

**Report on the ACS Sponsored Seminar
Integrating Information Fluency into the Curriculum
May 13-24, 2002**

Purpose:

This seminar was designed to encourage faculty to integrate information technology and information fluency into their classroom teaching. Through a combination of classroom instruction and hands-on practice, faculty members gained exposure to a wide variety of technologies and pedagogical techniques. In addition to formal instruction, participants had individual research time to develop educational techniques for integrating information fluency into a traditional class. Participants will implement their project in one of their classes in the 2002-03 academic year. The purpose of the seminar was to expose participants to the variety of ways this can be accomplished, as well as provide the technical training necessary to carry out their projects.

Description:

The classes met in the Technology Lab in the Olin Library on the Rollins College campus. Their first day was spent with three members of the Information Technology department, who provided basic instruction in the primary computer skills that would be used throughout the seminar.

On the second day faculty members heard an introductory talk on the principles and importance of Information Fluency. Another session highlighted some of the innovative ways professors are using technology in a variety of disciplines throughout the United States. The remainder of the day was spent on an instructional session on how to use Blackboard, an online course management system supported by Rollins College.

Other sessions by librarian presenters included:

- Copyright in Higher Education
- Difficulties of Teaching with Technology
- How to Evaluate IT Projects
- Principles of Good Practice for using IT in Education
- The Future of Distance Education.

A professor from the University of Central Florida, Dr. Cory Watkins, presented a session on how GIS is being used in Academia. A speaker from the Central Florida Library Cooperative spoke on how XML is being used to make various computer technologies more compatible with one another. A Rollins College professor presented a session on how ICSPR data is used to do demographic and statistical research.

Our facilitator from the Information Technology Department presented a variety of classes on topics, including

- Basics of PhotoShop
- Uses of Excel and Access in the classroom
- Scanning and digital imaging (digital camera and Imovie).
- Various components of Blackboard, including HTML basics, online testing, discussion boards, grade books, and chat.
- Attendees visited a “smart classroom” which is equipped with an Iboard Whiteboard, overhead computer projection, and a Personal Response System, which permits students to electronically submit answers to a lecturer’s questions in real time.

On alternating days attendees were given time to work on their individual projects. As part of the requirement for attending the seminar, faculty members agreed to introduce an Information Technology or Information Literacy component into a class to be taught in the 2002-03 academic year. Librarians and IT staff were on hand to answer questions from faculty members as they compiled their projects.

Each day the participants and instructors had lunch and two coffee breaks together. These informal sessions provided an excellent opportunity for sharing ideas and a chance to mix with faculty from different departments throughout campus.

Written evaluations were collected on the final day of the seminar. Some questions asked participants to rate the technological difficulty on a scale of 1-5 as being too basic or too difficult. Most of these responses came in at the 3-4 range, as “just right” or “challenging.” Plenty of room was provided for open ended answers. Most faculty reported they had learned material that would be useful for integration into their syllabi. Some suggested more hands-on experience within the sessions. One difficulty which became apparent from the evaluations was that some would have preferred more basic technical assistance, while others were seeking advanced level training.

Follow Up

Faculty members will meet with a member of the Information Technology department in the Fall of 2002. By this time their syllabus will be completed, and their Information Fluency projects will be ready for debut. A web site will be created where the presenters will provide access to their PowerPoint presentations, examples of web sites used in class, and technical documentation.

We plan to have a luncheon in December, in which faculty members will discuss their project and share experiences with one another. Faculty members will be encouraged to post their syllabi to the seminar web site so that others may see how they have incorporated Information Fluency into their classes.

Remaining Funds

Substantial cost savings were achieved when a local speaker was identified to provide instruction in GIS. We propose the following to expend the remaining \$700 in our budget:

Fund a luncheon in December of 2002 for seminar participants to discuss their experiences teaching their Information Fluency projects.

Fund the purchase of additional books and resources for the Olin Library to continue supporting educational technology and information fluency.