



Wheaton College®

*For Christ and His Kingdom*

# New Faculty Development Seminar

7 October 2014



# Information Literacy / Scholarly Communication

“A repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection.

“The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones;

“and creating new knowledge through ethical participation in communities of learning, scholarship, and practice.”

—Association of College & Research Libraries,

“Framework for Information Literacy for Higher Education.” Draft 2014.

# Your Experiences as a Student

- Did you receive instruction in information literacy or scholarly communication (as opposed to disciplinary “content”)
  - As an undergraduate
  - As a graduate student
- Who provided this instruction? In what ways?
- Was it useful? What do you learn?
- What do you wish now that you had learned, and at what stage?

# Problem Areas

- Expert vs. novice assumptions
- Disconnect between finding sources and using them critically
- Artificial separation between research and writing
- Ambiguity and recursiveness as threats
- Lack of intermediate steps assigned
- Early choice of thesis

# Possible Remedies

- [How to design effective assignments](#)
- Deeper prof / librarian partnership
- General education revision
- Scholarly communication learning outcomes

# Scholarly Communication Outcomes for Wheaton Students

## Learning Outcomes

Wheaton College graduates will

- Understand and navigate the diversity and complexity of the information environment
- Engage in scholarship as a conversation
- Practice research as inquiry
- Understand that human authority is contextual, and evaluate sources accordingly
- Understand and demonstrate the ethical use of information