

## *University Libraries Summer Newsletter*

### **Part 2:**

In this second part of a two-part newsletter, you will continue learning how information literacy impacts your classroom, learn about teaching strategies, and view recent publications of library faculty. Also check out our upcoming events...



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### **We All Do It: Information Literacy in the College Classroom**

By Janice Baskin  
(edited for content)

As educators at a Christian liberal arts institution, we share a profound responsibility. We do not want to just transfer knowledge; we want to transform knowledge so that our graduates aspire to and participate in transforming the world. But what does information literacy have to do with that? Our accrediting agency WASC, identified information literacy as one of its five “Core Competencies” in student achievement. APU General Education Council also pinpointed it in its five general education student learning outcomes. As such, information literacy will become truly cross disciplinary, embedded into course curriculum, specified

and measured.

So, what exactly is information literacy and how is it related to student learning, critical thinking, and educating an APU graduate? Information literacy is not simply knowing how to use the library or cite a source. Information literacy impacts how we approach new knowledge, how we find it, process it, and use it. Connecting this to our graduates, future citizens and followers of Christ, they need to be measurably competent in how they will be creating new information. This is important because they will be shaping the future realities of the world, our language, our mental processes, our ethos, pathos, and logos.

First, information literacy involves all the information we receive – what we see, what we hear and how it is perceived. These aspects shape our knowledge, what we choose to notice, categorize, value, recall, and ultimately how we create from it. For example, how we choose to practice and grow in our faith. Secondly, it involves the ability to deconstruct a piece of information, to perceive what is missing. It can infer intent, understand audience, and detect the influence of subtleties like tone or mood. Thirdly, information literacy understands how information is formed and preserved – or not. It asks who are the gatekeepers, who controls the language; it understands ambiguity, ambivalence, obscurity, deception, and manipulation. It recognizes truth.

All this unfolds from the current five student learning outcomes of information literacy of which will be embedded into the new standards from the ACRL. What this means for faculty is that information literacy as a core competency is to be included in their course curriculum and accrediting reports. Although much of your teaching may meet information literacy criteria, librarians are trained to provide literacy instruction and assist faculty in recognizing methods to integrate intentional information literacy instruction. For more information, please contact the library or send an email to your [subject specialist](#).



## Teaching Strategies

By Jennifer Blair & Luba Zakharov

Contributor: Dave Harmeyer

In addition to teaching information literacy in classroom teaching sessions, library faculty also teach online courses in graduate programs including [M.A. in Education in School Librarianship](#) and the [Teacher Librarian Services Credential](#). Some course titles include Collection Development in School Libraries, Information Retrieval

and Reference Services, and Library Media Technologies. Library faculty incorporate teaching methods that ensure students are equipped to enter the library field. These methods include focusing on learning objectives, resources, and research methods. Because the online learning environment is multi-faceted and paced to meet students' schedules, library faculty focus on strategies that can facilitate student thinking about content and also engage them in the research process. For example, teaching in the online environment means creating interactive discussions to make connections with students and applying a method of instruction that will amplify the student experience. This could include a challenge to respond to comparative viewpoints on practices used in the library field or participating in group assigned discussion.

So, in addition to teaching subject matter, the librarian focuses on instruction that extends the learning experience using technology and media. Here are a few tools and strategies that librarians use in formal classroom teaching, in one-on-one sessions (at the Reference Desk), and in classroom workshops:

### ***Research Strategies and Boolean Operators:***

Incorporating research strategies with Boolean operators equips students with the skill to narrow and locate supportive research. Research strategies employed include identifying key terms and concepts to help narrow your topic and utilizing terms effectively in searches. One method includes the use of Boolean operators or connecting words that help refine or broaden terms. For example, "research AND library" will refine searches

by looking for both words while, “research OR library” will broaden searches by looking for any of these words. Other research strategies involve learning to identify credibility of resources, establishing a clear research question or hypothesis, and identifying the appropriate research method in answering the hypothesis; for instance, the method of interviews and surveys or data collection.

### **Google Scholar:**

Google Scholar (GS) can be a good place to start research because it has the ability to read sentences and generate results that can be hard to find. However, it’s important to remember that it is not a database nor a catalog, but rather a computer based search engine that is managed by robots and acts like a citation index. Thus, one can miss finding important scholarly work. One example for wise use is to start with broad searches, opening the back door into resources available through APU.

Google Scholar also has a feature that connects GS with APU’s full text scholarly articles so that one can determine seminal works of one’s topic that need to be mined for other scholarly works that cite it. One can also connect GS to the bibliographic software EndNote and with one click, one can upload a citation into EndNote. These steps take advantage of GS’s five-citation feature and can assist researchers looking for scholarly resources on obscure topics.

### **Literature Reviews for Doctoral/Senior Seminar/Capstone Students:**

In discipline specific research, doctoral students and occasional senior seminar students (or capstone students) can learn how to find limited or exhaustive literature on their subject matter. For example, a threefold literature review methodology is used when writing dissertations: (a) traditional search strategies with database indexes and abstracts, (b) web-based finding resources, and (c) the “invisible college” which is the term that describes the kind of informal networking that results in a kind of collaborative research between scholars. Contact a librarian for more information.

### **EndNote:**

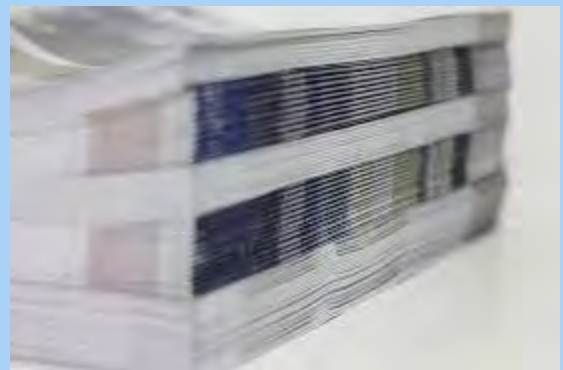
EndNote is a bibliographic software provided [free](#) to all APU students and faculty. All patrons can schedule a one-on-one EndNote session or group time to learn how this tool can capture all your citation information and full text articles in one place. Contact a librarian to schedule an appointment.

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## **Library Scholarship**

Edited by Jennifer Blair

[Click here](#) to check out the latest publications and scholarship from library faculty and staff.



## **Upcoming Events**

Friday, August 25: Stop by the library table on Cougar Walk for Welcome Weekend and say hi.

**Difference Makers Project:** Coming this fall...

The act of creating helps one integrate faith through expression and develop one’s God-given ability while allowing the community to be impacted through acts of faith. Students who apply to this project will be immersed

in the creation of a faith-based communal art project in University Libraries. Applications are available to all majors, but Art majors and creative students are encouraged to apply. Chosen participants will have a chance to win up to a \$500 scholarship. This project is fully funded by a Faith Integration Project Grant. Contact [Jennifer Blair](#) for more information.

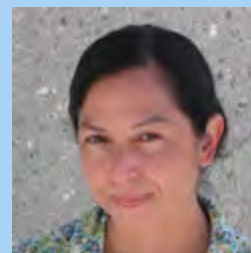
**Student Photo Op Finals Break:** Encourage your students to submit their best shots of themselves or friends in the library. Pose, act, or make us laugh! Images will be posted for all to see. Take a study break and check it out. More information coming this fall.

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## Meet the Staff

### Irene Molano, Marshburn Circulation Coordinator

Irene Molano has served Marshburn Library and APU for over 15 years. As a Circulation Coordinator, she oversees circulation operations, including the supervision of student employees. Stop by Marshburn and say hi to Irene!



### Dena Simpson, Darling Circulation Coordinator

Dena Simpson has served Darling Library as a Circulation Coordinator and University Libraries since 2008, overseeing circulation operations, including the supervision of student employees. Stop by Darling and say hi to Dena!



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