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**THE UNIVERSITY OF THE WEST INDIES**

Semester I  Semester II  Supplemental/Summer School

**Examinations of December**  /April/May  /July  **2012**

Originating Campus: Cave Hill  Mona  St. Augustine

Mode: On Campus  By Distance

Course Code and Title: **LIBS3602 – INFORMATION LITERACY: CONCEPT AND PROCESS**

Date: **May 16, 2012**

Time: **4:00 – 6:00 pm**

Duration: **2 Hours**

Paper No:

Materials required:

Answer booklet: Normal  Special  Not required

Calculator: Programmable  Non Programmable   
(where applicable)

Multiple Choice answer sheets: numerical  alphabetical  1-20  1-100

Auxiliary/Other material(s) – Please specify:

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**Candidates are permitted to bring the following items to their desks:**

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**Instructions to Candidates: This paper has 8 pages & 20 questions.**

**Candidates are reminded that the examiners shall take into account the proper use of the English Language in determining the mark for each response.**

**ANSWER ALL QUESTIONS ON THE SPACE PROVIDED ON THE QUESTION SHEET.**

**Read the following scenario and use it to answer questions 1a-1f.**

Mr. Hartman, the media specialist of Mt. Carmel High School, was asked to collaborate with Ms. Russell the Form 4 classroom teacher on a 'Civil War' unit for fourth grade students. Together they planned the unit to include essential research skills and further exposure to technologies.

In the library there were primary sources that dealt with Civil Wars. Others dealt with the underlying causes such as the doctrine of states' rights, slavery, and the abolitionist movement. Mr. Hartman located a handful of Web Quests (a web quest is an assignment which asks students to use the World Wide Web to learn about and/or synthesize their knowledge on a specific topic) and databases, audiovisual materials and a collection of Civil War ballads that could enhance the unit. Additionally, he arranged for Civil War re-enactors to visit the school.

When the students visited the library, Mr. Hartman instructed the class that each student was to choose one Civil War topic of interest. He recommended that they browse the books to get ideas. Ms. Russell screened the videos over the first few days of the project, and played the CD as they conducted their preliminary research. By the end of the week, Ms. Russell had helped the students use Kidspiration, a graphic organizer, to map their interests in the Civil War and focus on a topic.

The following week, Mr. Hartman returned and handed out a simple worksheet to help the students identify clear research questions related to their chosen topics. A discussion followed about the various resources available. He used several students' topics as examples and asked questions like the following: "When would a map be the most appropriate resource for information? When would an encyclopedia be the best choice? When would they reach for Civil War diaries? The students enjoyed the challenge of his questions and were becoming adept at understanding the benefits of various resources.

Using these resources, the class spent the next few weeks conducting research on their topics. At the end of the unit, each student had developed a small PowerPoint slide show depicting an aspect of the Civil War that was of personal interest. On presentation day, two girls dressed in costumes that were worn during the Civil War era, each giving their presentation on what took place in the hospitals in the form of a first-person dialogue. Another student read portions of speeches by Abraham Lincoln, with a Civil War ballad as background music to accompany his PowerPoint.

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**Adapted from: Lisa Campbell, Paula Flageolle, Shann Griffith, Catherine Wojcik  
Department of Educational Psychology and Instructional Technology, University of  
Georgia**

1a) Explain briefly the instructional approach that Ms. Russell and Mr. Hartman used to carry out the project. (3 marks)

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1b) Provide **THREE (3)** reasons why educators are emphasizing this type of learning? (3 marks)

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1c) Why is the collaboration between Mr. Hartman and Ms. Russell necessary for this type of learning to be effective? (3 marks)

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1d) What are **TWO (2)** likely essential research skills that Mr. Hartman and Ms. Russell planned to include in the unit? (2 marks)

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1e) Which of the steps in the BIG6 Information Skills Model did Mr. Hartman use to help students locate the best possible source? (2 marks)

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1f) Which step in Marland's Nine Step Model did Mr. Hartman and Ms. Russell use to help students make their presentations? (2 marks)

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1g) How did Mr. Hartman provide human resource as a source of information? (2 marks)

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1h) How did Mr. Hartman prepare for the students predetermined information needs? (2 marks)

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2) Identify **TWO (2)** features of the Library and Information Science Abstracts and write **ONE (1)** explanation of how students would find each feature useful. (2 marks)

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3) Define visual literacy. State **ONE (1)** activity that can help develop visual literacy in students. (2 marks)

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4) Define Information seeking behavior. (2 marks)

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9) Identify **TWO (2)** limitations of the Krikelas' Information Seeking Model. (2 marks)

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10) Identify **TWO (2)** stages of Kuhlthau's Information Search Process of gathering information. For each stage indicate the accompanying emotional behaviour of students when searching for unknown information. (3 marks)

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11) Differentiate between evaluation of the product and evaluation of the process in relation to the BIG6 Information Literacy Model. (3 marks)

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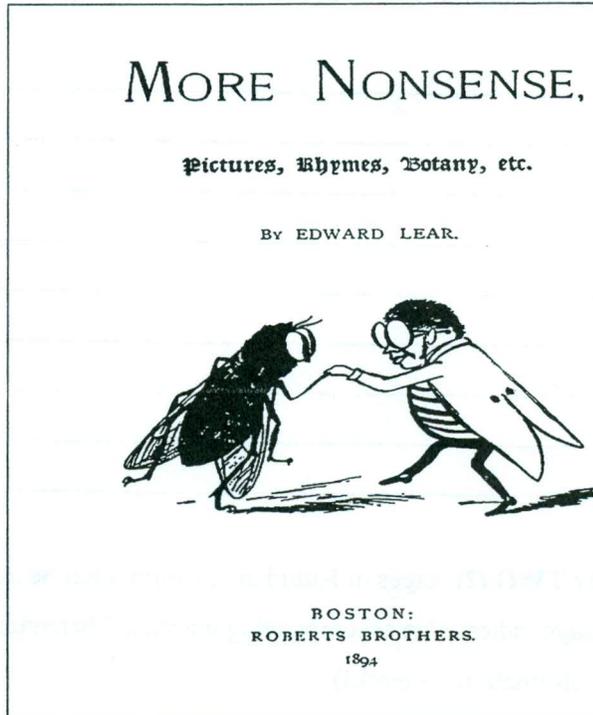
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12) Use the Modern Language Association (7<sup>th</sup> ed.) to write the bibliographic citation for the book below. Underline the title to show that it should be italicized. (3 marks)



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13) List **THREE (3)** Boolean operators. (1 mark)

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**UNDERLINE THE CORRECT RESPONSES IN NUMBERS 14- 20.**

14) To narrow a search by excluding an unwanted term, you would use: (1 mark)

- a) AND
- b) OR
- c) NOT
- d) IF

15) Information found on a website may be termed reliable if: (1 mark)

- a) The author has professional credentials
- b) The material was recently updated
- c) The site is hosted by a university
- d) All of the above

16) Reliable and relevant sources for the most current research on a topic can be found in:  
(1 mark)

- a) Web pages on the World Wide Web
- b) Academic or scholarly journals in databases
- c) Books from library catalogue
- d) Encyclopaedias

17) Which of the following is a journal article? (1 mark)

- a) Taylor, Joie. *Information Literacy and the School Library Media Center*. Libraries Unlimited: London, 2005. Print.
- b) Todd, Ross. "Information Literacy: Philosophy, Principles and Practice." *School Library Worldwide* (1), 1990, 54-55.
- c) Zurkowsky, Paul. "The Information Service Environment Relationships and Priorities. ERIC ED100391, 1974).
- d) *North Central Regional Educational Laboratory* 12. 01. 09  
<http://search1.incredimail.com/?q=profile+of+a+culturally+literate+student&lang=english&source=001999051011>

18) Where can you find a book about computers? (1 mark)

- a. 000s
- b. 900s
- c. 500s

19) If you want to learn about Hinduism, where would you look for a book on this topic?  
(1 mark)

- a. 000s
- b. 200
- c. 100s

**END OF PAPER**