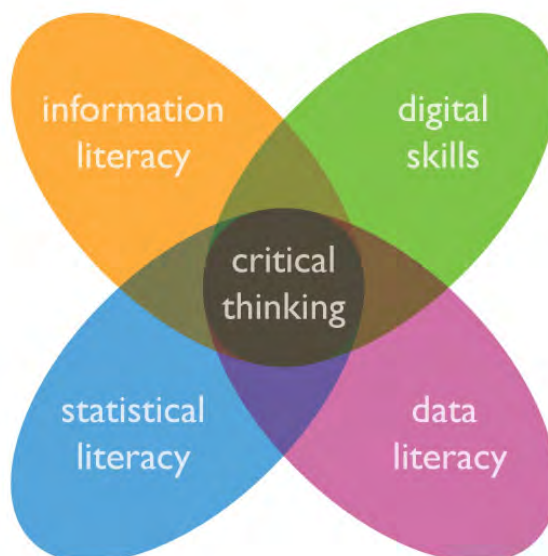


University Libraries Summer Newsletter

Part 1:

In this first part of a two-part newsletter, you will learn about what academic librarians do and specializations in their field, how information literacy makes a difference in your classroom, and what responsibilities are entailed in teaching information literacy by defining a framework through five core competencies set by accreditation and ACRL standards.



Need Help with Information Literacy or Research?

By Shelley Harrell

Librarian Shelley Harrell discusses how Information Literacy Sessions can make a change in your class.

Need help with understanding and implementing Information Literacy in your classroom? Do your students have a library research assignment and need help with the library? Do you need help with your personal research projects?

The librarians are here to help! Librarians are trained and experienced on how to use the library databases and print material for research. As most of you know, we are excited to come into your classroom and work with your students on how to research within the library. We are willing to come into any course and instruct your students on how to use the library databases. We also present tips and tricks that will save (you) and your students time when completing library research.

Librarians are also a great resource if you would like to better understand the new Framework for Information Literacy for Higher Education created by the Association of College & Research Libraries, which is the basis for information literacy instruction at APU. The library faculty are specialists in information literacy and will collaborate with you to integrate an information literacy “frame” into one or more of your course assignments. (A frame is one of the six key concepts in information literacy, as defined by ACRL). Your subject specialist librarian can help you choose a suitable frame for any of your courses and help you to work with the students on how to best understand that frame.

In addition to desiring to teach your students how to best utilize the library for research and work with you and your students on how to implement information literacy instruction into your courses the librarians would like to work with you on your personal research. The library faculty would like to partner with you on your research and assist you in researching through the library. We know how to track down a hard find book, article, or other information source, and we can save you time in doing your own personal library research. The library faculty are here for you.

Your department has an assigned subject specialist librarian. To contact your specialist, please click [here](#). Please contact your subject specialist librarian for help with instructing your students on library research, aid with your own library research, and assistance with information literacy instruction.

The library is here to help you.



What Academic Librarians Do

By Luba Zakharov & Jennifer Blair

At the core of being an academic librarian is the mission to examine and teach information literacy, to promote life-long learning through research, and to preserve knowledge. As faculty, librarians must be diverse in education, remain experts in their changing field, and through teaching and research, provide students and faculty with the information resources they need. Below is just some of what is involved in this role.

Academic librarians add to the history of knowledge by curating scholarly collections that patrons (students and faculty) use for research; they create and foster



communities of scholars by the teaching they do; they keep pace with technology to expand access to newly developing resources, such as institutional repositories. They achieve these aims by working together in committees, researching cutting edge technologies, and attending national conferences where they keep up with current research and present their own findings.

[Click here to read more...](#)



The New Information Literacy

By Janice Baskin

What is the responsibility of the classroom faculty in teaching information literacy? In the context of a full course or an overall academic program, what does information literacy look like in the classroom?

[WASC Senior College and University Commission](#), the accrediting body for Azusa Pacific University, has identified information literacy as one of five “core competencies” that an institution’s educational program must address. The commission leaves the definitions of these competencies up to the institution, but currently has adapted its own definition of information literacy from the Association of College and Research Libraries (ACRL) [Standards](#), stating: “An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.”

For years teaching information literacy in colleges and universities largely has meant bibliographic instruction by librarians in how to use the library, guided by the ACRL’s 2000 Standards for information literacy.

But in 2015 that changed– radically. ACRL “rescinded” the Standards and replaced them with the [Framework for Information Literacy in Higher Education](#). It replaced the teaching of a practical skill set to the teaching of six theoretical concepts called “frames” that influence and integrate with the general education process of students. These frames are:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

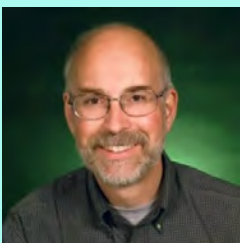
The Framework envisions an information literacy that is embedded throughout a student’s educational program, whatever the course, whatever the level. The Framework, ACRL states, “opens the way for librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and even

curricula...”

As they have used the Standards for information literacy in the past, the APU librarians are transitioning to information literacy instruction based on the Framework, which will mean deeper and more extensive collaboration with classroom faculty to integrate these Framework concepts into coursework and curricula to create assessable outcomes to meet accreditation standards.

What does this mean for classroom faculty? It means a more personal responsibility in teaching the core ideas of information literacy within the classroom as it pertains to their specific disciplines. It is a responsibility that will entail more intentional partnership with librarians, working together to develop information-literate graduates who are fit for the workplace, fit for self-government, and fit for personal fulfillment.

Meet the Faculty and Staff

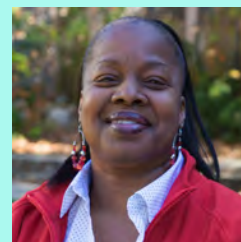


Ken Otto, Professor, Special Collections Librarian, University Archivist

[Ken Otto](#) has served University Libraries for 30 years in Special Collections and is a liason to the Computer Science, Mathematics and Physics, and Music departments. [Click here](#) to learn more about Ken.

Myrna Brown, Stamps Circulation Coordinator

Myrna Brown has served Stamps Theological Library as a Circulation Coordinator for over 11 years, overseeing circulation operations, including the supervision of student employees. Stop by Stamps and say hi to Myrna, who always brings joy to everyone with her warm and friendly smile.



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