

What is  
information?

What is information  
literacy?

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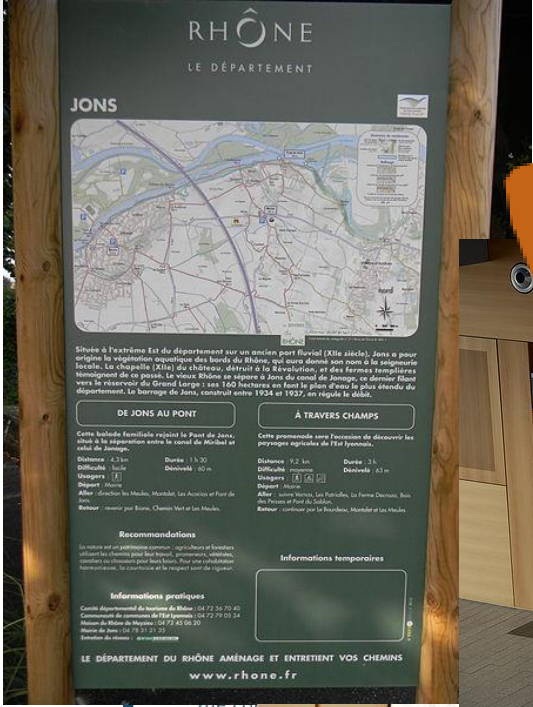
# By the end of the class, you will be able to ....

- Identify an information need.
- Summarize the key concepts and terms that describe information literacy.
- Recognize the value and differences of information resources in a variety of formats.

Information Literacy is defined as, the ability to know when information is needed, and to find, evaluate and use the appropriate information ethically.

# What is information?

- Data
- Facts
- Knowledge
- Direct or Indirect Observation
- **ANSWERS!!!!!!**



# Information Anxiety

- Feeling overwhelmed by an abundance of information
- Normal feeling
- Getting over information anxiety

Let's go on  
Spring Break!!

# Let's Go On **Spring Break!!**

<i><b>What you want/need to know</b></i>	<i><b>Where/Who to get the information from</b></i>



# Let's Go On Spring Break!!

<i><b>What you want/need to know</b></i>	<i><b>Where/Who to get the information from</b></i>
Where should I go for dinner?	
Will the tanning bed protect me from burning?	
Do I need a passport?	
Do I need vaccines before I travel?	

# Let's Go On Spring Break!!

<b><i>What you want/need to know</i></b>	<b><i>Where/Who to get the information from</i></b>
Where should I go for dinner?	TripAdvisor
Will the tanning bed protect me from burning?	Dennis, L. K., & Lowe, J. B. (2013). Does artificial UV use prior to spring break protect students from sunburns during spring break?. <i>Photodermatology, Photoimmunology &amp; Photomedicine</i> , 29(3), 140-148. doi:10.1111/phpp.12040
Do I need a passport?	U.S. Passports & International Travel
Do I need vaccines before I travel?	The Harris-McDew Student Health Center

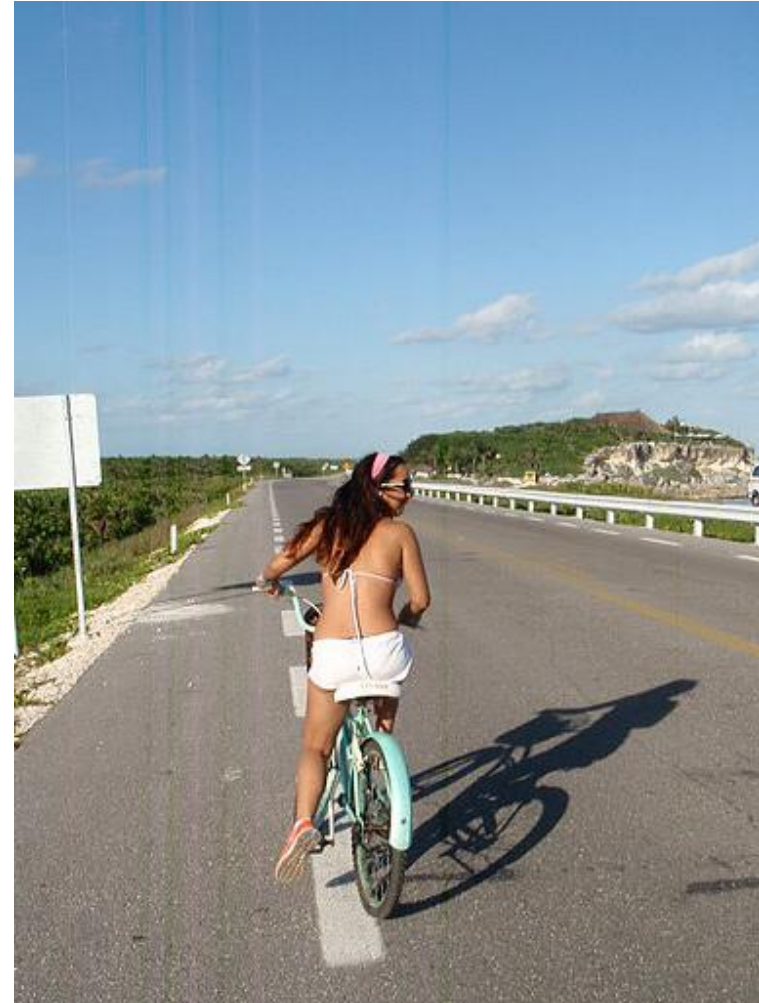
# What is an **information need**?

The **information need** is a desire to find and effectively use information to answer a question or problem.

**\*TIP\*** Making the topic specific and framing your needs as a question can help you identify the appropriate **information need**.

# What do you want to know?

- Where should I go for dinner?
- Will the tanning bed protect me from burning?
- Do I need a passport?
- Do I need vaccines before I travel?



# What do you want to know?

- Is there a correlation between smoking and obesity?
- Why did the U.S. drop the atomic bomb?
- How are minorities portrayed in the media?



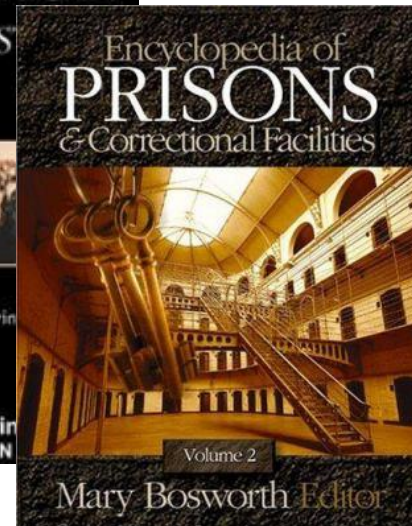
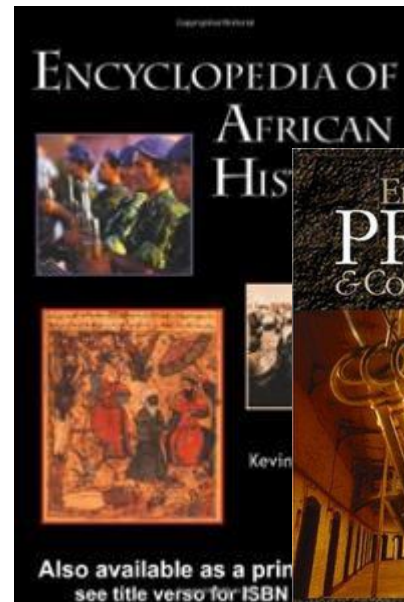
# Where does information come from?



# Where does information come from?



National Institutes of Health



Also available as a print  
see title verso for ISBN

# What information is appropriate?

Everything is information, but not all information is equally appropriate.

Sorting through sources, evaluating sources, and selecting the information that best answers the information need are the key to **information literacy**.



# How is information evaluated?

The evaluation process will tell you whether the information is appropriate to answer the information need.

“Consider the source”

# How is information evaluated?

The **CRAAP Test** is a list of questions to determine if the information you have is reliable. It is not static or complete. Different criteria will be more or less important depending on your situation or need.

**Currency**  
**Relevance**  
**Authority**  
**Accuracy**  
**Purpose**

# CRAAP: Currency

- When was the info published or posted?
- Has it been revised or updated?
- Is the info current or out-of-date?
- Are the links functional?

# CRAAP: Relevance

- Does the info relate to your topic or answer your research question?
- Who is the intended audience?
- Is the info at the appropriate level?
- Have you looked at a variety of sources?

# CRAAP: Author

- Who is the author/publisher/sponsor?
- Are the author's credentials or organizational affiliations given?
- Is there contact info for the author/organization?
- What is the domain of the site?

# CRAAP: Accuracy

- Where does the info come from?
- Is the info supported by evidence?
- Has the info been reviewed or refereed?
- Can you verify the info in another source?
- Does the language seem biased and free from emotion?

# CRAAP: Purpose

- Where does the info come from?
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# Other Workshops

Session Title	Dates Offered	Content
<b>Information Literacy: What is it and why does SSU want me to have it?</b>	Wednesday, August 27 <sup>th</sup> 10-11 a.m. & Thursday, August 28 2-3 p.m.	Learn how to navigate through “information overload” to become an empowered decision-maker for life-long learning and success
<b>Intellectual Property in the Digital Age</b>	Wednesday, September 3 <sup>rd</sup> 10-11 a.m. & Thursday, September 4 <sup>th</sup> 2-3 p.m.	What is intellectual property and how has our technology-infused world impacted our understanding of it?
<b>Copyright and Fair Use</b>	Wednesday, September 10 <sup>th</sup> 10-11 a.m. & Thursday, September 11 <sup>th</sup> 2-3 p.m.	How can I legally incorporate images, video, music, and other multi-media components into my projects and presentations?
<b>What are Credible Sources?</b>	Wednesday, September 17 <sup>th</sup> 10-11 a.m. & Thursday, September 18 <sup>th</sup> 2-3 p.m.	Learn how to evaluate online sources, the difference between types of sources (popular vs. scholarly, primary vs. secondary), and why faculty members don't want Wikipedia in your citations.
<b>Academic Research 101</b>	Wednesday, October 1 <sup>st</sup> 10-11 a.m. & Thursday, October 2 <sup>nd</sup> 2-3 p.m.	How to conduct creative research for scholarly work (print/online) by using effective keyword searches, concept maps, and browsing techniques. An overview of GALILEO Discover will also be
<b>Plagiarism: What's the Big Deal?</b>	Wednesday, October 15 <sup>th</sup> 10-11 a.m. & Thursday, October 16 <sup>th</sup> 2-3 p.m.	A discussion of what is at stake when one plagiarizes, ethically and consequentially, and why we should care about it as an honorable university community.
<b>Plagiarism: How to Avoid it</b>	Wednesday, October 29 <sup>th</sup> 10-11 a.m. & Thursday, October 30 <sup>th</sup> 2-3 p.m.	Get in the know! Learn about the different kinds of plagiarism and proper ways to document others' ideas and words so that you avoid making a mistake that will harm your assignment grade.
<b>What Counts as Common Knowledge?</b>	Wednesday, November 5 <sup>th</sup> 10-11 a.m. & Thursday, November 6 <sup>th</sup> 2-3 p.m.	Learn how to determine if knowledge is common by considering audience and context. Also understand when common knowledge still needs to be properly cited.
<b>Factual Integrity</b>	Wednesday, November 19 <sup>th</sup> 10-11 a.m. & Thursday, November 20 <sup>th</sup> 2-3 p.m.	A discussion of why taking things out of context and manipulating their presentation (words, statistics, etc.) is damaging to one's argument and credibility.
<b>Rhetorical Recycling: When Can You Use Your Ideas and Writing for More than One Class?</b>	Wednesday, December 3 <sup>rd</sup> 10-11 a.m. & Thursday, December 4 <sup>th</sup> 2-3 p.m.	Did you know you can be guilty of plagiarizing yourself? Learn how to seek instructor permission for developing work from previous courses.

# What do 'ya know?

# Have Questions? Need Answers?

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# Resources

- ACRL Task Force. "Information Literacy Competency Standards for Higher Education." *Association of College and Research Libraries*. American Library Association, 18 Jan. 2000. Web. 26 Aug. 2014.
- Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2010). *Teaching Information Literacy : 50 Standards-based Exercises for College Students*. Chicago: American Library Association.