

Incorporating Statistical Competencies into University-Level Information Literacy Programs in the Social Sciences

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Background

- UCLA Information Literacy Program
www2.library.ucla.edu/service/6342.cfm
- Collaborative project with an academic department
- Sociology Curriculum

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Upper Division Challenge

- Social Science students
 - Varied background, needs and knowledge
- Sociology Department
 - Extending Sociology 1 and 20
 - Data in the Classroom Project
<http://www.sscnet.ucla.edu/soc/classroom/>

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IL Standards for Anthropology and Sociology Students

- Association of College and Research Libraries – Anthro & Sociology Section
 - <http://www.lib.utexas.edu/subject/ss/anssil/anssilstandards2007.pdf>
- Reviewed and endorsed by ASA
- Can be used by academic departments for assessment

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Key Aspects of ANSS Standards

- Know what kind of information is needed
- Access needed information effectively, efficiently, and ethically
- Evaluate information and its sources critically
- Use information effectively and ethically

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The screenshot shows the ASA website with a search bar and navigation menu. The main content area is titled 'Task Force on Sociology and General Education'. It includes a 'Background and Charge' section with text about the task force's formation in February 2005 and its mission to develop models and rationales for sociology courses. A list of challenges in general education is provided, including multicultural education/diversity, quantitative literacy, writing intensive experiences, freshman survey courses, interdisciplinary freshman seminars, and international/global issues. The URL at the bottom is www.asanet.org/galleries/Governance/General%20Education%20Council%20Report%207-15-2006.pdf.

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ASA Task Force Report

- Skills for graduating Sociology majors:
 - Quantitative and qualitative analysis techniques
 - Incorporate role of evidence
 - Retrieve information for data analysis
- Key: Research methods and statistics should be a part of all courses in the major.

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Sociology 105 Course at UCLA

- **Background:** incorporated other ongoing initiatives (ACRL/ANSS, ASA, Data in the Classroom)
- **Goals:** Data discovery, evaluation of information, and critical thinking
- **Challenge:** Incorporate data Literacy modules as part of information literacy

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Using Statistical Information: Part One Objectives

- Introduce the use of statistical information in research
- Learn components of statistical tables
- Learn to bibliographically describe statistical tables
- Use *American Factfinder* to create customized demographic tables.

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Using Statistical Information: Part Two Objectives

- Continue discussion on the use of statistical information in research
- Review components of statistical tables
- Learn to evaluate scholarly articles containing statistical information
- Use *ICPSR's DAS* to create customized demographic tables.

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Student Characteristics and Performance

- Length of time at UCLA
- Previous exposure to IL
- Technical vs. literacy skill set

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Outcomes

- General scalability issues
- Data literacy modules
- Roles of librarians and data archivists

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Suggestions for the future

- Develop pilot as add-on to seminar (Winter 2008)
- Promote ANSS Standards to faculty
- Increase use of technology – Moodle
- Build community with other IL programs

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