

Faculty Innovator Grant 2008  
Center for Learning Technologies

Final Report Form

Primary Faculty Name:	Jennifer Kidd
Department:	Curriculum and Instruction
Email Address:	jkidd@odu.edu
Office Phone Number:	(757) 683-3248
Project Title: (10 words or less)	Improving Students' Information Literacy in the Age of Wikipedia
Brief Description (100 words or less)	This project involves the collaboration of ECI faculty teaching introductory teacher education courses to assess and improve pre-service teachers' information literacy skills. Participating faculty will use a pre-post measure to assess students' information literacy skills and will develop and share instructional strategies designed to address student weaknesses. Results can be used to develop an integrated approach to addressing information literacy throughout the teacher education program.

*Other faculty:*

Faculty Name:	Department	Email Address	Office Phone Number
Joan Hecht	Teacher Education Program, TNCC/ODU	<a href="mailto:jhecht@odu.edu">jhecht@odu.edu</a>	757) 825-2921
Lynn Schultz	C&I	lischult@odu.edu	757-683-4798
Erin Warham	C&I	ewarham@odu.edu	(757) 683-6030

Faculty Innovator Grant 2008  
Center for Learning Technologies

Final Report Form

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1. Describe the specific teaching and learning issues being addressed by the proposal.

Assessing and improving pre-service teachers' information literacy skills.

2. Describe the revised specific teaching and learning issues being addressed by the proposal (if applicable):

n/a

3. Describe the development activities involved addressing the learning or teaching issue.

- The project lead reviewed the Standardized Assessment of Information Literacy Skills (SAILS) (O'Connor, Radcliff, & Gedeon, 2001), developed at Kent State. She selected items to be included on an assessment instrument to be given to pre-service teachers enrolled in a foundations of education course and a technology in education course and developed an instrument based on items taken and adapted from SAILS.
- Participating faculty reviewed the instrument and suggested revisions. After finalizing the assessment, the instructors used the instrument as a pre-test and post-test to evaluate their students' information literacy skills.
- Each instructor developed and implemented a series of activities to build upon strengths and address weaknesses for his/her particular class as identified by the pre-test. Instructors shared ideas for these activities.

4. Describe the learning outcomes attained by the project.

- The participating faculty increased their own understanding on issues pertaining to information literacy, particularly intellectual property, and copyright law and guidelines.
- The participating faculty found and shared new resources and activities for increasing students' understanding of information literacy. These were included in two courses, a foundations of education course and a technology in education course.
- Students' information literacy increased as a result of participating in the faculty's courses.

5. Describe unexpected outcomes, if any.

Faculty Innovator Grant 2008  
Center for Learning Technologies

Final Report Form

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- Some students received a “double dose” of information literacy training. This was not, however seen as a negative outcome as many digital literacy issues are complex and require substantial study for mastery.
- Another faculty member sought out the resources and expertise of at least one of the participating faculty.
- One of the courses was eligible to meet the gen ed course requirements for information literacy.

6. Describe the impact of the completed project on your colleagues, department, college, or community.

- The project increased awareness for the need to provide our students with information literacy training. It also created resources for these skills to be both assessed and taught.

7. Describe how the project can be a model, template, or prototype for use by other instructors.

- The developed assessment could be used by other faculty. However, it would have to be updated as the information in this area is changing rapidly.
- Likewise, the original activities developed for this project were shared and could be shared with others in the department, however, some of these activities have already been updated or are no longer in use. The lectures and activities designed to address information literacy are regularly updated by the current faculty teaching these courses to reflect rapidly changing technology and practices in this field. This project was a significant catalyst for beginning this process.

8. Describe the technology used to help address the issues described in the proposal.

- No specific technologies were used other than web resources and SPSS to analyze student assessment data.

9. Describe products, if any, that are a result of the project.

- A 31-item multiple choice information literacy assessment.

10. Describe the future plans for this project, if any.

- Addressing students' information literacy needs is an ongoing project for the participating faculty still employed at ODU. The lead faculty will have an opportunity to teach the technology course this summer and learn first hand how information literacy needs are being addressed cumulatively between the two

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Final Report Form

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introductory courses. After doing so, she will be in position to help unify the curriculum by removing unnecessary redundancies and addressing oversights.

11. Attach a financial report with updated Budget Plan Matrix.

**Final Budget Matrix**

Budget Item (equipment, personnel, software, etc.)	Qty	Total Cost	Source of Funds	
			Amount from FIG	Amount from Other Source
Personnel		\$2200	\$2200	
Primary @ \$700				
Other faculty @ \$500				

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