A Vision for Information Literacy in the CMS

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for the CIC Instruction Librarians

An information literate person is “able to recognize when information is needed and [has] the ability to locate, evaluate, and use effectively the needed information.”1 More specifically, the information literate student:

- determines the nature and extent of the information needed.
- accesses needed information effectively and efficiently.
- evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.2

Recognizing the central role of the CMS in providing a robust learning environment that offers both breadth and depth in learning opportunities, the CIC Instruction Librarians propose three areas of focus with respect to supporting student attainment of information literacy through the CMS:

- content – including library digital resources, bibliographic tools like databases and the library online catalog that serve as representations of non-digital collections, and training materials, tutorials, and guides that libraries prepare for users
- services – including a full-range of services parallel to those traditionally offered: reference, referral, instruction, and consultation, as well as new services developed for the CMS environment, for example: online librarian office hours for students in a particular program of study
- collaboration – including relationships with other campus professionals: faculty, educational technology specialists, instructional designers, and student services staff, as well as enhanced partnerships within libraries among instruction/reference librarians and digital library specialists.

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