Hi, and welcome to the Chamberlain University's libraries presentation on Information Literacy. I'm Susan Bridgers. I'm the Distance Education Librarian at Chamberlain. And I'll walk you through this topic here today. So, the definition of information literacy, if we have not thought about it before, it is the ability to recognize when the information is needed, have the ability to locate, evaluate, and effectively use the needed information, and this has been put together by the American Library Association.

But also you'll hear about some other topics they've done as substudies on this. And again, what's the scope of this? We have a definition, what's the scope. The information scope is everything we're looking at, all the information intake that we do from whatever sources, whatever media, what other data, you might be looking at groups of data, informed data, medical record data.

How do I use it? What do I need to know about it? So, we'll walk through how to figure all that out. Why is information literacy important? It's a skill, it's a lifelong learning skill. It's important for us as a whole. And as the Presidential Committee said in 1989, it's important for an informed and prosperous citizenry.

We need to make sure we've got it in place here so that we can be well-informed and create the society we want to live in. How do we acquire it then? So, how do we achieve? What it takes to be information literate? Well, we've got some good people at the American Library Association and the Association of College and Research Library, so to put together competency standards. And in fact, another subcommittee for Nursing and Allied Health have created standards. And we've got those, not only keep in place here at Chamberlain University, but I'll walk through them here today. So you're acquainted with them and can check boxes off what you know already. So what's the purpose of information literacy standards?

Well, it then provides us that checklist. It provides the framework for all of us to use to understand what we understand, and then to work on the things that we don't. So it encourages, of course, then a common language. What are we terming this? Are we talking about the same thing?

What's our common nomenclature? What do you call it? This is what I call it. So these standards also guide us librarians and faculty too in creating activities that get the competencies acquired. Together, the growth of the skills over the course of your learning here. And then everybody else working on it, it also provides a shared understanding of what our student's competencies are and what we need to then better form.

The framework for higher education put forward by the American Library Association and this is thinking about how to think about information and you can read them here but just quickly authority, meaning the weight of information, the information of where it comes from and who's put it together. It's constructed, meaning we apply the worth of it to the source, and again, the authority's contextual, where am I living geographically, at what age, within what world sphere, that sort of thing.

So information creation is a process. Information, they're saying, is it builds on itself.
Information's value, we connote value to it, and it's worth it to me at this age, and sometimes, but not now, and perhaps I'm working on one assignment, I can't think of anything else but that assignment.

So nothing else has value right now. Research as inquiry. That means that it's a questioning process. We go through what we find, we don't know what we don't know, we keep trying to find the right questions to ask, and we're finding information that we need to find. Scholarship as a conversation just means, we are talking with others that are working on this topic.

It might be your instructor saying, look at it this way, please. I think that it is this. Or you talking with a little brainer, another peer, another nurse. I understand this. This is my experience that last week. I have a case study that said this, shall we take a piece from that, and learn from there, and go from here or I don't believe anything that you're saying.

That's also part of the conversation. So let me recreate what you've done so that I can prove it otherwise. So searching it as a strategic exploration means, I have a plan of attack here. I know my need is, I know where to go to look, or if I don't, I ask for how to go and find what I need to go look, what sources do I need to look for.

So again, the strategic meaning, you approach it with a plan, we have to figure out how to figure out what we need to know. That all goes to informing these five standards, and these the standards for Nursing and Allied Health, and here they are and you can read them quickly on color coded, of course, in that place in the next couple of slides.

But information literate nurse determines the nature and extent of the information you needed. What do I need to complete this assignment? What do I need to write this article? What do I need to know about this topic that nobody's ever talked about before? Am I the first nurse scholar who is going to approach this?

If so, I need to pull all the surrounding evidence to inform what I need to figure out. Two, we use information and find information effectively and efficiently. Well, that's my job, part of my job as a librarian is to help you understand how to find what you need to find.

There's a lot going on in the library, we've got over 170 databases. There's no need for you to know them all, but I can acquaint you with some of them. And how to best use the interfaces that are the front faces of these databases, so that we can find what you need to find.

Three, the information literate nurse evaluates the information and then develops a new way to approach it if they need to. So is what I'm doing working for me? Is this database working for me? Is it finding what I need? Are my search phrases providing me the results that I thought I should get?

If not, I'm gonna change. I'm gonna ask for help. I'm going to figure out something about how better to approach it cuz I know what didn't work, right? So number four, I then use the information effectively to accomplish a specific purpose. And probably, that's to get your coursework done right now, right?
And then later, it is for, again, producing works as a nurse scholar so that you can inform the field in which you work, helping people, getting us a better health care system, a better place of understanding how to approach a disease or condition. All those pieces are effectively using information to accomplish the purpose as nurses making the world a better place.

Five, information literate nurse understands many of the economic, legal, and social issues, what does it cost? What are the legal ramifications of the information I'm picking up? And of course, in the information, am I using it, understanding the social effects that it will have? Social effects could be, I'm harmed somebody else by not giving them the proper credit in a reference of a work of theirs that I cited.

Perhaps every time that you cite a reference, they get a little bump in their stats that then makes their work a little more credible to others looking for the same information in the field. So that affects somebody socially, it affects their bottom line because that it matters whether they get a grant or not, given how much their work meant to the field before this.

And also, using information ethically and legally is also about not plagiarizing. Not using information and calling it yours when it's somebody else's. That goes a lot to, then also, what do you do about how you find the information on that? Like I'll say, ResearchGate.net is a site on the net.

We don't know whether the people posting there have the rights to post the articles. Their academic articles, yes, but we don't know whether, one, they're the author. Two, that they have the rights to post it that I don't know what their deal with their publisher is and yet, it's there. I don't use information or articles from ResearchGate.net because I don't know the answer to that. It's really a social media platform. But I will go use the information we've paid for in the subscription databases of the Chamberlain Library. Because I know that universities paid for the rights to go, find, and put these all in one place so that I can source them and expand my knowledge that way.

So there you go, these are the five standards. Here are the indicators of the standards the next five pages of this. You can walk through, these are your checklist, do I know how to do, do I hit the standard, do I have marked all these boxes, do I have a working knowledge of the literature and field that I'm in, and how's that information come by?

How is this scholarly article bill? And especially in the discipline, say you're in pediatrics, who are the people in it? What have they produced before? Or what does it look like? And then also, where do I find this information? What associations do I need to go to? What libraries do I need to use because they have the subscription databases that I need, and so on?

Next four pages now, I'll do the indicators of the standards, and you just read the standards before. So again, I know how to efficiently create a search strategy for a topic and I know some databases, but that's getting you acquainted as well with how best to do this, how easily to do this.
A quick ramp, ask a librarian. Just go in and say, I need a quick one-on-one on how to create great search strategies. What are the best practices here? And I'm in this field, I'm going to be a family nurse practitioner. I need to study for my physiology exam, how do I do that best?

I mean, it's gonna be that simple, it can be that complicated. And then we extract and manage the information. That's pulling the citations, pulling the permalinks. How do I do that? How do I make sure I'm following the APA correctly? And that's so that it can be not only replicate it, but other people can use your information.

I know with APA style that I have not only the author, but I have the title, I have the journal, I have the volume, I have the issue, I have the page number. That means, anyone can go find that article that I pulled, whether or not they have access to the Chamberlain Library subscription databases.

And then I know when I know that I have to create a new search process or figure out that I need to take a different tab, and walk through these indicators of how to do that. In standard four, I used information effectively and to accomplish this specific purpose. So I planned and create a particular product, say for this PowerPoint here today, I pulled the information for several places and created a PowerPoint.

You have coursework to do, your papers to do, your presentations to do, you have final projects to do, and then I could communicate effectively. So hopefully in this PowerPoint, I can get this all the information needed to communicate all this well and holy in a substantial way to you so that it makes sense to you.

Standard five, I use the information, again, legally, socially, responsibly. And there you, again, lifelong skill, let's keep this in mind and appreciate that it takes you and every moment looking at information to discern what it means to and how to use it. All right, thanks.