

# CURRICULUM CENTER NOTES

A Newsletter From The CSU Curriculum Materials Centers

## Eastern Connecticut State University

Fall 2005

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The *Curriculum Center Notes* is published twice a year.

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## 2<sup>nd</sup> Annual Faculty/Library Liaison Luncheon



### Selection is all about Collaboration by Hope Marie Cook



The 2<sup>nd</sup> Annual Faculty/Library Liaisons Luncheon held on October 3, 2005 in the Johnson Community Room of the Library was a smashing success with the participation and attendance of faculty from various academic departments joined library liaisons over the noon hour to informally talk about the collection. Many of the faculty in attendance are part of the Library's collection development program and have established solid working relationships with library faculty in an effort to build well formed collections that support Eastern's mission as a public liberal arts university. The librarians have found that by working directly with faculty collection "builders" they can easily inform them of the latest print and non-print resources, library grant opportunities, and suggest ways to enliven and build innovative collections for existing courses, or new course offerings. Additionally, when departments are going through an accreditation process it is critical that the library staff assist the department with reports written for accreditation.

Those in attendance were shown electronic Research Guides designed by the librarians who serve as departmental liaisons. The Guides are specialized subject pages with links to electronic and print resources dedicated to specific disciplines of study. During the summer and into Fall '05, the librarians created and updated these guides so that each department has a specially designed guide focusing on resources of particular relevance to that department. Students and faculty can access these research guides by going to the library webpage at <http://www.easternct.edu/smithlibrary/>. The research guides are found by pulling down the "Reference/Research" menu and by clicking on "Reference Guides."

The librarians are eager for input from the faculty on how these guides can be improved and more fully integrated into the student curricular experience. The wealth of information available in the J. Eugene Smith Library and accessible electronically via its webpage is a wonderful resource. However, students sometimes are overwhelmed at the choices presented, so the subject specific pages are an effort to help them use library resources more effectively.



# Western Connecticut State University

*“I Know Where to Find It!”*

*Curriculum Materials for K-12 Information Literacy by Jenny Innes*



Information Literacy has never been more central to the work of teaching and learning. Often referred to as “Big6” or “21<sup>st</sup> century” skills, the concept involves identifying an information need, and then locating, evaluating, and using the needed information. Once situated only within the walls of the school library/media center, the approach and skill sets have permeated those walls into every classroom. While the concept has been around since the mid-1980s, in the last few years it has grown in importance as students grapple with an abundance of information from a multitude of sources. Spurred on by the forces of national and state standards and legislation, information literacy is now regarded by many as equally important and interconnected with instructional content.

While definitions vary over time and space, the principles and skill sets have stayed the same. In 1991, the Association for Supervision and Curriculum Development defined it as “the ability to locate, process and use information effectively, [equipping] individuals to take advantage of the opportunities inherent in the global information society.” At the national level, information literacy standards at the K-12 level have been established by the American Association for School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). As published in the 1998 publication *Information Power: Building Partnerships for Learning* (Chicago: American Library Association) the guidelines present nine Information Literacy Standards under three main headings: information literacy; independent learning; and social responsibility.

While Information Literacy as a concept crosses all grade levels, the concept of the “Big6” information skills are specifically tailored to K-12 students. The Big6 are: (1) Task definition; 2) Info Seeking Strategies; 3) Location & Access; 4) Use of Information; 5) Synthesis; and 6) Evaluation. (Note that there are “Super3” skills at the PreK-1 level: 1) Plan; 2) Do; 3) Review). Also referred to as “lifelong learning” or “21<sup>st</sup> century skills,” they are often implemented together with problem- or issue-based teaching approaches and research-intensive assignments. Whatever the moniker may be, the resultant skill sets are ideally the same. The ultimate goal: a 21<sup>st</sup> century citizenry able to solve any information problem or need throughout their lives.

The Connecticut State Board of Education has set Information Literacy standards in tandem with educational technology standards. In a position statement adopted December 2004, “[students] must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy and be able to present that information in a variety of formats, including those with technology platforms” (see [http://www.state.ct.us/sde/board/ed\\_technology.pdf](http://www.state.ct.us/sde/board/ed_technology.pdf) for complete document). In July, 2005 the Connecticut State Department of Education posted a draft version of its *Information and Technology Literacy Framework: PreK-12* at <http://www.state.ct.us/sde/dtl/curriculum/informationandtechnologydraft7-1-05.doc>.

The CSU Curriculum Centers offer a multitude of resources for teachers and pre-service teachers to incorporate these frameworks into their teaching. A CONSULS search using the phrase “information literacy” combined with grade level indicators such as “middle school,” “elementary school,” etc. will offer an excellent profile of the collections. Program-specific names such as “Big6” or “information power” may be used to further focus the search. Resources such as workbooks and lesson plan compilations are a great source of practical ideas. Let us know what information literacy materials you need for teaching, coursework, or even your own “lifelong learning.” We want to hear from you!



CAN I SEARCH ONLY FOR MATERIALS IN THE CURRICULUM LAB/CENTER?

By Francis Nadeau

Although there is no specific provisions to search only in the Curriculum Lab, there are 2 methods that will help.

1. Subject Search with term "juvenile"

Add words "juvenile fiction" or "juvenile literature" after the subject.

Example: Whales-juvenile fiction will provide a list of story books

Wales-juvenile literature will provide a list of nonfiction books

Click on "Search" to right of subject term you typed

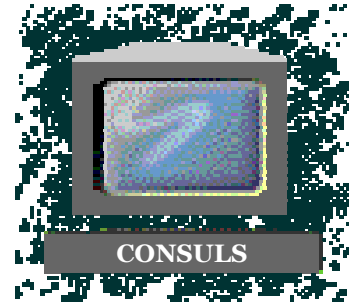
Limit to CCSU

Click "Limit/Sort" at top of screen

Drop-down menu under "Where item is located" select CCSU

Click "Limit/sort items retrieved using above data" at bottom of screen

Note: this will work only in Subject Searches.



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2. Creating List

Search by subject or by keyword; then follow directions under Expand Search

Search by subject

Type in subject term; click on "Search" to the right

Limit to CCSU

Click "Limit/Sort" at top of screen

Drop-down menu under "Where item is located" select CCSU

Click "Limit/sort items retrieved using above data" at bottom of screen

Search by keyword

Type in keyword term

Limit to CCSU

Click "Modify Search" at top of screen

Drop-down menu under "Location" select CCSU

Click "Submit" to right of keyword that you typed in

Expand search (This will allow you to see the location codes)

Click "Extend Display" at top of screen

Mark box for those you wish to keep

Click "Save Marked Records" at bottom of screen

Click "View/Export Marked Records" at top of screen

Format of List and Sent List to

Highlight "Full Display" under Format & "Screen" under Send List

Click "submit" in middle of screen

Click "Clear Marked Records" at top of screen when you are finished.



CURRICULUM CENTERS  
IN THE CSU SYSTEM

CENTRAL CONNECTICUT STATE UNIVERSITY

[http://www.ccsu.edu/library/nadeau/  
UpdatedBeginning/curriculum\\_lab.htm](http://www.ccsu.edu/library/nadeau/UpdatedBeginning/curriculum_lab.htm)

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EASTERN CONNECTICUT STATE UNIVERSITY

[http://www.easternct.edu/smithlibrary/  
library1/curriculum.htm](http://www.easternct.edu/smithlibrary/library1/curriculum.htm)

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SOUTHERN CONNECTICUT STATE UNIVERSITY

<http://www.southernct.edu/departments/lrc/>

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WESTERN CONNECTICUT STATE UNIVERSITY

[http://library.wcsu.edu/web/about/collections/  
curriculum/](http://library.wcsu.edu/web/about/collections/curriculum/)



**Continued—CAN I SEARCH ONLY FOR MATERIALS IN THE CURRICULUM LAB/CENTER?**

**CAN I SEARCH ONLY FOR VIDEOS?**

YES

**Subject Search**

Type in subject term; click on “Search” to the right

Limit to CCSU & Video

Click “Limit/Sort” at top of screen

Drop-down menu under “Material Type” select video

Drop-down menu under “Where item is located” select CCSU

Click “Limit/sort items retrieved using above data” at bottom of screen.

**Keyword Search**

Type in keyword term

Drop-down menu under “Material type” select Video

Drop-down menu under “Location” select CCSU

Click “Submit” to right of keyword that you typed in.