

Information literacy campaign of De La Salle university: our story

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ABSTRACT

In a move to promote creative awareness on the availability of a user education program to other research-oriented classes, the De La Salle University (DLSU) Libraries launched its information literacy campaign called lamInfoSMART with the theme, "Making every Lasallian information literate." The campaign seeks to hone the students to become information literate by equipping them with the necessary information literacy (IL) skills and raising their awareness on the importance of IL in their pursuit for academic and research excellence. The IL team organized an IL exhibit which features the IL cycle. The week-long campaign featured a lot of interesting, and exciting activities. Games with prizes were initiated to capture the attention of the academic community. The Libraries stimulated the active minds of the students by spearheading the following contests: lamInfoSMART Amazing Race, Scavenger Hunt, Online Quiz, and Tweet & Win. A poster design competition was also part of the event to showcase the students' understanding of IL through creative arts. The Libraries also addressed the sensitive issue of academic dishonesty and plagiarism through the organization of a challenge dubbed as Let's Turnitin. A forum was also part of the campaign to promote lifelong learning. A number of programs were also launched such as the League of Information Assistants, the Roving Information Assistant (RIA), and the new Graduate Information Literacy Program (GILP). A more improved IL campaign will be prepared this year with the continuous support from the DLSU administration.

Keywords: Information literacy; Lifelong learning; User education

INTRODUCTION

The DLSU Libraries launched its information literacy (IL) campaign dubbed as lamInfoSMART to foster the development of information literate students in pursuit of lifelong learning. As noted by Mandusic and Blaskovic (2013), "learning has become lifelong learning". Furthermore, they added that "education and higher education institutions now must teach the individual how to learn, what to learn and when to learn, how to develop the ability to manage their own learning process". The launching of the campaign was also the Libraries' gesture of taking part in the celebration of the National Library and Information Services (LIS) month held every November which is led by the National Commission for Culture and the Arts – National Committee on Library and Information Services, the National Library of the Philippines, and the Philippine Librarians Association Inc. The campaign promised a lot of exciting activities through exhibits, interactive games and forum. A

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Baro, Seimode and Godfrey (2013) compared six IL practices in the university libraries of US, UK, and Nigeria. Libraries in Nigeria do not have an online method for the delivery of IL sessions as opposed to the libraries in the US and UK which combines both face-to-face and online methods of IL training and services. As identified by the researchers, it is essential to have an IL policy or guidelines in order for the library to draw its direction and eventually engage its clients. Beheshti (2012) shared in his article *Teens, Virtual Environments and Information Literacy* that “game-style virtual environments are highly motivating and engaging”. To fully capture the attention of the students, a library should continue to innovate and provide timely and relevant activities for its clients. Moreover, Detlor et al (2012) suggests that active learning strategies employed in an IL session will yield an increase in a student’s learning outcome. On the other hand, a one shot library instruction engagement cannot be effectively driven as proven by Walker and Pearce (2014). In addition, they suggested that “there must be a concerted effort to create a proper library as third place in which engagement is driven by both targeted, as well as point-of-need, instructional efforts”.

OBJECTIVES AND METHOD

The objectives of this paper are:

1. To describe the design, development, and implementation of lamInfoSMART as a creative tool for engaging students in IL program, and
2. To showcase and share the IL practices and programs of De La Salle University – Manila Libraries.

The paper features the IL campaign practices of De La Salle University Libraries. Specifically, it narratively discusses the various IL methods and practices used during the IL week campaign of the DLSU Libraries dubbed as “lamInfoSMART”.

DISCUSSION

Information Literacy Practices in Selected Libraries in the Philippines

Filipino librarians began studying IL assessments in the early 2000s. This is purely based on the recorded study catalogued by the University of the Philippines (UP) - School of Library and Information Studies (SLIS). According to Nera (2006), the UP SLIS conducted a forum on IL in 2005. This is probably the first strategy where the Philippines started to become active in disseminating information about IL.

In 2011, the University of the Philippines’ Main Library launched their Library Instruction Program (LIP) dubbed as “Research Made Easy @ Your Library.” It served as a “venue in providing an information literacy experience in order to build expertise in mining the wealth of resources available to UP students, faculty and staff.” There are four program designs available for each learner: (1) Library Orientation Program, (2) Specific Instruction Program, (3) Listen and Learn @ Your Library, and (4) Web-based How to’s? There are also eight available topics that clients may select if they want to undergo a

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LIP. The topics are: 1. Library in a Nutshell, 2. Discovering Information Resources Using the WebOPAC, 3. Understanding Library Databases, 4. Connecting to Online Subscriptions and Finding Journal Articles, 5. Thou Shall not Plagiarize: Researching Ethically, 6. Referencing 101, 7. Evaluating Library Resources, 8. Keeping Current with the Literature. (UPD Main Library, 2011).

In 2012, Ateneo de Manila High School started their Information Literacy Program for High School students with the following goals (Cabunagan, 200?):

1. To teach students to analyze and evaluate information for accuracy and bias,
2. For students to gain the ability to find and use information purposefully,
3. For students to become adept at using search and retrieval skills to locate information.
4. To introduce the students to materials that they can use to enhance their reports and presentations,
5. To familiarize students with trends in instructional media and online information retrieval, and
6. To inform the students about the services offered by the EMC.

Generally, the IL programs in the Philippines are not yet structured and institutionalized. There may be a small percentage of school and academic libraries conducting a full-blown IL activity. This is the why academic libraries are really pushing for the development of a more defined IL program to better support the lifelong learning of the students and other members of the academic community.

Information Literacy in DLSU Libraries

The information literacy program of DLSU Libraries is offered to students, both graduate and undergraduate, faculty members, and to a certain extent, visitors/visiting users. As DLSU Libraries continue to innovate, it has re-invented its information literacy program. The Libraries provide IL instruction to aid library patrons in becoming independent and lifelong learners. There are two categories of IL instruction sessions available to faculty and students namely the classroom type and quick start/individualized sessions (popularly known as Face-to-Face with RIA (Roving Information Assistant)).

For classroom type sessions, the Libraries offer the following modules: (Module 1) Library Research Basics and Tour, a 1.5 to 2 hour presentation and tour specifically designed for new students to introduce the different libraries and learn the basics of finding information in each of these libraries; (Module 2) Subject Database Searching, a 2-3 hour intensive hands-on practice of using various subject databases; (Module 3) Library Basics and Database Searching, a 2-3 hour lecture and hands-on demonstration of library research and searching multi-disciplinary databases; and (Module 4) Specialized Instructions, a customized, course-related instruction that focuses on advanced IL skills. More information about the program can be accessed here: <http://www.dlsu.edu.ph/library/infolit/>

To fully engage the whole academic community, the lamInfoSMART campaign was introduced. The objectives of the campaign were the following:

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1. To promote the teaching of IL as part of user education program of the DLSU Libraries,
2. To raise awareness on the importance of information literacy as a vital component of lifelong learning, and
3. To make LaSallian students information literate by teaching them the essential skills of finding and using the right information in pursuit of academic and research excellence.

The lamInfoSMART Campaign

The lamInfoSMART campaign is a response to the Philippine Accrediting Association of Schools, Colleges and Universities' (PAASCU) recommendation on "creative awareness about the availability of the user education program to other research-oriented classes". The event was held from 25 to 29 November 2013 and comprises of different activities that aimed to nurture the IL skills of Lasallian students in pursuit of lifelong learning.

The activities during the event were the following:

- A. Exhibit featuring the Information Literacy Cycle
- B. Launched of the League of Information Assistants (LIA) and Roving Information Assistant (RIA)
- C. A Forum on Information Literacy
- D. Poster-Making Contest
- E. The Let's Turnitin Campaign
- F. Library Scavenger Hunt
- G. Tweet and Win Contest
- H. The Information Literacy Amazing Race
- I. The Information Literacy Online Quiz

Information Literacy Cycle

The laminfoSMART campaign features an exhibit on the Information Literacy Cycle with the purpose of guiding students and potential library users on how to effectively search, retrieve and use information available in the library. The IL cycle was patterned after the Information Literacy Competency Standards for Higher Education and was introduced by the Association of College and Research Libraries (ACRL). The cycle is composed of the following steps:

"(1) recognize the need for information and determine the nature and extent of the information needed; (2) find needed information effectively and efficiently; (3) critically evaluate information and the information seeking process; manage information collected or generated; (4) apply prior and new information to construct new concepts or create new understandings; and, (5) use information with understanding and acknowledge cultural, ethical, economic, legal, and social issues surrounding the use of information" (ACRL, 2000).

1. Define Question – the premise of this step is to make the topic a question in order for the student or the researcher to easily find relevant information about the topic. After transforming the topic into a question, the step also suggests identifying keywords on the question and understanding their meanings. Additionally, looking

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into search terms or synonyms are also key factors in this step as well as making the effort to narrow or broaden the question.

2. **Identify Sources** – it is very important to have an understanding on the different sources available for a particular research topic. This step suggests the researcher must know how to identify types and formats of information sources such as Academic Journals, Primary Sources, Electronic Books, Artworks, Multimedia and Theses. Information on how to distinguish the difference between scholarly, trade and popular sources are also included in this step
3. **Search Information** – in the case of the DLSU Libraries, there are a number of available search tools that students and researchers can use to find information. This step is vital because it allows the researcher to select the most appropriate search tool to use. Additionally, the DLSU Libraries offer different online databases to search and access thousands of electronic resources. The step offers tips and tricks on which database to use once the research question has been identified.
4. **Locate Information Sources** – this step guides the researcher on how to locate information sources (print, non-print and electronic) inside the library. Information on the different library sources is also included here as well as instructions on how to know if the library subscribes to a specific online resource.
5. **Evaluate Information Sources** – with many available sources in the library, it is mandatory for the researcher to know how to evaluate them as well as determine their reliability. The Currency, Relevance, Authority, Accuracy and Purpose (CRAAP) test is a tool that can be used to evaluate information.
6. **Using and Sharing Information** – the last step of the IL cycle is about teaching researchers how to treat information ethically. Guidelines on how to accurately cite sources to avoid plagiarism as well as tips on summarizing and paraphrasing are included in this step. Lastly, a detailed instruction on how to use Turnitin, a web-based originality checking software is also discussed here.

League of Information Assistants (LIA) and Roving Information Assistant (RIA)

The DLSU Libraries also launched two new services dedicated to better the reference and research service assistantship to all library patrons of the university. The first service launched during the event is the The League of Information Assistants or LIA. It is a reference chat service where library users are given access to connect and ask any reference question to a particular virtual subject librarian.

While the library already has LORA or the **Library Online Reference Assistant** who regularly answers any library related concern, LIA makes the reference experience more specific as it allows the opportunity for library users to ask in-depth inquiries and questions related to a particular topic or subject. Using the Library's website, any library user who would like to ask subject related questions on Education, Archives, American Studies, Business and Economics, Law, Science and Technology and K-12 Education can click on an Assistant and the virtual subject librarian will be ready to provide answers.

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Additional information on LIA can be accessed through this link:
<http://librarynewsette.lasalle.ph/2013/12/introducing-LIA.html>



Figure 1: League of Information Assistants (LIA)

The second service that was launched during the lamInfoSMART week is the Roving Information Assistant (RIA). It is a one-on-one research and reference assistant available to all bona fide students, faculty and staff of the university. Given a specific schedule, DLSU librarians who serve as RIA shall rove around the libraries and approach library patrons who need help. Library users who are interested in availing RIA's service may also book an appointment and select their desired date and time of consultation based on the RIA's availability.

The RIA service is limited to helping patrons find answers to research questions, bibliographic and technology instruction and reader's advisory. As such, it will not cover the following: (a) computer configuration, maintenance, and troubleshooting; (b) provision of investment, legal, or medical advice; (c) tutoring or homework help; and, (d) job interview preparation (DLSU Libraries, 2014).

Demystifying Information Literacy: A Forum

To promote the teaching of IL and raise awareness on its importance, one of the key events during the lamInfoSMART week is a forum entitled *Demystifying Information Literacy*. The resource speaker for this forum is Ms. Marian R. Eclevia, the Coordinator for Readers' Services and the Head Reference Librarian of the DLSU Libraries. The forum focuses on defining IL and its relation to lifelong learning. The IL cycle discussed above is also a major part of the lecture and the discussion was actually the basis for assessing the IL skills of the participants who attended the forum. Each step in the IL cycle was explained in full detail and in each step, an assessment quiz was given in order to determine the IL skills of participants. The results of the assessment were very

encouraging as most of the participants are “proficient”. Only a small number are in the “advanced” and “novice” level.

Poster Designing Contest

Ideas are best shown in pictures and this contest helped us to identify what students think about IL. Seven Lasallian students joined the contest and drew different pictures of what they think IL is all about. From archers going to a library to eyes looking in a magnifying glass, this contest surely made the participants read about IL and relate it to their lives as learners.

Photos and other details of the contest may be accessed through the DLSU library’s online newsletter available at <http://librarynewsette.lasalle.ph/2013/12/iainfosmart-poster-making-winners.html>

Let’s Turnitin

Knowing how to treat information ethically is also one of the important advocacies of IL. During the IamInfoSMART week, one of the activities that aim to strengthen the awareness of library users in information ethics is to teach them how to properly and correctly cite their sources. This was done through informing library users with different citation tools to use for their search work. Furthermore, the IamInfoSMART team also took this opportunity to promote Turnitin, “a cloud-based service for originality checking, online grading and peer review of researches” (DLSU Library Newsette, 2014).

The objective of this activity is to use information ethically and legally to accomplish a specific purpose. The expected outcome is to increase usage of the subscribed online plagiarism detection tool (e.g. Turnitin) and guide library patrons on how to cite used/read articles and/or references correctly using APA/MLA/Chicago.

A program called Let’s Turnitin was part of the line-up of activities. In this program, library users are treated with one-on-one tutorial in using Turnitin. A contest was also initiated to allow students and even faculty members to try this cloud-based service. Interested participants who have a ready-made paper may upload it to Turnitin and anyone who received a passing originality report wins exciting prizes. The turnout of individuals who joined the contest was good and feedback was positive as they were able to try the service and found its features to be very useful especially during their thesis writing stage or during their research work.

Library Scavenger Hunt

This was a three-day event participated by different group of students. The hunt was divided into two categories which is (1) “Print” where answers/treasures can be found using the print materials available in the library and (2) “Online” where answers/treasures can be found using the online resources (e.g. ejournals, ebooks, online catalog and the Library’s website). Each group has the option of choosing which category they want to answer and the group who answered correctly received prizes.

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The objectives for the Library Scavenger Hunt are to teach students how to: (1) determine the nature and extent of information needed; (2) find and locate the needed information effectively and efficiently; (3) evaluate information sources; and (4) use information ethically and legally. Information literate/skilled students are expected to properly utilize the print resources and online search tools of the library as well as able to correctly cite articles and/or references using style manuals. The Library Scavenger Hunt is also expected to increase the awareness of the entire academic community of the Learning Commons' facilities, print resources and services.

Tweet and Win Contest

New technologies brought changes to how people communicate and Twitter™ is one of them. The DLSU Libraries made its first tweet in 2011 and from then, followers and tweets about the library and its services have significantly increased.

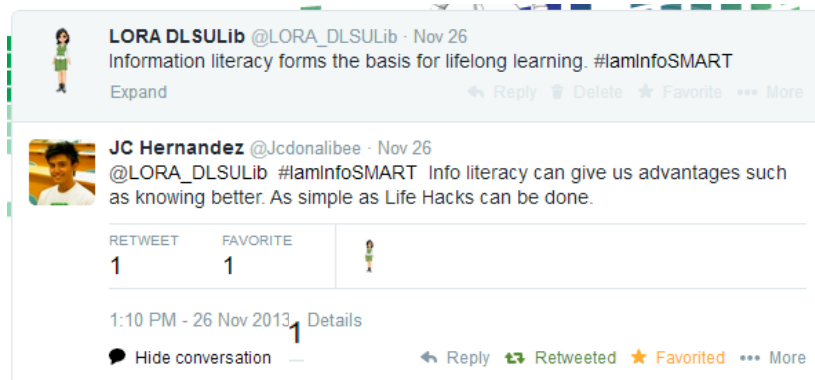


Figure 2: Screenshot Example of a Tweet and Win Entry

In order to continuously engage our followers with the Library's twitter account and to encourage more students to communicate with the DLSU Libraries thru twitter, a Tweet and Win contest was organized where LORA tweeted about IL for 3 consecutive days. Students who replied on LORA's tweets and got a significant number of likes and shares won the contest.

The Information Literacy Amazing Race

The Information Literacy Amazing Race is the most anticipated event by the students. This was held on the last day of the activity but as early as the first day. However, many students were already signing up to join. Similar to the TV series, the Amazing Race, each group was given a task at each pit stop. After successfully completing a task, an envelope containing a clue was given to them which will lead them to the next stop until they reach the last pit stop. Each task was completed using both the Library's print and online resources and services.

Similar to the objectives and outcomes of the Library Scavenger Hunt, the Amazing Race was initiated to better the information seeking skills of the library clientele as well as strengthen their citation skills. At the end of this activity, library users will become more familiar with various search tools available in the Library as well as the different services and facilities.

The Information Literacy Online Quiz

At the end of the IL exhibit, three computers were set up for the IL Online Quiz. The set of questions was taken from the information that are on display throughout the exhibit. The aim was to identify whether the library patrons were able to learn something and to encourage them to read and prizes were given to those with high scores. A total of 16% of the students who answered the online quiz got the highest score and 79% got a passing score. Answers were collated to identify which question got the highest and lowest correct answers. The results will be used as a basis for improving the IL sessions.



Figure 3: iamInfoSMART Amazing Race Poster

FINDINGS AND IMPLICATIONS

User Feedback

After the iamInfoSMART event held in November 2013, the Library received emails from the students requesting for the information from the exhibit to be made available online. It was published in April 2014 and currently, it has been viewed 601 times. A survey form was also published online to serve as an evaluation tool on the usefulness of the iamInfoSMART online module. The survey indicates that the module is mostly accessed by individuals from other institutions. About 50% of the respondents are non-affiliated individuals, 12.5 % are faculty members, another 12.5% are graduate students, and 25% are undergraduate students. Based on comments gathered during the survey, all of them believed that the module is helpful and will be very useful in conducting their research.

Implications

The iamInfoSMART campaign has received positive feedback from the DLSU academic community. It revolutionized the way the DLSU Libraries educate its library users in

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finding information and doing research properly. The DLSU Libraries vowed to continuously organize Interactive library and IL skills instructions to gain more insight from the library users which can be used to further improve the campaign. Furthermore, exposition of new information, ideas and services on IL will be regularly conducted throughout the lamInfoSMART exhibit which will be regularly held every November. The campaign also aims to provide ideas to fellow librarians and students from other universities on how to reorganize their existing IL programs by letting them know about new developments in IL at DLSU and other universities through the DLSU Blogsite (<http://librarynewsette.lasalle.ph>) and by opening the yearly lamInfoSMART exhibit to everyone.

CONCLUSIONS AND FUTURE DIRECTIONS

The success received in the launching of the lamInfoSMART campaign of the Libraries proves that a new way of teaching IL skills to students is needed – that it should be more fun and interactive. Information Literacy sessions of the DLSU Libraries were improved with games and online quizzes to be integrated in the future. The information in the exhibit panels were edited and were uploaded to the library's website.

The lamInfoSMART week will now be an annual event of the DLSU Libraries. For the next instalment, a self-paced IL learning module is currently being developed. This IL learning module will be composed of various video tutorials that will be developed by students through a video contest currently hosted by the DLSU Libraries. Additionally, there will be different online tutorials and games that will enhance IL skills and help assist librarians in their quest to promote IL and lifelong learning.

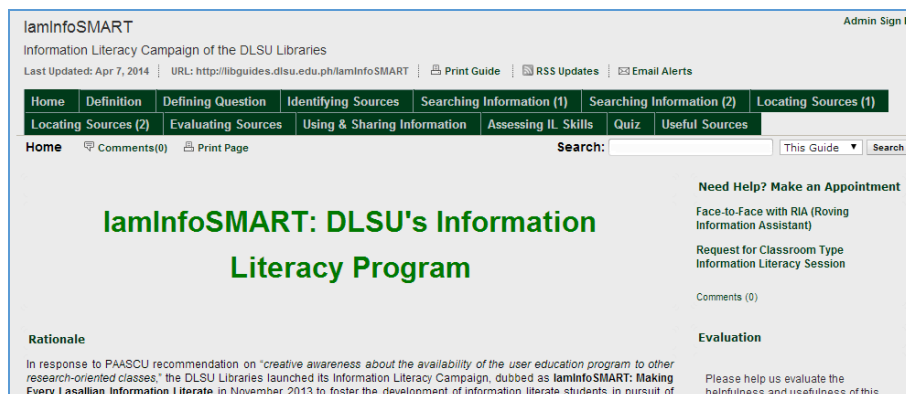


Figure 4: Screenshot of the online version of lamInfoSMART
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