

Information Literacy

Information literacy--knowing how to access, evaluate, and use information effectively and ethically--is an essential part of a liberal education. The Information Literacy Program is designed to be consistent with and supportive of the College-Wide Educational Objectives, Principles for General Education, and related College documents.

To develop information literate students, library instruction session by librarians will often be utilized. Library instruction should be designed in a manner consistent with the following parameters:

- Be related to course content; not presented as an end in itself.
- Be given when motivation is highest--in conjunction with an instructor's assignment. The librarian doing the instruction should be cognizant of the objectives of the related assignment.

At Messiah College, the foundation of the lifelong process of information literacy, is laid in First Year Seminar. Within the academic majors, students achieve higher levels of information literacy through structured and progressive library-related assignments. Faculty members and librarians will work together to ensure that during their course of study at Messiah College, students will make significant progress toward meeting the standards in *Information Literacy Competency Standards for Higher Education*,* listed below.

1. The information literate student determines the nature and extent of the information needed.

- The information literate student defines and articulates the need for information.
- The information literate student identifies a variety of types and formats of potential sources for information.
- The information literate student considers the costs and benefits of acquiring the needed information.
- The information literate student reevaluates the nature and extent of the information need.

2. The information literate student accesses needed information effectively and efficiently.

- The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- The information literate student constructs and implements effectively-designed search strategies.
- The information literate student retrieves information online or in person using a variety of methods.
- The information literate student refines the search strategy if necessary.
- The information literate student extracts, records, and manages the information and its sources.

3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- The information literate student summarizes the main ideas to be extracted from the information gathered.
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

- The information literate student synthesizes main ideas to construct new concepts.
- The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
- The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
- The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
- The information literate student determines whether the initial query should be revised.

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

- The information literate student applies new and prior information to the planning and creation of a particular product or performance.
- The information literate student revises the development process for the product or performance.
- The information literate student communicates the product or performance effectively to others.

5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

- The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
- The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- The information literate student acknowledges the use of information sources in communicating the product or performance.

*Association of College & Research Libraries (2000). These standards were endorsed by the American Association for Higher Education and the Council of Independent Colleges (February, 2004)