



Merrill Library

University of Maine at Machias

Information Literacy Report

FY20 – FY15

Information Literacy is an umbrella term used to group the fundamental concepts, skills, and practices required to navigate and authenticate the explosive amounts and formats of information which we all encounter day in and day out. There are six core concepts that the Merrill Library librarians at the University of Maine at Machias use, adopted from [ACRL's Framework for Information Literacy for Higher Education](#) to guide the teaching and acquisition of Information Literacy skills at UMM. The “frames’ are: Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation, and Searching as Strategic Exploration.

While there is not a required “library” course, faculty request Information Literacy/Instruction sessions for specific classes and skill sets. The librarian and the faculty member meet to discuss the resources and skills required for the successful completion of a specific assignment. The librarian then creates a lesson plan that focuses on the specific skills and tools required for the student to be successful in fulfilling assignment requirements.

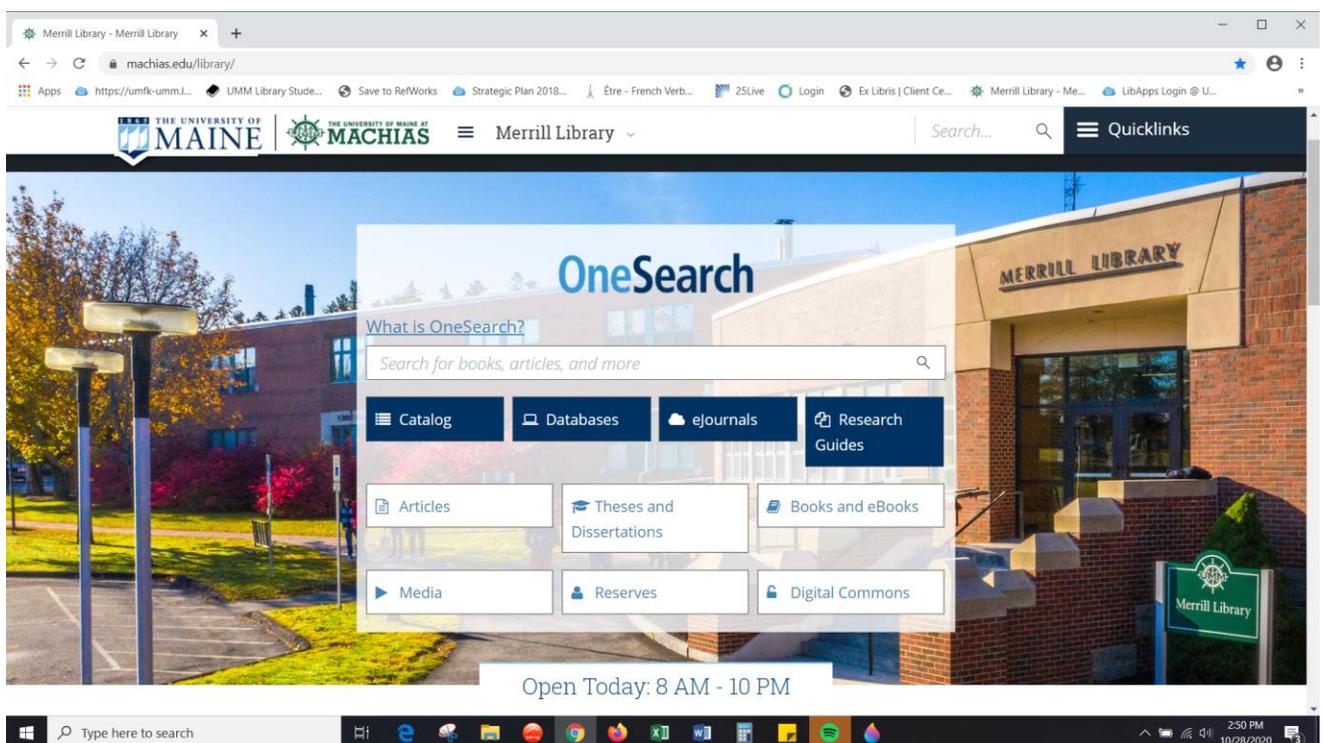
In addition to the “one-shot” sessions described above, beginning in FY17 a librarian as co-instructor has been embedded in a research methods class. A series of lessons and graded assignments are designed to introduce students to the various steps in the research process including the use of the catalog, research databases, citation management tools, interlibrary loan, and formatting a paper in the required format, i.e. APA, MLA, etc.

In FY20 Merrill Library subscribed to Credo Instruct, which provides ACRL's Framework for Information Literacy for Higher Education-aligned multimedia materials to help librarians and faculty to teach and assess foundational skills to students while aligning information literacy practices with program curricula. Librarians worked with five faculty members to employ the flipped classroom pedagogy to incorporate evaluation of information using self-guided high-value videos, tutorials, and quizzes into five sections

of an English composition course. The Credo Insights assessment platform allow both faculty and librarians to measure student progress, report results, and demonstrate the value of library instruction. During the Fall 2019 semester, Librarians visited each course section twice to familiarize students with the wealth of resources and services available to them.

The librarians also create web-based research guides and specific course guides. These guides are found on the Merrill Library website by clicking on the blue rectangle titled Research Guides.

Librarians are available in person, via email, phone, chat, zoom, and by appointment.



Information Literacy Statistics for Fiscal Years 2020 - 2015 are presented below:

***Fiscal Year 2020**

- Librarians conducted a total of ****8** instruction sessions with 177 students in attendance.
- There were 142 one-on-one reference sessions using phone, email, chat, and Zoom.
- There were 5045 views of online guides.

***UMM Campus transitioned to online learning and the Merrill Library collections and services were delivered remotely beginning on March 19, 2020 through the end of FY20 due to Covid-19 pandemic.**

****The drop in instruction sections is attributed to the implementation of Credo Instruct Information Literacy modules and the transition to online delivery of courses during the spring 2020 semester.**

Fiscal Year 2019

- Librarians conducted a total of 38 instruction sessions with 435 students in attendance.
- There were 191 one-on-one reference sessions.
- There were 2488 views of online guides.

Fiscal Year 2018

- Librarians conducted a total of 31 instruction sessions with 389 students in attendance.
- There were 125 one-on-one reference sessions.
- There were 138 views of online guides.

Fiscal Year 2017

- Librarians conducted a total of 39 instruction sessions with 539 students in attendance.
- There were 83 one-on-one reference sessions.
- There were 194 views of online guides.

Fiscal Year 2016

- Librarians conducted a total of 19 instruction sessions with 334 students in attendance.
- There were 244 one-on-one reference sessions.
- There were 279 views of online guides.

Fiscal Year 2015

- Librarians conducted a total of 28 instruction sessions with 390 students in attendance.
- There were 233 one-on-one reference sessions.
- There were 336 views of online guides.