

# Toolkit to Take to Workplace: Equipping Students for Success Beyond College

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“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.”

- Framework for Information Literacy for Higher Education

# Top 10 skills

## in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



## in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

January 18, 2016

<https://www.weforum.org/reports/the-future-of-jobs>





Solitary nature  
of knowledge  
acquisition and  
application

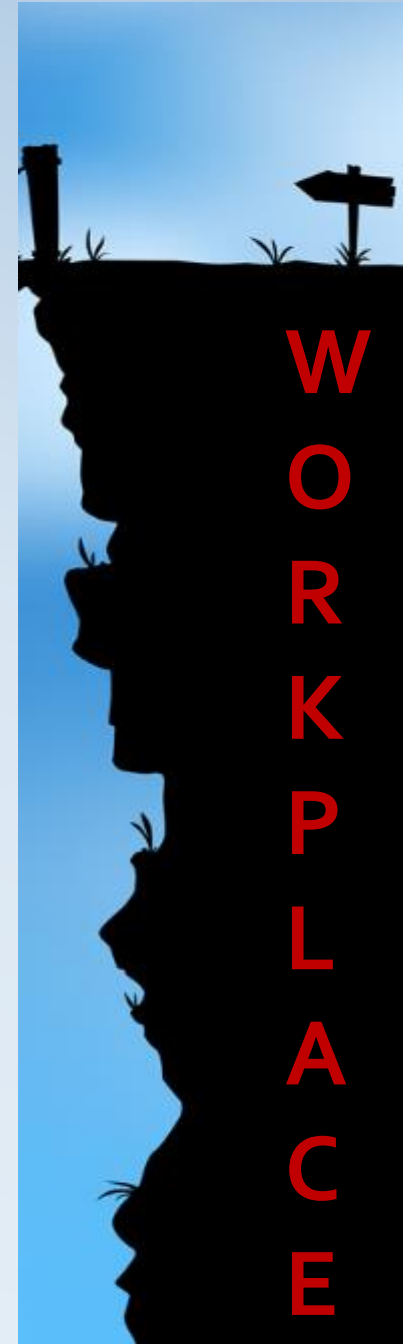
Completion of  
assigned  
practices

Stable set of  
texts or tools



## Competency gap

Monge, R., & Frisicaro-Pawlowski, E. (2014).  
Redefining information literacy to prepare  
students for the 21st century workforce.  
*Innovative Higher Education*, 39(1), 59-73.



Teamwork

Ability to adapt to  
information  
context

Ability to  
recognize and  
adapt to non-  
academic needs



## More on competency gap

Abilities graduates are lacking in:

- engaging the team during the research process,
- using a variety of formats,
- finding patterns and making connections, and
- being thorough in the research process.

Head, A.J., et al. (2013) "What information competencies matter in today's workplace?" *Library and Information Research*, 37 (114): 74–104.

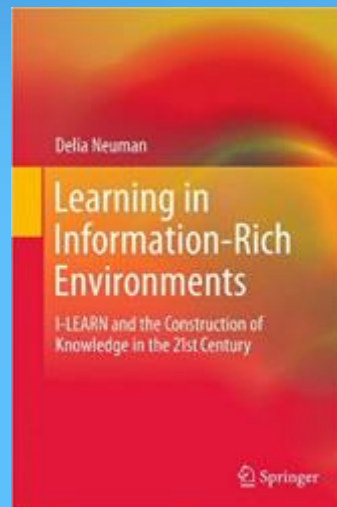








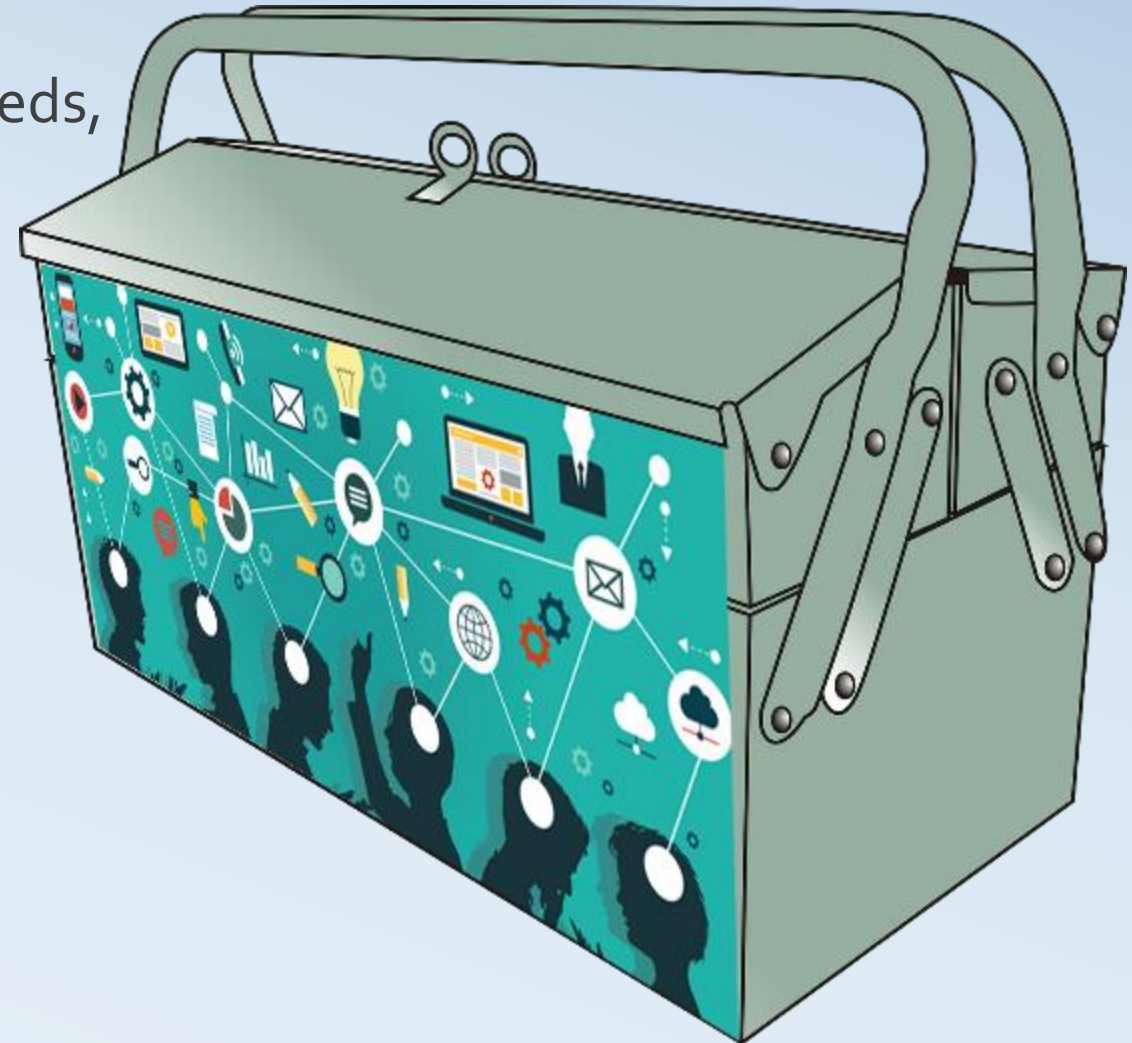
Identify Locate Evaluate Apply Reflect kNow





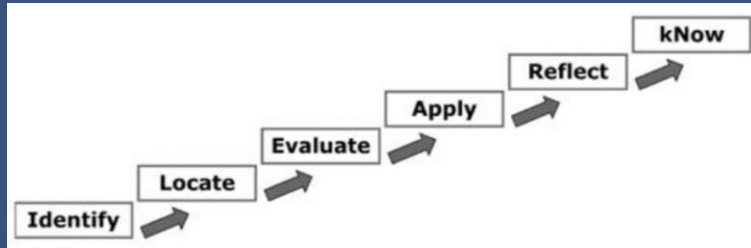
# Goal: Create a good transferrable toolkit that would

- highlight institutional resources for various needs,
- identify similar free online resources,
- include important workplace competencies beyond “finding stuff,” and
- combines tools and best practices.



# How do I tie it all together?

## The I-LEARN Model



Skills valued by employers

New definition of information literacy

- If I build it will they come?
- Why would they want to use it?



Right word, right moment

# DIGITAL



Roll-out of the institutional IT  
'ecosystem'

## CANOPY TOOLS



[Blackboard](#)



[Box](#)



[Echo360](#)



[Kaltura](#)



[UC SmartBooks](#)



[WebEx](#)



# Digital Literacy

This guide will help you to use information technologies and the Internet to find, evaluate, use, and share information in order to succeed academically and in your future career development.

## Home

[What is digital literacy?](#)[In this Guide](#)[Who wrote this guide](#)[Digital technologies](#)[Digital materials and  
where to find them](#)[Tips for online searching](#)[Use digital sources  
critically](#)[Stay current](#)[Get organized](#)[Create and publish  
content](#)[Network and collaborate](#)[Protect your online  
identity](#)[Ethics and copyright](#)

## What is digital literacy?

Digital literacy is "a person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments."(Barbara R. Jones-Kavalier and Suzanne L. Flannigan: Connecting the Digital Dots: Literacy of the 21st Century).

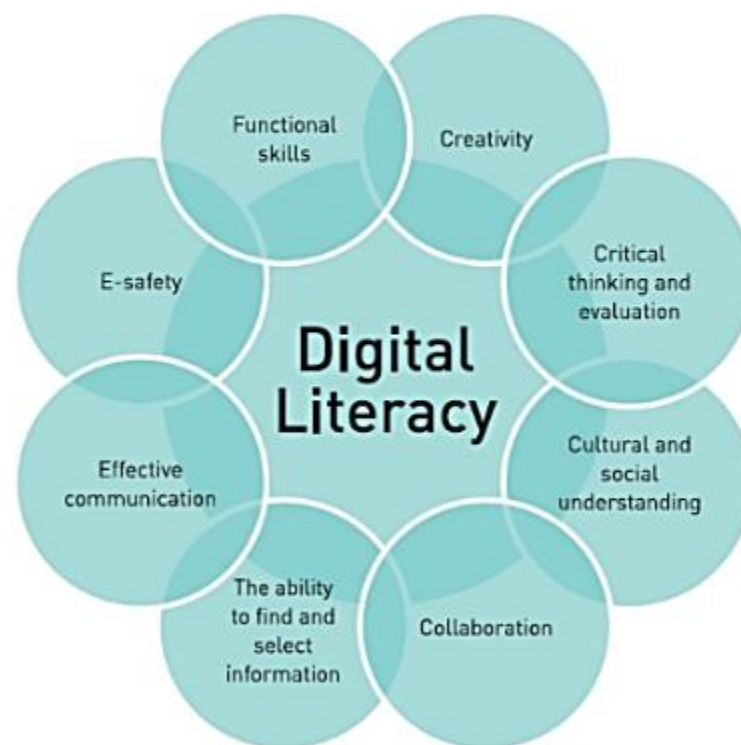


Image source: A model for digital literacy

While these abilities enhance all aspects of your life, this Guide focuses on the application of digital literacy to your academic career and your future workplace.

<http://guides.libraries.uc.edu/digliteracy>

What are digital materials?

Where do digital materials  
reside?

Blogs

Dissertations

E-Books

Electronic records  
(e-mails, documents,  
spreadsheets, etc)

Images

Journals

Magazines

Newspapers online

People

Sound recordings

TV programs and shows

Tweets and other social  
media content

Video and film

Websites

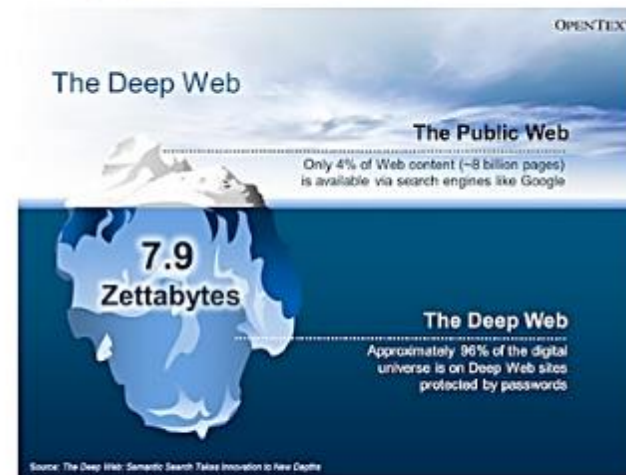
## What are digital materials?

Digital materials are those that can be accessed by computers. Some of them are "born-digital," or originated in a digital form (for example, pictures taken with a digital camera, web pages, twitter feeds, etc.), others were converted into digital files.

Please remember that information you need for your research purpose may NOT be available in a digital format. Online search tools may point you to sources in print, on film or microforms, etc. In some instances you may need to use non-digital research tools, such as print indexes.

## Where do digital materials reside?

Did you know that when you search Google you reach **ONLY 4%** of the content available on the Internet? The infographic below demonstrates this very well.



Note that many scholarly articles and other resources required for your assignments are below the surface! This page points you to the best tools for finding quality digital resources in UC Libraries and on the Internet.

## Blogs

### In the libraries

- UC Libraries Blog

### On the public Web

- Alltop
- Blog Catalog
- Blog Search Engine
- IceRocket

Digital materials and where to find them

## Newspapers online

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### At UC Libraries

See our [Newspapers](#) Online Guide for links to premium newspaper databases.

### On the Public Web

Many newspaper sites provide free access only to **part of the content**.

### Free historical newspapers sites

- [Chronicling America](#)
- [Elephind.com](#)
- [Google Newspapers](#)
- [Historical Newspapers Online - Newspapers by State \(Penn Libraries Guide\)](#)
- [NewspaperCat \(University of Florida\) - U.S. and Caribbean newspapers](#)

## People

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While working on a computer it's easy to forget that people are a very important source of information. An expert may be sitting right next to you or next door.

In a digital environment it may also be more effective to go directly to an expert rather than continuing to search and sift through myriad of results. Identify experts and decide how to contact them: through social media, by phone, email, etc.

### Tools and techniques for identifying experts

- [Google Scholar](#)
- [Highly Cited Researchers](#)
- [Nexis Uni \(formerly Lexis-Nexis Academic\)](#)

Nexis Uni can help you identify experts who said or wrote something on a topic. The search string below will find experts on alternative energy with variations, such as "alternative sources of energy," "energy alternatives," etc. Substitute your terms in the following search statement:

```
alternative w/2 energ! w/10 (expert or authority or professor or fellow) w/30 (said or says  
or write! or wrote)
```

- [LinkedIn Advanced People Search](#)
- [Triangulate](#)
- [How to find an expert and tap research networks on deadline: Tips on Google Scholar and Microsoft Academic Search](#)

Digital materials and where to find them.

Recent addition: people as information sources

## Urban legends and hoaxes

Selected sites to help you identify hoaxes, scams, etc.

- Hoax List: Current Netlore & Urban Legends
- The Museum of Hoaxes
- Snopes.com
- Urban Legends and Hoaxes Resource Center

## News/fake news

Use the CRAAP criteria to analyze news sources.



This infographic is created by IFLA (International Federation of Library Associations). It is based on FactCheck.org's 2016 article How to Spot Fake News.

## Fact-checking and fake news debunking sites

Reputable fact-checking organizations focused on U.S. national news:

- FactCheck.org
- Fact Checker (Washington Post)
- False, Misleading, Clickbait-y, and Satirical "News" Sources
- Snopes.com
- PolitiFact
- Truth be Told
- Washington Post Fact Checker

Use digital sources critically



### Web pages and sites

- Populr.me
- Weebly
- WordPress.com

### Writing and fonts

- Google Fonts
- DaFont
- Word2cleanhtml

### Creating an effective presentation

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#### Best practices for various presentation formats

- **Infographics**
  - Infographics Best Practices
  - Top Tips from Experts on What Makes a Great Infographic
- **Print**
  - Brochures and Newsletters
- **PowerPoint**
  - Best Practices for Presentation Design
  - PowerPoint DOs and DON'Ts
- **Posters**
  - Poster Design: Design Tips for Research Poster Presentations
  - Scientifically Speaking (PDF file)
- **More useful information**
  - 7 Most Common Data Visualization Mistakes
  - A Students' Guide to Personal Publishing
  - Visual Rhetoric (from Purdue Online Writing Lab, AKA OWL)
- WordPress.org

### Publish your content

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**A Students' Guide to Personal Publishing** (issues to consider, guidelines to publish by)

Where to publish or share your content

Create and publish content

# So, did they come?

- **3044 views July 1, 2015 – September 1, 2017**
- **Most popular pages:**
  - Tips for online searching
  - Ethics and copyright
  - Use digital sources critically
  - Digital materials and where to find them
- **Requests from other institutions to use as a template or copy content**
- **Repurposed content**

This guide provides resources for researching "discourse communities" and the documents, videos, reports, images and other materials they create.

[Home](#)[Discourse Analysis](#)[Consider a Discourse  
Community](#)[Types of  
Discourse/Genres](#)[Resources for Special  
Topics](#)[Campus Issues](#)[Cincinnati Area  
Issues](#)[Popular Music  
Criticism](#)[Images and Media](#)[Primary and Secondary  
Sources](#)[Citing Your Sources](#)[Recast Content in a  
Different Genre](#)[Free online tools for various  
types of content](#)[Copyright and attribution of  
sources](#)

### Free online tools for various types of content

Your instructor may ask you to recast your project or paper in another form for another purpose. This will challenge you to think how else you can express your understanding of the information you have gathered and for what audience you would like to shape this information.

The list below contains tools you might use for creating various types of content.

#### Blogs

- [Blogger](#)
- [Weebly](#)
- [Create Your Own eBooks](#)
- [How to Create Ebooks From Start to Finish](#)

#### Images

- [Photoshop Express](#)
- [Google Photos](#)

#### Data visualization: infographics, graphs, and charts

- [Canva](#) (does not support IE)
- [easel.ly](#)
- [Gapminder](#)
- [Gliffy](#)
- [Google Fusion Tables](#)
- [Hohli Online Charts Builder](#)
- [Infogram](#)
- [Piktochart](#)
- [Thinglink](#)
- [TimelineJS](#)
- [Venngage](#)
- [Wordle](#)

#### Tools for narrative recasts

- [Storify](#)
- [VoiceThread](#)

#### Presentations beyond PowerPoint

- [Haiku deck](#) (supported in Chrome and Safari)

396 views;  
similar page in English 1001 guide:  
822 views

Faculty testimonial:

"I referred my online students to your guide and students used Weebly, Infogram, Piktochart, and Kaltura. I linked them directly to the copyright and fair use resources on this page - that was their only source of information."

# Classroom instruction strategies

- focus on asking questions
- collaborative active learning
- source analysis
- asking students to reflect on research and learning

<b>Research Topic</b>	<b>(1) What do you already know?</b>
<b>Successful Keywords</b>	<b>(2) Research Questions</b>
<b>Best Databases</b>	<b>(3) What did you learn today?</b>
<b>More at: <a href="http://libraries.uc.edu">libraries.uc.edu</a></b>	<b>(4) What do you need to explore further?</b>
<b>UC Libraries Contact</b> My librarian today: <input type="checkbox"/> pamela.bach@uc.edu <input type="checkbox"/> olga.hart@uc.edu <input type="checkbox"/> rebecca.leporati@uc.edu <input type="checkbox"/> deborah.tenofsky@uc.edu	

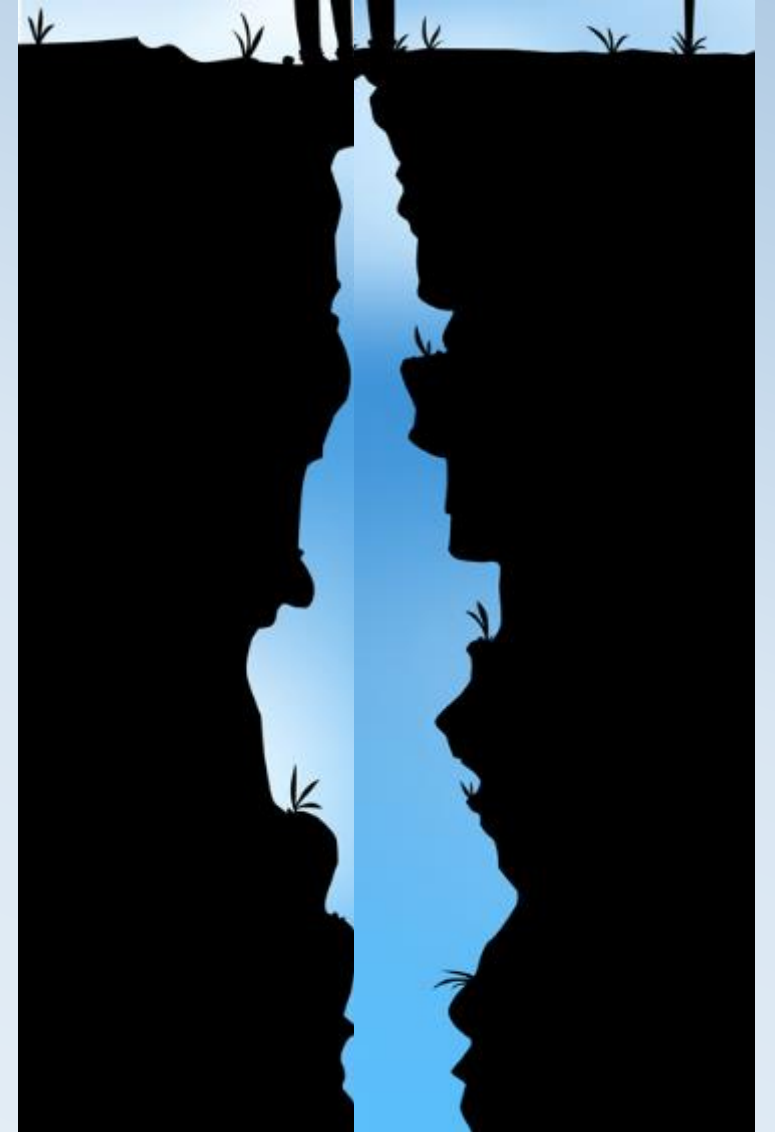




# Continuing to close the gap – future directions

- Collaborate with faculty to design assignments that reflect workplace realities; involve subject specialists.
- Encourage team consultations with librarians.
- Teach identification of experts as sources.
- Discuss tools and sources for collaboration and sharing during research; encourage faculty to incorporate social media into research assignments.
- Go beyond the curriculum – reach out to campus groups that perform tasks similar to those at workplace.

Based on Head, A.J., et al. (2013) "What information competencies matter in today's workplace?" *Library and Information Research*, 37 (114): 74–104.



Thank you!



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<http://coachesconsole.com/wp-content/uploads/RopeBridge.jpg>



Modified from <http://www.elcomcms.com/resources/blog/posts?tag=collaboration>



<http://gigix.thoughtworkers.org/>



<http://www.cps.neu.edu/news/northeastern-wins-top-innovation-prize.php>



<http://www.mathiaspoulsen.com/a-model-for-digital-literacy/>



<http://footage123.com/video/1767905-question-marks-blue-spinning-backgorund>