

**DeVry University**  
**Information Literacy Modules**  
**Introduction**

**Overview**

One of DeVry University's goals is for its students to become information literate. Students and graduates who are information literate are able to "recognize when information is needed" and to "locate, evaluate, and use effectively the needed information" (Association of College and Research Libraries, 2000). Due to the complex environment of rapid technological change and proliferating informational resources, individuals are increasingly faced with diverse, abundant information choices—in their academic endeavors, in their workplace environments, and in their personal lives. Research shows that information literacy is fundamental to the quality of every student's life because it permeates academic, workplace, and personal pursuits (ACRL, 2000). Information literacy enables individuals to extend investigations, become more self-directed, and assume greater control over their own learning, critical thinking, and decision making.

In 2006, The National Forum on Information Literacy issued the *Alexandria Proclamation* declaring: "Information literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals" (National Forum on Information Literacy, 2006). Specifically related to workforce readiness, possessing current, competent, industry-specific skills as obtained through their major course of study and supported by their General Education requirements can be very beneficial to students. As part of DeVry's effort to provide the instruction necessary to support competency and workforce readiness, the subject of information literacy is being addressed.

## Addressing Information Literacy Standards

To promote the acquisition of information literacy competencies, DeVry has adopted the Information Literacy Standards of the Association of College of Research Libraries (ACRL). According to the ACRL (2000), an information literate student

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

DeVry addresses the standards through a five-module program designed to present information conducive to the development of information literate students. Each of the five modules is based on one of the five ACRL competencies. Currently, lesson plans for all five information literacy modules are available and are designed to support face-to-face instructional sessions of approximately 60-120 minutes. The plans should be adapted to meet the needs of students and professors and should be scheduled and led by a library director, academic success center manager, professor, or other qualified university administrator or representative.

### References

- Association of College and Research Libraries. (2000). Information literacy competency standards for higher education. In *American Library Association*. Retrieved October 13, 2011, from <http://www.ala.org/ala/grps/divs/acrl/standards/informationliteracycompetency.cfm>
- National Forum on Information Literacy. (2000). High-level international colloquium on information literacy and lifelong learning. In *National Forum on Information Literacy*. Retrieved October 13, 2011, from [http://www.infolit.org/International\\_Colloquium/index.htm](http://www.infolit.org/International_Colloquium/index.htm)