ILAC Philosophy

Vogel Library’s mission is to educate information-literate lifelong learners. This mission exists in direct support of Wartburg College’s claim that “students will live out their learning beyond the classroom and develop a spirit of lifelong inquiry.”

We embrace ACRL’s national Framework for Information Literacy for Higher Education and that document’s definition of information literacy: “Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

In an environment of rapid technological change and proliferating information resources, individuals face diverse, abundant information choices in their academic studies, the workplace, and their personal lives. As such, regardless of college major, it is critical that Wartburg graduates develop and apply the skills and dispositions to navigate and collaborate in an information-rich world.

As our students inquire, evaluate and incorporate knowledge, draw and share conclusions, and grow ethically in the process, Wartburg’s ILAC program provides a transformative part of the Wartburg experience: an essential link between the academic library, core scholastic practice, and real-life applications.

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For more information on ILAC at Vogel Library, Wartburg College, see the website: http://knightguides.wartburg.edu/ILAC
Information Literacy at Wartburg College

HISTORY
As part of the college-wide initiative that developed the Wartburg Plan of Essential Education, the Information Literacy Across the Curriculum (ILAC) program at Wartburg College began in Fall 2000. The ILAC program featured embedded information literacy components in five core courses of the Plan of Essential Education. This innovative program quickly earned national recognition from the Association of College & Research Libraries for “Best Practices in Information Literacy” in 2002, and the program has been cited multiple times in the literature discussing the development of information literacy programs.

Following a review beginning in 2010, the updated ILAC program builds on the existing foundation by expanding the scope to be more intentional in integrating information literacy throughout the students’ academic development. This comprehensive approach stresses the importance of information literacy not just in course-related research, but also into developing relevant skills and dispositions needed for their professional careers – and strengthens our mission of educating information-literate lifelong learners.

In support of Wartburg College’s Strategic Plan 2010-2020, the updated ILAC program looks to expand deep and integrative learning (Goal 1) by reviewing existing practices and exploring new opportunities (Objectives 2 and 3); and by identifying and implementing appropriate methods of assessment (Objective 4). Additionally, the ILAC Program is central in maintaining a “Learner’s Library” in regards to teaching and learning infrastructure (Goal 4).

Finally, the ILAC program directly contributes to Outcome 1 of the Institutional Learning Outcomes by supporting the development of essential intellectual skills necessary for academic success.

The ILAC PLAN
Wartburg College’s ILAC Plan identifies three levels of information-seeking interaction that represent crucial time periods in student information literacy skill development. This plan is a conceptual framework meant to help librarians and professors plot out the purpose of courses within a major and the specific purpose of a course’s information literacy goals.

NOVICE STEPS
Novice Steps in information literacy include those courses in which the basics of information-seeking must be introduced in order to accomplish beginner-level research projects. Novice Steps may largely consist of 100-level courses, but, depending on the discipline, could include higher-level courses.

Novice Steps are officially addressed as part of Wartburg’s curriculum in the following Essential Education Courses:
- Inquiry Studies 101
- Inquiry Studies 201
- English 112
- Religion 101
- The Scientific Reasoning courses

To learn more about Essential Education Information, see http://www.wartburg.edu/academics/wartburgplan.aspx

INTERMEDIATE STEPS
Intermediate Steps courses can be identified by their introduction to and requirement of major investment in discipline-specific resources. Complexity in search strategy, complexity in evaluation, and application of tools of evaluation are explored. Intermediate Steps courses could be anywhere from 100 to 400-level courses; the identification is left to the discretion of librarians and professors.

ADVANCED STEPS
In Advanced Steps-level information literacy, mastery of the discipline-specific resources is expected as an outcome of the course. Again, as in Intermediate Steps, application of and complexity in evaluation play a major role. New material focuses on introduction to lifetime information literacy. Advanced Steps also work well in addressing the application of the ethical use of information at a real-world level. Advanced Steps courses are most often those with the 460 or 461 course code suffix, often titled "Perspectives in [applicable topic]” or “Senior Seminar.”

Contact your liaison librarian to discuss integration of these steps into any course. You can find the liaison areas of the librarians and more information about the program at this address:

http://knightguides.wartburg.edu/ILAC.