



Information Fluency

Spring 2014

2014 Information Fluency Conference

The 2014 Information Fluency Conference will be held on February 26 & 27 at the University of Central Florida. The conference, coordinated by the Office of Information Fluency, will feature Dr. James Paul Gee as the keynote speaker.



Dr. Gee is the Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University and is a member of the National Academy of Education. He has published widely in journals in linguistics, psychology, social sciences, and education. Professor Gee authored *What Video Games Have to Teach Us About Learning and Literacy* (2nd ed. 2007) and *Language and Learning in the Digital World* (2011 with Elisabeth Hayes). His article, "Literacy, Discourse, and Linguistics: Introduction" (*Journal of Education* 1989) is currently used in UCF's Writing and Rhetoric curriculum.

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This year's theme is "The Age of New Media: Literacy in the 21st Century." In addition to Dr. Gee's keynote speech, the conference will feature over 25 concurrent sessions divided into five tracks:

- Visual Representation: Understanding & Questioning the Image
- New Media Convergence: Where Theory Meets Practice
- Thinking Critically and Creatively: Communication & Technology
- The Global Classroom: Challenges of New Media Literacies
- Digital Leadership: The 21st Century Library

During the conference our conversation will seek to answer some of the questions surrounding new media in the 21st century including: What is new media? Why is the concept of new media worthy of an academic discussion? What are the effects of new media on literacy, particularly within higher education? And, in what ways can we focus on interdisciplinary approaches to information fluency?

The 2014 Information Fluency Conference is free to UCF faculty, staff, and students but you do need to register at www.ce.ucf.edu/if.



Case Study of UCF's Quality Enhancement Plan

Susan B. Slavicz, Professor of English at Florida State College at Jacksonville, spent two weeks in May 2013 at the University of Central Florida. In addition to being a full time professor at FSC-Jacksonville, she is also a Ph.D. student at the University of North Florida and she has spent numerous hours interviewing key personnel in the development, implementation, assessment, and final presentation to SACSCOC of the UCF Quality Enhancement Plan. She attended the 2013 Summer Faculty Development Conference and interviewed academic and library faculty while she was on campus. The result of her visits and interviews will be a major part of her dissertation.

Abstract

An examination of the research regarding the problems associated with student academic writing indicated that two abilities, writing abilities and information literacy skills, intersect, and that an accepted term for this intersection is information literacy. The University of Central Florida's Information Fluency Initiative recognized information literacy as a key component in developing students' information fluency skills. In a qualitative case study of the initiative, participants identified as successful the creation of online information literacy modules by librarians and faculty, individual faculty projects, and publication of a peer-reviewed information fluency journal. Results from the study suggest that administrative support for the initiative and the leadership's empowerment of faculty and librarians were important factors in the plan's success.

Many of those who were interviewed have had the opportunity to read the transcript of the interviews and a draft of chapter 4 in her dissertation. We look forward to the final version being completed and disseminating it to various constituencies on campus. Having talked with people involved in every aspect of the plan, Ms. Slavicz offers an insightful look at the UCF Quality Enhancement Plan/Information Fluency Initiative.

Office of Information Fluency

Martha Marinara, Ph.D.
Director

Hank Lewis, MBA
Coordinator

Marci Mazzarotto, MA
Graduate Research Assistant

Information Fluency Award Reports

Information Fluency Awards, formerly called Enhancement Grants, have been awarded to faculty, staff and students for the past seven years. The purpose of the awards are to facilitate the direct learning of information fluency skills in both curricular and co-curricular areas and typically include direct instruction methods and support systems.

At the end of the project each primary investigator is required to turn in a report explaining the objective of the project, procedures and methods for accomplishing the project, results and student learning outcomes (or faculty learning outcomes), explanation of assessment, and an impact statement. Following are selections from the most recent reports received in the IF office.

Faculty Development to Advance Medical Informatics Curriculum

Project Coordinators: Andrea Berry, Director, Faculty Development, and Michael Garner, Medical Informatics Librarian, UCF College of Medicine.

Objective: The program sought to enhance faculty understanding of medical informatics and provide opportunities to integrate relevant content into the 4-year curriculum.

Procedure: The objective was accomplished through a keynote speaker, follow-up implementation meetings, and through electronic communications to the faculty. Additionally, iTunes gift cards were distributed to encourage faculty to explore the options presented that were relevant to their specialties.

Outcomes: Approximately 50% of the M.D. program faculty participated longitudinally in the faculty development component of the program. Quantitatively, the college saw a growth in the number of resources accessed through the Harriet Ginsberg Health Science Library including a 56% increase in use of online databases (e-books and journals) from fall 2011 to fall 2012. There was also a 52% increase in use of interactive e-books from fall 2012 to fall 2013. Qualitatively, the M.D. program faculty implemented several new programs aimed at incorporating informatics and aspects of information fluency into various courses in the curriculum.

Learning Outcomes and ACRL Standards: The College of Medicine identified a number of student learning objectives for the core medical informatics curriculum. Library faculty members have been able to host multiple orientation sessions regarding resources for students in each stage of the curriculum.

Training STEM Graduate Research Mentors: An Essential Component to a Successful Undergraduate Research Experience

Project Coordinators: Kimberly Schneider, Director, Office of Undergraduate Research, and Amy Bickel, former Office Coordinator, Office of Undergraduate Research

Objective: Provide training sessions to graduate mentors who work with first-year STEM students who are participating in research apprenticeships. Training sessions focused on how to build critical thinking skills while the students are learning about research in their disciplines. The graduate mentors specifically worked with the Learning Environment and Academic Research Network (LEARN) program (www.our.ucf.edu/LEARN).

Procedure: Graduate mentors were recruited and invited to participate in the program. Mentors were trained and matched with LEARN participants before beginning the apprenticeship period. Training included three additional hours of workshops in guiding student researchers in critical thinking skills and information fluency.

LEARN participants took the *Critical Thinking Assessment Test* administered and scored through Tennessee Technical University which is a validated test used by 70 institutions. The pretest was given in September 2012 and the posttest in April 2013. With this measure, gains in students' critical thinking skills were monitored. Additional measures included a pre/posttest for graduate mentors on learning outcomes including the benefits of mentoring, how to teach critical thinking, and concepts of information fluency. An end of year survey was also utilized as well as focus groups of the LEARN student participants.

Outcomes: In year two, after the implementation of mentor training, the student participants showed significant gains on the *Critical Thinking Assessment Test*. The LEARN graduate mentors also showed significant gains on the pre/posttest that evaluated their training. Finally, the changes in the focus group comments from year 1 (before the training) and year 2, showed positive change in the students' experiences as more students expressed that their mentors shared the research problem with them and fewer commented on the variability in their experiences.

Learning Outcomes and ACRL Standards: This project addressed all five of the ACRL Information Literacy Competency Standards for Higher Education. For example, standard one says, "The information literate student determines the nature and extent of the information needed." This standard was met through a proposal assignment that was developed for the second semester of the Introduction to

Research course. The extended training of the graduate mentors in the second and third years allowed Office of Undergraduate Research to spend time explaining the research proposal process to the students and to help them brainstorm ways to assist the LEARN students in the development of a research topic, finding literature, and other information literacy competencies.

Through the project, 37 graduate students were exposed to the concepts of information fluency. These students then processed the information and were able to influence 56 undergraduate LEARN participants. Also, based on the project Dr. Schneider and Ms. Bickel were able to make two presentations and had one publication.

Using MATLAB to Generate Video Illustrations for Engineering Courses

Project Coordinators: Lei Wei, Associate Professor, Electrical Engineering, Engineering and Computer Science and Baiyun Chen, Instructional Designer, Center for Distributed Learning

Objective: Redesign EEL3552C (Analog and Digital Communications Fundamentals) to be a student-centered and objective-driven course.

Procedure: In the course redesign Dr. Wei integrated several modes of communication, such as illustrated texts and short videos, in the course content to assist in meeting the various learning needs of students and to reinforce difficult concepts and problem solving processes. Additionally, a series of short illustrations using MATLAB have been produced to explain complicated signal waveform concepts assisting students in reading, understanding, and manipulating signal waveforms.

This project is currently in the implementation stage and at the end of fall semester 2013 feedback was collected regarding the usefulness of the videos and student satisfaction via an anonymous course survey. Additionally, quizzes were given via Canvas to ensure student learning outcomes were being met and to provide further data. The feedback is being analyzed and will be used to provide further insights for changes to the current videos, utilization of the videos, and the creation of new videos.

Outcomes: Analysis of data will occur during early spring 2014. Five videos have been completed and feedback from the survey will assist the developers in

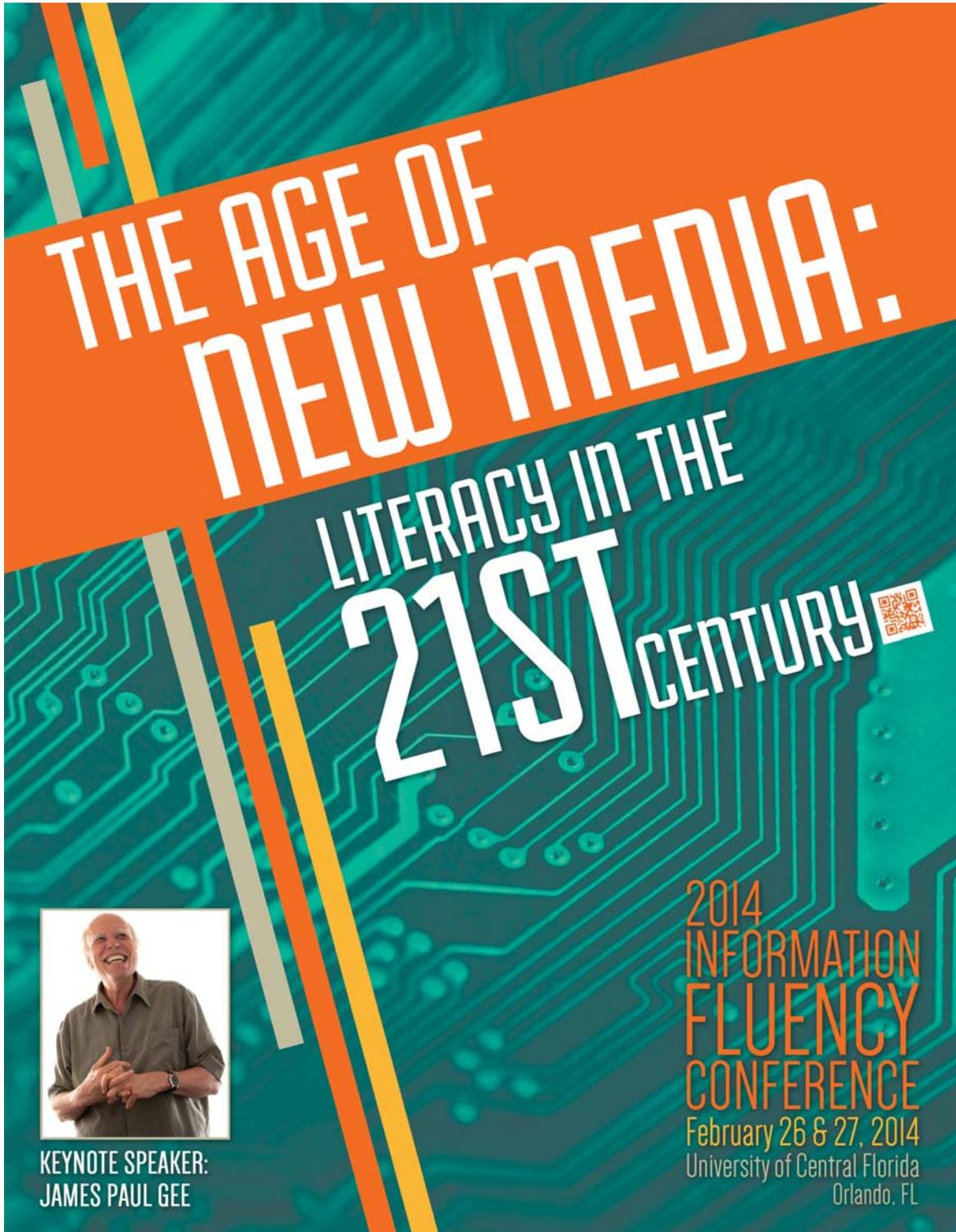
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working on the next two sets of videos: concept of signal time domain operations and eye-diagram.

Examples of the videos may be viewed at: <https://engage.ucf.edu/v/p/ifr/pNNLbzv> and <https://engage.ucf.edu/v/p/ifr/SFKHyHg>.

This data along with additional information on the project will be presented in a concurrent session at the 2014 Information Fluency Conference held at UCF.



The poster features a teal background with a circuit board pattern. A large orange diagonal banner contains the title "THE AGE OF NEW MEDIA: LITERACY IN THE 21ST CENTURY" in white, bold, sans-serif font. A QR code is located to the right of "21ST CENTURY". In the bottom left, a photo of James Paul Gee is shown above the text "KEYNOTE SPEAKER: JAMES PAUL GEE". In the bottom right, the event details "2014 INFORMATION FLUENCY CONFERENCE February 26 & 27, 2014 University of Central Florida Orlando, FL" are listed in orange and white text.

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