

**NEOnet© Information Literacy Skills Strategic Plan**

Submitted by Tom Adamich, INFOhio© Specialist, NEOnet

**Goal: Using NEOnet© as the training and instructional coordination agent, teach one component of the INFOhio© DIALOGUE model per year in grades 2, 3, 4, 5, 6, 7, 8, and 9 with a culminating research project in grade 10 in all Summit/Portage County districts served by NEOnet©.**

**Objectives:**

1. Given the INFOhio DIALOGUE Model for Information Literacy Skills and the Information Power© Nine Information Literacy Standards, school library media personnel will identify the structural framework of the information literacy concept and, at the completion of NEOnet©-based instruction, complete an evaluative quiz with a minimum of 85% accuracy.
2. Given the INFOhio DIALOGUE Model for Information Literacy Skills, school library media personnel will teach a unit – packaged and provided by NEOnet – corresponding to the letter in the model and the matching grade level (ex. Grade 2 = Define).
3. Given the use of instruction corresponding to the appropriate letter and grade level of the INFOhio DIALOGUE Model for Information Literacy Skills (ex. Grade 2 = Define), students will complete an evaluative quiz for the model-grade unit with a minimum of 70% accuracy.

**INFOhio DIALOGUE Model  
For Information Literacy Skills**

**Define**

**Explore/Identify the need for the information**

- Identify the assignment
- Focus on the topic

**Determine the basic question**

- Brainstorming
- Class/Student participation

**Initiate**

**"Distressing ignorance"**

- Assignment is due tomorrow
- This will affect my grade
- I really want to know!

**Assess**

**Identify keywords, concepts, and possible resources**

**Consider information literacy skills**

**"Tapping prior knowledge" and "Building background"**

**Locate**

**Identify possible sources of information**

**Develop a *search strategy***

- Library OPACs vs. Electronic databases vs. Web sites

**Locate and retrieve available resources**

**Organize**

**Identify the best and most useful information sources**

**Evaluate the information retrieved**

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- Analyze, arrange, categorize, examine, generalize, group, interpret, infer, integrate, select, synthesize, and ... think

### **Guide**

#### **Search log or journal**

#### **Student assistance and review**

- "Collaborative grouping!" and "Cooperative learning!"

#### **NEOnet Information Literacy Skills**

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[INFOhio© DIALOGUE model cont.]

#### **Educator assistance and review**

##### **Use**

##### **Determine presentation format**

##### **Present results**

##### **Communication information**

##### **Evaluate**

##### **Evaluate the project/results**

##### **Evaluate the process**

##### **Assess the teaching and learning**

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## **Information Literacy Standards and Levels**

The following represent the ***Nine Information Literacy Standards for Student Learning*** (reprinted with permission from the American Library Association):

### Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

### Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the

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learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

### Proficiency Levels:

**BASIC**

**PROFICIENT**

**EXEMPLIARY**

## Grade Level Outline -- Information Power®/Information Literacy Skills and INFOhio® DIALOGUE Model Correlation Chart

**How to read the chart:** The horizontal cells identify the grade level and corresponding element of the **INFOhio® DIALOGUE Model**. The vertical cells list the **9 Information Power®/Information Literacy Skills Standards**. If a standard is identified and a part of instruction for the grade level/DIALOGUE model unit(s), an **X** has been placed in the cell:

Grade and Model Letter	2 D	3 I	4 A	5 L	6 O	7 G	8 U	9 E
<b>Info. Lit. Std.</b>								
<b>1</b>	X	X	X	X	X		X	
<b>2</b>	X	X	X	X	X		X	
<b>3</b>	X	X	X	X	X		X	
<b>4</b>			X					X
<b>5</b>			X					X
<b>6</b>			X		X			X
<b>7</b>			X			X		
<b>8</b>	X	X	X	X	X	X	X	X
<b>9</b>	X	X		X	X		X	

## Timeline: NEOnet® Information Literacy Skills Instruction

Jan. – May 2003	June – Aug. 2003	Sept. – Dec. 2003	Jan. – Dec. 2004*
Board approves plan for districts (Jan. 2003)	Conduct first training class (June 2003)	Assist school library media personnel in phase 1 student/teacher instruction <b>Grade 2 – Define</b> (Sept./Oct. 2003)	Repeat school library media personnel training for individuals requesting training (Jan. – Feb. 2004)
Identify school library media personnel training	Conduct second training class (July 2003)	Assist school library media personnel in phase 1	Distribute training materials for and assist

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resources and logistics		student/teacher instruction <b>Grade 2 – Define</b> (Nov. 2003)	slmc personnel in phase 2 <b>Grade 3 – Initiate</b> (Mar. – Apr. 2004)
Schedule inaugural training session	Evaluate initial training classes (Aug. 2003)	Evaluate student/teacher training (Dec. 2003)	Repeat summer training schedule from 2003 (June/July 2004) and initiate phase 3 <b>Grade 4 – Locate</b> (Sept./Oct. 2004)

**\*2005, training & phases 4 & 5 ; 2006, training and phases 6 & 7; 2007, training and phases 8 & 9; 2008, training for research project and initiation with grade 10 students**

**Submitted for initial evaluation: Dec. 31, 2003**

**Approval from NEOnet© Site Director, Matt Gdovin: [signature]\_\_\_\_\_**

**Date: \_\_\_\_\_**

**Approval from NEOnet© Assembly Representative: \_\_\_\_\_ Date: \_\_\_\_\_**

**Approval from NEOnet© Board of Directors Chair, Edward VanderBulke:**

**[signature]\_\_\_\_\_ Date: \_\_\_\_\_**