

**National Forum on Information Literacy
Meeting Summary**

May 2, 2003

**Host: National Education Association
Washington, D.C.**

Present:

Patricia Breivik, Chair

Ismat Abdal-Haqq, National School Boards Association

Amy Borgstrom, U.S. Department of Commerce/NTIA

Barbara Cambridge, American Association of Higher Education

Mary Chute, Institute for Museum and Library Services

Susan David Cushing, Alliance for a Media Literate America

Mary Ellen Davis, Association of College and Research Libraries

Jean Eckrich, American Association of Higher Education

Al Frascella, National Council for the Social Studies

Craig Gibson, Association of College and Research Libraries

Steve Gilbert, TLT (Teaching and Learning with Technology) Group

Barbara Holton, National Center for Education Statistics

Woody Horton, National Commission on Libraries and Information Science

Lana Jackman, Melange Information Services

Lorna Jones, Melange Information Services

Irwin Kirsch, Educational Testing Service

Keith Krueger, Coalition for School Networking

Anne Kosseff, Center for Media Education

Maureen McCarthy, American Psychological Association

Judith Matz, Association of Research Libraries

Doug Newcomb, Special Libraries Association

Oswald Ratteray, Middle States Commission on Higher Education

Steve RiCharde, Virginia Military Institute

Susan Saltrick, Partnership for 21st Century Skills

Sylvia Seidel, National Education Association

Marsha Semmel, Institute of Museum and Library Services

Carrie Smith-Dent, Partnership for 21st Century Skills

Kristan Van Hook, Partnership for 21st Century Skills

Julie Walker, American Association of School Librarians

I. Information Literacy and the Democratic Process

Denee Mattioli, President Elect of the National Council for the Social Studies, led the Forum in a discussion of “information literacy and the democratic process.” Denee is an expert on media literacy and Associate Professor at East Tennessee State University.

Denee opened the discussion by citing Howard Gardner’s definition of an “expert”: someone who embodies all the cultural expertise of a discipline. The question is, can anyone be an expert on information literacy except for a few individuals who’ve spent years acquiring this expertise?

Denee defined “media literacy” as a subset of information literacy, and identified “media” as commercial delivery systems for information.

The National Council for the Social Studies’ conference in November 2003, with an overarching theme of “The Power of One”, will have a strong subtheme of information literacy.

Denee mentioned her strong interest in citizenship education; and quoted John F. Kennedy: “Knowledge is power.” This quote seems especially appropriate in the complex turbulent times of the present.

Time magazine’s “Millenium edition” identified change as an addiction for many in our society, a “jolt of energy.” In these times and given this context, will there be a new kind of citizen? The ideal of the Founding Fathers, the need for an informed citizenry, is more crucial than ever.

The Founding Fathers themselves looked upon newspapers, despite their shortcomings, as a fourth branch of government. It was obvious even then, in the 18th Century, that sources of information and “delivery systems” of information, were important in developing an educated populace. The founding principles of the United States, the core values, form the basis for information literacy. The Declaration of Independence itself sets forth those values, emphasizing the responsibility of citizens to seek “truth” (truth with a small “t”).

The staggering challenge of the present is information excess—a challenge to be dealt with, in part, through media literacy.

The sophisticated media systems of the present can lead to manipulated consumers and an unsophisticated citizenry. Also, excessive amounts of information can be anxiety-producing. The APA has very recently noted that students become very anxious watching news coverage of the Iraq war.

Our daily work as citizens, then, becomes a matter of seeking truth through attention, deliberation, and reflection—mental processes necessary to make sense of a complex information environment. As for “economic literacy” in a capitalist society, we must recall Adam Smith and his emphasis on virtue and seeking the “truth.” How do consumers in our society make sense, for example, of financial reports and investment reports?

The John Naisbitt quote, “drowning in information, starving for knowledge” seems especially appropriate in contemporary society.

Other challenges: the nature of the media and their marketing strategies; the “truth” problem in a complex world; the narrow bits of information dispensed by the media, which limit the perspective on complex problems; the actual distortion of complex problems; and the need to move people beyond the need to be entertained into genuine political participation.

A 1989 UNESCO report connects the struggle to be informed with the imperatives of development, justice, and equality.

Media literacy and information literacy are both crucial components of a curriculum of the future; such a curriculum must begin at the earliest stages of education.

Questions, other comments:

--*Why is it so easy to focus on technology skills rather than information skills?*

Technology is ubiquitous; Internet is replacing books and libraries; and evaluating Information is a long-term challenge, now exacerbated by technology

--*What is the definition of “truth” in this discussion?*

The context for the information; understanding the origin of the information;
Accuracy of the information and our view of it with multiple perspectives

--*Why can't media be defined in terms other than commercial enterprises?*

For example, government and academia produce vast quantities of information through various “media”

--*In NCSS, members have been very motivated to study and discuss both information and media literacy.*

--*The link between librarians, educators, and community technologists is crucial in local communities*

--*Citizenship education is too large to be just the domain of social studies teachers*

--*Visual literacy should be considered part of information literacy*

--*The NCATE Standards have integrated information literacy into teacher education standards; there is now a need to move information literacy, as a concept, into disciplinary arenas*

2. Approval of January 10, 2003, meeting summary

The meeting summary was approved as read.

3. Members' Reports

Association of College and Research Libraries—Mary Ellen Davis

ACRL has been very involved in a number of information literacy initiatives in recent years, including: (1) developing the *Information Literacy Competency Standards for Higher Education*, now endorsed by AAHE, another Forum member; (2) identifying discipline-specific applications of information literacy; (3) the “Best Practices for Information Literacy” initiative, which has identified characteristics of model programs of information literacy through a national conference and further discussion; (4) work with AAHE on a new monograph on learning communities; and (5) offering professional development to librarians and others on information literacy at the national ACRL Conference in Charlotte in April 2003.

Institute for Museum and Library Services—Mary Chute

Mary is Deputy Director for Libraries at IMLS.

The “21st Century Learner” is an ongoing theme in IMLS activities.

IMLS is now in its first round of grant applications; 76 grant applications have been received.

Institute for Museum and Library Services—Marsha Semmel

Marsha is Director for Strategic Partnerships at IMLS.

The 21st Century Learning Skills Focus Group, sponsored by the Benton Foundation, explored the possibilities for partnerships among libraries, museums, and public broadcasting, and also emphasized the importance of workplace learning.

Marsha described a site visit to the Henry Ford Museum; the Henry Ford Academy is developing a partnership to create a charter school with information literacy as a centerpiece of the curriculum.

Association of Research Libraries—Judith Matz

Judith described the ongoing SAILS project to assess information literacy skills, including its three phrases. She provided a “Call for Participation” for Phase II:

Call for Participation in Phase II of SAILS

SAILS, Standardized Assessment of Information Literacy Skills, is a project developed at Kent State University to create a tool to measure information literacy and assess its impact on student learning. The project team is developing a tool that is standardized, easily administered, valid, and reliable. The instrument is based on outcomes defined by the ACRL Information Literacy Competency Standards for Higher Education and will be designed to administer at any type of institution to provide data for both internal and external benchmarking. Information on SAILS can be found at <<http://sails.lms.kent.edu/>>.

SAILS has been endorsed by the ARL Statistics and Measurement Committee as part of a New Measures Initiative and placed on the agenda of the Learning Outcomes Working Group addressing issues of higher education outcomes. Kent State University received a three-year grant from the Institute of Museum and Library Services for \$252,000 to continue development of SAILS. This includes testing with other institutions across three phases:

Phase I: Implementation at 10 institutions, Spring 2003
Phase II: Implementation at 30 institutions, Fall 2003 & Spring 2004
Phase III: Implementation at 100 institutions, Fall 2004 & Spring 2005

ARL is coordinating and managing the process of participation for all institutions whether or not they are ARL members. This includes calls for participation; making arrangements for planning meetings, training workshops, and follow-up meetings; and marketing and public relations for the project.

Criteria for Participation in Phase II

The SAILS Team has determined a set of criteria that will enable successful participation in the project:

- A point person for coordinating all SAILS activity at the institution
- Access to a minimum of 200 and up to 500 undergraduate students for testing cohorts in Fall 2003 and Spring 2004
- Ability to provide Web access for students to take the test
- Ability to administer the test consistently within the institution (at various levels of proctoring)
- Technical support for creating a Web page/interface that collects student information and generates a unique institutional identifier to be sent to the SAILS server at Kent State University
- Ability to provide demographic data about students taking the test (e.g., GPA, gender, ethnic group, class standing)
- Ability to obtain approval from local Institutional Review Board
- Ability to send a point person or representative to a two- to four-hour organizational meeting at ALA Annual (June 24, 2003, Toronto) and follow-up meeting at ALA Midwinter (January 2004, San Diego)
- Willingness to allow SAILS to use collected data

Selection Factors

For purposes of Phase II, the SAILS team will look at the following additional factors for selection of participants:

- Geographical location
- Diversity of student body

Fee

As with other ARL New Measures Initiatives, there is an administrative fee to cover the deliverables and the costs of managing and coordinating the project by ARL and Kent State University. The cost to participate in Phase II is \$1,800 per library.

Expression of Interest and Deadline

Institutions interested in participating in Phase II of the SAILS project should send an indication of interest, an approximation of the number of students that could be tested, and the name of the contact person to Julia Blixrud <jblix@arl.org> by May 15, 2003.

For further information, please see the Project SAILS Frequently Asked Questions at: <<http://sails.lms.kent.edu/plans/FAQ.html>>.

Special Libraries Association—Doug Newcomb

Doug is interested in learning more about the work of the Forum.

Doug mentioned the SLA Information Outlook, a publication containing an interview with Madeline Albright, who will be speaking at the SLA conference in June 2003.

Center for Media Education—Anne Kosseff

The Center for Media Education is a national nonprofit organization whose mission is to create a quality electronic media culture for children and youth, their families and the community. The Center has been very involved in developing educational television programming for children and Internet safeguards as well.

TLT (Teaching and Learning with Technology) Group—Steve Gilbert

In spring/summer 2003, The TLT Group is co-sponsoring with ACRL three online workshop series on information literacy: (1) Best Practices in Information Literacy in Undergraduate Education; (2) Collaboration and Information Literacy; and (3) Assessment of Information Literacy. Each workshop will be led by librarians but a wide range of academic professionals are invited to participate. Each workshop last for three weeks, and will consist of both full-group synchronous sessions and smaller group discussions; the presentors will also be available for consultation with individual participants during each three-week period.

National School Boards Association—Ismat Abdal-Haqq

Anne Bryant, executive director of NSBA, was co-chair of the 2003 Leadership Summit sponsored by the National Coalition for Technology in Education and Training in February. The summit brought together noted educators to clarify a national agenda to develop and promote sound leadership in realizing the instructional potential of technology. Background on the summit and an opportunity to sign up for monthly e-mail updates are available on the NCTET Web site (<http://www.nctet.org> <<http://www.nctet.org>>).

NSBA is concerned about the dramatic changes to the ERIC system being proposed in the Department of Education's draft RFP (<http://www1.eps.gov/EPSTData/ED/Synopses/3286/Reference-Number-ERIC2003/ERICDraftSOW.doc> <<http://www1.eps.gov/EPSTData/ED/Synopses/3286/Reference-Number-ERIC2003/ERICDraftSOW.doc>>), released April 10. Among the changes are eliminating all 16 ERIC clearinghouses - including all clearinghouse Web sites, publications programs, and individual user services - and centralizing indexing and abstracting, NSBA is in the process of considering appropriate action during the draft RFP comment period, which ends May 9.

Emerging technologies have considerable potential to support high standards for information literacy for P-12 students with disabilities. In summer 2003, NSBA plans to release a resource guide for school administrators, practitioners, and policy makers, *Technologies That Support Students with Disabilities: A Handbook of Promising Practices, Guidelines, and Resources*, designed to help them bridge the digital divide between their general student population and their students with disabilities.

Melange Information Services—Lana Jackman/Lorna Jones

Melange Information Services is engaged in workforce development encompassing information literacy and knowledge management. Jackman and Jones are very interested in moving information literacy into the practitioner realm in social service agencies especially. They have used "information audits" to uncover needs for information literacy training and education in such organizations. Recently, they have conducted a workshop involving collaboration with telecommunications professionals.

Consortium for School Networking—Keith Krueger

The Consortium for School Networking is focused on the use of information technology and the Internet to promote learning. Recently, “Internet safety” has emerged as an issue with parents. The “Safeguarding the Wired Schoolhouse” initiative addresses this problem and is also concerned with making students information literate.

CoSN has partnered with AOL, BellSouth, Sprint, and Microsoft to produce a toolkit called “Promoting Online Safety” for P.T.A. members and administrators. The toolkit is available on the CoSN web site at: www.cosn.org.

American Psychological Association—Maureen McCarthy

The President-elect of the APA is Diane Halpern, a well-known researcher, writer, and expert on critical thinking. The APA is concerned with developed guidelines for critical thinking competencies within the undergraduate curriculum (within specific disciplinary majors).

American Association of Higher Education—Jean Eckrich

Jean is currently a Faculty Fellow at AAHE.

American Association of Higher Education—Barbara Cambridge

AAHE has recently been or is now involved in a number of information literacy-related projects: (1) at the national ACRL Conference in Charlotte, a presentation was given matching the Information Literacy Competency Standards to the NSSE (National Survey on Student Engagement) benchmarks; (2) in fall 2003, AAHE will be publishing a book on learning communities; (3) the Electronic Portfolios project, which shows how faculty other academic professionals, and students, can represent themselves with information, using standards for evidence; and (4) planning for the next AAHE “Learning to Change” conference has begun; the call for proposals will be made in August/September 2004.

National Center for Education Statistics—Barbara Holton

One of the survey systems administered by the U.S. Department of Education’s National Center for Education Statistics (NCES) is the Schools and Staffing Survey (SASS). It was last administered during the 1999-2000 school year and the survey will go out to a national sample of public and private schools this fall.

One of the components of the SASS is the Library Media Center Questionnaire. For the first time, the LMC questionnaire will contain items about information literacy. The questions will cover: (1) the availability of professional development for school staff on information literacy instruction; (2) whether the school follows formal state, district, or school level content standards or curriculum for information literacy; (3) the extent to which library staff collaborates with teachers on IL instruction; and (4) whether library staff receive feedback on students' IL skills.

A representative from the NAEP (National Assessment for Education Progress) will likely attend the next meeting of the Forum.

Alliance for a Media Literate America—Susan Davis Cushing

The upcoming conference for the Alliance will be in June/July 2003.

National Postsecondary Education Cooperative—Steve RiCharde

Steve is a faculty member at Virginia Military Institute. He has recently been involved in preparing the section on information literacy in NPEC's Assessment Sourcebook.

Middle States Commission on Higher Education—Oswald Ratteray

Oswald has worked to keep information literacy as a prime issue of importance in the Middle States Commission and the region it serves. The Middle States Commission has recently published a new book on information literacy, research, and communication skills (see # 6 in meeting summary, below).

U.S. Department of Commerce/NTIA Program—Amy Borgstrom

The NTIA Program has funded innovative programs related to community development for a number of years; over 500 proposals in the most recent grant cycle were received (by the April 23, 2003, deadline) and are being evaluated.

American Association of School Librarians—Julie Walker

The "Information Power" standards published in 1998 by AASL effectively embedded information literacy within the curriculum.

AASL's approach to information literacy instruction has involved three "enablers": leadership; collaboration; and technology. AASL's regional institute, "Leading through Collaboration" focused on developing leadership skills of school medial specialists.

The AASL Conference in October 2003 will have the theme, "Information Matters."

National Commission on Libraries and Information Science—Amy Friedlander

Amy is focused on digital preservation projects; digital preservation supports information literacy of the future. The key issues surround digital information are authenticity, trust, and excess of information.

National Commission on Libraries and Information Science—Woody Horton

The International Leadership Conference on Information Literacy will be held September 20-25 in Prague. This will be the first of two "stages": the first conference will have 35 experts give commissioned papers; the second conference, to be held a year later, will be an "open" conference.

The funding challenges for the first conference have been overcome. Some Forum representatives will be present.

The commissioned papers themselves are available on the NCLIS website; the 35 experts are from 23 countries, and include educators, librarians, business people, and members of governmental bodies.

A "World Summit on the Information Society" will soon be held, according to a letter from U.N. Secretary-General Kofi Annan; there will be two meetings, one in Geneva, the other in Tunis.

National Education Association—Sylvia Seidel

Sylvia works with a network of professional development schools on teacher education issues. This collaboration is concerned with partnering with higher education, and with schools and school districts, to develop "communities of practice" to change cultures of schools.

The testing/assessment imperative continues to pose challenges and is a major hurdle facing classroom teachers.

Center for Digital Literacy—Ruth Small

The Center for Digital Literacy (CDL), an interdisciplinary research and development Center partnering the School of Information Studies, School of Education, and S.I. Newhouse School of Public Communications at Syracuse University, has been very busy. Over the past three months, the CDL has submitted seven grant proposals (currently pending) to government and corporate agencies and private foundations. The CDL is also in the process of planning its first author

series, summer 2004 conference on digital literacy and distinguished lecture series, the latter of which will be kicked off in the early fall with Bernie Dodge, Professor at San Diego State University and originator of the WebQuest. The CDL Web site is in the development stage and is expected to be activated in June, 2003.

CDL is also in the process of appointing its first Board of Advisors, consisting of corporate, academic, and government leaders in the areas of information literacy, media literacy, and technology fluency. Some of those already committed to our Board are Robert Wedgeworth, President of ProLiteracy Worldwide and former Executive Director of the American Library Association; Donald Ely, Professor Emeritus of Instructional Design, Development & Evaluation at Syracuse University and Founding Director of the ERIC Clearinghouse on Information & Technology; and Patricia Breivik, Dean of the University Library at San Jose State University and Chair of the National Forum on Information Literacy. The full Board should be in place by early fall 2003.

Here is an update on some current CDL projects and activities.

Preparing Librarians for Urban Schools (PLUS)

PLUS is a distance learning M.S.L.I.S. program to provide certified, trained librarians to some of the poorest elementary schools of New York City. Partners for this project are the Robin Hood Foundation and the New York City Department of Education.

In August of 2003, 31 New York City elementary teachers boarded a bus headed for Syracuse, New York to begin their graduate program to become certified school library media professionals in their schools. Accompanying them on their journey were Ruth Small, Director of the School Media Program and Ray von Dran, Dean of the School of Information Studies who took the opportunity to turn the bus into a “mobile classroom,” providing their captive audience with a mini-history of library education and orienting them to their academic program.

While on campus, the students experienced dorm life (many had never even seen a college with a campus), were wined and dined by the Chancellor and others, took some initial courses, learned to use distance learning technologies for when they returned home, and formed strong bonds with each other.

As of summer 2003, the students will be approximately ½ way through their master’s program. Courses are delivered in a variety of formats to completely online, to one-week intensive summer courses, to combination weekend face-to-face instruction/Web-based instruction. Courses include specially designed assignments and activities to prepare those planning to serve in high need, urban school libraries.

Reinventing Urban School Libraries

Through a grant entitled “Reinventing Urban School Libraries: Creating Effective Programs, Services and Resources for Children in High-Risk Elementary Schools” awarded to CDL by the John Ben Snow Foundation, the CDL is documenting their experiences and the impact they are

having on their schools and communities. This documentation provides the foundation for extending the PLUS Program to three upstate New York urban school districts. PLUS-Upstate will begin in January, 2004.

S.O.S. for Information Literacy

The IMLS-funded project, “S.O.S. for Information Literacy,” which was presented to the Forum in its early stages, is progressing full-speed ahead. The technology is in place for the first major component – submissions of lesson plans and related media resources - and we are in the process of testing it with our S.O.S. “Pioneers,” a specially selected group of approximately 100 K-8 library media specialists and classroom teachers who are undergoing unique virtual training that prepares them to create lesson plans and teaching materials and submit them to the database. The CDL expects to launch S.O.S. nationwide in early 2005.

Research Study

A paper describing the results of Ruth Small’s study, “Motivational Aspects of Information Literacy Instruction in Community College Libraries,” funded by ALA’s Carroll Preston Baber Research Award, will be completed in May 2004. A copy of the paper will be available through the CDL Web site in summer 2004.

Announcements:

The InfoNord Group will be holding a conference in Iceland in September 2003; Patricia Breivik will be a speaker.

4. Update on 21st Century Skills Project

Kristan Van Hook, Susan Saltrick, and Carrie Smith-Dent gave an update on the Partnership for 21st Century Skills Project, which began in October 2002. Discussions began at that time with the CEO Forum on Education and Technology, the U.S. Department of Education, and a number of other public and private forums.

The initial emphasis in all discussions was on technology in the schools. The emphasis has shifted to student achievement in 21st Century skills, with technology more in the background.

The first year of the project has focused on preparing a “Report and Readiness Guide” on 21st Century Skills, with common definitions. The emphasis has been on “ICT literacy” (Information and Communication Technology Literacy) in the context of learning skills and technology tools.

A matrix showing these many interconnections was presented to the Forum and many suggestions were offered to clarify and strengthen the matrix as a conceptual tool for presenting this array of information and technology skills in the context of content and grade level. The enhanced chart/matrix will have deeper, richer information showing the key stakeholders and the key functions.

The Project will be developing a more focused report in its second year. A website is also under development and will be announced soon.

5. Educational Testing Service (ETS) ICT Initiative

Dr. Irwin Kirsch of the Educational Testing Service addressed the ICT (Information and Communication Technology) skills initiative. Dr. Kirsch has worked at ETS for 18 years on large scale and international assessments.

His recent work has focused especially on connections between literacy and knowledge and success in education and later income levels (life opportunities); the ICT project focuses particularly on the intertwining of literacy and technology skills.

Dr. Kirsch distributed a brochure created by the International ICT Literacy Panel, which explains the conceptual framework for ICT literacy. ICT literacy is defined as “using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.”

The five components of ICT literacy given in this definition are: *access, manage, integrate, evaluate, and create*. These are part of a sequence of increasing “cognitive complexity.”

The ICT Literacy Panel believes strongly that technological skill alone is insufficient for true ICT literacy. Only by integrating technological skill with cognitive abilities and more traditional “literacies” does a student become ICT literate.

Barriers to achieving ICT literacy on a global level include: low levels of basic or general literacy internationally; the inequities of access to and use of information technologies—the gap known as the “digital divide”; and the lack of content and technological applications to meet the demands of cultural diversity and diverse societies around the world.

The ICT Literacy Panel developed several recommendations regarding ICT literacy: (1) the need for governments to develop large-scale global assessments of ICT literacy, to be administered along with other assessment instruments; (2) the needs for ETS and other organizations to develop diagnostic assessments focused on measuring ICT literacy; (3) the need to develop an integrated ICT curriculum—one that places ICT skills in the context of disciplines, subjects, and more general curricula, rather than using “stand-alone” courses for technology skills.

Dr. Kirsch envisions various dimensions and components in creating “ICT Tasks” that are fully curriculum-integrated: *scenarios* using various technologies or technological environments (web, desktop, e-learning); *functionalities* (word processing, presentation, e-commerce, concept mapping, email, database development); *representations* (text, numbers, images, graphics); *contexts* (personal, educational, occupational, public); and *tasks* (access, manage, integrate, evaluate and create).

The most crucial dimension of ICT literacy is the integration of technological skills with more general cognitive abilities, and the intertwining of all of these capacities in the lives of students and others as they solve problems, look for jobs, and apply their skills in real-life situations.

6. Overview of new Middle States Commission publication—Oswald Ratteray

Oswald Ratteray distributed information about a new publication forthcoming from the Middle States Commission on Higher Education, and discussed the potential uses and impact of this publication for planning and implementation of information literacy programs in higher education:

Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum

Purpose of the Publication:

To clarify how information literacy can be addressed most effectively in colleges and universities, especially in the context of the Commission’s revised standards in *Characteristics of Excellence in Higher Education* (2002) and its new handbook, *Student Learning Assessment: Options and Resources* (2003).

This publication does not create any new requirements for accreditation. Using best practices from the field, it points the way toward a more complete interpretation of information literacy.

Emphasis:

The publication places considerable emphasis on several key perspectives:

* Information literacy has six equal elements as far as Middle States is concerned. It separates for emphasis the two elements in Standard 3 of the ACRL publication, *Information Literacy Competency Standards for Higher Education* (2000), to distinguish the process of evaluating sources from evaluating content.

* Faculty have a major and equal role with librarians in teaching information literacy. It is not solely a burden for librarians. It is an integral part of teaching any subject, whether or not it involves a library research skills component.

* The most desirable approach is for information literacy to be distributed throughout the curriculum, at all academic levels, and not limited to a single course or set of courses.

* Institutions probably are already teaching and assessing each of the six components, without identifying them as such. However, it is the institution responsibility to demonstrate that its scattered efforts are part of a coherent approach.

* Planning for information literacy assessment starts with the institution mission and its learning goals at the program and course levels. Implementing assessment and improving teaching and learning then flow from effective planning.

Resources

The publication includes several examples of:

- * Suggested projects by which students can produce new information, based on information they have learned in a course and from their research, in order to challenge their application of some of the higher-order thinking skills inherent in the definition of information literacy
- * Rubrics for identifying levels of excellence in student performance
- * Actual syllabi from professors in five different types of institutions and disciplines to demonstrate how the faculty can take a pro-active approach to seamlessly integrating information literacy at the course level

Expected Publication

Mid-May 2003. It will be available through the order form on the Commission's website at www.msache.org/pubs.html.

Expected Impact

The publication will be immediately useful to institutions that began the self-study process in spring 2003 and will be evaluated in 2004-05 (the second cohort using the revised *Characteristics*).

The Next Challenges

1. To review the progress of institutions as they implement the vision outlined in the information literacy guidelines. Not all institutions will be able to move quickly, but the earliest point at which any data could be available to review progress is Fall 2004. Fall 2005 would be a more realistic point to see what has occurred.
2. To convene another advisory panel, possibly 2004-05, to produce the second edition (Optimally in Fall 2005). This panel must include several faculty in the

disciplines who can further explain the role of faculty and provide actual classroom examples at both the undergraduate and graduate levels.

7. Other

The proposed changes in the ERIC Clearinghouse system are concerning to many in the educational and library communities; all 16 clearinghouses are proposed to be closed. Those members of the Forum concerned about preservation of content from ERIC should consult the web site, www.saveeric.org.

8. Next meeting: Friday October 3, 2003.

Dr. Ralph Catts, Senior Lecturer, University of New England, Australia, will discuss information literacy initiatives in Australia.

