

Student ID #.....



**THE UNIVERSITY OF THE WEST INDIES**

Semester I  Semester II  Supplemental/Summer School

**Examinations of December  /April/May  /July  2009**

Originating Campus: **Cave Hill**  **Mona**  **St. Augustine**

Mode: **On Campus**  **By Distance**

Course Code and Title: **LIBS3602 – Information Literacy: Concept & Process**

Date: Time:

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 7 pages & 14 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 IN THE SPACES PROVIDED.**

**Question 1**

**Read the following scenario and then answer questions 1a – 1e.**

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Mr. Hartman, the media specialist, was asked to collaborate with Ms. Russell the 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 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 period costumes, each giving their presentation on field 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.

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

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## QUESTIONS

1 a) What type of learning were these students engaged in? **(1 mark)**

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1 b) 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) What did Mr. Hartman do to develop the students' information seeking strategy? **(1 mark)**

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2. Describe an information illiterate individual. **(2 marks)**

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3. Differentiate between evaluation of the product and evaluation of the process in relation to the BIG6 Information Literacy Model. **(2 marks)**

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4. List **FOUR (4)** of the skills that students need to master in order to use an encyclopedia effectively. **(4 marks)**

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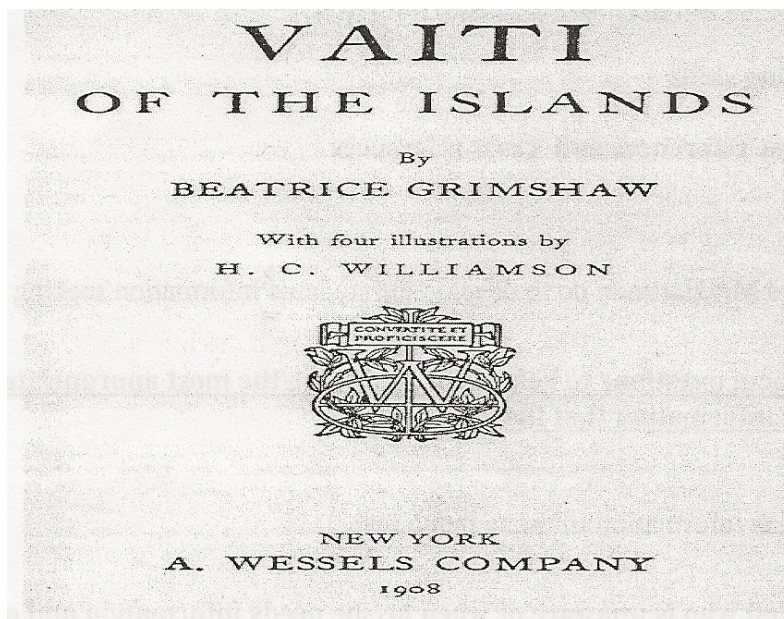
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5. Write the bibliographic citation for the following using the MLA citation style. **(5 marks)**



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6. Briefly explain "ethical use of information". (3 marks)\_

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7. Identify the **THREE (3)** approaches to teaching information literacy. (3 marks)

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8. What is media literacy? (2 marks)

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9. Identify **THREE (3)** characteristics of a culturally literate student. (3 marks)

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10. Explain **TWO (2)** of the factors that contribute to the demand for information literacy. **(2 marks)**

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11. Name an abstracting journal and explain the content of each entry. **(3 marks)**

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12. What are the information literacy qualities that relate to “Social responsibilities”? **(3 marks)**

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13. When teaching information literacy skills, identify **TWO (2)** of the topics that you would teach under the heading 'selection and utilization of information resources'. **(2 marks)**

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14. Identify the first steps in Marlon's Information Literacy Model and explain the implications of this step for teachers and students. **(3 marks)**

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**END OF PAPER**

DO NOT WRITE OR TYPE ON THE BACK OF THIS SHEET: USE ONE SIDE ONLY  
INSTRUCTIONS: Each page must be signed by the First and Second Examiners, and where applicable the University and External Examiners. Completed forms should be handed to the Senior/Assistant Registrar (Examinations). Where applicable, the EXTERNAL EXAMINER is required to sign the question paper and return it with comments, if any, (on a separate sheet), to the Senior/Assistant Registrar (Examinations).

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First Examiner

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University Examiner (where applicable)

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Second Examiner External

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Examiner (where applicable)

Date: 20..../..../.....

Date: 20..../..../.....