

Meeting the Information Literacy Needs of Dual Credit Students

Elizabeth Nelson & Kim Tipton
McHenry County College

Objectives:

- Students will be able to identify reliable sources that are appropriate for their information need.
- Students will be able to distinguish between popular and scholarly sources.
- Students will be able to select appropriate search tools to construct effective database searches and locate information sources.

Materials:

- Springshare – LibGuides (to create the page where the instruction lives) and LibWizard (to create the self-guided tutorial that students will complete for their assessment)
- Computer/laptop
- Internet access
- Access to a library database (either through the college/university or their high school library)

Activities:

- **Composition I:** The high school teacher takes students through the content on the source evaluation LibGuide, which covers information formats, features of popular/scholarly sources, and the SIFT method. The material is a combination of reading and videos and is completed at a pace that works best for the high school teacher and the class. Students will need a computer or laptop with internet access to engage with the content on the LibGuide and to complete the tutorial.
- **Composition II:** The high school teacher takes students through the content on the keywords and database searching LibGuide, which covers the research process; the peer review process; choosing appropriate keywords; searching a database; and a refresher on evaluating information. The material is a combination of reading and videos and is completed at a pace that works best for the high school teacher and the class. Students will need a computer or laptop with internet access to engage with the content on the LibGuide and to complete the tutorial.

Assessment:

- **Composition I:** Following the completion of the material on the LibGuide, each student will complete a self-paced source evaluation tutorial that serves as an assessment. Throughout the tutorial, students evaluate 3 separate sources. They will answer a few multiple choice questions about each source, as well as write a brief reflection on how they evaluated the source and identify if they would use the source for a college-level assignment. When the student completes the tutorial with a score of 75% or higher, the student will receive a certificate of completion at the end, which they can submit to their teacher for their grade.
- **Composition II:** Following the completion of the material on the LibGuide, each student will complete a self-paced research activity tutorial that serves as an assessment. Throughout the tutorial, students answer some multiple choice questions, and then complete a short research activity. Students choose their own topic, identify the main ideas, and use a library database to locate a source. Finally, students will write a few

sentences about how they executed their search, describe their results, and submit an MLA citation for the source they chose.

ACRL Information Literacy Framework:

- Authority is Constructed and Contextual
- Searching as Strategic Exploration