Information Literacy for Lifelong Learning:
Teaching Them to Fish Instead of Feeding Them

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Concept: Information Literacy
- A set of abilities allowing individuals to
  - recognize when information is needed and
  - have the ability to locate,
  - evaluate, and effectively use the needed information.


Information Literacy Skills
- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base

Information Literacy Skills (cont.)
- Use information effectively to accomplish a specific purpose
- Evaluate the economic, legal, and social issues surrounding the use of information
- Access and use information ethically and legally
- Value open access for lifelong learning
  (ACRL, 2000)

Open Access
- Free to read
- Free to re-use
- With attribution
  - Self-archiving or green OA
  - OA journals or gold OA
  - Hybrid OA journals

What problems do you have with information literacy?
### The Problem
- Students use Google and Wikipedia.
- Students do not know how to access online library resources.
- Students are not aware of scholarly open access resources.
- Students and faculty overestimate student skill level.
  (Kolowich, 2011)

### Standards to be met
- Association of College and Research Libraries (ACRL)
  - Information Literacy Competency Standards for Higher Education (Jan. 2000)
- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline (January 2012)

### Standards - AACN BSN Essentials
- 1.3 Use skills of inquiry, analysis, and information literacy to address practice issues.
- 3.4 Evaluate the credibility of sources of information.
- 3.5 Participate in the process of retrieval and appraisal of evidence.
- 4.6 Evaluate data from all relevant sources, including technology, to inform the delivery of care. (AACN, 2008)

### What Students Don’t Know
- ACRL survey in online technology class for RN-BSN students
- 10 questions for UG, MS & PhD students

### KUMC efforts to help students
- Traditional Students
  - Nursing 327 Communicating and Managing Health Care Information course.
  - N3 course, 3 credit hour course
  - 4 class periods with a Scholarly Paper.
  - Hybrid online modules are also used to supplement in class activities.

### KUMC efforts to help students
- RN-to-BSN students
  - Using Technology Module 1, 2 & 3
  - EBP course – Module 3, Finding the Evidence
  - Directory of Open Access Journals (DOAJ.org)
**KUMC efforts to help students**

- Graduate Students
- Research and Theory courses
  - Plagiarism, ethical use of information, literature review, search strategies, how to break down PICO into research map, evaluating resources
  - Staying current
  - Individualized research consultations

**New Literacies Alliance**

- Librarians from Kansas Regents institutions and their organizations
- Information literacy competencies in the form of a MOOC
- Looking at new information literacies to help students be successful

**Next Steps**

- Value of Libraries (ACRL, 2012)
- Possible research project

**Questions?**
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Leasure AR; Delise D; Clifton SC; Pascucci MA. (2009). Health information literacy: hardwiring behavior through multilevels of instruction and application. Dimensions of Critical Care Nursing. Nov-Dec; 28 (6): 276-82.


