

# Enhancing Information Literacy through Individualized Instruction

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27<sup>th</sup> Annual Conference, Helderberg College, South Africa  
June 17-22, 2007

# Consultation Service

- Personalized research consultation service
- Individualized research consultation service
- One-on-one conference
- Term-paper clinic
- Term paper and research assistance program
- Specialized research and information assistance given by a librarian to a patron/patrons outside the reference desk or the formal classroom

# Beginnings of the Consultation Service









# Purpose of the Consultation Service

- To give patron uninterrupted time & focused attention
- For private topics
- For the timid and the proud
- To recognize individual differences, including learning styles and learning speeds
- Follow-up on workshop, class, or previous consultation
- The PATRON is IMPORTANT to the LIBRARIAN

# Personnel

- Head of Information Services
- Reference Librarian
- Instruction Librarian

# Consultation Request Form

- **Paper**

- Patron name
- Today's date
- Academic status
- Contact information
- Major/Dept. (added in 2003)
- 2 Time choices
- Topic
- Librarians to choose from

Below the dotted line:

Date of consultation

Results

Time spent

- **Electronic**

- Very similar to paper except that it goes via email to the librarian of choice
- No portion for librarians to write their report; usually librarian prints it out and uses the paper form to plan the consultation session.
- Librarian writes results and time spent at the bottom.



# Who initiates a consultation

- Information/reference desk personnel
- Teacher or Administrator
- Library instructor
- Patron

# Process

1. Patron fills out form
2. Patron submits completed form
3. Librarian contacts patron
4. Librarian prepares for the session
5. Consultation session.
  - 5-a. Discuss the patron's request
  - 5-b. Go through process together – keyboard, take notes
  - 5-c. Librarian gives patron relevant handouts and offers a follow-up and/or feedback.
6. Librarian writes a report and files in designated place.

# Analysis of the Consultation Service (JWL Information Services)

- Reviewed all the consultation reports filed by the Information Services librarians in the designated file for the fiscal years, 1998-2006. If major was now given, I looked it up on NIDA (online directory) and the CAST (University picture book
- Entered data in spreadsheet
- Analyzed the data to answer several questions as follows.

# Number of Consultations

1997-1998	2
1998-1999	3
1999-2000	35
2000-2001	46
2001-2002	39
2002-2003	20
2003-2004	43
2004-2005	36
2005-2006	22
Total	246

# Librarian Participation

Instruction Librarian = 120 (Ave. 20/yr)

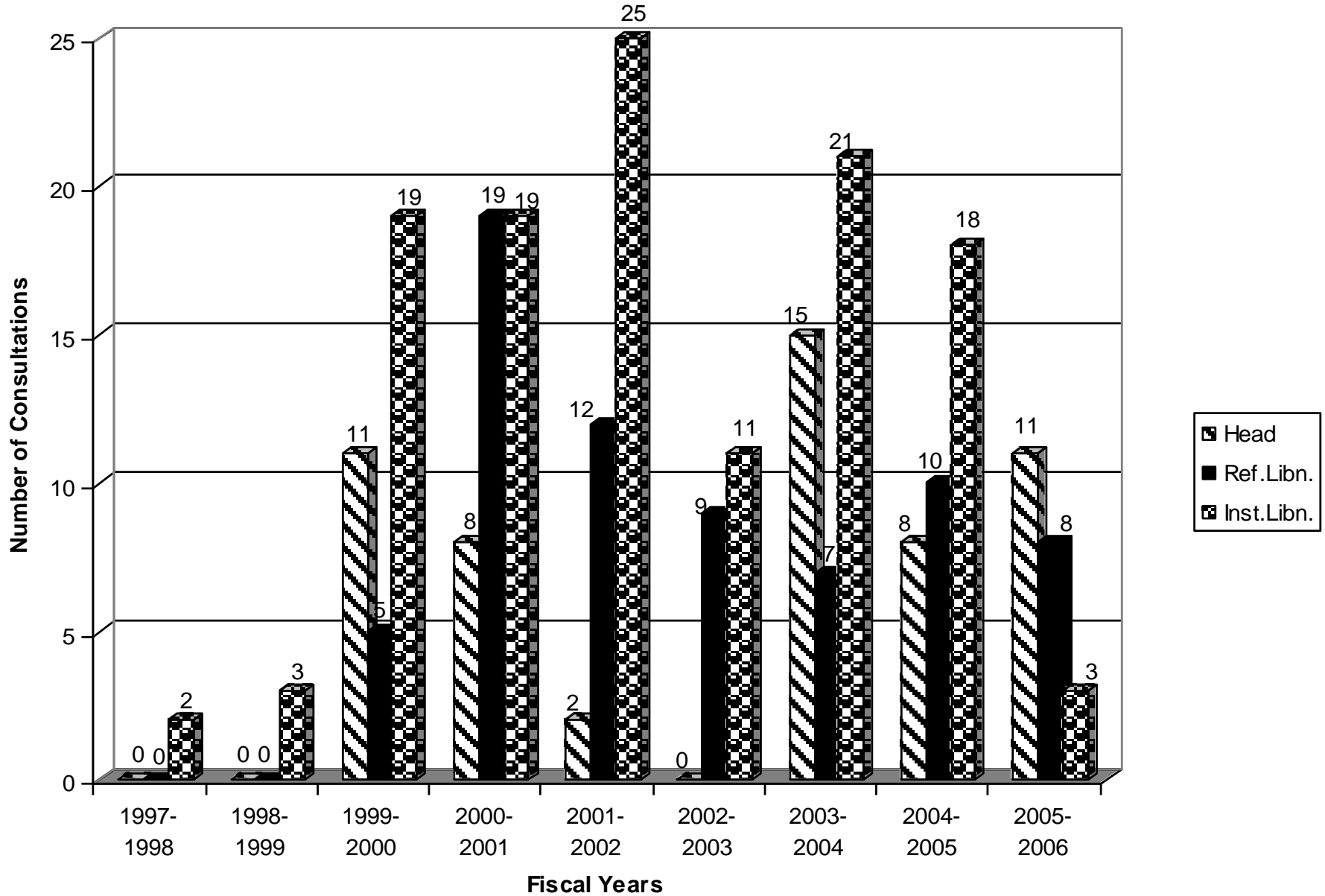
Reference Librarian = 70 (Ave. 12/yr)

Dept. Head = 55 (Ave. 9/yr)

Note the first two years – the only consultations were done by the instruction librarian.



# LIBRARIAN PARTICIPATION

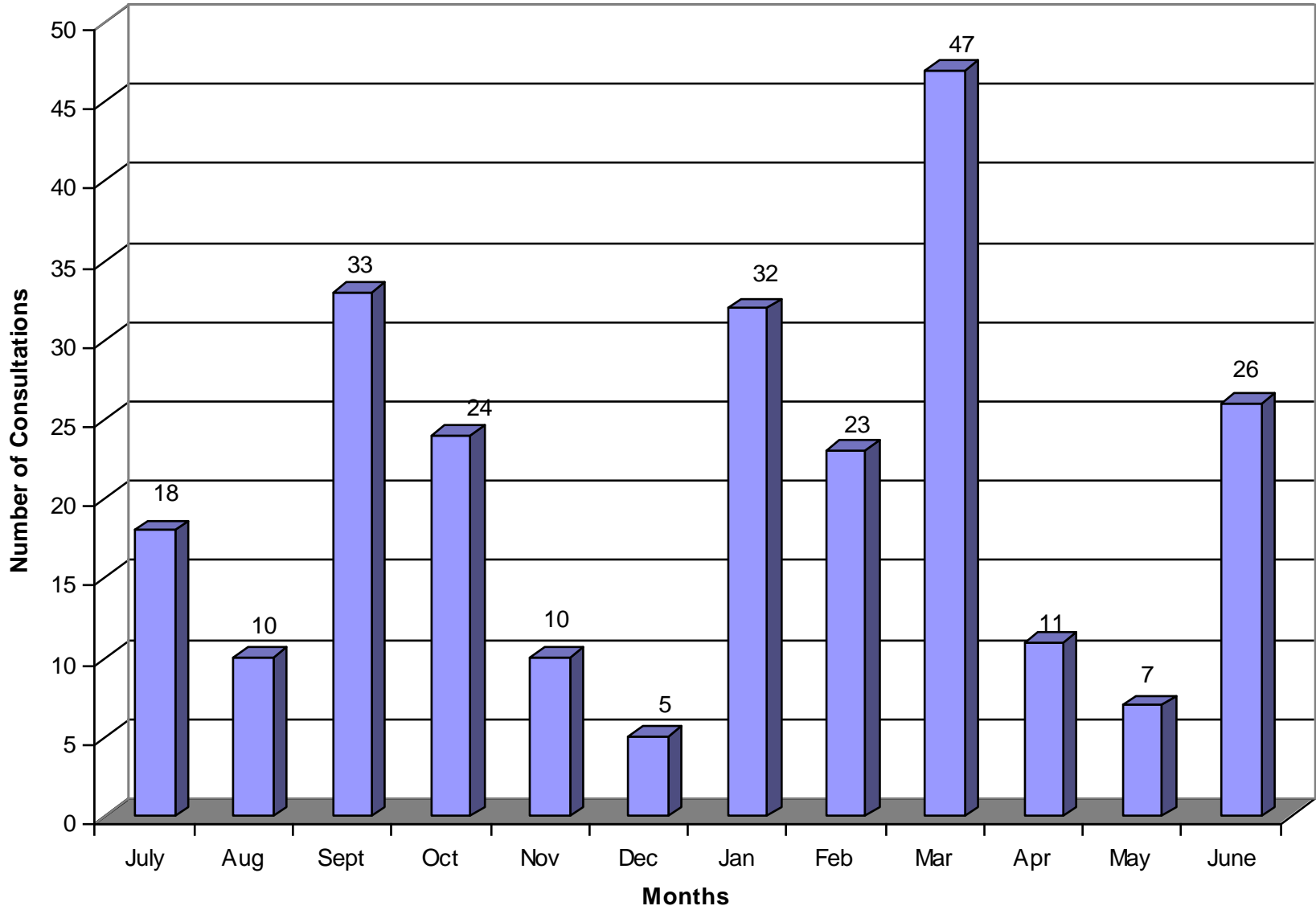


# Average Amount of Time Spent

Anywhere from 15 minutes to an hour. Average = 48 min.

• Year	Ave. Min.	Notes
• 1997-1998	67.5	
• 1998-1999	45	
• 1999-2000	60	
• 2000-2001	45	
• 2001-2002	45	
• 2002-2003	33	
• 2003-2004	45	Eng215-15 min. each
• 2004-2005	35	Eng215-15 min. each
• 2005-2006	57	No Eng215 class

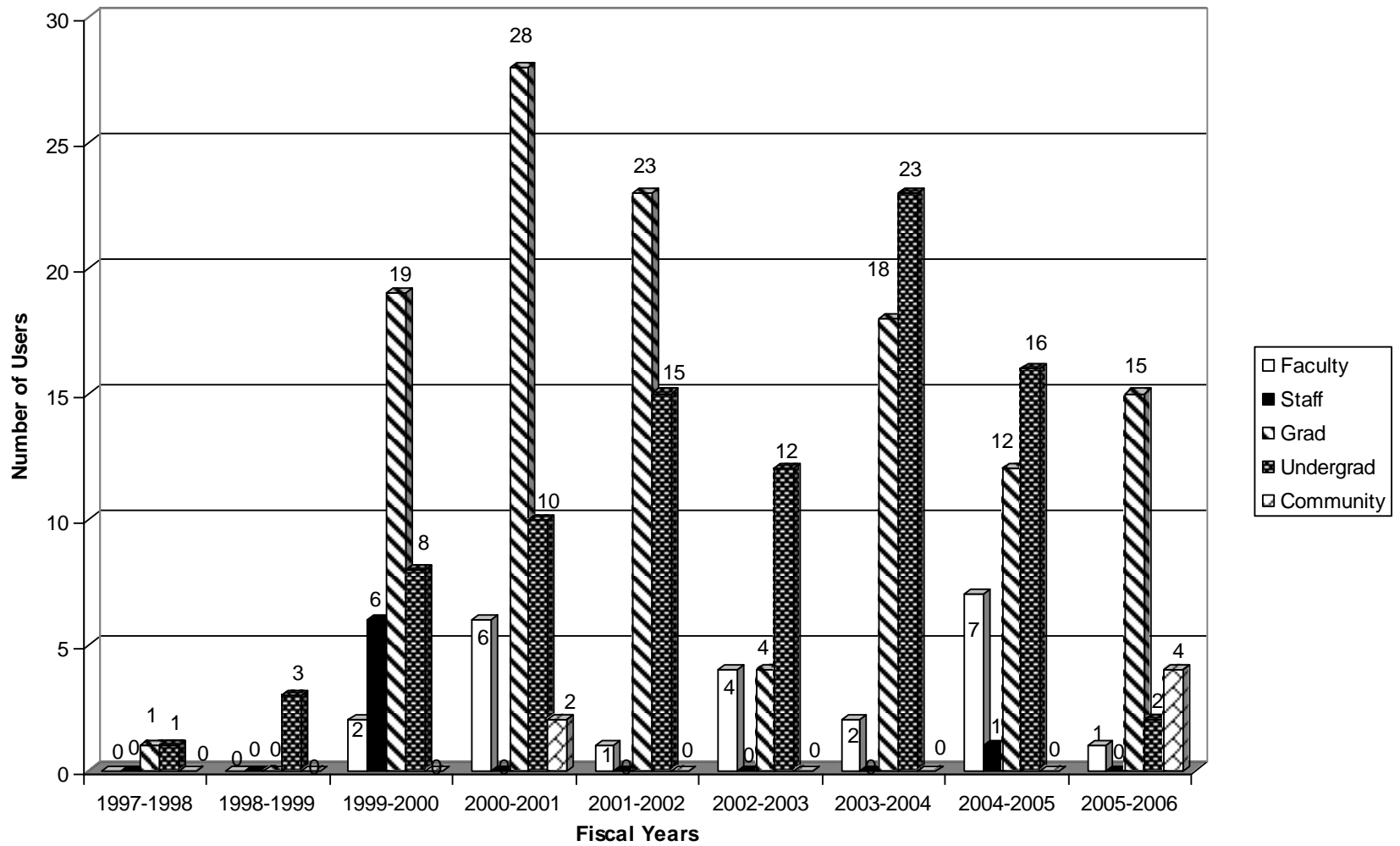
# MONTHS



# Types of Questions

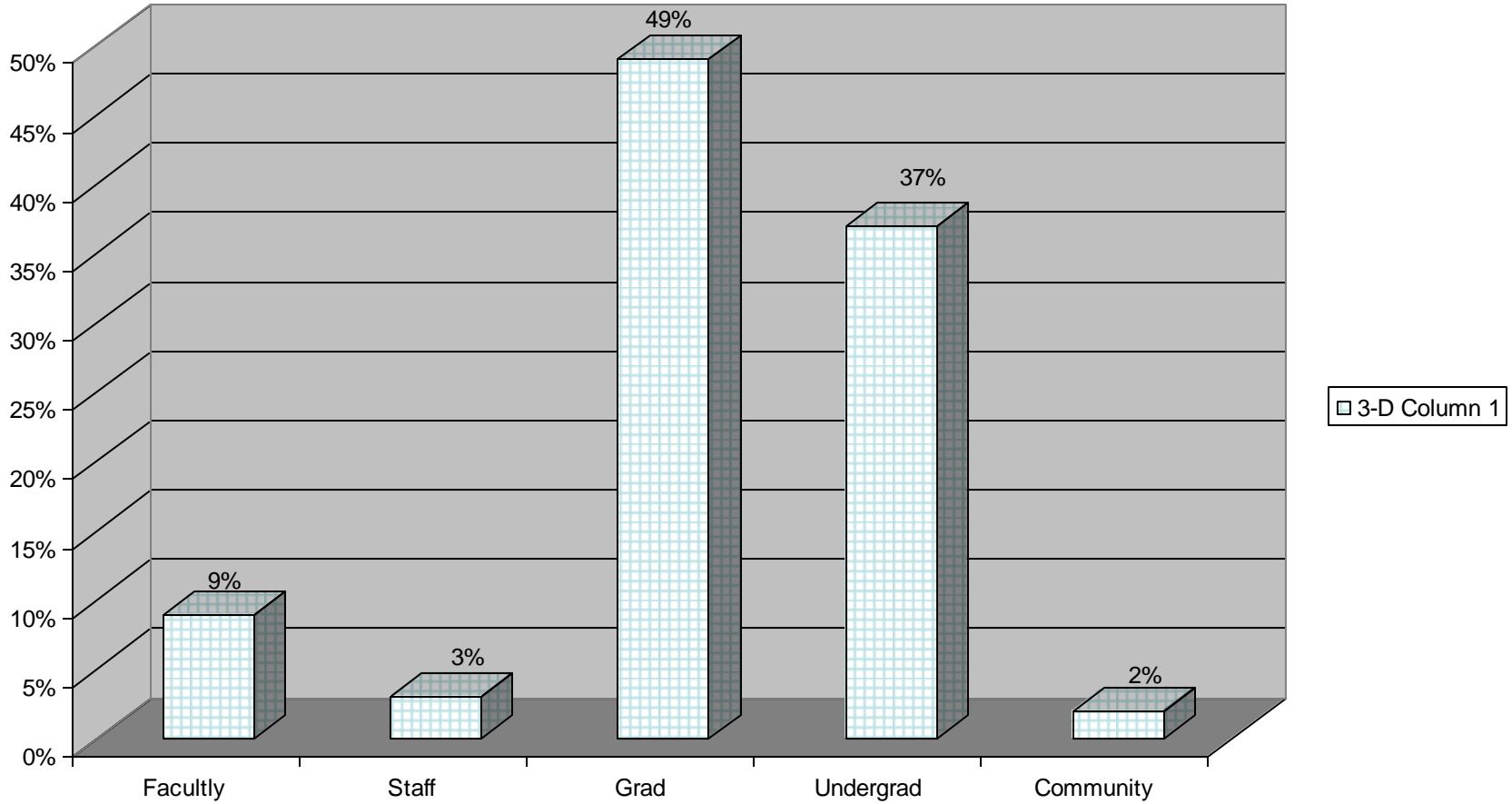
- **Orientation or General Information**
  - What does library have in...
  - How to use databases or a service
  - How to find fulltext
- **Research or Bibliographic (Topic)**
  - When was traumatic brain injury labeled in schools?
  - How do the elderly use technology?

# USERS





# Users by Category



# Graduate Students - 49% (120)

## Orientation: 23

School of Education = 15

College of Arts and Sciences = 5

History – 1

Social Work – 2

Seminary = 3 (Doctoral)

Unspecified major = 2

## Research: 97

School of Education = 44 (Doctoral)

College of Arts and Sciences = 25

Communication – 9

Physical Therapy – 4 (Doctoral)

Social Work – 4

English – 3

History – 2

Biology – 1

Nursing – 1

Nutrition – 1

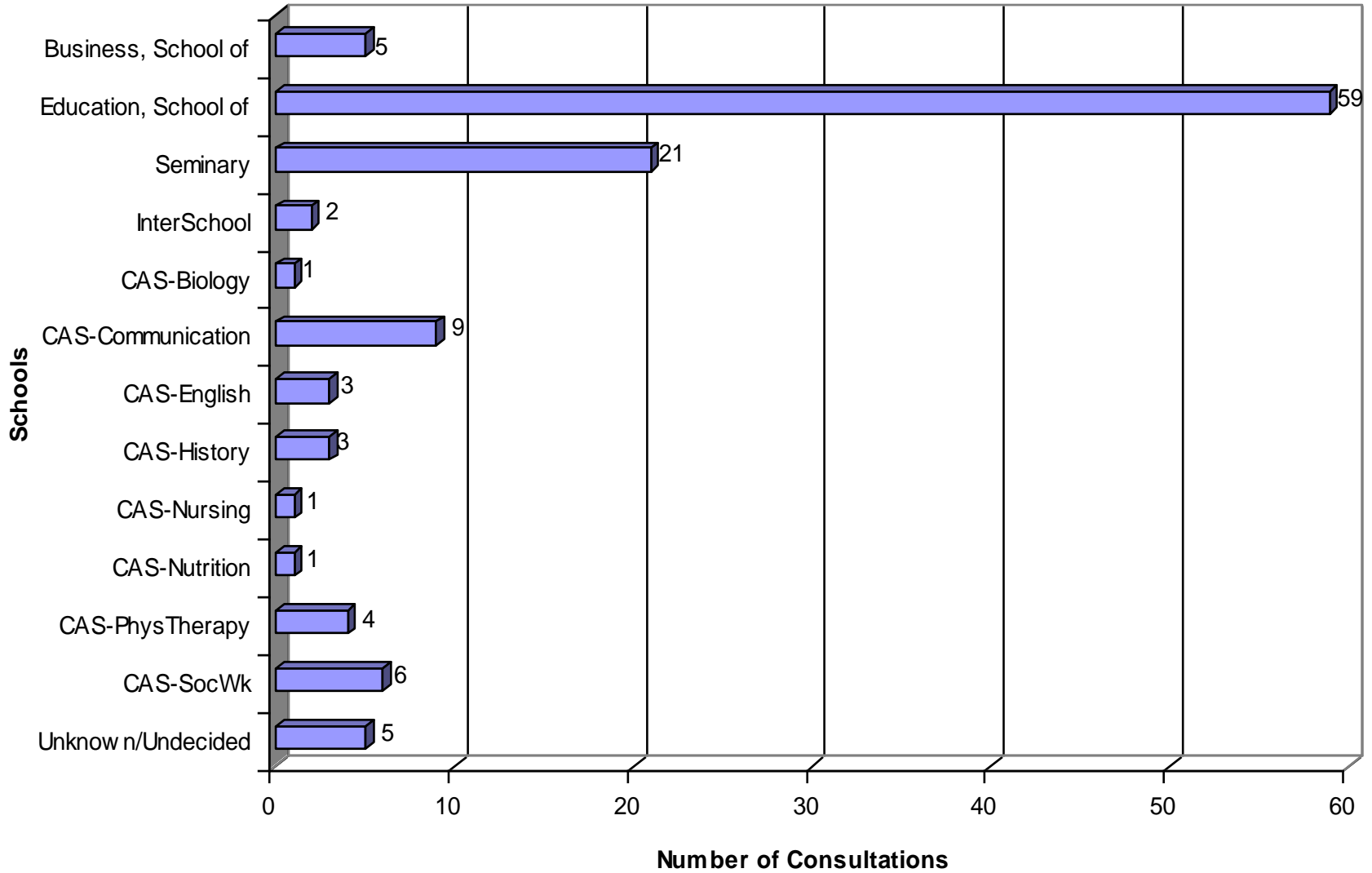
Seminary – 18 (Doctoral)

School of Business – 5

Unspecified – 3

Interschool - 2

# GRADUATE



# Undergraduate Students - 37%(90)

Orientation: 7

College of Technology = 3

College of Arts and Sciences = 3

Chemistry – 1

Nursing – 1

Social Work – 1

Division of Architecture = 1

# Undergraduate (continued)

## Research: 84

College of Arts and Sciences = 75

English – 40

Beh Sc/Psychology – 5

History – 5

Biology – 4

Family Studies – 2

Med Tech/Clin Science – 2

Nutrition - 2

Physical Therapy – 2

Religion – 2

Speech Patho – 2

Chemistry – 1

Communication – 1

French – 1

General Studies – 1

Health Sciences – 1

Interior Design – 1

Nursing – 1

Social Studies – 1

Social Work - 1

College of Technology = 3

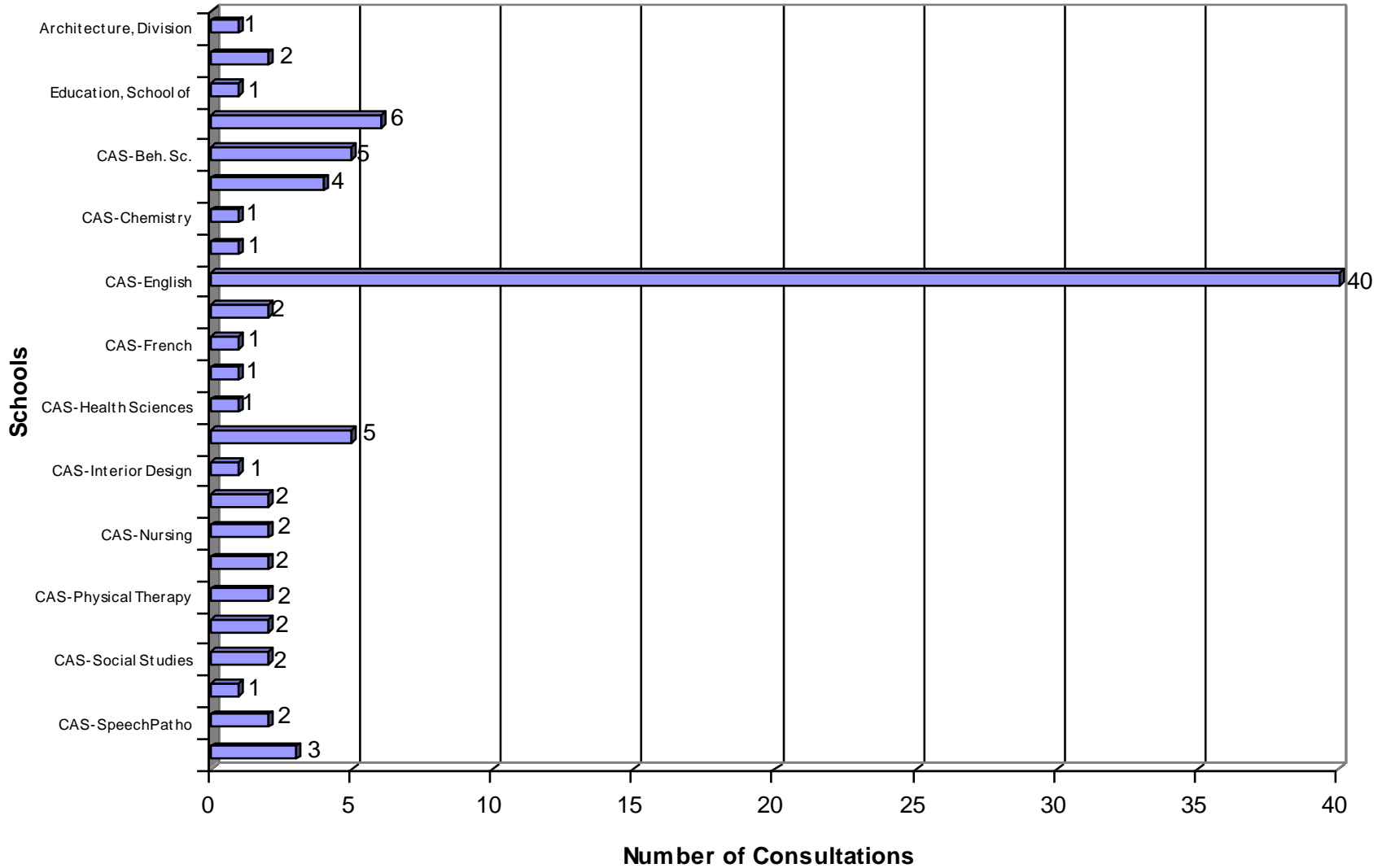
Unspecified = 3

School of Business = 2

School of Education = 1



# UNDERGRADUATE



# Faculty - 9% (23)

## Orientation: 9

College of Arts and Sciences = 7

Physical Therapy – 2

Behavioral Science – 1

Music – 1

Nursing – 1

Nutrition - 1

Social Work - 1

School of Education = 2

## Research: 14

College of Arts and Sciences = 8

Social Work – 4

Agriculture – 1

Art – 1

Nursing – 1

Speech Pathology – 1

School of Education = 3

Academy = 1

President's Office = 1

School of Business = 1

# Staff - 3% (7)

Orientation: 1

Research: 6

Counseling and Testing - 1

Center for College Faith – 6

Sample questions:

What are the career resources  
in the library?

Sample questions:

How to develop faith in college  
students

# Community - 2% (6)

## Orientation: 3

### Sample questions:

What are the library's online resources?

Introduction to advance searching

## Research: 3

### Sample questions:

Adventist presence in other countries

How to reach North Koreans

Religion and depression among SDA African-Americans

# Summary of Consultation Analysis

- JWL Information Services conducted 246 consultation sessions in 1998-2006
- All 3 librarians of the Dept. of Information Services participated
- Average amount of time spent for consultation = 48 min.
- Peak months = March; followed by September and January.  
Lowest – December (Christmas); Followed by May and August (Summer)
- Average no. of consultations = 2 per month
- Users by different groups: Graduate – 49% (120), Undergraduate – 37% (90), Faculty – (9%) 23, Staff – 3% (7), Community – 2% (6)
- Questions by type: Research = 83% (204), Orientation- 17% (42)

# Consultation and Information Literacy

## Questions:

- Is the consultation session an instruction session and thus a platform for teaching information literacy?
- How much of the Information Literacy standards can be covered in consultation sessions?

# Definition of Information Literacy

Association of College and Research Libraries:

“Information literacy is the set of skills needed to **find, retrieve, analyze, and use** information”

International Federation of Library Associations:

“Knowledge and skills necessary to correctly **identify** information needed to perform a specific task or solve a problem, cost-efficiently **search** for information, **organize** and reorganize it, **interpret** and **analyze** it once it is found and **retrieved** (e.g. download), **evaluate** the accuracy and reliability of the information, including **ethically acknowledging** the sources from whence it was obtained, **communicate** and present the results of analyzing and presenting it to others if necessary, and then **utilize** it for achieving actions and results.”

# ACRL Information Literacy Standards

## Outline of standards:

1. Know
2. Access
3. Evaluate
4. Use
5. Ethics

See

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>



# Dept. Head's Consultations –Standard 1

## Total = 55

Standard 1 – Determines nature and extent of information needed

1 Defines & articulates need for information	100%
2 Identifies variety of types & formats of potential sources for information	96%
3 Considers cost & benefits of acquiring info	35%
4 Reevaluates nature & extent of info needed	60%

# Dept. Head's Consultations –Standard 2

## Standard 2 – Accesses needed information effectively & efficiently

- |  |     |
|--|-----|
| 1. Selects most appropriate investigative methods or information retrieval systems for accessing information | 78% |
| 2. Constructs & implements effectively-designed search strategies  | 75% |
| 3. Retrieves information online & in person using variety of methods   | 80% |
| 4. Refines the search strategy if necessary  | 44% |
| 5. Extracts, records, and manages the information and its resources  | 29% |

# Dept. Head's Consultations –Standard 3

Standard 3 – Evaluates information & its resources critically & incorporates selected information into knowledge base & value system

- |   |     |
|---|-----|
| 1. Summarizes the main ideas to be extracted from the information gathered  | 7%  |
| 2. Articulates & applies initial criteria for evaluating both the information & its resources   | 7%  |
| 3. Synthesizes main ideas to construct new concepts   | 0%  |
| 4. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information | 4%  |
| 5. Determines whether the new knowledge has impact on individual's value system & takes steps to reconcile differences                          | 4%  |
| 6. Validates understanding & interpretation of information through discourse with other individuals, subject-area experts, and/or practitioners | 13% |

# Dept. Head's Consultations –Standard 4

Standard 4 – Individually or as a member of a group, uses information effectively to accomplish a specific purpose

1. Applies new & prior information to the planning and creation of a particular product or performance 0%
2. Revises the development process for the product or performance 0%
3. Communicates the product or performance effectively to others 0%

# Dept. Head's Consultations –Standard 5

Standard 5 – Understands many of the economic, legal, & social issues surrounding the use of information & accesses & uses information ethically and legally

1. Understands many of the ethical, legal and socio-economic issues surrounding information and information technology 20%
2. Follows laws, regulations, institutional policies, and etiquette related to the access & use of information resources 30%
3. Acknowledges the use of information resources in communicating the product or the performance 5%

# IFLA Guidelines for Information Literacy – A

A. Access. The user accesses information effectively & efficiently

1. Definition & articulation of the information need

Decides to do something to find the information

Expresses & defines the information need

Initiates the search process

2. Location of information

Identifies & evaluates potential sources of information

Develops search strategy

Accesses the selected information sources

Selects & retrieves the local information

See <http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf>

# IFLA Guidelines for Information Literacy – B

B. Evaluation. The user evaluates information critically & competently

## 1. Assessment of information

Analyzes, examines, and extracts information

Generalizes & interprets information

Selects & synthesizes information

Evaluates accuracy & relevance of the retrieved information

## 2. Organization of information

Arranges & categorizes information

Groups & organizes the retrieved information

Determines which is the best & most useful information

# IFLA Guidelines for Information Literacy – C

C. Use. The user applies/uses information accurately and creatively

## 1. Use of information

Finds new ways to communicate, present and use information

Applies the retrieved information

Learns or internalizes information as personal knowledge

Presents the information product

## 2. Communication & ethical use of information

Understands ethical use of information

Respects the legal use of information

Communicates the learning product with acknowledgement of intellectual property

Uses the relevant acknowledgement style standards



# Big 6 Model - School Librarians

1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation

School librarians, see <http://www.big6.com> for details

# Consultation an Instruction Session

- Orientation and/or Instruction
- Librarians prepare for a consultation just like they do for a class
- The consultation service meets the information needs of our patrons with more flexibility and adaptability
- It supplements classroom instruction and reference encounter.
- It can serve as a substitute for classes that do not come for course-related instruction
- It is a venue for meeting the information literacy standards and for developing information literate citizens

# Recommendations

- Be more intentional about meeting the information literacy standards during a consultation session.
- Consider the consultation an opportunity to collaborate and connect with your patrons.
- Find different ways of promoting the service.
- Make the consultation service a part of the library's information literacy program.

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