

NADE 2008 Conference  
Developmental Education:  
The New Revolution  
Boston Marriott Copley Place  
February 27 – March 1, 2008

**Librarians and Tutors Focusing on iSkills for Academic Success:  
Imbedding iSkills into the experience of development level students  
a presentation by Diane M. Smith, MLIS, Med  
and Lori E. Pennel, MBA**

**Standard One**

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

**PI 1.) The information literate student defines and articulates the need for information.**

The tutor asks the student questions to define what is required by the assignment. The student makes an outline of what is needed to ensure understanding of the assignment.

**PI 2.) The information literate student identifies a variety of types and formats of potential sources for information.**

The tutor reviews the syllabus and assignment to determine the parameters of the types of information sources that can be used. Then the tutor shows the student learning objects that provide an overview of the kinds of information sources allowed by the assignment. The tutor should also probably show the student the BHCC Library home page, so the student knows where one accesses the information sources mentioned by the learning object.

**PI 3.) The information literate student considers the costs and benefits of acquiring the needed information.**

The tutor shows the student learning objects that assist with assignment planning, as well as learning objects that discuss what reputable information sources are and how to access them, given the parameters of the information sources allowed in the assignment. The tutor also will probably show the student the BHCC Library home page, and any learning objects that give an overview of the resources offered by the BHCC Library.

**PI 4.) The information literate student reevaluates the nature and extent of the information need.**

The tutor helps the student articulate differences between initial perceptions on information needs and new expectations after introduction to sources. The student should then be able to make a list of necessary evidence or facts that previous information sources did not provide, and develop a plan for obtaining that content. The tutor will introduce the student to appropriate learning objects that discuss applicable sources or information formats.

**Standard Two**

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

**PI 1.) The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.**

The tutor shows the student where to find the BHCC Library catalog and database page, so the student knows what kinds of information retrieval systems are available. The tutor also shows the student applicable learning objects that discuss the range of available information sources, as well as learning objects that cover how to use the BHCC book catalog. The student should then be able to select an appropriate information retrieval system with a better grasp of the strengths and weaknesses inherent in each information retrieval system.

**PI 2.) The information literate student constructs and implements effectively-designed search strategies.**

The tutor shows the student an applicable learning object that discusses how to use the information retrieval system that the student is interested in (BHCC book catalog, a particular database, or a web search engine) The student should then be able to make a list of search terms that will access the necessary information. The tutor can give the student a handout for writing down variant search terms one could try.

**PI 3.) The information literate student retrieves information online or in person using a variety of methods.**

The tutor shows the student learning objects that focus on retrieving information from appropriate information sources that have been identified. Such learning objects could focus on how to download the full-text of an article from a database, how to locate a physical book once the book's catalog record has been found, how to get an ILL book. These learning objects should focus on information RETREIVAL. The student should then be able to access the information needed by using the fewest number of steps possible.

**PI 4.) The information literate student refines the search strategy if necessary.**

Tutor works with the student to reshape the strategy once the student has found information and has identified any deficiencies in the information obtained. The new strategy will produce a plan of reading and investigation to identify any new sources needed and the time it will take to obtain and use them. The tutor should introduce the student to appropriate learning objects where applicable.

**PI 5.) The information literate student extracts, records, and manages the information and its sources.**

The tutor shows the student the strengths and weaknesses of the various means of recording and managing information. The student then organizes the obtained information in a way that makes it directly accessible for every step in the assignment. The tutor also may show the student learning objects that discuss plagiarism and correct citing of information, given that plagiarism and correct citation of information are key considerations when managing information. The tutor may review the syllabus and assignment to see if they specify additional considerations that need to be taken into account when managing the information.

**Standard 3**

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

**PI 1.) The information literate student summarizes the main ideas to be extracted from the information gathered.**

The tutor helps the student identify main ideas that lie within the information and that structure the information as it exists in a source. The student should then be able to create an outline of themes and supporting details to be integrated into the finished assignment. The tutor should show the student applicable learning objects that discuss strategies to identify the main idea from a body of information, as well as handouts or worksheets that cover this issue. The tutor might also show the student learning objects that discuss plagiarism and correct citing of information, so the student is aware that summarized ideas still must be credited.

**PI 2.) The information literate student articulates and applies initial criteria for evaluating both the information and its sources.**

The tutor helps the student identify predispositions and personal values that are or are not reflected in the information obtained. The tutor also shows the student learning objects that discuss how one evaluates sources. The student should then be able to determine if other sources are needed.

**PI 3.) The information literate student synthesizes main ideas to construct new concepts.**

The tutor shows the student learning objects that discuss methods for revealing conceptual linkages between the various concepts and supporting evidence being discussed in the information sources. The student will then be better able to interpret the information and produce a novel interpretation.

**PI 4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.**

The tutor shows the student learning objects and strategies that help the student evaluate the information found in various sources. Afterwards the student should be able to reformulate a strategy for research that does not duplicate information already found.

**PI 5.) 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 tutor helps the student articulate what specific pieces of information have had an impact on the student's ideas. The tutor will also introduce appropriate learning objects and strategies that cover evaluation of information. The student should then be better able to articulate how the information has influenced the student's outlook, and provide reasons for change or lack of change in this outlook.

**PI 6.) The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.**

The tutor helps the student identify points of information that support or invalidate the arguments in the student's community. The student should then be able to bring the information to bear on a discussion of the issues involved. The tutor may also show the student learning objects that focus on good communication with other people, either the instructor, other members of the class, or outside experts.

**PI 7.) The information literate student determines whether the initial query should be revised.**

The tutor asks the student questions to refocus attention on the initial query in light of information obtained. The student then rephrases the guiding question if necessary.

**Standard Four**

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

**PI 1.) The information literate student applies new and prior information to the planning and creation of a particular product or performance.**

The tutor reviews the assignment and syllabus with the student, to ensure that the assignment has been completed as directed. The tutor may also show the student learning objects that cover plagiarism and proper citing of sources, because these issues must be involved in the completion of any assignment.

**PI 2.) The information literate student revises the development process for the product or performance.**

The tutor helps the student identify where additional information needs to be integrated into his or her work, and shows the student applicable learning objects where needed. The student should then be able to take corrective action where necessary.

**PI 3.) The information literate student communicates the product or performance effectively to others.**

The tutor shows the students applicable learning objects that discuss better use of the tool being used to do the assignment (MS Word, MS Excel, etc.). The tutor also may show the student learning objects that review clear communication in the mode being used, such as writing.

**Standard Five**

**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.**

**PI 1.) The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.**

The tutor shows the student learning objects that cover plagiarism and intellectual property. The student should then be able to recognize rights and obligations connected to those who produce or use the information.

**PI 2.) The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.**

The tutor shows the student learning objects that cover plagiarism, intellectual property, as well institutional-specific guidelines about the proper access and use of information resources. The tutor might also show the student the BHCC library home page, because library policies are certainly part of institutional guidelines.

**PI 3. ) The information literate student acknowledges the use of information sources in communicating the product or performance.**

The tutor shows the student learning objects that discuss plagiarism and proper citing of sources. The student should then be able to cite sources consulted in creating the product or performance appropriately.