AGENDA

Information Literacy Learning Community (ILLC) 2017
January 25, 2017
1:10 to 2:00pm (35-319b)

Membership

Academic Programs: [Jack Phelan, Bruno Giberti, Katie Tool; Kennedy Library: Adriana Popescu, Katherine O’Clair, Kaila Bussert; Statistics: Beth Chance; Communication Studies: Martin Mehl; English: Carol Curiel, Amy Wiley; Kinesiology: Marilyn Tseng; Chem/Biochem: Grant Venable; Bio Sciences: Sean Lema; Physics: Marwa Abdalmoneam; Business: Hong Hoang, Solina Lindahl; AgBus: Erik Slayter

AGENDA

1. Welcome and Introductions (5 min)

2. Review of WASC Core Competencies Timeline

3. Pre-Learning Community Accomplishments – (10 min)
   - Review of Prior Assessment and Goals for a Community
   - Initial Scoping
   - Identifying instruments
   - Model rubrics: Champaign College, AACU VALUE Rubric
   - Invite I.L. Nat’l Expert
   - Call for Learning Community Members
   - Review of NSSE Data

4. Mega n Oakleaf Workshops (20 min)
   - Activity: Reflections and Impressions
   - Defining Information Literacy
   - Information Literacy Rubric Dimensions

5. I.L. Resources & Communication (5 min)
   - Academic Programs & Planning Web Site
     -- Membership, Agendas, Meeting Notes, Assessment Findings
   - Polylearn Course Shell
   - Shared Onedrive folder

6. Looking Ahead: February 8th Meeting (10 min)
   - Action Items
     How does the group want to see the information from the workshops?
     Start with definition – standardized information literacy. We need to find the words that make sense to us.
     Start with PolyLearn to store artifacts.
     Use URL on announcement on PolyLearn
     Divide into workshop One and Two

4) Take-aways
   - Rubrics are really hard to write. Some of output of workshops – we want to be able to work with. The information is archived.
How do we measure the behaviors in Information Literacy in the product (artifact)?
How can you see a behavior in an artifact? Would they show up? Some behaviors do not show up in the artifact. Persistence is an example. How do you know that you have revisited questions?
Reflective component could be a way to show behavior. That would be a meta-cognitive component of the rubric.
Funneling – in the Megan Oakleaf exercise, behaviors and words were funneled into a chart. Then arranged them into a jumbled sentence – That created the definition. The rubric design exercise dimensions came out of pieces of the definition.
Key words across student perspective, faculty perspective, professional perspective
Each group had very separate definitions.
Issue of stakes – Engineering talked about applications, very broad sense of stakes as we move through the curriculum. The stakes of information literacy as students move forward, as students move through different type of information. Is the information personal to students? Stakes become more intense and formalized as students move towards upper-division.
Example: Project topics may reflect student's personal/family issues.
Example: Tattoo paper among different cultures- student not attached
Example: What type of project do I need to construct? What are the stakes?
Challenges associated with rubrics.
Commonalities among tables, common ground across disciplines
Each group came up with an ethical component – surfaced in groups, but this component is challenging. Example: Task force on endangered species, look at data differently, what is the end goal? Discussion on ethics and philosophy
What we call core competencies are not one dimensional. The competencies are overlapping. Overlap in writing/rhetoric with information literacy. This has become very compelling recently, now becoming a matter of citizenship.
Media literacy class recently established in GE D4 class, Media, Self, and Society – talks about information literacy.

Winter 2017 Meeting Schedule

Wednesday 01/25 1:10pm to 2:00pm 35-319b
Wednesday 02/08 1:10pm to 2:00pm 35-319b
Wednesday 02/22 1:10pm to 2:00pm 35-319b
Wednesday 03/08 1:10pm to 2:00pm 35-319b