

Thinker in the Library: Infusing Critical Thinking into the Undergraduate Information Literacy Curriculum

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MEREDITH COLLEGE | Going Strong

Current Information Literacy (IL) Model

- Information Literacy 1 – ENG 111 (2 - 3 Hours)
- Information Literacy 2 – ENG 200 (2 - 3 Hours)
- Information Literacy 3 (IL Thread Classes) – Upper level, disciplinary courses
- Assessment Method: 3 – 4 Worksheets & Final Test
- IL Focus: Use of proprietary databases, Keyword & Subject Searching, Use of Boolean logic, citation instruction, **and *evaluation of resources***

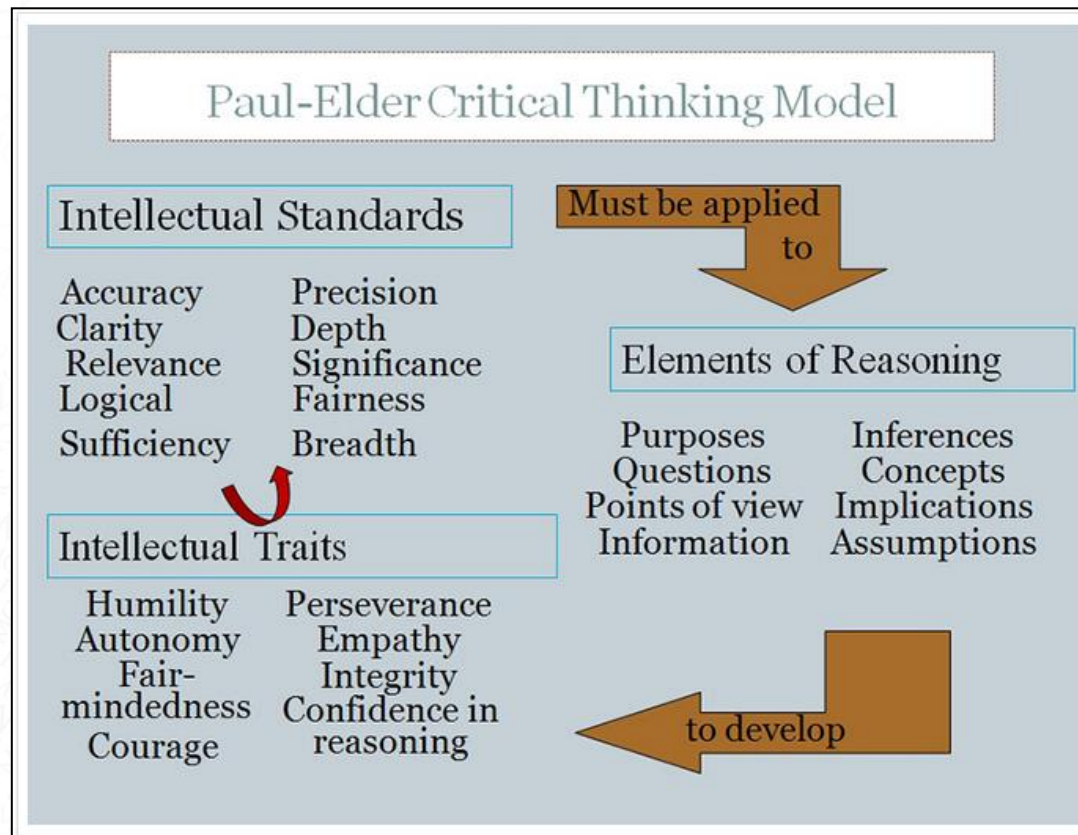
Recognizing the Need to Infuse Critical Thinking Standards into IL Instruction

- Evaluation of sources an after thought
- Students able to find sources and cite sources
 - Easy to remedy with small group/1:1 meetings
- Shaky reasoning for choice of reasoning
- Google Advanced Search = problem further exacerbated
 - abundance of mediocre / bad sources mixed with good ones

If they don't learn this now then when?

Quality Enhancement Program (QEP): “Think Strong”/ Critical Thinking

- QEP adopted the Paul & Elder Model for teaching critical thinking



- Paul, R. and Elder, L. (2010). *The Miniature Guide to Critical Thinking Concepts and Tools*. Dillon Beach: Foundation for Critical Thinking Press.
- Nosich, G. M. (2013). *Learning to think things through: A guide to critical thinking across the curriculum*. Upper Saddle River: Prentice Hall.

Infusion in IL Model

- Start small
- Apply strategy across curriculum
- Visual Aids
- Purposeful use of the language of critical thinking
- Re-phrase questions on worksheets to include elements of critical thinking – from topic definition to citation accuracy
- Added bonus: library part of campus dialogue

Thank you!