Module 1: What is Information Literacy?

Objectives:

● Information Literacy Standard:
  ○ The information literate learner understands that information literacy involves the ability to locate, evaluate, and effectively use information.

● Learning Outcomes:
  ○ Define information literacy.
  ○ Understand the importance of information literacy skills.

Learn:


Apply & Reflect:

1. Reflect on what you learned in the video. Jot down any notes or important "take aways" that you want to remember.

2. Knowing that this course is about information literacy skills that should help you find, analyze, and use information and that these skills are commonly associated with research, think about a topic that either you are interested in learning more about or that you would like to learn about with your child. You will refer back to this topic throughout the course.

● Optional: View a list of grade level and content area school topics http://bit.ly/InfoLitTopicIdeas
Module 2: It’s All About the Question

Objectives:
● Information Literacy Standard:
  ○ The information literate learner determines the nature and extent of the information needed.
● Learning Outcomes:
  ○ Create an effective research question.
  ○ Identify keywords to create a powerful search.

Learn:
● View the information presented on the digital poster "Creating a Research Question". (Link below) Keep in mind the two essential parts to this crucial step in the research process: creating a question and using keywords.


Apply & Reflect:
● Think about why creating a powerful research question and using appropriate keywords is important.
  1. Craft a research question based on the topic you chose in the previous module.
  2. List important keywords. Consider synonyms of or variations on your keywords to create a more powerful search.
  3. Use the linked Keyword Tree Map example to help create your list.
Module 3: What Do I Use?

Objectives:

- **Information Literacy Standard:**
  - The information literate learner accesses needed information effectively and efficiently.

- **Learning Outcomes:**
  - Determines appropriate use for various research sources.
  - Use the CAARP (Currency, Relevance, Authority, Accuracy, Purpose) test to evaluate a source.

Learn - Part 1:

- **Search Engines and Databases** - Explore the *Deep Web* infographic linked below. Notice that what is easily accessible through common search engines like Google and Bing does not allow users to get to "deeper" information only available in databases and journals. Databases and journals are not indexed by search engines; many are only available with a paid subscription. Consider how we can open up more safe online information for our learners.

- **CAARP Test** - We all know we want to find the best information we can, but how do we know what we're finding is reliable? You can use the CAARP test! Learn about the five criteria you can evaluate (Currency, Authority, Accuracy, Relevance, and Purpose) to help determine whether you have found quality information by watching this video below.

Learn - Part 2:

- If you don't want to take the time to CAARP test each of your resources as you are researching, just remember that databases have already done that for you! You can rely on them to guide you toward information you can trust. But, this does not mean we do not have use for search engines! Learners need to be able to effectively use both, but they must learn when and how to use them. Watch the linked video that shows an example of when you might
Want to use a search engine and when you might want to use a database while doing research on a personal interest topic.


**Apply - Part 1:**

- Let’s give the CAARP test a try. Visit the two linked websites about the Dominican Republic and determine which would be more authoritative, trustworthy, and reliable.
  - Dominican Republic - Website #1 http://bit.ly/InfoLitDominican1
  - Dominican Republic - Website #2 http://bit.ly/InfoLitDominican2
- One website is much more authoritative than the other. What clues are on each site that tell you whether it is reliable?

**Apply - Part 2:**

- If you were researching the World Cup, which of the following resources would be most appropriate for academic research and which would be more helpful for keeping up with current players and teams?
  - World Cup - Website #1- http://bit.ly/InfoLitWorldCup1
  - World Cup - Website #2 http://bit.ly/InfoLitWorldCup2
- Notice that both World Cup websites are good but for different reasons. Your purpose and question will guide your research and the sources you choose along the way.

**Reflect:**

Think about your research topic and question from Modules 1 and 2. What information would you search for using a search engine? What information would you look for using a database?
Module 4: The Power of Google

Objectives:

- **Information Literacy Standard:**
  - The information literate learner accesses needed information effectively and efficiently.

- **Learning Outcomes:**
  - Use advanced search features within Google

Learn:

- View the video of Alan November in which he explains some powerful advanced search strategies in Google and the importance of designing lessons with Google in mind.
- After viewing the video, choose one of the three other resources to explore for Google search tips.

Apply & Reflect:

1. Using your research question and keywords from Module 2, complete a basic Google search the way you would have prior to this learning module.
2. Then, using your research question and keywords from Module 2, search using some of the tips you learned in this module.

- Compare and contrast your basic Google search results to your advanced Google search results. Reflect on these questions in the table provided: What did you notice when you used advanced search strategies?
Module 5: The Power of Databases

Objectives:
- Information Literacy Standard:
  - The information literate learner accesses needed information effectively and efficiently.
- Learning Outcomes:
  - Use advanced search features within library databases.

Learn:
- Searching Databases - Databases vary in the type of resources they contain, the intended user age, and content area. Some are more general, and some are more specific. Each database is a little different in how they look and function. Each database will have a "help" or "resources" link where tips, instructions, and tutorials can be found. You can refer to these if you get stuck or are not getting the results you expect. Your librarian is happy to help as well.

Apply:
- How to Access Databases in CISD:
  - Your campus librarian is happy to help you and your students with accessing databases.
- Try it out!
  1. Choose two of the databases to learn about from this list of commonly used databases
  2. Once you choose the databases you’d like to learn about, watch the tutorial video or read the tip sheet for each database. (Tutorial videos are linked in the list of commonly used databases.)
Module 6: Copyright & Citations

Objectives:

● Information Literacy Standard:
  ○ The information literate learner understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

● Learning Outcomes:
  ○ Determine whether a resource is copyright-friendly.
  ○ Locate copyright-friendly resources such as images.
  ○ Cite a source appropriately.

Learn Part 1:
Copyright, Creative Commons, and Fair Use
● Copyright, creative commons, and fair use are huge subjects. The purpose of this module is to give you one experience to help you in your research.
● It is equally as important to cite our digital resources, such as images and videos, as it is to cite books and databases. As students create more digital resources, we are noticing a big gap in copyright. Therefore, for this experience, we are going to focus on digital resources (images, videos, etc.).
● Explore the digital poster to learn more about Copyright, Creative Commons, and Fair Use. Make sure to watch the video that is embedded in the digital poster "What is Creative Commons?"

Learn - Part 2:
● Watch the "How to Use EasyBib" screencast to learn about citing the source of your images

Apply:
1. Find a copyright-friendly image for your research topic. Use one of the copyright-friendly image sources listed below, or refer back to the digital poster for more resources.
   - [Wikimedia Commons](https://commons.wikimedia.org)
   - [Flickr: Creative Commons](https://www.flickr.com/copyright)
   - [Pics4Learning](https://www.pics4learning.com)

2. Use Easybib.com to properly cite your image.