

CSU Information/ICT Literacy Strategic Directions **Submitted by Stephanie Brasley, Manager, Information Literacy Initiatives**

The following suggestions for information/ICT literacy (IL) strategic directions are based, in large part, on the CSU Library's 2005 Strategic Plan, [Transforming CSU Libraries for the 21st Century](#). The plan offers the cohesive framework under which information/ICT literacy activities operate. Information/ICT literacy is a robust area of practice and can further goals in three of the four themes discussed in the plan. Therefore, the importance of the work in which information literacy librarians engage cannot be underestimated.

In addition, these strategic directions have been informed by conversations with library administrators and information literacy/competency coordinators, and endeavor to implement programs that align themselves with the guidelines stated in the "Characteristics of Programs of Information Literacy that Illustrate Best Practices" (<http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>). This document serves as a starting point for conversations around I/ICT literacy and may lay the groundwork for these programmatic activities systemwide. These strategic activities are grounded in identifying models and best practices that will guide I/ICT literacy implementation and assessment efforts. We need to explore an appropriate infrastructure for moving the strategic directions forward. Recently, the CSU Information/ICT Literacy Strategic Planning Committee was formed with representatives from North and South to advise and plan for implementation of I/ICT literacy activities.

Guiding Principles and Assumptions

To promote a common understanding as we implement I/ICT literacy activities, I put forth the following guiding principles and assumptions for your consideration:

- *Standards:* I/ICT literacy measures align with the ACRL Standards for Information Literacy and the National Policy Council's Information & Communication Technology Literacy Proficiency Standards.
- *Models & Best Practices:* CSU has been a pioneer in information literacy/competency. Therefore, when developing and implementing initiatives or activities, identifying and codifying models and best practices will naturally be a part of the process.
- *User Focus:* We approach all I/ICT literacy planning from a user-focused context and with the advancement of student success as the foundational goal.
- *Collaboration:* Capitalizing on the strength of the CSU's numbers, strategic, systematic and multi-campus collaborative projects are valued. In framing projects, these dimensions are an integral part of planning.
- *Assessment & Accountability:* In keeping with the Chancellor's activities around accountability, mechanisms for assessing instructional programs and activities are built in automatically.

1. Assessment

Purpose: At the systemwide and campus levels, as well as nationally, educational accountability that is tied closely to student learning outcomes and success is being

required. The CSU Presidents Council on Accountability (<http://www.calstate.edu/pca/>) is considering the potential of iSkills as one among three assessment tools for collecting data to assess student learning. Assessment activities at the systemwide and campus levels should facilitate the creation of a culture of evidence, where collection and analysis of I/ICT literacy-related student learning outcomes and programmatic assessment become the norm. In addition, library faculty should possess a theoretical and practical knowledge base for using assessment to forward I/ICT literacy and library goals.

Activities:

- iSkills (formerly ICT Literacy Assessment)
- Formative assessments; direct and indirect; formal and informal

2. Curricular Initiatives to integrate Information/ICT literacy and other relevant literacies

- a. **Purpose:** *Externally:* Building upon the strong foundation laid by the CSU in this area over the past 15 years, enhance outreach to faculty, departments and colleges in order to increase the likelihood of IL and other literacies being integrated at the curricular and programmatic levels, rather than at the course level, in an episodic manner.
- b. *Internally:* To ensure that library faculty are knowledgeable about and comfortable with marketing and advocating for I/ICT literacy and are proactive in promoting it to departments and colleges knowing that the infrastructure is there to support increase in I/ICT literacy instruction demand. Currently, the prevailing message from library faculty is that “we are victims of our success and can’t handle more F2F instruction workload.” Therefore, on some campuses, there is little or no outreach activity.

Activities:

- Work with COLD and I/ICT literacy coordinators to enhance outreach within the CSU
 - Target TRANSFER students throughout the CSU for discipline-based I/ICT literacy programmatic efforts. Rationale: Most CSU campuses report that 60% or more of their student body is comprised of transfer students. Results of the iSkills assessment (formerly the ICT Literacy Assessment) indicate that transfer students score lower than “native juniors.” It is reasonable to explore systemwide approaches to helping this group improve I/ICT literacy competency.
- Look at past grants for I/ICT literacy models and best practices
- Set up website for detailing campus efforts, models and best practices by discipline and by program
- Set up website by campus detailing I/ICT literacy plans, benchmarks, activities, and achievements
- Multiple Literacies – information and ICT literacy have already been identified as relevant to students. As appropriate, develop partnerships with classroom faculty to promote complementary e-literacies such as visual and media literacy.

3. Emerging Technologies and E-learning tools

This strategic direction links two goals in the CSU Libraries strategic plan – information literacy within the context of learning management systems. Goal 3 under Advancing Student Success is to “Integrate library resources and services in learning management systems.” Advancing on both of these goals is a COLD priority. Efforts can be coordinated with the COLD LMS group to ensure seamless integration of information literacy into online education.

Purpose: To harness rich technologies available to reach more students, more effectively, using tools and pedagogy that engage the learner and promote lifelong learning.

Activities:

Development, distribution and maintenance of digital learning tools that can be used throughout the CSU within learning management systems or as stand-alone products. Includes tools aimed towards imbedding core/basic I/ICT literacy concepts for lower-division undergraduates and discipline-based products for upper-division undergraduates. Ideally, for each information literacy concept area (i.e. define, locate, evaluate, integrate, manage, create, communicate), there would be a suite of digital learning objects from which discipline and library faculty could select to use in instructional activities. With respect to ICT literacy intervention, CSU would partner with other institutions to create e-learning instructional activities to help remediate gaps in students’ ICT literacy proficiency.

4. Giving Voice to Information/ICT Literacy within CSU, the State and the Nation:

Purpose: To provide a consistent, systematic mechanism for publicizing and marketing activities, projects, and research in which CSU library faculty engage.

Activities:

a. Internal and external communication & Information sharing:

- i. **Brand for Information/ICT Literacy** – develop a brand for CSU I/ICT Literacy efforts
- ii. **Internal communication & information sharing** - For information exchange and dissemination; identification of inter-campus partnerships or collaborations; and facilitation of knowledge and expertise sharing among colleagues. Examples: listservs, blogs, wikis, social bookmarking sites
- iii. **Up-to-date Useful Website** – Update the current website content and repurpose it for “*Information and ICT Literacy in the CSU*” a Teaching Commons template being developed for a community of practice amongst I/ICT Literacy coordinators. See: <http://teachingcommons.cdl.edu/ictliteracy/index.html> for the template that will be populated. Consult the following websites for examples of other CSU teaching commons which have been developed:

- <http://teachingcommons.cdlib.org/eportfolio>
- <http://teachingcommons.cdlib.org/edleadership>

- iv. **Research and Publication strand** – develop mechanisms for sharing the research and publication projects in which CSU Library colleagues are engaged. Facilitate collaborations for research projects, grants, publications, conference presentations, etc.
- v. **Dissemination strand – Purpose:** To publicize the pioneering and innovative work of CSU library and discipline faculty consistently and strategically. **Potential Activities:** CSU IL conferences, regional symposia, CSU monographs, conference proceedings, etc.

b. **Information Literacy Documentation & Accountability**

Purpose: First, to standardize collection of instruction-related statistics. Second, to analyze this data in order to: a) improve instructional practices; b) make the case for IL instructional initiatives; c) showcase CSU I/ICT literacy efforts at the campus, system, and nationwide levels; d) document and track progress for I/ICT literacy goals; and e) set up a mechanism for consistency and accountability around I/ICT literacy efforts in the CSU.

Activities: A taskgroup will examine instruction data collection methods to gather baseline data on current IL/ICT literacy activities and instruction. Look at developing surveys to assess where we are with facilitating student learning.

5. **Intersegmental Relationships and Outreach**

Purpose: To create a situation where incoming CSU students, whether freshmen or transfer students, are better equipped with foundational information/ICT literacy skills to handle the complex research and information seeking demands they will face during their academic careers.

Activities:

- Work with high schools and community colleges. Specifically, explore articulation efforts with community colleges.
- Partner with discipline faculty in CSU Schools/Colleges of Education to develop effective train-the-trainer models to facilitate future K-12 teachers' understanding of Information/ICT literacy principles, concepts, and teaching methodologies.

6. **Professional Development for Library Faculty**

Purpose: To ensure that all library faculty engaged in teaching and learning activities have the requisite skills and competencies related to pedagogy, and e-learning in order to collaborate with discipline faculty or work with students directly to improve student learning and success.

Activities: Set up a taskforce to develop and implement activities, e.g. teaching and learning modules, webinars, etc.