

Dalhousie University

Working together, we can ensure that all Dalhousie students graduate with well-developed information skills and the knowledge base needed to learn for a lifetime.

The Dalhousie Libraries are dedicated to working with faculty and students to promote and develop a strong presence of information literacy in the learning environment.

By raising awareness of what information literacy is and why it is important, the Dalhousie Libraries strive to integrate information literacy into every program at Dalhousie University.

“
*...a national university
built around an excellent
learning environment...*”

*President's Strategic Focus
Dalhousie University, May 2003*

Subject Specialists

Each discipline is assigned a subject specialist who contributes to the learning process.

Subject specialists can ...

- ◆ collaborate with you to incorporate information literacy into your courses
- ◆ conduct an instruction session for your class
- ◆ create a web page of resources for your course
- ◆ help you design effective research assignments
- ◆ consult on new courses you are developing

Subject specialists teach your students how to ...

- ◆ find and use library resources
- ◆ focus a topic and identify key concepts
- ◆ differentiate between primary and secondary sources
- ◆ develop an effective search strategy
- ◆ incorporate new information with prior knowledge
- ◆ avoid plagiarism
- ◆ search the World Wide Web
- ◆ evaluate web sites
- ◆ access eJournals
- ◆ search databases
- ◆ research from home

*For further information
contact your subject specialist
www.library.dal.ca/libraries/subspec.htm*

Information Literacy



**the key
to lifelong
learning**



infolit.library.dal.ca

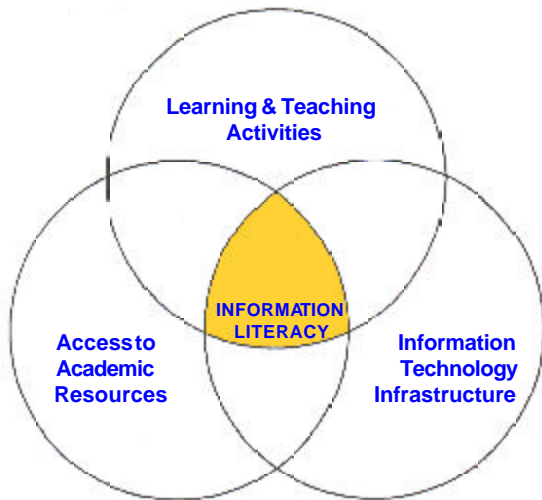


**DALHOUSIE
University**

Information Literacy . . . Competency Standards Make a Difference

Information literacy is the ability to recognize when information is needed and to locate, evaluate, and use the information effectively.

Much more than the ability to use information technology efficiently, information literacy incorporates critical thinking skills and develops strategies that are necessary to become an independent lifelong learner.



Our Challenge

Each course and program of study has a structural framework supporting the learning process. When students graduate and no longer have this framework – *have they developed the skills, strategies and knowledge needed to learn on their own?*

The Association of College & Research Libraries recognizes five standards which describe the abilities comprising information literacy.

Standard 1: Determine need

Determine the nature and extent of the information they need

- ◆ *Make students more aware of the limitations within their current textbooks*
- ◆ *Go beyond Google in order to benefit from the world of academic literature*

Standard 2: Access effectively

Access information effectively and efficiently

- ◆ *Consult and incorporate current research into course assignments*
- ◆ *Make primary research more accessible by promoting key authors and core journals*

Standard 3: Evaluate critically

Evaluate information critically and incorporate it into their knowledge base and value system

- ◆ *Encourage critical evaluation of opposing viewpoints*
- ◆ *Investigate questions for which the answers are not yet known*

Standard 4: Use effectively

Use information effectively to achieve a specific purpose

- ◆ *Incorporate prior knowledge into assignments and papers*
- ◆ *Provide collegial opportunities for communicating new knowledge*

Standard 5: Understand issues

Understand issues around ethical and legal use of information

- ◆ *Cite sources for content used in lectures, notes and research papers*
- ◆ *Recognize that a simple cut and paste could constitute plagiarism*

Source: ACRL. (2000). *Information Literacy Competency Standards for Higher Education*.

Consider how these standards can be used to develop the information literacy skills of your students.