

Credo is excited to be working with you to build the right strategy for improving your students' information literacy, research, and critical thinking skills using the InfoLit Courseware. To that end, our Instructional Design experts are available to assist you with curriculum mapping to align the learning outcomes of the InfoLit Courseware with learning outcomes at your institution, whether they be across the board or in specific classes.

This document will assist you in deciding how to deliver Credo's InfoLit Courseware. While the InfoLit Courseware containing sections with multiple lessons in each, you do not have to use all lessons with all students. Credo's staff can create copies of your course for different student groups, and limit to the lessons you wish for those students to see. Each course copy will have a unique registration key to share with that specific group of students.

---

## Step 1: Review the InfoLit Courseware content

You will be provided with instructor logins to your InfoLit Course so that you can review the content for alignment with your curriculum and possible further customization of the text, assessment questions, and multimedia. Please log in at your convenience and review the materials.

## Step 2: Prepare for the InfoLit Consultation

Credo offers a consultation with our curriculum experts to help you decide how to implement your course. In this meeting, we will discuss how best to map the InfoLit Courseware to learning outcomes in your curriculum and your institution's assessment strategy. To make the most of this meeting, it is best if you prepare answers to the following questions:

- What are your institution's goals for information literacy, research, and critical thinking skill development?
- Are they tied to specific accreditation requirements?
- Do you have a strategy and assessment goals planned for information literacy and critical thinking?
- What data do you need to show your stakeholders?
- Who are the stakeholders for information literacy and critical thinking at your institution?
- Is their involvement in implementation critical at this phase?
- What courses or programs do you anticipate embedding the InfoLit Courseware with?
- What are the learning outcomes or assessment goals in these courses? (These may be your Freshman Experience Course, English Composition, your Writing Center, Student Success Programming, or a general course for Library Instruction.)
- Is there any overlap between your curriculum learning outcomes and assessment and the lessons of the InfoLit Courseware?

*See the InfoLit Course Delivery Options below for more information.*

### Step 3: InfoLit Consultation

During the Consultation meeting we will:

- Make recommendations for delivery options and customizations for the InfoLit Courseware
  - Delivery options for multiple student groups
  - Customizations
- Discuss your institutional or accreditation goals
- Discuss faculty buy-in, pedagogical strategies, or any other topics

#### *Examples of Recommended Delivery Options:*

The InfoLit Courseware can be broken up into sub-sections and delivered to multiple courses at your institution. Your institution's goals and needs are unique, but we have provided some common examples to help you visualize how this might occur in practice on your campus.

<b>Courses</b>	<b>Sections</b>	<b>Assessment</b>
Student Success	<ul style="list-style-type: none"><li>• Types of Sources</li><li>• Using Information</li><li>• Study Skills</li></ul>	<ul style="list-style-type: none"><li>• Pre &amp; Post Test</li><li>• Checkpoints &amp; Quizzes</li></ul>
First Year Experience	<ul style="list-style-type: none"><li>• Why Information Literacy Matters</li><li>• Evaluating Information</li><li>• Ethical and Social Issues</li></ul>	<ul style="list-style-type: none"><li>• Pre &amp; Post Test</li><li>• Checkpoints &amp; Quizzes</li><li>• Summative Assessments</li></ul>
Composition	<ul style="list-style-type: none"><li>• Citations</li><li>• Information Management</li><li>• Presenting Information</li></ul>	<ul style="list-style-type: none"><li>• Pre &amp; Post Test</li><li>• Checkpoints &amp; Quizzes</li><li>• Summative Assessments</li></ul>
Library Instruction in General Education	<ul style="list-style-type: none"><li>• Getting Started with Research</li><li>• Searching for Information</li></ul>	<ul style="list-style-type: none"><li>• Checkpoints &amp; Quizzes</li></ul>

### Step 4: Launch

Our team at Credo will finalize your customizations and schedule an implementation call to demonstrate your courses. This call will also cover how to register students and integrate with your learning management system. The call is optional, and we send how-to documentation and guides when your courses are complete.

# InfoLit Courseware Delivery Options

## How To Use This Document:

Consider how these materials and outcomes align with your institution's curriculum and goals for student outcomes. If possible, start noting your preferred delivery options in the worksheet at the end of this document to prepare for your consultation call.

---

## Pre-Test

A 40 question assessment to benchmark student knowledge. Includes questions based on content from all sections of the InfoLit Courseware. The pre-test will be modified to reflect your course design in courses that do not use all sections.

---

## Why Information Literacy Matters

**Why Information Literacy Matters:** Discusses why information literacy matters in a student's academics, career, and society, includes real world examples

Students will:

- Identify the ways in which the use of information has changed since the dawn of the information age.
  - Identify ways that information skills affect their academics, personal life, and potential career.
- 

## Getting Started with Research

**Research Process:** Walks students through a typical research process, emphasizes how research is cyclical and how important it is to re-evaluate your research question and assumptions throughout the process.

Students will:

- Outline the steps of the research process, accounting for the cyclical and iterative nature of research.
- Narrow a broad topic into a manageable focus for a research project.

**Choosing a Topic:** Tips for how to narrow a large subject into a manageable topic for research, how to write a thesis statement.

Students will:

- Differentiate between background research and other forms of research, and locate useful sources for conducting background research.
- Narrow a topic to a manageable focus and craft a research question.
- Construct a thesis statement based on a research question.

---

## Sources of Information

**How Information is Produced:** Describes the journey from data to information to knowledge. Helps students understand where information comes from with new forms of publishing. Covers the peer review process.

Students will:

- Recognize how data, information, and knowledge build on each other.
- Articulate the importance of the peer review process.

**Types of Sources:** Understanding the various types of resources available: traditional or new, print or electronic, primary or secondary, government information.

Students will:

- Identify the difference between scholarly, trade, and popular information.
- Differentiate between formats of information: web sources, books, and periodicals.

**How to Read Scholarly Materials:** How to dissect a research article and extract the main idea, methodology, and key findings.

Student will:

- Be able to dissect the components of a research article.
- Identify the main idea, methodology, and key findings of a research article.

---

## Searching for Information

**Search Strategy:** How to construct a good search - before typing into a search box. Includes how to generate keywords and how to choose the appropriate database.

Students will:

- Identify appropriate databases for their project.
- Generate keywords and synonyms for a research question.

**Search Techniques:** Tips for getting the most out of a database search: boolean, limiters, refining results.

Students will:

- Use boolean operators to construct a search in a database.
- Apply limits to refine search results.

## Evaluating Information

**Evaluating Information:** Traditional evaluation techniques: Currency, Relevance, Authority, Accuracy, Purpose. Also includes determining authority on the open web.

Students will:

- Evaluate a source based on at least one model of evaluation.
- Differentiate between trustworthy and unreliable web sources.

**Extending Evaluation:** Includes visual literacy, objectivity in reporting, and statistical literacy/evaluating statistics

Students will:

- Apply criteria to identify bias and opinion in news reporting.
  - Appreciate the legal ramifications regarding image use.
  - Apply criteria to evaluate the accuracy and authority of a statistic.
- 

## Using Information

**Synthesizing Information:** How to synthesize new information from research findings into a student's knowledge base and use that information.

Students will:

- Understand what it means to synthesize information.
  - Recognize synthesis takes place at every step of the research and writing process.
  - Realize that many writing techniques, including quoting, paraphrasing, and summarizing aid in information synthesis.
  - Become familiar with examples of information synthesis in different disciplines.
- 

## Citations

**Why Citations Matter; APA Citations; MLA Citations; Other Citation Styles; Citation Tools:** Why citations are important, why different styles exist, the details of APA and MLA citation styles, and how to use citation tools. Styles covered include APA, MLA, and Other Styles (Turabian, AMA, Chicago).

Students will:

- Identify and demonstrate the proper structure of citations in either APA or MLA based on the type of source (book, journal, website, etc...) and format (print, electronic).
  - Successfully utilize citation management tools.
  - Create a references list in APA or MLA style with 80% success.
-

## Information Management

**Managing Information Systems:** The importance of using organizational systems for managing information.

**Managing Classwork and Research Data:** Organizational considerations for research papers, classwork, fieldwork, and lab research. Overview of data curation.

**Managing Personal Information:** Selecting and utilizing organizational systems for personal information including music, photos, and correspondence; choosing and managing passwords effectively.

**Ethical Management of Information:** Exploring ethical issues in the information management of research papers and classwork, fieldwork and lab research, and personal information. Ethical issues include using information in context, and privacy and access considerations.

**Preserving Information:** The importance of preserving information; strategies for preserving information effectively; information storage solutions and considerations.

Students will:

- Select appropriate organizational strategies for diverse types of information.
  - Use a system of organization/tool and assess its benefits and drawbacks.
  - Organize and preserve information so that it will be appropriately accessible and useable in the future.
- 

## Presentations

**The Research Paper:** How to organize and write a research paper, writing help.

Students will:

- Outline and describe the components of a research paper.
- Identify places at their institution where they can receive writing help.

**Presentations:** How to prepare for and deliver a presentation.

Students will:

- Articulate strategies for delivering a successful presentation.
- 

## Ethical and Social Issues

**Academic Integrity:** Includes plagiarism and the importance of academic integrity

Students will:

- Identify several consequences of committing plagiarism.
- Identify several common types of plagiarism.

**Social Issues:** Includes copyright, privacy.

Students will:

- Define copyright and recognize the four criteria for fair use.
  - Recognize the importance of privacy and security in an online environment.
- 

## Study Skills

**Study Skills:** Note-taking, time management, study skills.

Students will:

- Identify several benefits and strategies for organized note-taking, structured studying, and managing time effectively.
- 

## Post Test

A 40 question assessment to benchmark student knowledge. Includes questions based on content from all sections of the InfoLit Courseware. The post-test will be modified to reflect your course design in courses that do not use all sections.

---

## *Requested Customizations*

Note - these can be completed after the Consultation Meeting with Credo.

## *Course Delivery Options*

Name of Course	Sections/Lessons to Include	Additional Notes