traditional syllabi and research projects to require students to apply critical thinking skills and information technology. Participating faculty members will implement this syllabus in a course during the 2002-2003 academic year.

Rationale

The goal of this project is to integrate information fluency into several courses throughout the Rollins College curriculum. In order for this project to succeed, the college must develop a critical mass of faculty who are educated and committed to the concept of information fluency. Additionally, they must be willing to redesign traditional syllabi to incorporate technology and techniques of active learning.

A quality liberal arts education in the 21st century must prepare students to exploit a wide range of information technologies. Students must have the mental flexibility to understand, adapt, and make use of constantly evolving technologies. By integrating information fluency into a number of courses across the curriculum, we will demonstrate that these technologies are not specific to a single discipline.

Preliminary description:

The two-week seminar will cover the theoretical, academic, and technical aspects of information fluency. Five days will be devoted to formal classroom

instruction, and five days will be reserved for the development of a syllabus and a web site that collects a variety of electronic resources that will enhance the proposed course. The syllabus may be adapted for an existing course, or may be created for an entirely new course.

The seminar will focus on resources specific to a small number of departments that have expressed an interest in information fluency.

Number of days the event or project will last:

Two weeks

The Agenda:

Academic and Theoretical Issues:

- 1) Overview of how Information Fluency has been incorporated into actual courses, using other ACS projects as examples.
- 2) Discussion of the ACRL Information Literacy Competency Standards for Higher Education. Participants will be asked to develop realistic curriculum activities that will address the various competencies and desired educational outcomes.
- 3) Techniques for using the web for research
- 4) Break-out sessions by discipline (Humanities, Arts, Social Sciences, and Sciences) to cover discipline related content
- 5) Presentation of scholarly compilations of resources, specific to particular disciplines:
- 6) Designing pre- and post-tests to evaluate student learning.

Technical Aspects

- 1) Blackboard (software for online classes)
- 2) Front Page (software for the design of web sites)
- 3) Power Point
- 4) Statistical data manipulation
- 5) Graphical uses of technology

Strategies for recruiting participants

The workshops will be advertised to faculty early in the spring term, with special emphasis on targeted departments.

Target audience

Faculty, who will in turn bring the information to students in the form of credit classes offered to undergraduate students.

Plans for follow-up and evaluation

Follow-up will be conducted through the 2002-2003 academic year as the classes are implemented. Students will participate in a pre- and post-test to

assess the learning outcomes. Faculty members will be encouraged to develop other techniques for evaluation as a component of their syllabi.

Plans for dissemination of results to ACS and beyond

An evaluation of the workshops will be conducted. A report will describe the strengths and weaknesses of the workshops. The seminar syllabus will be made available.

Suggestions for replication at other campuses

The content of these syllabi are not likely to be unique to the Rollins campus, and should be able to be replicated at other schools. Faculty will be encouraged to share their syllabi with interested ACS schools.

Preferred time of year for the event

The faculty workshop will take place in May, immediately after the end of the academic year.