

## INFORMATION LITERACY COURSES: A HANDBOOK

### INTRODUCTION

Information literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the information. With the development of technology and the vast information resources available, the International Islamic University Malaysia Library feels the increasing need to educate the library customers in locating, evaluating and the using the library's resources effectively.

As such, the Information Literacy Courses are offered to the library customers as an attempt to enable them to master searching techniques, disseminate information on library collections, facilities and services and thus making the library customers more self-directed and assume greater control over their own research and learning.

The modules are created based on the standards as set in the "Information Literacy Competency Standards for Higher Education" by the American Library Association.

The courses are designed fulfill the requirement of the following groups:

- New Students
- Undergraduates
- Postgraduates
- Academic staff

Objectives of the courses:-

- To introduce the services, collection and facilities to the Library customers.
- To enable the customers to identify and access various information resources, printed and electronic, for their information search.
- To enable the customers to understand how to use strategic searching skills in information searching.
- To develop lifelong culture of learning among the library customers.

## Types of Information Literacy Courses:-

### MODULE 1: BASIC LIBRARY SKILL

This module is specifically designed for:-

- ✓ New students
- ✓ Undergraduates

It provides information on the organization of collection, the various types of services and facilities offered in the Library. This module will also teach the students on how to search for library resources through the Library Online Public Access Catalogue (OPAC) through a hands-on session. In this module too, the full potential of OPAC such as online reservation, online renewal, etc. are taught to the students. If needed, this module can be followed by a guided library tour at the end of the session.

#### Expected Learning Outcomes:

1. Participants are more aware of the different types of resources available in the library.
2. Participants explore OPAC to increase familiarity with database.
3. Participants investigate the scope, content and organization of information in OPAC.
4. Participants recognize the searching techniques to be used in locating information resources within the library or to identify specific sites for physical exploration/browsing.
5. Participants are more familiar with the full usage of OPAC.
6. Participants are more knowledgeable on the locations of resources in the library.
7. Participants are more knowledgeable on the different status of holding of the resources.
8. Participants determines the availability of needed in information and makes decisions on broadening the information seeking process beyond local resources (e.g. interlibrary loan: using resources at the other locations)

Duration: 1 - 1.5 hrs.

## MODULE 2: LIBRARY BRIEFING

This module is designed to provide brief information on the Library, its development, collection and the numerous services, and facilities offered to all its customers. It will also highlight on the various policies, rules and manners in using the Library. The module will also include briefing on the services offered through the library homepage. As such, the module is divided into two(2) sessions and normally conducted by two librarians.

This module is normally presented to:

- ✓ New undergraduates
- ✓ New postgraduates
- ✓ New academic staff, and
- ✓ Visitors of the Library

### Expected Learning Outcomes:

1. Participants gain knowledge on the various types of collections, facilities and services offered by the library.
2. Participants identify the value of the library to their research and learning in the university.
3. Participants recognize that the library services are not only offered in the physical building but are also accessible remotely through the library homepage.
4. Participants are knowledgeable of the rules and regulations in the library.
5. Participants are more knowledgeable of the proper conduct and mannerism while in the library.

Duration: 1hr

## MODULE 3: LIBRARY RESEARCH SKILLS

This module is a hands-on session on steps in conducting research. The contents of the course may include all or almost all of the followings:

- a. strategic searching techniques
- b. identification of resources
- c. how to effectively search for information using OPAC
- d. how to search for information using Online Databases
- e. searching Digital Services available through the library homepage
- f. searching for information through the internet
- g. evaluating of information obtained
- h. how to cite references

This is suitable for:-

- ✓ undergraduate students
- ✓ undergraduate students
- ✓ researchers

### Expected Learning Outcomes:

1. Participants define a realistic overall plan timeline to acquire the needed information.
2. Participants explore general information sources available in the library to increase familiarity with the research topic.
3. Participants identify key concepts, synonyms and terms that describe the information need.
4. Participants construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, phrase search).
5. Participants implement the search strategy in various information retrieval systems using different user interface and search engines.

6. Participants identify the value and differences of potential resources in a variety of formats (e.g., printed, multimedia, databases, website).
7. Participants assess the quantity, quality and relevance of the search results to determine whether alternative information retrieval systems or searching techniques should be utilized.
8. Participants examine and compare information to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.

Duration: 1.5 - 2 hrs

## MODULE 4: ONLINE DATABASES SEARCHING SKILLS

This module is a hands-on session which consists a combination of searching techniques and the following sub-modules:

- Online databases on law
- Online databases on engineering
- Online databases on education
- Online databases on architecture
- Online databases on science
- Online databases on Islam
- Online databases on human sciences
- Online databases on economics and management
- Online databases on language & literature
- Online databases on ICT

### Expected Learning Outcomes:

1. Participants define a realistic overall plan and timeline to acquire the needed information.
2. Participants identify key concepts, synonyms and terms that describe the information need.
3. Participants construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, phrase search).
4. Participants realize the potential of Online Databases as one of the resources to obtain information for their research.
5. Participants will not only rely on books as their primary source of information.

Duration: 1.5 - 2hrs

## MODULE 5: LEGAL RESEARCH SKILLS

This module is especially prepared for post-graduate law students. It is designed to help them better understand the legal research methodology by understanding the types and arrangement of legal resources in the library. Students are taught how to use primary and secondary resources effectively. Emphasis on contents is based on the requirements of the requestors. The coverage may include basic introduction to legal resources: using secondary resources to trace for cases, legislations, and legal articles or using electronic as well as Internet resources for legal research.

### Expected Learning Outcomes:

1. Participants define a realistic overall plan and timeline to acquire the needed information.
2. Participants identify key concepts, synonyms and terms that describe the information need.
3. Participants construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, phrase search).
4. Participants differentiate between primary and secondary sources, recognizing how their use and importance vary with each types of research.
5. Participants realize that information may need to be constructed with raw data from primary sources.
6. Participants realize the potential of Online Databases as on of the resources to obtain information for their research.
7. Participants will not only rely on books as their primary source of information.

Duration: 1-2 hrs

## MODULE 6: USING IN-HOUSE DATABASES

The library is gradually developing in-house databases on various topics for our customers. Training on using these databases will be provided upon request from time to time and as and when necessary.

### Expected Learning Outcomes:

1. Participants gain knowledge on the various types of collections, facilities and services offered by the library.
2. Participants identify that the library collects information on a specific topic in an in-house database.
3. Participants identify that information on Islamic nature can be obtained in specific database.
4. Participants recognize that the library services are not only offered in the physical building but are also accessible remotely through the library homepage.

Duration: 1 hr

## MODULE 7: NAVIGATING THE INTERNET FOR SPECIFIC PURPOSE

To provide an information literate society, this module is develop specifically to enhance our knowledge in conducting research using Internet resources. There are vast amount of information out there and searching without appropriate techniques can be frustrating. Customers will be taught on searching techniques and how to use search engines effectively.

### Expected Learning Outcomes:

1. Participants identify key concepts, synonyms and terms that describe the information need.
2. Participants construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, phrase search).
3. Participants implement the search strategy in various search engines.
4. Participants identify the value/strength and differences of various search engines.
5. Participants assess the quantity, quality and relevance of the search results to determine whether alternative search engines or searching techniques should be utilized.
6. Participants examine and compare information to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
7. Participants determine whether the information obtained satisfies the research need.

Duration: 1 hr

## MODULE 8: SEARCHING CD ROM DATABASES

There are a number of CD ROM databases available in the library. This module is designed to give a better understanding on conducting research using the available resources. Customers will be given an introduction to the contents and coverage, the searching techniques and how to use them effectively.

### Expected Learning Outcomes:

1. Participants identify key concepts, synonyms and terms that describe the information need.
2. Participants construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, phrase search).
3. Participants realize the potential of CD-ROM as one of the resources to obtain information for their research.
4. Participations will not rely on books as their primary source of information.

Duration: 45 mins. - 1 hr.

## HOW TO REGISTER FOR THE LISTED COURSES:-

### A. BASIC LIBRARY SKILLS

1. Approach the Information Counter on Level 2 and look at the scheduled classes.
2. Identify the class that you would like to attend according to the scheduled date and time.
3. Pick a time at your convenience. If the schedule does not fit with your time, request for another slot suitable to you.

OR,

### B. MODULE 1 - 8

1. Approach the Information Counter/Desk on any floor and fill in the Information Literacy Request form.
2. Contact the Liaison Librarian personally either through face-to-face, phone, e-mail or formal letter.

## REFERENCES: -

1. "Information Literacy Competency Standards for Higher Education." American Library Association. 2006. <http://www.ala.org/acrl/ilcomstan.html> (Accessed 16 Aug, 2006)