

## Library Instruction Mission

As Research & Curriculum Librarians, our mission is to be full and active partners in the educational mission of the College. We facilitate access to a vast collection of resources, teach students how to both retrieve and evaluate information, and foster learning environments which encourage critical analysis and higher order thinking.

We believe that students best learn information literacy skills when they are taught within the context of the curriculum, and we are committed to collaborating with College faculty and staff to this end.

### Five Components of Information Literacy

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| <b>NEED</b>     | The information literate student determines the extent of the information needed.  |
| <b>ACCESS</b>   | The information literate student accesses needed information effectively and efficiently.  |
| <b>EVALUATE</b> | The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.       |
| <b>USE</b>      | The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.                                       |
| <b>ISSUES</b>   | The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses information ethically and legally. |

Source: <http://www.lib.umn.edu/research/instruction/guides/FacultyGuide.pdf>

### Research & Curriculum Librarians' Teaching & Learning Philosophy

Our teaching & learning philosophy is based upon a blending of several educational philosophies including Progressivism, Essentialism, Existentialism, Perennialism and Reconstructionism. We believe the best aspects of these philosophies combined provide learners in the 21<sup>st</sup> century with a preferred learning environment.

We believe that learners need to gain a foundation of essential knowledge and skills which provides a springboard upon which they can become active & engaged learners. As a function of this foundation, learners can begin to develop a studious mindset. Developing the intellect of learners is an integral part of this process.

Going beyond this foundation, genuine learning experiences prompt learners to examine life through authentic thinking. Educational experiences need to focus on creating opportunities for self-direction and self-actualization. Learners must be active and learn to solve problems by reflecting upon their experience. The needs of the learners is central to this process.

The result of education is not only the transmission of knowledge and the creation of an informed, literate society. An educated population should effectively advocate for social change.

**Fanshawe College's Research & Curriculum Librarians:**

- Develop learning objectives based upon the Association of College & Research Libraries' [Framework for Information Literacy for Higher Education](http://www.ala.org/acrl/issues/infolit/overview/faculty/faculty). Find out more: <http://www.ala.org/acrl/issues/infolit/overview/faculty/faculty>.
- Provide general in-class information literacy instruction as well as sessions customized according to course-specific assignments.
- Employ instructional methods that resonate with learners of diverse skill sets, learning styles, and educational backgrounds.
- Foster the creation of an active and engaging learning environment in which students are encouraged to take risks in order to gain new skills.
- Consult with our fellow Faculty on design of students' research assignments & associated recommended resources.
- Engage in meaningful and strategic interactions with our fellow Faculty to create pivotal student learning opportunities.
- Enhance instruction options by offering co-curricular information literacy workshops.
- Promote the importance of the scaffolding of research skills and work toward enhancing Librarian/student interactions to meet this goal.