A photograph of a map of West Virginia. In the top left corner, there is a handheld GPS device with a screen showing a map and buttons labeled 'Back', 'Save', and 'Go'. In the bottom right corner, there is a metal compass with a string attached to it. The map shows various cities and counties, including Huntington, Charleston, and Bluefield. The text is overlaid on the map.

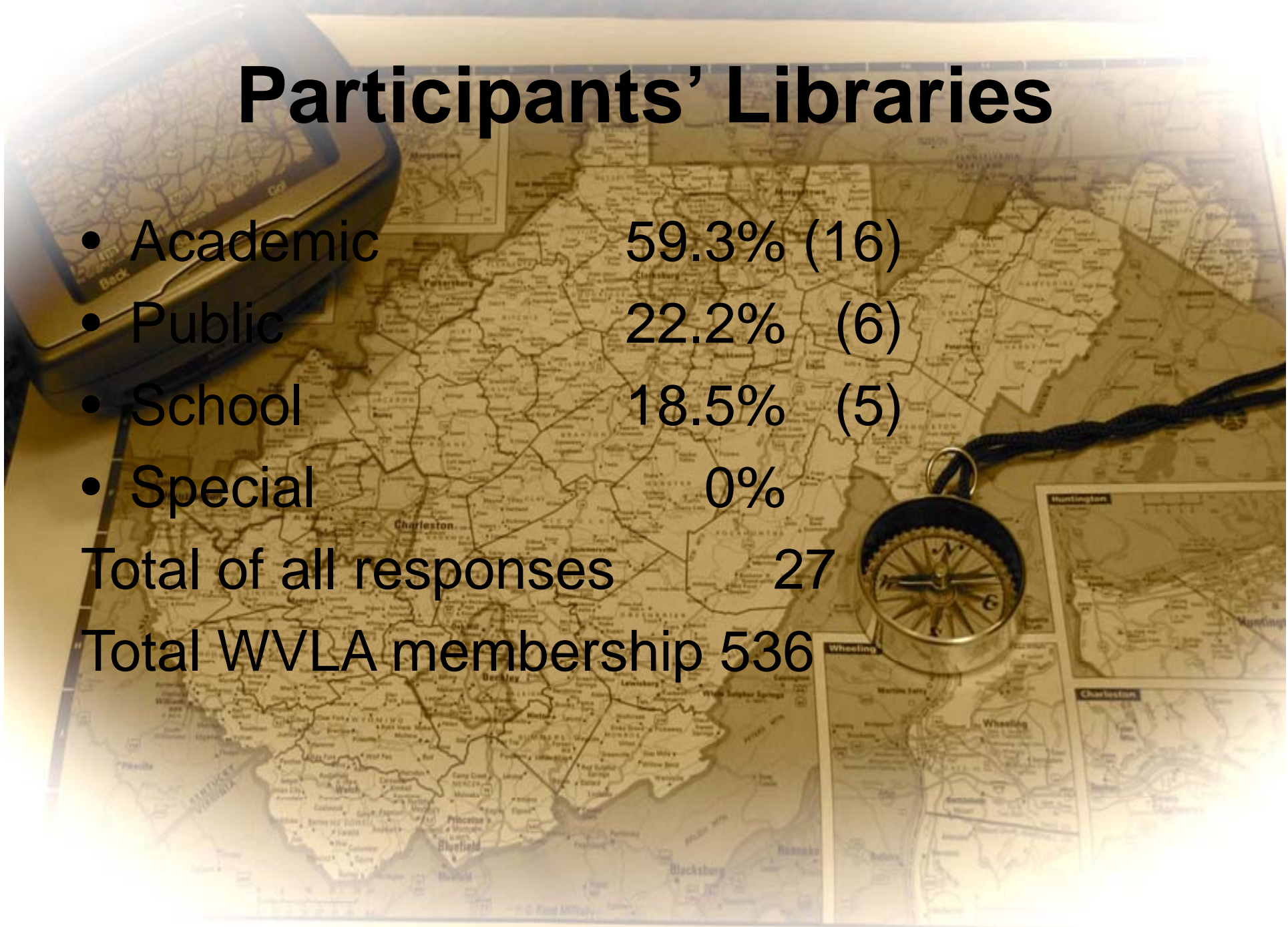
**Information Literacy in West Virginia
2009 Survey Results
in the Words of Respondents**

Participants' Libraries

- Academic 59.3% (16)
- Public 22.2% (6)
- School 18.5% (5)
- Special 0%

Total of all responses 27

Total WVLA membership 536



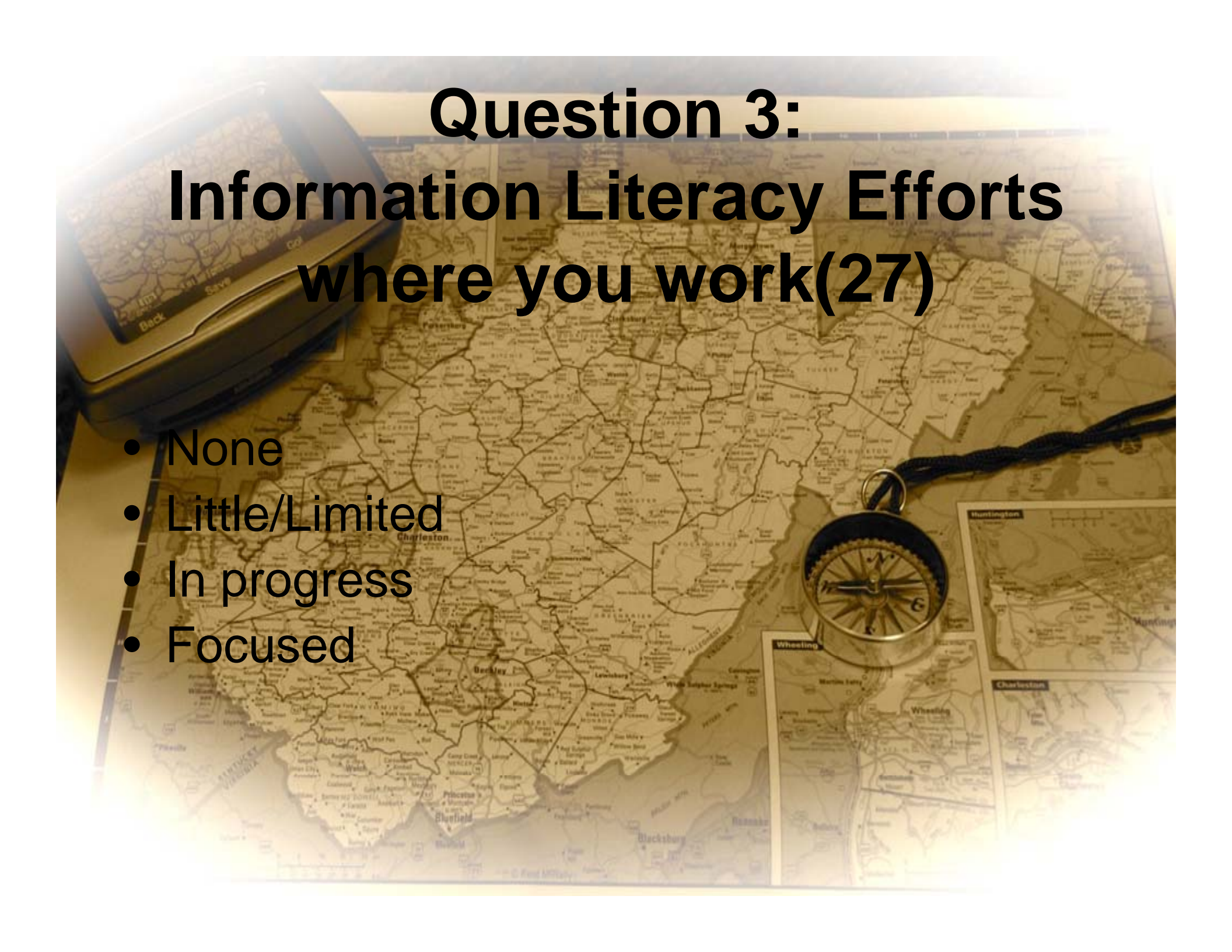
The background of the slide features a vintage-style map with a compass rose and a handheld GPS device in the upper left corner. The map shows various geographical features and place names, including "Bluefield" and "Blacksburg". The compass is positioned in the lower right area, and the GPS device is partially visible in the top left. The overall aesthetic is that of a navigation or exploration theme.

Question 2: BI and IL Differences (27)

- They are the same thing. (3)
- There are many differences including: (24)
 - BI teaches **access** to materials and resources.
 - IL teaches students how to **assess** their findings.
 - BI trains on how the library operates.
 - IL involves conveying understanding of what information is needed and how to access it.
 - BI is resource-specific; IL is broad and covers the interpretation of information retrieved.

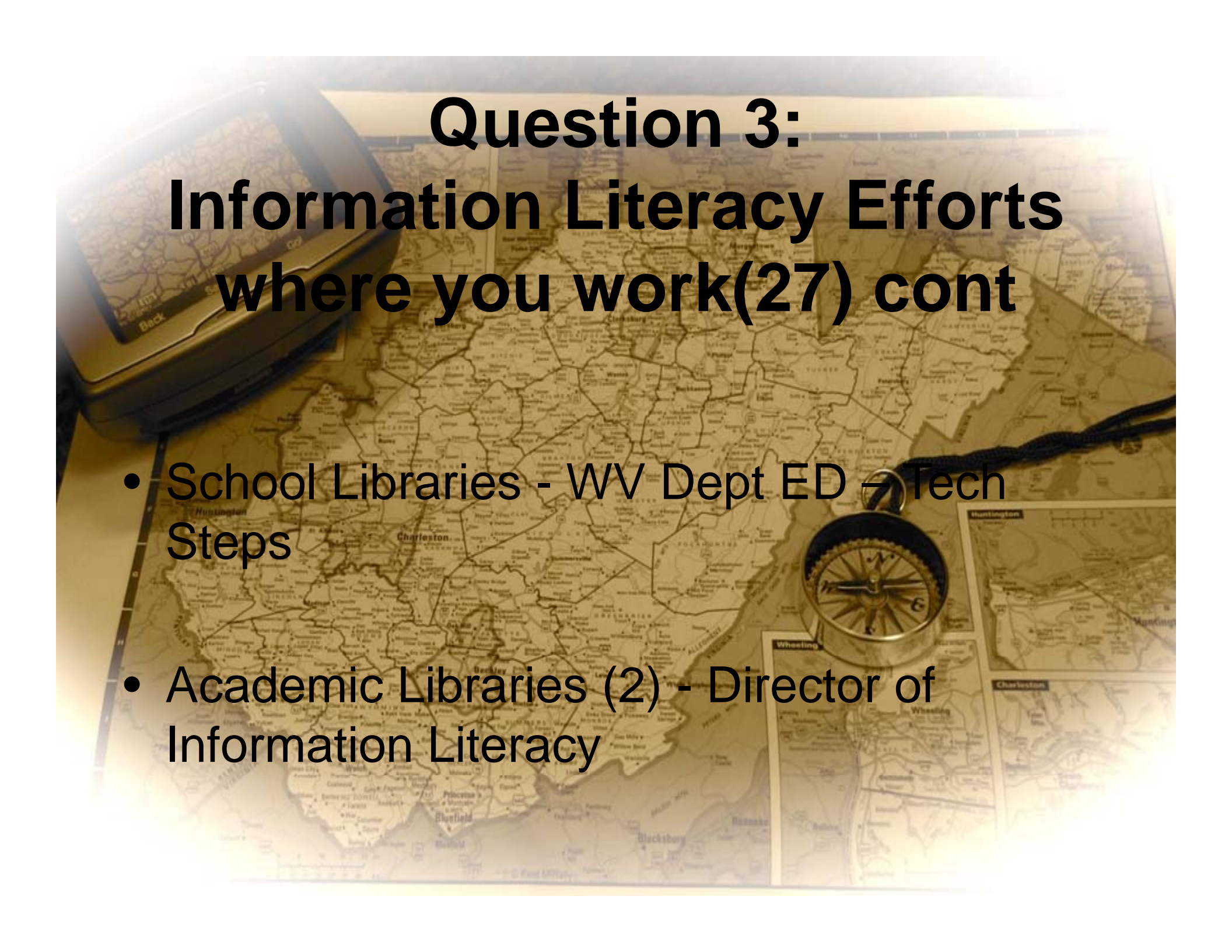
More Differences-continued

- BI is passive rote learning; IL teaches the ability to apply learning and communicate to others; IL requires active student participation.
- IL is a lifelong skill.
- BI focuses on informing students of resources available in the library and how to use them. IL aims for the principle that students must be able to understand and interpret resources.
- IL can (and should!) be incorporated into BI.

A vintage map of West Virginia is the background. In the top left, a GPS device is visible. In the bottom right, a compass is attached to a string. The map shows various cities and towns, including Charleston, Berkeley, and Wheeling.

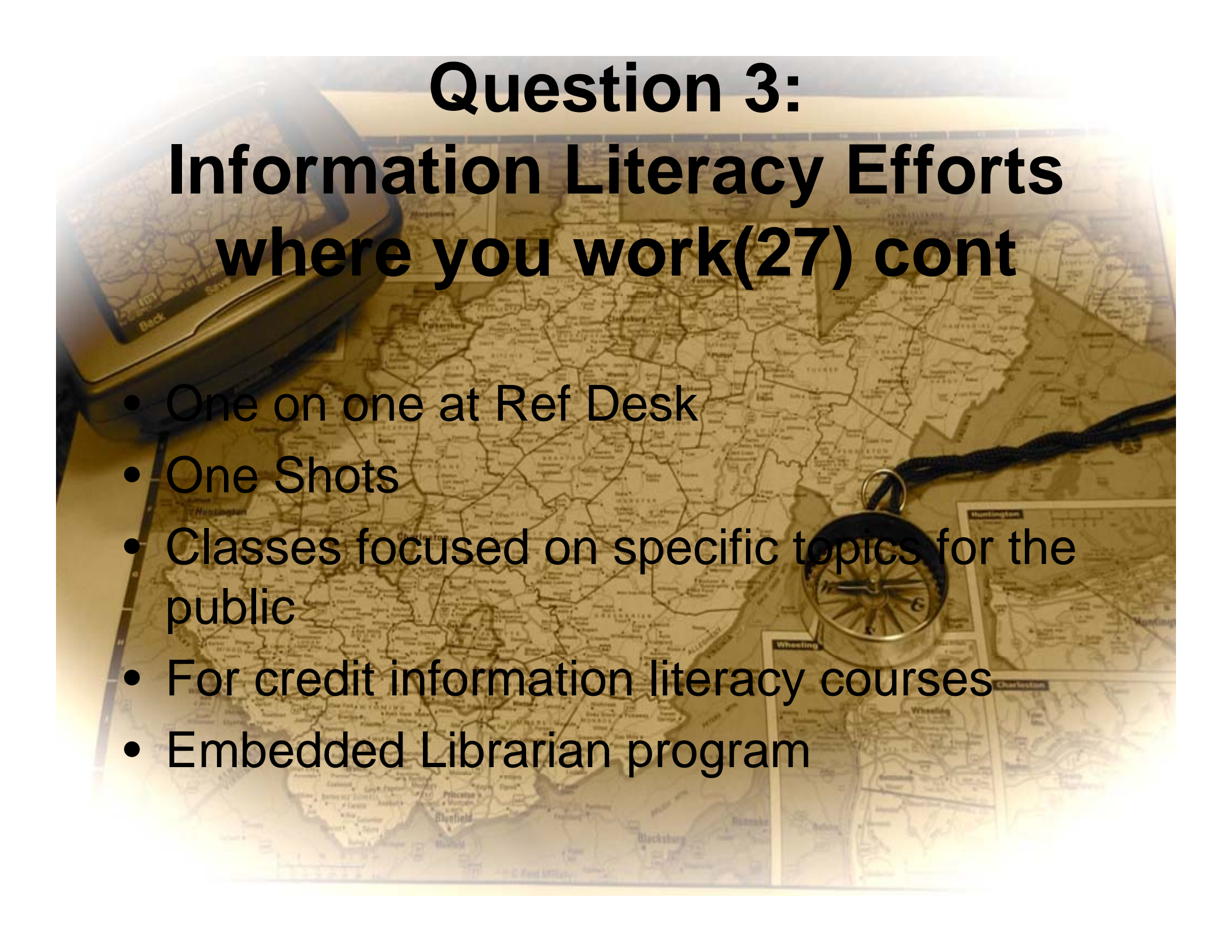
Question 3: Information Literacy Efforts where you work(27)

- None
- Little/Limited
- In progress
- Focused

The background of the slide is a composite image. It features a detailed map of West Virginia, showing major cities like Charleston, Huntington, and Wheeling. In the top left corner, there is a handheld GPS device with a screen and buttons. In the bottom right corner, there is a classic brass compass with a wooden handle. The overall lighting is warm and slightly dim, giving it a vintage or professional feel.

Question 3: Information Literacy Efforts where you work(27) cont

- School Libraries - WV Dept ED → Tech Steps
- Academic Libraries (2) - Director of Information Literacy

The background of the slide features a vintage-style map with a grid overlay. In the upper left corner, there is a handheld GPS device with a screen and buttons. In the lower right area, a metal compass with a dark cord is placed over the map. The overall lighting is warm and slightly dim, giving it a classic, navigational feel.

Question 3: Information Literacy Efforts where you work(27) cont

- One on one at Ref Desk
- One Shots
- Classes focused on specific topics for the public
- For credit information literacy courses
- Embedded Librarian program

Question 4-Barriers You Face in Promoting Information Literacy (27)

- Lack of staff, time, updated technology, money
- Lack of interest from some librarians
- Student perception of Internet's infallibility
- Perceived faculty resistance
- Apathy
- Turf wars
- Institutional culture
- Lack of communication between departments
- No campus wide requirement for education in the elements of information literacy

More Barriers, continued

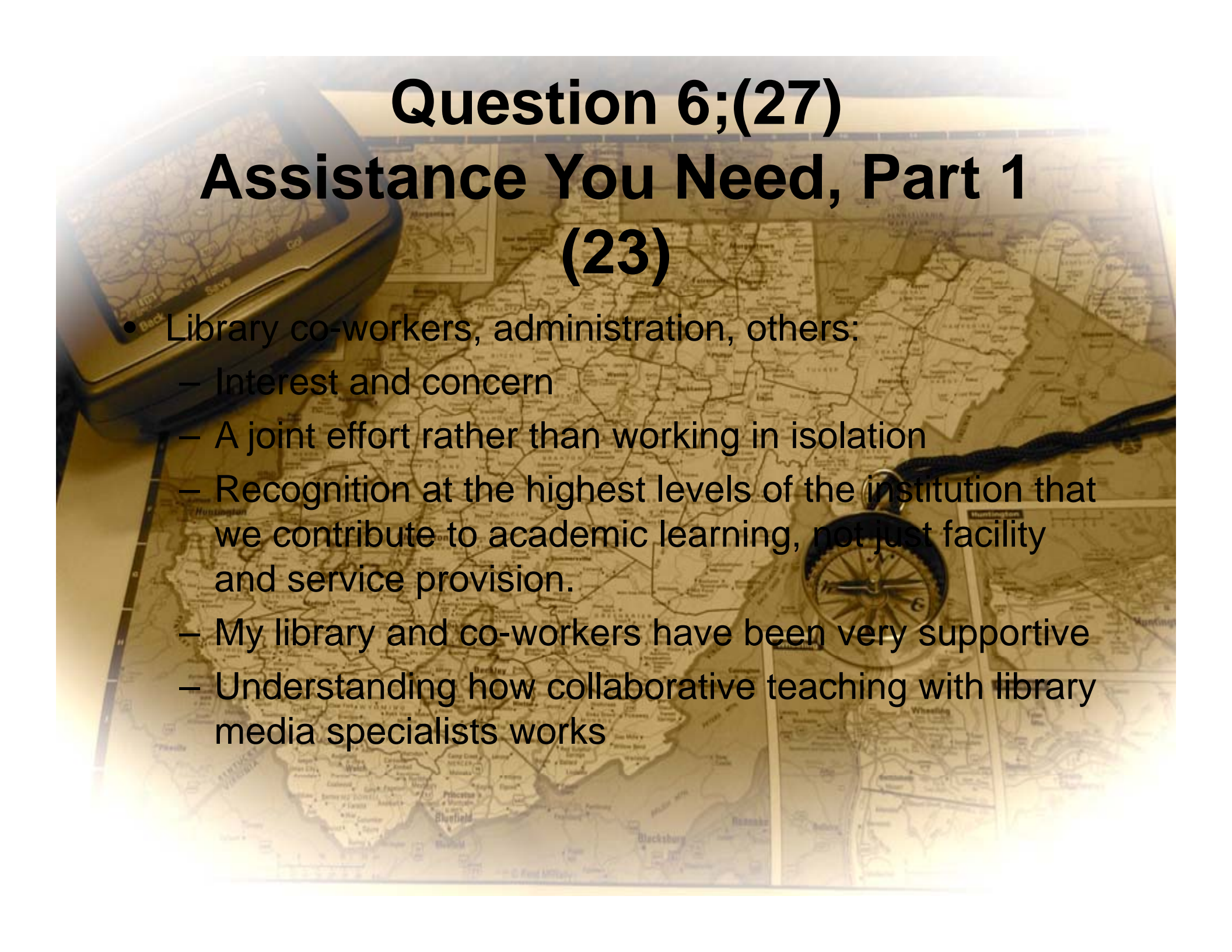
- “Often faculty don’t see the critical need for it and dismiss it because of a bias or misunderstanding of the meaning.”
- Attitude of “I already know that stuff” but also comment “I can’t find anything I need”

The background of the slide features a vintage-style map with a grid overlay. In the upper left corner, there is a small, dark-colored GPS device with a screen displaying a map. In the lower right corner, a circular compass with a blue cover and a metal ring is visible. The overall lighting is warm and slightly dim, giving it a historical or navigational feel.

Question 5:

What has to go to make room for IL? (27)

- Sanity
- Time
- What we're really supposed to be doing
- "other projects contractually matched to my job description"
- Past/current models of instruction (such as focusing only on step by step skills – database searching demonstrations for instance)
- Nothing

The background of the slide features a vintage-style map with a compass rose and a handheld GPS device in the upper left corner. The map shows various geographical features and place names, including 'Huntington' and 'Wheeling'. The compass is positioned in the lower right, and the GPS device is in the upper left. The overall tone is warm and historical.

Question 6;(27)

Assistance You Need, Part 1

(23)

- Library co-workers, administration, others:
 - Interest and concern
 - A joint effort rather than working in isolation
 - Recognition at the highest levels of the institution that we contribute to academic learning, not just facility and service provision.
 - My library and co-workers have been very supportive
 - Understanding how collaborative teaching with library media specialists works

Question 6 Part 1 (assistance you need) cont

- Less silo operations; less lip service
- More sharing of resources and training
- Templates for action
- “I need leadership from my administration.”
- Willingness on faculty’s part to cooperate.

Question 6 part 2-Assistance from Powers that Be (23)

- “A better understanding of the importance of information literacy and its impact on students and related coursework.”
- Support for professional development training
- Design of a program that progresses so that students can build on skills.
- Resources to build an Internet presence including blogs, wikis, and social media that can connect to parents.

Question 6 Part 2 cont.

- I need others to understand my value as an educator.
- “Our institution seems fairly supportive of IL efforts, but there could be more emphasis to the faculty about the importance of including IL standards in their classes.”
- Overall institutional awareness/promotion would be nice.

The background of the slide features a vintage-style map of West Virginia. In the upper left corner, there is a handheld GPS device with a screen and buttons. In the lower right area, a metal compass is placed on the map. The text is overlaid on this background.

Question 6 Part 3-Could a Statewide IL Community Help You? (24)

- Two types of responses here. 24 in all.
 - Many expressed enthusiastic interest. (16)
 - Some expressed uncertainty about what a state-wide resource bank/community might mean. (5)
 - No answer or not applicable (3)

The background of the slide features a vintage-style map with a compass rose and a handheld GPS device in the upper left corner. The map shows various geographical features and place names, including "Charleston" and "Blacksburg".

Question 7: Comments/Questions/Concerns (9/27)

- “I feel that the non-traditional student is the one who really needs resources explained and workshops that are offered in evenings or on Saturdays when the non-traditional students have time to attend”
- “I think librarians sometimes don't realize the gap between their skill and the abilities of their patrons. Since everyone is different, it presents quite a challenge when addressing groups. One on one is best, but very time consuming. It would be nice if the importance or basic skills of using a library were taught from a young age in the school system; parents have to take responsibility too on this one. It's no wonder college students get a rude awakening when it comes to maneuvering the information that they are presented with. I think we have become a society that values quick information and service, but have left out quality of information and service in our teachings or marketing of these services. This applies to library resources as well.”

Question 7: Comments/Questions/Concerns CONT.

- “Until the value of gaining information literacy in areas other than English is recognized, it will be a slow go”
- “Put librarians (media specialists) in schools - elementary through high school.”
- “Start with small steps and build from there.”
- “Wish you'd made the boxes bigger for this survey. Library instruction should be integrated along with information literacy. Please stop treating these two areas like they are separate entities. They aren't. They are one and the same thing, it's just that some of the ways we use and access our information have changed. Please also stop promoting technophobia among school librarians and public librarians. These are computers. They are tools. They should not be feared, they should be used.”

Question 7: Comments/Questions/Concerns CONT.

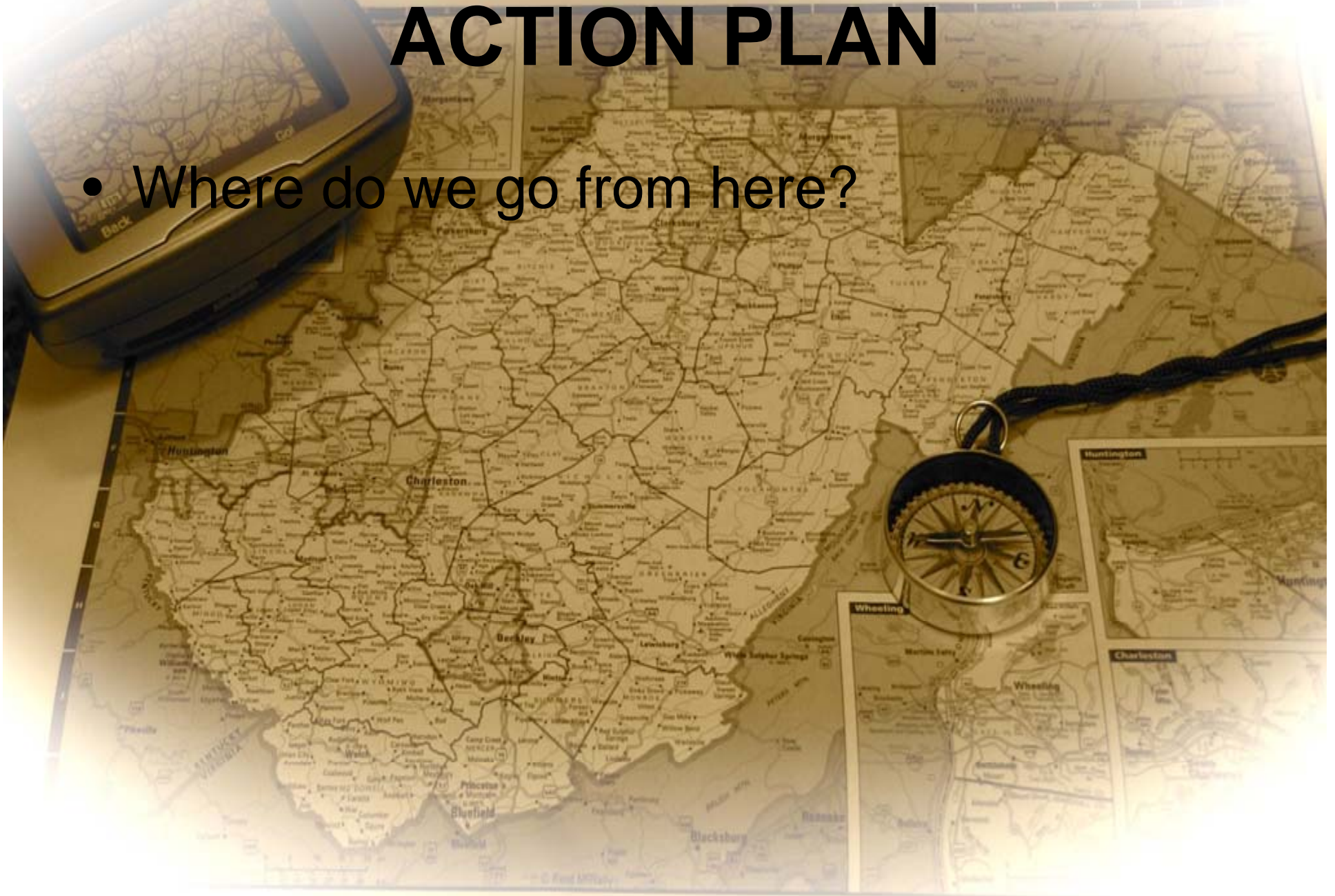
- “I have a feeling that this survey will reveal many different interpretations of what ‘information literacy’ is. I have emphasized the problem I face every day: Helping students use ‘tools,’ programs for which I myself have received NO training. I keep up-to-date and informed about new resources that provide reliable information for the students to use. That is my job. How the students use this information either in papers or presentations, is NOT my job, but, I find that I am increasingly being called on to take many steps BEYOND what librarians ‘traditionally’ do.”
- “K-12 also needs to address this issue”
- “Whose responsibility is it to teach information literacy? Is it the role of the Librarian to directly teach each student? Should the librarian be teaching the instructors, so that they may teach the students? Should it be a requirement in courses/Freshman orientation programs? What are ways to promote the necessity of information literacy programs to administration/faculty that are information illiterate themselves?”

Conclusions

- No one definition of information literacy emerged. A wide range of definitions of and views on information literacy existed.
- 6 of the 27 self identified as public school librarians. Those respondents appear to be particularly engaged in the concept of information literacy and promoting it in their schools.
- Responses from academic librarians in particular suggest that resource development (time, professional development opportunities, understanding from faculty) would be welcome.
- 11 of 27 express some degree of being overwhelmed and/or in need of some support to strengthen their information literacy efforts.
- 27 librarians in West Virginia thoughtfully responded to this questionnaire. The respondents come from not only academic libraries but also public and school. From this we deduce that information literacy is of some concern in the state of West Virginia across at least 3 types of libraries.

ACTION PLAN

- Where do we go from here?



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- **Blog – Information Literacy in West Virginia:**
<http://informationliteracywv.edublogs.org/>
- **Survey -**
http://www.surveymonkey.com/s.aspx?sm=fhsGO0s6HvWzXF3euBv10Q_3d_3d