What if?
A Foundation for Information Fluency

QEP Detailed Task and Assessment Plan

Prepared for the Commission on Colleges of the Southern Association of Colleges and Schools

March 2006
EXECUTIVE SUMMARY

The detailed task and assessment plan for the UCF Quality Enhancement Plan provides significant detail on the planned projects that comprise the QEP. The UCF Quality Enhancement Plan includes twelve different activities, programs, and initiatives representative of three areas of focus:

- Information fluency environment initiatives
- Information fluency enhancement initiatives
- Information fluency engagement initiatives

The twelve activities, programs, and initiatives lead to 96 different tasks over the duration of the QEP. The environment factors include all of the activities, programs, and initiatives that increase the understanding and awareness of information fluency throughout the university, and broaden the exposure of information fluency to faculty members, staff members, and students. Enhancement factors, likewise increase awareness, but primarily include those activities, programs, and initiatives that facilitate the direct learning of information fluency skills. This area typically includes direct instruction methods and support systems. Finally, engagement factors include those activities, programs, and initiatives that broaden or intensify the delivery of information fluency capabilities among students and faculty members. This area includes curriculum and program design and innovations that focus on information fluency. In practice, many activities, programs, and initiatives will have characteristics in all three areas.

The information fluency initiatives included in the detailed task and assessment plan directly or indirectly address student learning. These initiatives take place in an administrative and managerial structure that is described in Section VIII of the QEP. Although not included here, the QEP does include a number of broad support initiatives that cross the areas described in the detailed task plan.

The following detailed tasks address the objective, a summary of the content, required deliverables, the QEP Manager, task leader, task participants, period of the task, and the task budget, including funding sources, for each of the twelve initiatives and associated projects. In addition, particular outcomes and assessment measures are included for each of these tasks.
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What if? A Foundation for Information Fluency
QEP Detailed Task and Assessment Plan

Introduction

The UCF Quality Enhancement Plan provides a focused foundation for an emerging culture of information fluency at the university. Infusing information fluency across the university campuses—in all disciplines and co-curricular programs—necessitates a cultural change that will take a decade or more to complete.

The key to changing the culture is to educate and empower faculty to embrace and deliver information fluency content in key courses. Faculty development initiatives provide a dominant mechanism for making these changes. Program and discipline based approaches provide great opportunities for making these transformations, along with strong foundational information fluency skills through its library instruction and high levels of technology instruction. In order to support this effort, the university’s Quality Enhancement Plan focuses on a subset of activities that are key to changing to an information fluency culture. The resulting tasks together form the Quality Enhancement Plan for UCF, the purpose of which is to focus university efforts on creating a culture of information fluency at UCF.

For the UCF information fluency initiative, three action dimensions are used for defining and affecting an information culture that will determine the way we do business. These dimensions are:

- environment factors
- enhancement factors
- engagement factors

In creating a culture of information fluency, environment factors include all of the activities, programs, and initiatives that increase the understanding and awareness of information fluency throughout the university, and broaden the exposure of information fluency to faculty members, staff members, and students. Enhancement factors, likewise increase awareness, but primarily include those activities, programs, and initiatives that facilitate the direct learning of information fluency skills. This area typically includes direct instruction methods and support systems. Finally, engagement factors include those activities, programs, and initiatives that broaden or intensify the delivery of information fluency capabilities among students and faculty members. This area includes curriculum and program design and innovations that focus on information fluency. In practice, many activities, programs, and initiatives will have characteristics in all three areas. For planning and management purposes, the information fluency activities, programs, and initiatives are characterized based on the primary focus or intent.

The UCF Quality Enhancement Plan includes twelve different activities, programs, and initiatives representative in all three dimensions. The twelve areas lead to 96 different tasks over the duration of the QEP. The topics are illustrated in Figure 1 and are explained in detail in the following subsections.
Information Fluency Environment Initiatives

The information fluency environment initiatives cover a broad range of activities. Some focus heavily on faculty awareness and others on student awareness. Technology plays an important role in increasing access to information fluency resources and creating a general awareness of student expectations regarding information fluency. The following four projects represent the major environment initiatives for the QEP. Each project is intended to be supported during each year of the QEP.

- Information Fluency Faculty Fellows
- Faculty Development Conferences
- Integrating Information Fluency into Online Learning Faculty Development: IDL6543 and ADL5000
- Web based Information Fluency Resource Center What if? : design, development, and expansion

A detailed summary of each project, responsibilities, budget, and assessment are summarized in the following task plans.

**Environment Initiative #1: Information Fluency Faculty Fellows**

The primary objective of this initiative is to develop focused expertise in information fluency among key faculty members who are then available to serve as information fluency resources to the university community.

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**Figure 1.** QEP information fluency project task map.
This project creates Information Fluency Faculty Fellows that will serve one-year appointments in the Faculty Center for Teaching and Learning. One IF Fellow will be selected in each of the following areas:

- information literacy
- computer and information technology literacy
- thinking critically about information
- effective communication of information

<table>
<thead>
<tr>
<th>Task Title: Information Fluency Faculty Fellows</th>
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<tbody>
<tr>
<td><strong>Period:</strong> July 2006 – June 2007 through July 2010 – June 2011</td>
</tr>
<tr>
<td><strong>Objective:</strong> Develop focused expertise in information fluency.</td>
</tr>
</tbody>
</table>
| **Summary:** The knowledge, attitude, and performance of faculty serve as the linchpin in any successful information fluency initiative. This project creates Information Fluency Faculty Fellows that will serve one-year appointments in the Faculty Center for Teaching and Learning. IF Fellows will be selected from applicants in each of the following areas:
  - Information Literacy
  - Computer and Information Technology Literacy
  - Thinking critically about information
  - Effective communication of information

Each IF Faculty Fellow shall develop at least two IF seminars to be offered as a FCTL seminar each semester during the period of appointment.

The IF Faculty Fellows shall be available throughout the year to support faculty, students, and staff with respect to information fluency. They will be active members of numerous information fluency committees that provide decision support to the Director.

<table>
<thead>
<tr>
<th>Deliverables:</th>
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<tr>
<td>- Two IF seminars delivered at least twice during the year.</td>
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<tr>
<td>- Maintain office hours in FCTL</td>
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<tr>
<td>- Attend committee meetings and contribute to the discussion</td>
</tr>
<tr>
<td>- Prepare consolidated research inventory in designated IF area to serve as a resource for the program.</td>
</tr>
</tbody>
</table>

| QEP Manager: Dr. Martha Marinara, Director, Information Fluency Initiatives |
| Task Leader: Dr. Martha Marinara, Dr. Alison Morrison-Shetlar |
| Participants: Four participants selected based on an evaluation of applications |
| Annual Budget: $25,000 |
### Assessment:

Outcomes and Measures:

1. Facilitate IF learning for other faculty and staff attending IF seminars. Measures: a) direct and indirect assessment of participant learning at end of sessions; b) direct observation of faculty at seminars, using rubric of criteria for successful IF training.

2. Provide support for faculty and staff working on other IF initiatives. Measures: a) survey responses from faculty and staff working on initiative to show how often they consulted faculty fellows and to evaluate the quality of their assistance; b) feedback from focus group and/or structured interviews of IF initiative leaders.

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**Environment Initiative #2: Faculty Development Conferences**

The purpose of this initiative is to create more faculty interest in information fluency through the semi-annual faculty conferences. This task sponsors faculty members at the Winter and Summer Faculty Development Conferences to participate in an information fluency track. Participants receive a stipend to attend the conference.

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Faculty Development Conferences</th>
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<tbody>
<tr>
<td><strong>Period:</strong></td>
<td>July 2006 – June 2007 through July 2010 – June 2011</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Create more faculty interest in information fluency through the semi-annual faculty conferences</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This task sponsors faculty members at the Winter and Summer Faculty Conferences to participate in an information fluency track.</td>
</tr>
</tbody>
</table>

The QEP IF Initiatives staff, supported by faculty and unit teams from recipients of the enhancement project grants will develop the IF programs for these strands.

**Deliverables:**
- Participants will conduct and report on a course-based information fluency project that involves direct assessment of IF student learning outcomes.

**QEP Manager:** Dr. Martha Marinara, Director, Information Fluency Initiatives

**Task Leader:** Dr. Martha Marinara

**Participants:** Ten participants for the Winter Conference and 15 participants for the Summer Conference selected based on an evaluation of applications

**Annual Budget:**
- **Provost:** 2006-07 and 2007-08: $20,000; 2008-09 through 2010-11: $30,000
Assessment: Outcomes and Measures:
1. Participants will increase their understanding of IF and how IF can be integrated into their courses. Measure: direct and indirect assessment of participant learning at end of sessions.
2. Faculty participants will develop an IF project for students. Measures: a) IF project will be included as part of course syllabus; b) Students in courses with these projects will recognize the role of IF in their projects (data may be collected through survey, focus group, and interviews).

**Environment Initiative #3: Online Learning Faculty Development**

The purpose of this initiative is to use the existing online faculty development courses to increase awareness of information fluency. This task involves integrating information fluency concepts into existing courses to teach faculty how to design, develop, and deliver a fully online or mixed-mode course.

<table>
<thead>
<tr>
<th>Task Title: Integrating Information Fluency into Online Learning Faculty Development: IDL6543 and ADL5000</th>
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<tbody>
<tr>
<td><strong>Period:</strong></td>
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<td><strong>Objective:</strong></td>
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<td><strong>Summary:</strong></td>
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<td><strong>Deliverables:</strong></td>
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<td><strong>QEP Manager:</strong></td>
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<td><strong>Task Leader:</strong></td>
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<td><strong>Participants:</strong></td>
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<td><strong>Annual Budget:</strong></td>
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<tr>
<td><strong>Provost:</strong></td>
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<tr>
<td><strong>In-kind:</strong></td>
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<tr>
<td><strong>Total In-kind:</strong></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>
courses developed by participants in CDWS programs. Measure: previous courses will be examined to determine baseline of IF content; comparison will be made of IF inclusion between baseline courses and in courses developed by faculty taught with IF inclusion.

**Environment Initiative #4: What if? Information Fluency Online Resource**

The purpose of this initiative is to provide an information-rich environment focused on information fluency in an online modality. This task involves the progressive development of an Information Fluency Web site that will capture the knowledge and insights developed as part of the information fluency pilot projects and will be the primary site at UCF to provide access to online instructional modules addressing both information literacy and technology literacy skills.

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Web based Information Fluency Resource Center What if? : design, development, and expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Provide an information-rich environment focused on information fluency</td>
</tr>
<tr>
<td>Summary</td>
<td>This task involves initial development and ongoing support of an Information Fluency website (What if?) that will capture knowledge and insights developed as part of the IF Initiative. The site will serve as a knowledge warehouse for information fluency and provide immediate access to IF resources worldwide. In addition, the site will serve as a repository for online instructional modules addressing both information literacy and technology literacy.</td>
</tr>
<tr>
<td>Deliverables</td>
<td>Information Fluency Resource Center website and content</td>
</tr>
<tr>
<td>QEP Manager</td>
<td>Dr. Martha Marinara, Director, Information Fluency Initiatives</td>
</tr>
<tr>
<td>Task Leader</td>
<td>Mr. John Sharkey, CDWS</td>
</tr>
<tr>
<td>Participants</td>
<td>Mr. Manny Duarte, CDWS, Mr. Russell Newman, CDWS</td>
</tr>
<tr>
<td>Annual Budget</td>
<td>- 2006-07: $10,000; 2007-08: $14,000; 2008-09: $15,000; 2009-10: $17,000; 2010-11: $20,000</td>
</tr>
<tr>
<td>Assessment</td>
<td>Outcomes and Measures:</td>
</tr>
<tr>
<td></td>
<td>1. There will be an increase in the use of the IF website. Measures:</td>
</tr>
<tr>
<td></td>
<td>a) The number of hits on the website will be recorded by month and compared in 6 months intervals.</td>
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<tr>
<td></td>
<td>b) User purpose and perception of usefulness will be tracked through the use of a pop up survey.</td>
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<tr>
<td></td>
<td>Results of the survey will be analyzed at least once every 6 months.</td>
</tr>
<tr>
<td></td>
<td>2. There will be an increase in the number of high quality IF resources available at or via the IF website. Measures:</td>
</tr>
<tr>
<td></td>
<td>a) As</td>
</tr>
</tbody>
</table>
resources are added to the IF website, quality related feedback will be sought from IF Faculty Fellows using an evaluation rubric or targeted questions. b) Questions on the user survey will address the quality of the resource(s) accessed. Results of the survey will be analyzed at least once every 6 months.

### Information Fluency Enhancement Initiatives

Information fluency enhancement initiatives provide the direct means to support learning through instruction methods, information and technology support, and through personal interaction. The set of enabling initiatives included in the QEP spans this full range from online learning objects to peer-mentors. The following four projects represent the major environment initiatives for the QEP. Each project is intended to be supported during each year of the QEP.

- Development and Acquisition of Web-based Information Literacy Learning Objects
- Information Fluency Student Scholars
- Acquisition of Commercially-available Web-deployed Technology Literacy Interactive Training Modules
- Extension of Writing Center to an Online Environment

A detailed summary of each project, responsibilities, budget, and assessment are summarized in the following task plans.

#### Enhancement Initiative #1: Information Literacy Learning Modules

The objective of this initiative is to create or acquire accessible information literacy learning modules that can be used both by faculty and students. The modules will include online and CD-based interactive learning modules. The UCF Libraries’ website includes very few tutorials. This task seeks to rapidly create or acquire tutorials and other learning modules that can provide concise information literacy instruction that is easily incorporated into existing discipline courses and are also available to students at all times.

A student self-assessment may be used by instructors to provide guidance to students on areas of strength and weakness. The library will work with the pilot projects to develop more advanced or discipline-specific modules in later years.

<table>
<thead>
<tr>
<th>Task Title: Development and Acquisition of Web-based Information Literacy Learning Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong> August 2007 - June 2008 through July 2010 – June 2011</td>
</tr>
<tr>
<td><strong>Objective:</strong> Create or acquire IF learning objects that can be used online and in classrooms by both faculty and students</td>
</tr>
</tbody>
</table>
Summary: This task seeks to create or acquire tutorials and other learning resources that can provide IF-related materials ranging from general to course-level that can be easily incorporated into existing courses and are also available online to students 24/7. It is expected that this task will focus on more general information literacy information in the first years, moving toward more advanced and discipline-specific modules later in the project.

Deliverables: • Online and in class learning objects, tutorials, and modules.

QEP Manager: Dr. Martha Marinara, Director, Information Fluency Initiatives

Task Leader: Ms. Meg Scharf, Associate Director and Mr. Dale Voorhees, CDWS

Participants: Library: As appropriate to the subject areas CDWS: Ms. Barbara Truman, Mr. Dale Voorhees

Annual Budget: 


in-kind: Library (1.0 FTE)–$60,000

CDWS (1.0 FTE)–$60,000

Total In-kind: $120,000

Assessment: Outcomes and Measures:

1. The first set of learning modules for information literacy will be made available for faculty and student use by June 2008. Measures: a) The CDWS and Library team will review commercially available modules using specific criteria for appropriate fundamental literacy skills training; b) Information literacy modules will be developed as the need is determined by the review team.

2. Means to assess learning from each module will be evaluated (if it is included in an existing module) or developed. Measures: a) The CDWS and Library team will evaluate the match between assessments included in the modules and IF student learning outcomes; b) The CDWS and Library team with assistance from OEAS and FCTL will develop assessments of learning for inclusion in modules they develop.

3. Learning modules will be pilot tested and retested at specific intervals by targeted groups to determine effectiveness and usability. Measure: User survey will be employed at regular intervals.

Enhancement Initiative #2: Information Fluency Student Scholars

The objective of this initiative is to develop a recognized peer-mentor system to facilitate information fluency support among students. This task recognizes that peer-mentors are
an effective way of developing some students with very strong information fluency skills and taking advantage of their abilities.

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Development of Information Fluency Student Scholars</th>
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<tbody>
<tr>
<td><strong>Period:</strong></td>
<td>July 2006 - June 2007 through July 2010 – June 2011</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Develop a recognized peer-mentor system to facilitate information fluency</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This task recognizes that peer-mentors are an effective way of developing some students with very strong information fluency skills and taking advantage of that skill level to enhance instruction and learning.</td>
</tr>
</tbody>
</table>

This task creates a peer-mentor network identified as Information Fluency Scholars. The IF Scholars may have well-developed expertise in the following areas:

- Information literacy
- Technology literacy
- Communication

Information literacy IF Scholars will typically work in the UCF Libraries. Initially, they could be assigned to the new Cyber Café to provide IF assistance to patrons. Technology literacy IF Scholars will typically work at the Computer Services Help Desk and selected computer laboratories. Finally, Communication IF Scholars will initially work at the University Writing Center and focus on written communication. IF Scholars will receive special training in information fluency.

| Deliverables: | Participation in IF training. Participation in IF Scholar meetings and exchanges. |
| QEP Manager: | Dr. Martha Marinara, Director, Information Fluency Initiatives |
| Task Leader: | Dr. Martha Marinara, Director, Information Fluency Initiatives |
| Participants: | Library: Ms. Meg Scharf, Associate Director CDWS: Ms. Barbara Truman UWC: Dr. Beth Rapp Young |
| Annual Budget: | Direct support of instruction and network: from Office of QEP Information Fluency Initiatives |
| Provost: | Outcomes and Measures: |
| Assessment: | 1. Each IF student scholar will demonstrate proficiency in one or more IF skill area: information literacy, technology literacy, and communication. Measures: a. Student scholar candidates will be nominated by faculty and staff who have direct knowledge... |
of student expertise in one or more IF skill; b) Student scholars will score at or above a predetermined level on tests of each of their IF areas.

2. Each IF student scholar will develop mentoring skills. Measures: a) Following mentoring training, student scholars will respond to practice mentoring simulation exercises at above average levels (rated by direct observation using a rubric); b) Student scholars will score at or above a predetermined level on the post training assessment;

3. IF student scholars will demonstrate mentoring skills. Measure: Student mentors will achieve satisfactory or higher on a rubric of mentoring skills in observations by IF initiative personnel.

Enhancement Initiative #3: Technology Literacy Learning Modules

The objective of this initiative is to provide just-in-time technology training and support for students and faculty members through a subscription to an online technology training resource.

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Acquisition of commercially-available, Web-deployed Technology Literacy Interactive Training Modules</th>
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<tbody>
<tr>
<td>Objective:</td>
<td>Acquire accessible technology literacy interactive training modules that can be used by both students and faculty.</td>
</tr>
<tr>
<td>Summary:</td>
<td>To provide just-in-time training and support for students and faculty members, the university will subscribe to an online technology training resource such as NETg (<a href="http://www.netg.com/">http://www.netg.com/</a>). Resources such as this allow individual students or faculty members to access interactive training modules covering a wide range of software packages, databases, and network usage, ranging from introductory level to advanced certification. Training modules can be accessed online for immediate or downloaded for later or repeated use. In addition, online testing and tracking are available, which would allow faculty to assign online training resources to students and receive feedback on student learning outcomes</td>
</tr>
<tr>
<td>Deliverables:</td>
<td>• Online and downloadable technology fluency training modules focusing on common PC hardware and software packages</td>
</tr>
<tr>
<td>QEP Manager:</td>
<td>Dr. Martha Marinara, Director, Information Fluency Initiatives</td>
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<tr>
<td>Task Leader:</td>
<td>Dr. Joel Hartman, Vice Provost for IT</td>
</tr>
<tr>
<td>Participants:</td>
<td>IF Project teams; Outsourced commercial vendor</td>
</tr>
</tbody>
</table>
Annual Budget:

**Provost:** 2006-07: $9,110; 2007-08: $9,833; 2008-09: $13,398; 2009-10: $14,000; 2010-11: $20,000

**Assessment:** Outcomes and Measures:

1. Students and faculty will use the technology literacy training modules; use will increase as the UCF If culture develops. Measure: access and time statistics will be maintained and summarized at least every 6 months.

2. Student and faculty who use the training modules will find them useful. Measures: a) survey questions will assess perception of modules’ usefulness immediately following training; b) feedback from student and faculty who have used the modules will be sought at specified time intervals to determine longer term impact of module training (possible mechanisms include surveys, interviews, and focus groups).

3. Students and faculty using the training modules will demonstrate increased understanding of technology literacy skills. Measures: a) Each module will have a direct measure of learning (e.g. pre- and post-test) that has been pilot tested by faculty and students involved in IF projects; b) Students and faculty who have completed modules will be asked to submit artifacts demonstrating their use of the technology literacy skills acquired through module training.

**Enhancement Initiative #4: University Writing Center Online Extension**

The objective of this initiative is to expand an already thriving source of assistance regarding the communication of written information. The UCF University Writing Center is an effective resource for helping students improve their writing and information technology skills. This task seeks to extend access to the center's online peer-consultants, making consultations possible at regional campuses and at hours when the writing center is closed.

<table>
<thead>
<tr>
<th>Task Title: Extension of Writing Center to an Online Environment</th>
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<tr>
<td><strong>Period:</strong> July 2006 - June 2007 through July 2010 – June 2011</td>
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<tr>
<td><strong>Objective:</strong> Create a 24/7 accessible source of information and assistance regarding communication of information.</td>
</tr>
<tr>
<td><strong>Summary:</strong> The UCF University Writing Center is an effective resource for helping some students improve their writing skills. This task seeks to extend access to the Center and help students resolve communications issues early in their writing careers.</td>
</tr>
</tbody>
</table>

Funding for the task involves support in the first year to identify the role
of communication in information fluency. Funding in the following years is intended to support staffing and technical support to effect a 24/7 operation.

**Deliverables:**
- Online learning objects, tutorials, and modules.

**QEP Manager:** Dr. Martha Marinara, Director, Information Fluency Initiatives

**Task Leader:** Dr. Beth Rapp Young, Director University Writing Center

**Participants:** UWC faculty and student peer-mentors

**Annual Budget:**
- **Provost:** 2006-07: through 2010-2011: $10,000

**Assessment:**
1. The role of communication in information fluency will be identified. Measure: By June 2007, the Task Leader will develop a statement of the specific communication IF links that can be addressed via the expansion of the Writing Center.

2. The Writing Center will develop a comprehensive Institutional Effectiveness (IE) assessment plan. Measure: In Summer and Fall 2006, the faculty and staff associated with the Writing Center will identify specific student learning outcomes and measures for those outcomes with a time frame for collecting assessment data.

3. The on-line delivery capability of the Writing Center will be expanded to include more IF communication tools with greater availability. Measures: a) On-line modules, tutorials, and assessments will be identified and/or developed for use in the virtual writing center in the period June, 2006 through June 2008; b) increased utilization by faculty and staff at Regional Campus or virtual sites will be tracked.

4. Writing center student users will improve communication skills. Measures: a) On line learning objects will have embedded assessments of student learning and will record number of times the assessment is taken and the score of the final attempt. (These may include pre-and post-tests or post-tests alone.); b) Faculty who assign Writing Center modules will use student writing products to assess writing improvement.

**Information Fluency Engagement Initiatives**

Two categories of projects are categorized as engagement projects. These are intended to have a major effect on the design of a curriculum or program to determine relevant information fluency student learning outcomes focused on a particular discipline or program. The projects include a set of multi-year projects in selected programs, and a number of single year projects based on discipline-based refinement of the definition of information fluency.
Engagement Initiative #1: Multi-Year Program-Based Projects

For 2006-2007 through 2008-2009, projects from the following four areas were invited as prototypes. In the following years, two additional projects will be selected each year. Each project spans a three-year period to include identifying student learning outcomes, implementing changes, and assessing the effects of the changes.

- Philosophy
- Nursing
- Honors
- Strategies for Success

The second category involves projects that explore a discipline-focused refinement of the definition of information fluency. Ten projects will be selected through an RFP process each year. A detailed summary of each project, responsibilities, budget, and assessment are summarized in the following task plans.

Philosophy

The Department of Philosophy through its Ethics Center Initiative is committed to the development of information fluency through the application of recent research in critical thinking, ethics, hermeneutics, and cognitive sciences to ethical issues in the evaluation, interpretation and use of information. Two key initiatives will frame the first year: applications that involve the ethical use of information in (1) media and information technologies, and in (2) scientific study and research. For each initiative, teams of undergraduate and graduate students and faculty will develop modules, organize university-wide speaker and discussion programs, and coordinate the development of course-related activities for participating disciplines. Specific research and applications will key on three main areas of research and application: (1) Re-thinking the role of heuristics in decision making, including recent understanding of the interplay between heuristics and biases, especially in quick decision making, (2) techniques for gaining, assessing, and using information, especially in situations involving gradually developing expertise, of deeper understanding of oneself and others, and of recognizing and incorporating the role of context in adjusting one’s understanding of information, and (3) specific application of research in practical reasoning to ethical issues in the sciences, and to ethical issues in media and information technology.

The Department of Philosophy has divided its participation for 3 years in the UCF QEP for Information Fluency into three parts. Part I is development of student learning outcomes in year 1 for key courses, implementation of SLOs in key courses in year 2 (in conjunction with creation of standard “Modules” for SLOs for use across courses), and assessment in year 3. Part II is coordinating and hosting interdisciplinary workshops and conferences central to information fluency, critical reasoning, and ethical decision-making for participation University-wide. Part III is research in year one in partnership with IST. See the conceptual map in Appendix A for research, teaching, and conference connections with respect to these three elements of the Department of Philosophy involvement with the IF Initiative.
<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Department of Philosophy, Development of Information Fluency SLOs, University-Wide Workshops and Conference &amp; Research on Ethics, Information Fluency, and Ethical Decision-Making</th>
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</thead>
<tbody>
<tr>
<td>Period:</td>
<td>August 2006-June 2007</td>
</tr>
<tr>
<td>Objective:</td>
<td>Objectives (See “conceptual map” of Department of Philosophy Participation in UCF QEP for Information Fluency, 3-Year Plan in Appendix A):</td>
</tr>
<tr>
<td></td>
<td>• To develop a framework for enhancing information fluency in key courses in the Department of Philosophy (including Humanities, Cognitive Sciences, and Religious Studies)</td>
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<tr>
<td></td>
<td>o Key Courses: Critical Thinking, Ethical Theory, Ethics in Science and Technology, Introduction to Philosophy, Philosophy of Mind</td>
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<tr>
<td></td>
<td>• To offer and host workshops and conference on “Heresy, Blasphemy, and Freedom of Expression” (see attached proposal for 3-year program of workshops and conferences)</td>
</tr>
<tr>
<td>Summary:</td>
<td>Year 1’s activities are part of a multi-year task consistent with the UCF QEP for Information Fluency. In the first year, the Department of Philosophy will create an information fluency framework for key courses that will be implemented in the second year and assessed in the third.</td>
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<td></td>
<td>The Year 1 task is discipline-based development of student learning outcomes and identification of existing and desired curricular areas to support those learning outcomes. Program faculty, with the assistance of an information literacy specialist from the UCF Libraries, will identify desired SLOs for graduates of the Department of Philosophy. Faculty will identify and evaluate the importance of the SLOs to direct curricular review.</td>
</tr>
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<td></td>
<td>After identification of appropriate and desired SLOs, faculty will review the key courses in the major to determine which of the SLOs will be introduced in courses (since some SLOs may be relevant to one key course, but not to others). There will be a core set of IF competencies identified across courses. The faculty will also determine the manner in which SLOs are to be emphasized, reinforced, and assessed in each of the key courses. The existing curriculum requirements for key courses will be the basis for identification of pedagogical adjustments to be made.</td>
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<tr>
<td></td>
<td>The faculty team will identify pedagogical changes for key courses and identify needs for technology support and innovations to</td>
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</tbody>
</table>
support changes, especially those consistent with new or revised content related to information fluency.

With the assistance of FCTL and OEAS, the faculty team will identify potential measures of student learning and consider alternative assessment methods including, but not limited to, portfolios, e-portfolios, critical thinking assessment, course-embedded assignments, pre- and post-tests, and others that are appropriate to measure student learning in various courses.

Faculty team members will participate in and/or co-lead the information fluency “strand” at the Winter 2006 Faculty Development Conference at FCTL to further identify appropriate SLOs and will participate in the Summer 2007 Faculty Development Conference at FCTL on developing information fluency curriculum maps.

**Deliverables:**

- Appropriate reports on information fluency student learning outcomes and information fluency map for the program
- Development of information fluency sessions at the FCTL Winter 2006 and Summer 2007 Faculty Conferences
- Coordination and presentation of workshops and conference on “Heresy, Blasphemy, and Freedom of Expression” as a University-wide project on information fluency
- Preliminary development of university-wide modules on critical thinking and ethical decision-making
- Research deliverables:
  - Prototype critical thinking scenarios for lab research in critical thinking.
  - Preliminary assessment techniques for the lab research in critical thinking. These include (a) cognitive assessment, (b) attitudinal assessment, and (c) physiological assessment.
  - Technical report detailing methods and procedure for conducting such research.
- Proposal for continuation of the project into the implementation phase in May, 2007.

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Dr. Nancy Stanlick, for Department of Philosophy QEP IF Initiative Philosophy Department

- Key Course SLO Development, Implementation, Assessment
  - Leader: Dr. Jennifer Mundale, Philosophy &
Cognitive Sciences
  o Participants: Dr. Donald E. Jones, Dr. Michael Strawser, Dr. Nancy Stanlick, Dr. Bruce B. Janz
- Workshop and Conference Development for University-Wide IF Program
  o Leaders (Year 1): Dr. Nancy Stanlick, Dr. Donald Jones, and Dr. Ronnie Hawkins, Philosophy
  o Leaders (Year 2): Dr. Ronnie Hawkins, Dr. Shaun Gallagher, and Dr. Mason Cash, Philosophy & Cog. Sciences
  o Leaders (Year 3): Dr. Steve Fiore and Dr. Ronnie Hawkins, Philosophy & Cog. Sciences
    ▪ Participants in Years 1-3: Broad-based participation of faculty members in the Department of Philosophy and students in philosophy, cognitive sciences, humanities and/or religious studies.
- Research
  o Leader: Dr. Steve Fiore
  o Participants: 4-6 faculty members in the Department of Philosophy and/or related disciplines
- Library: Richard Harrison
- FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
- OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

Annual Budget:
  Provost: Direct Support of Department of Philosophy IF Team: $20,000
  In-kind: Philosophy Department (0.25 FTE) - $16,500
  Others:
    • Library (0.1 FTE) - $6,200
    • OEAS (.02 FTE) - $1,100
    • FCTL (.02 FTE) - $1,200
  Total In-kind: $25,000

Assessment:
  Outcomes and Measures:
  1. Within the first year, faculty will develop appropriate student learning outcomes (SLOs) for the project. Measures: a) Faculty will work with FCTL and OEAS personnel to develop student learning outcomes in critical thinking; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.
  2. Project faculty will map student learning outcomes and assessments to the Philosophy curriculum. Measures: a)
Philosophy faculty will construct a matrix of student learning outcomes and program courses and identify in which courses the SLOs are taught and assessed; b) Curriculum and pedagogical revisions will be planned as indicated by the examination of the SLOs and the courses in the program. Faculty will set dates for the implementation of the changes.

3. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct two FCTL conference workshops for other faculty (Winter 2006 and Summer 2007); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions); c) Faculty will develop prototypes for critical thinking learning modules.

4. Faculty will coordinate and present workshops in a conference on “Heresy, Blasphemy, and Freedom of Expression” as a University-wide project on information fluency. Measures: a) Conference participant awareness of information fluency will be assessed using the faculty IF survey; b) Participants’ learning in Philosophy faculty workshops will be assessed using a direct measure of targeted IF skills.

<table>
<thead>
<tr>
<th>Task Title: Philosophy IF Prototype Pedagogical Changes and University-Wide Workshops and Conference</th>
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</thead>
<tbody>
<tr>
<td>Period: August 2007-June 2008</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
<tr>
<td>• To implement the framework developed in Year 1 for enhancing information fluency in key courses in the Department of Philosophy (including Humanities, Cognitive Sciences, and Religious Studies)</td>
</tr>
<tr>
<td>o Key Courses: Critical Thinking, Ethical Theory, Ethics in Science and Technology, Introduction to Philosophy, Philosophy of Mind</td>
</tr>
<tr>
<td>• To offer and host workshops and conference on Technology and Information Sharing (see attached proposal for 3-year program of workshops and conferences). Conference Title: “Knowledge and Information Sharing: Science, Technology and Sentience”</td>
</tr>
<tr>
<td>Summary: This is the second year of a multi-year task and specifically a continuation of the first year’s creation of SLOs consistent with the UCF QEP for Information Fluency. In the second year, the Department of Philosophy will, in key courses, implement the student learning outcomes and course-related modules in preparation for assessment in the third year. The results of the</td>
</tr>
</tbody>
</table>
SLO phase in year 1, and implementation in year 2, will permit information fluency to be adopted as a core competency of students who have successfully completed key courses.

Program faculty will, with the assistance of an information literacy specialist from the UCF Libraries and other relevant parties such as the Faculty Center for Teaching and Learning, implement SLOs developed in the first year through creation of instructional strategies. These changes will be on a course-by-course basis. Project funds will be used to support these initiatives as well as the continuing project of offering university-wide workshops and conferences on issues related to information fluency.

Pedagogical adjustments, as necessary, will be made for each key course. Any major curricular changes, if necessary, will be initiated through the standard review and approval process.

With the assistance of OEAS and FCTL, the program faculty will refine the assessment measure and instruments and begin to initiate SLO assessment actions. We expect that assessment will be fully embedded in the program at the end of the second year.

The faculty team will play a leadership role in the development of an Information Fluency Knowledge Network and will serve as mentors for faculty teams that are identifying student learning outcomes as part of this initiative.

The faculty teams will participate appropriately in the information fluency strand at the Winter 2007 Faculty Conference focusing on identifying appropriate information fluency student learning outcomes, and will co-lead the information fluency strand at the Summer 2008 Faculty Conference focusing on developing IF curriculum maps. The team members will also provide implementation insights based on their experience.

The faculty team and the Department of Philosophy will also host and organize, with the assistance of other relevant departments or units, a second set of workshops and conferences on information fluency. (See Appendix A.)

**Deliverables:**

- Technical reports on IF curricular and pedagogical changes for the program or key courses
- Development of IF sessions at the Winter 2007 and Summer 2008 Faculty Conferences
Proposal for continuation of the project into the curriculum phase (May 2008)
Implementation of university-wide modules on critical thinking and ethical decision-making connected to the “What IF?” site.
Presentation and coordination of workshops and conference on “Technology and Information Sharing” as a University-wide project on information fluency

QEP Manager: Dr. Martha Marinara, Director, QEP Information Fluency Initiatives
Task Leader: Dr. Nancy Stanlick, for Department of Philosophy QEP for IF

Participants: Philosophy Department:
- Key Course SLO Development Implementation
  - Leader: Dr. Jennifer Mundale, Philosophy & Cognitive Sciences
  - Participants: Dr. Donald E. Jones, Dr. Michael Strawser, Dr. Nancy Stanlick, Dr. Bruce B. Janz
- Workshop and Conference Development for University-Wide IF Program
  - Leaders (Year 2): Dr. Ronnie Hawkins, Dr. Shaun Gallagher, and Dr. Mason Cash, Philosophy & Cog. Sciences
- Other units:
  - Participants in Years 1-3: Broad-based participation of faculty members in the Department of Philosophy and students in philosophy, cognitive sciences, humanities and/or religious studies.

Annual Budget:

Provost: Direct support of Department of Philosophy IF team: $15,000
In-kind: Philosophy Department (0.2 FTE)–$13,500

Others:
- Library (0.05 FTE)–$3,100
- OEAS (.02 FTE)–$1,100
- FCTL (.02 FTE)–$1,200

Total In-kind: $18,900

Assessment:

Outcomes and Measures:
1. Faculty will write a report on pedagogical and curricular changes in courses. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.
2. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2007 and Summer 2008); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions)

3. Faculty will coordinate and present workshops in a conference on “Technology and Information Sharing” as a University-wide project on information fluency. Measures: a) Conference participant awareness of information fluency will be assessed using the faculty IF survey; b) Participants’ learning in Philosophy faculty workshops will be assessed using a direct measure of targeted IF skills

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Philosophy IF Prototype Assessment and University-Wide Workshops and Conference</th>
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<tbody>
<tr>
<td>Period:</td>
<td>August 2008-June 2009</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Complete assessments of information fluency student learning outcomes and pedagogical changes in key courses</td>
</tr>
<tr>
<td></td>
<td>Presentation, organization, and hosting of a third University-Wide conference on information fluency in science, industry, government, and interdisciplinary scholarship within the academy. Conference Title: “Critical Thinking and Common Ground”</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This is the third year of a multi-year task. The current task follows the implementation of desired curricular and pedagogical changes in key courses that were identified in the SLO phase and developed in year 2.</td>
</tr>
</tbody>
</table>

With the assistance of OEAS and FCTL, the program faculty will fully implement the assessment measures and instruments that were embedded in key courses during the second year. The faculty team will conduct the assessments and develop a thorough analysis of the overall impact on student learning outcomes and on the efficacy of the various pedagogical and curricular initiatives.

The faculty team will continue to play a major leadership role in the development of an Information Fluency Knowledge Network and will serve as mentors for faculty teams involved in earlier stages of implementation of information fluency in their disciplines.

The faculty team will co-lead the information fluency strand at the
Winter 2008 Faculty Conference and at the Summer 2009 Faculty Conference.

The faculty team and the Department of Philosophy will host and organize a third conference on information fluency, focusing on critical thinking and dissemination of information in interdisciplinary contexts.

**Deliverables:**
- Reports on the effect of IF SLOs and the efficacy of curricular and pedagogical changes for program/key course students.
- Development of IF sessions at the Winter 2008 and Summer 2009 Faculty Conferences
- Final project report identifying best practices and transferable concepts.
- Assessment of university-wide modules on critical thinking and ethical decision-making connected to the “What IF?” site.
- Final set of workshops and conference of the 3-year participation of the Department of Philosophy in the QEP for Information Fluency

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Dr. Nancy Stanlick, for Department of Philosophy QEP for IF

**Participations:** Philosophy Department:
- Key Course SLO Development Implementation
  - Leader: Dr. Jennifer Mundale, Philosophy & Cognitive Sciences
  - Participants: Dr. Donald E. Jones, Dr. Michael Strawser, Dr. Nancy Stanlick, Dr. Bruce B. Janz
- Workshop and Conference Development for University-Wide IF Program
  - Leaders (Year 3): Dr. Steve Fiore and Dr. Ronnie Hawkins, Philosophy & Cog. Sciences

**Other units:**
- Participants in Years 1-3: Broad-based participation of faculty members in the Department of Philosophy and students in philosophy, cognitive sciences, humanities and/or religious studies.
  - Library: Richard Harrison
  - FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
  - OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

**Annual Budget:**

| Provost: | Direct support of Department of Philosophy IF team: $7,500 |
In-kind: Philosophy Department (0.1 FTE)--$7,500

Others:
- Library (0.02 FTE)--$1,200
- OEAS (.03 FTE)--$2,200
- FCTL (.02 FTE)--$1,200

Total In-kind: $12,100

Assessment:
Outcomes and Measures:

1. Faculty will write a technical report of the effect of IF SLOs and the efficacy of curricular and pedagogical changes for program and key courses. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.

2. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2008 and Summer 2009); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).

3. Faculty will assess IF learning modules. Measures: a) With FCTL and OEAS, Philosophy faculty will develop criteria and create a rubric for evaluating critical thinking resources at the IF website; b) Teams of at least two faculty will assess each of the IF website critical thinking resources.

4. Faculty will coordinate and present workshops in a conference on “Critical Thinking and Common Ground” as a University-wide project on information fluency. Measures: a) Conference participant awareness of information fluency will be assessed using the faculty IF survey; b) Participants’ learning in Philosophy faculty workshops will be assessed using a direct measure of targeted IF skills.

Nursing

The School of Nursing intends to create the information fluency framework for the use of evidenced-based practice literature in all degree programs in the School of Nursing.

<table>
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<tr>
<th>Task Title:</th>
<th>Nursing IF prototype SLOs</th>
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<tr>
<td>Period:</td>
<td>July 2006-June 2007</td>
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<tr>
<td>Objective:</td>
<td>Develop a framework for enhancing application of evidence based practice in professional nursing at the baccalaureate, masters, and doctoral levels.</td>
</tr>
<tr>
<td>Summary:</td>
<td>This is intended to be a multi-year task. The first year is intended</td>
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to create the IF framework for the use of evidence based practice information literacy outcomes in all degree programs in the School of Nursing. Outcomes will be consistent with learning outcomes in the school’s institutional effectiveness plan and Academic Learning Compact documents. Program faculty, with the assistance of an information literacy specialist from the libraries, will identify desired student learning outcomes which address ACRL student learning outcomes in addition to adding others.

Every course in the curriculum will be examined to identify those for which objectives related to use of evidenced based practice are in place or should be added. The Six Standards of the UCF IF Task Force will be examined to determine which would be achieved at each level in the curriculum. Specific courses which would integrate content focusing on each standard will be identified. However, it is expected that IF related to the use of evidence based practice will be reflected in every course and program of study.

A curricular map related to IF for our current curriculums will be created. This existing curriculum map related to IF will be the basis for identifying what pedagogical adjustments and reforms are needed to address the desired IF SLOs. An analysis and, if needed, revision, of program mission and philosophy, program objectives as well as course objectives, content, activities and assessment modalities, will take place.

We will also identify needs for new technology support and innovation to support use of evidenced based practice by professional nurses.

**Deliverables:**
- Technical reports on IF SLOs and IF curriculum map for the undergraduate, masters and doctoral curriculums in the School of Nursing
- Development of IF sessions for the Winter 2006 and Summer 2007 Faculty Development Conferences
- Proposal for continuation of the project into the implementation phase (May 1, 2007)
- Revised course objectives, content, activities and assessment modalities
- Report of evaluation of continued congruence with institutional effectiveness plan and Academic Learning Compact for the School of Nursing Program
- Report of analysis of existing program outcomes related to IF.

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency
Initiatives

**Task Leader:** Dr. Judith Ruland, Associate Professor  
**Participants:** Program Department: Dr. Pamela Ark, Dr. Lorrie Powel, Dr. Jean Leuner, Dr. Diane Wink  
Other units: Library: Ms. Elizabeth Killingsworth  
FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse  
OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

**Annual Budget:**
- **Provost:** Direct support of School of Nursing IF team: $20,000  
- **In-kind:** School of Nursing (0.25 FTE) - $16,500  
**Others:**
  - Library (0.1 FTE) - $6,200  
  - OEAS (.02 FTE) - $1,100  
  - FCTL (.02 FTE) - $1,200  
**Total In-kind:** $25,000

**Assessment:**
Outcomes and Measures:
1. Within the first year, faculty will develop appropriate student learning outcomes (SLOs) for the project. Measures: a) Faculty will work with FCTL and OEAS personnel to develop student learning outcomes in critical thinking; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.
2. Project faculty will map student learning outcomes and assessments to the Nursing curriculum. Measures: a) Nursing faculty will construct a matrix of student learning outcomes and program courses and identify in which courses the SLOs are taught and assessed; b) Curriculum and pedagogical revisions will be planned as indicated by the examination of the SLOs and the courses in the program. Faculty will set dates for the implementation of the changes.
3. Faculty will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2006 and Summer 2007); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).

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<tr>
<th><strong>Task Title:</strong></th>
<th>Nursing IF Prototype Pedagogical Changes</th>
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<tr>
<td><strong>Period:</strong></td>
<td>July 2007-June 2008</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Implement curricular and pedagogical changes.</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This is the second year of a multi-year task. The current task follows the development of desired curricular and pedagogical changes in the Nursing curriculum that were identified in the SLO</td>
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phase. The results of the SLO phase will permit information fluency to be explicitly adopted as a core competency of Nursing graduates.

It is anticipated that the program faculty, with the assistance of an information literacy specialist from the libraries and the support of the Faculty Center for Teaching and Learning will develop instructional strategies to implement pedagogical changes. These changes are likely to be on a course by course basis. Project funds will be used to support these initiatives. Major curricular changes will be initiated through the standard review and approval process.

With the assistance of OEAS and FCTL, the program faculty will refine the assessment measures and instruments and begin to initiate SLO assessment actions. It is expected that assessment will be fully embedded in the program at the end of this second year.

The faculty team will play a major leadership role in the development of an Information Fluency Knowledge Network and will serve as mentors for faculty teams that are identifying student learning outcomes as part of this initiative.

The faculty team will co-lead the information fluency strand at the Winter 2007 Faculty Conference focusing on identifying appropriate IF SLOs, and will co-lead the information fluency strand at the Summer 2008 Faculty Conference focusing on developing IF curriculum maps. The team members will also provide implementation insights based on their experience.

**Deliverables:**
- Technical reports on IF curricular and pedagogical changes for Nursing majors.
- Development of IF sessions at the Winter 2007 and Summer 2008 Faculty Conferences.
- Proposal for continuation of the project into the curriculum implementation phase (May 1, 2008).

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Dr. Judith Ruland, Associate Professor

**Participants:**
- Program Department: Dr. Pamela Ark, Dr. Lorrie Powel, Dr. Jean Leuner, Dr. Diane Wink
- Other units: Library: Ms. Elizabeth Killingsworth
- FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
- OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow
Annual Budget:

**Provost:** Direct support of School of Nursing IF team: $15,000

**In-kind:** School of Nursing (0.1 FTE)--$7,500

Others:
- Library (0.02 FTE)--$1,200
- OEAS (.03 FTE)--$2,200
- FCTL (.02 FTE)--$1,200

Total In-kind: $12,100

Assessment: Outcomes and Measures:

1. Faculty will write a report on pedagogical and curricular changes in the Nursing program and key courses. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.

2. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2007 and Summer 2008); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Nursing IF Prototype Assessment</th>
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<tr>
<td><strong>Period:</strong></td>
<td>July 2008-June 2009</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Complete assessment of IF SLOs and evaluation of curricular and pedagogical changes.</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This is the third year of a multi-year task. The current task follows the implementation of desired curricular and pedagogical changes in the Nursing curriculum that were identified in the SLO phase. With the assistance of OEAS and FCTL, the program faculty will fully implement the assessment measures and instruments that were embedded in the program during second year. The faculty team will conduct the assessments and develop a thorough analysis of the overall impact on student learning outcomes and on the efficacy of the various pedagogical and curricular initiatives. The faculty team will continue to play a major leadership role in the development of an Information Fluency Knowledge Network and will serve as mentors for faculty teams involved in earlier stages of implementation of information fluency in their disciplines.</td>
</tr>
</tbody>
</table>
The faculty team will co-lead the information fluency strand at the Winter 2008 Faculty Conference and at the Summer 2009 Faculty Conference.

Deliverables:  
- Technical reports on the effect on IF SLOs and the efficacy of curricular and pedagogical changes for Nursing majors.  
- Development of IF sessions at the Winter 2008 and Summer 2009 Faculty Conferences.  
- Final project report identifying best practices and transferable concepts.

QEP Manager: Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

Task Leader: Dr. Judith Ruland, Associate Professor

Participants: Program Department: Dr. Pamela Ark, Dr. Lorrie Powel, Dr. Jean Leuner, Dr. Diane Wink  
Other units: Library: Ms. Elizabeth Killingsworth  
FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse  
OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

Annual Budget:  
Provost: Direct support of School of Nursing IF team: $7,500  
In-kind: School of Nursing (0.1 FTE)--$7,500  
Others:  
- Library (0.02 FTE)--$1,200  
- OEAS (.03 FTE)--$2,200  
- FCTL (.02 FTE)--$1,200  
Total In kind: $12,100

Assessment: Outcomes and Measures:  
1. Faculty will write a technical report of the effect of IF SLOs and the efficacy of curricular and pedagogical changes for the Nursing program and key courses. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.  
2. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2008 and Summer 2009); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).  
3. Faculty will document best practices in developing IF skills for Nursing students. Measures: a) Faculty will develop a report for inclusion at the IF website and in Nursing pedagogical materials; b) Faculty will develop a presentation or other media documentation of best practices for the development of IF skills.
**Honors**

The Burnett Honors College will introduce information fluency skills in the Honors Symposium, which enrolls approximately 450 first-year Honors students. In addition, The Burnett Honors College Computer Lab will hire information fluency-trained peer-tutors whose duties will include assisting Honors students with electronic research. These students will be the first Information Fluency Student Scholars.

<table>
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<tr>
<th><strong>Title:</strong></th>
<th>The Burnett Honors College—IF Prototype Student Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Period:</strong></td>
<td>August 2006-June 2007</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Develop a framework for enhancing information fluency skills in Honors Symposium, Honors Seminars, and Honors Windows to the World Class. In addition, IF Student Scholars will work in the BHC Computer Lab.</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>The Burnett Honors College will incorporate information fluency in three areas during the first year of the initiative. Honors Symposium: All Honors freshmen take Honors Symposium (460 students). Selections from the reading list for this course will be carefully structured so that those texts will be only accessible electronically through the UCF Library. Decisions will be made regarding the structure of a “field trip” to the library (to be conducted by the library faculty and team leaders) with the specific intention of promoting information fluency skills of Symposium students.</td>
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</table>

In addition, assessment data will be collected for this first year the project from Symposium students to ascertain a baseline against which to assess improvement in information fluency skills.

Twenty-six Symposium team leaders will be trained by the library faculty in “how to teach IF skills and mentor other students.” BHC team leaders will participate in 3-4 hour training before the fall semester starts. The team leaders will be designated Information Fluency Student Scholars.

*Information Fluency Lab Mentors:* The fifteen students who work as lab staff will be carefully trained by library faculty in IF skills and mentoring skills so that they may assist other students.
### Deliverables:
- Appropriate reports on information fluency student learning outcomes and information fluency map for the program
- Prototype instrument for assessing information fluency
- Development of information fluency sessions at the FCTL Winter 2006 and Summer 2007 Faculty Conferences
- Lab monitors will be trained as *Information Fluency Student Scholars*
- Presentation and coordination of workshops at FCTL Summer and Winter Faculty Development Conferences
- Proposal for continuation of the project into the implementation phase in May, 2007

### QEP Manager:
Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

### Task Leader:
Dr. Madi Dogariu

### Participants:
Program Department: Dr. Alvin Wang, Dean, The Burnett Honors College; Ms. Lisa Sklar; Ms. Kelley Astro
Library: Dr. Carole Hinshaw
FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

### Annual Budget:

<table>
<thead>
<tr>
<th>Provost:</th>
<th>Direct support of The Burnett Honors College IF team: $20,000</th>
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<tbody>
<tr>
<td>In-kind:</td>
<td>Burnett Honors College:</td>
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<td>• Team Leaders Stipends $26,000 (26 leaders)</td>
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<td></td>
<td>• IF Lab Mentors $25,000 (15 student mentors)</td>
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<td>Total In-kind: $51,000</td>
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### Assessment:

1. Project team members will develop student learning outcomes and appropriate measures for the Honors Symposium. Measures: a) Honors faculty and staff will work with FCTL and OEAS personnel to develop information fluency student learning outcomes; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.

2. Faculty will promote increased understanding of IF skills in one or more skill area among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2006 and Summer 2007); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).

3. A prototype of an information fluency assessment instrument will be developed and piloted.
<table>
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<tr>
<th><strong>Task Title:</strong></th>
<th>Honors College IF Prototype Pedagogical Changes and Assessment Instrument</th>
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<tr>
<td><strong>Period:</strong></td>
<td>August 2007-June 2008</td>
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| **Objective:**  | • To implement the framework developed in Year 1 for integrating information fluency in the Honors Symposium.  
• To refine information fluency assessment instruments.  
• To develop a framework enhancing information fluency in the Honors Seminar Interdisciplinary courses  
• Develop student learning outcomes and plan assessments for Honors Seminar courses  
• Explore opportunities to reinforce information fluency skills among Honors Symposium students |
| **Summary:**    | This is the second year of a multi-year task and both a continuation of the first year’s creation of SLOs consistent with the UCF QEP for Information Fluency for the Honors Symposium and an expansion to include Honors Seminar courses. In the second year, The Burnett Honors College will implement the student learning outcomes and assessment for Symposium modules. The results of the SLO phase in year 1, and the implementation of those outcomes and assessments in year 2, will permit information fluency to be adopted as a core competency of students who have successfully completed key courses.  
Symposium faculty will, with the assistance of an information literacy specialist from the UCF Libraries and other relevant parties such as the Faculty Center for Teaching and Learning, implement SLOs developed in the first year through creation of instructional strategies. Project funds will be used to support these initiatives as well as the continuing project of offering university-wide workshops and conferences on issues related to information fluency. Pedagogical adjustments, as necessary, will be made for the library component of the Symposium.  
Data will be collected for the second year of the project from Symposium students will be compared to the baseline year data to assess improvement in information fluency skills.  
With the assistance of OEAS and FCTL, the Symposium faculty will refine the assessment measures and instruments and begin to initiate SLO assessment actions. We expect that assessment will be fully embedded in the Symposium at the end of the second year.  
The Burnett Honors College, and FCTL and OEAS as appropriate,
will work with test development experts to develop a prototype information fluency assessment instrument.

Honors College will participate appropriately in the information fluency strand at the Winter 2007 Faculty Conference focusing on identifying appropriate information fluency student learning outcomes, and will co-lead the information fluency strand at the Summer 2008 Faculty Conference focusing on developing IF curriculum maps. The team members will also provide implementation insights based on their experience.

**Deliverables:**
- Technical reports on IF curricular and pedagogical changes for the Symposium
- An Information Fluency assessment instrument
- Development of IF sessions at the Winter 2007 and Summer 2008 Faculty Conferences
- Proposal for continuation of the project into the curriculum phase (May 2008)

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Dr. Madi Dogariu

**Participants:**
- Program Department: Dr. Alvin Wang, Dean, The Burnett Honors College; Ms. Lisa Sklar; Ms. Kelley Astro
- Library: Dr. Carole Hinshaw
- FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
- OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

**Annual Budget:**

**Provost:** Direct support of The Burnett Honors College IF team: $15,000

**In-kind:**
- Burnett Honors College:
  - Team Leaders Stipends $26,000 (26 leaders)
  - IF Lab Mentors $25,000 (15 student mentors)
- Total In-kind: $51,000

**Assessment:**

1. Faculty will write a report on pedagogical and curricular changes in courses. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.
2. Faculty will promote increased understanding of IF critical thinking skills among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2007 and Summer 2008); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).
3. An exportable Information Fluency assessment will be
available for use by other information fluency initiatives. Measures: a) Reliability and Validity data from the pilot testing of the assessment instrument will be developed by the end of year 2; b) The instrument will be shared with other interested information fluency initiative groups.

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<tr>
<th>Task Title:</th>
<th>Honors College IF Prototype Pedagogical Changes, Experimental Design and University-Wide Presentations</th>
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<tbody>
<tr>
<td>Period:</td>
<td>August 2008-June 2009</td>
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</table>
| Objective:  | • To expand information fluency through the full integration of information fluency student learning outcomes and assessment in the Honors Seminar Courses.  
• To share an information fluency assessment instrument with other information fluency initiative faculty and staff.  
• To promote faculty understanding of discipline-specific information fluency student learning outcomes by offering targeted workshops. |
| Summary:    | This is the third year of a multi-year task and specifically a continuation of both the first year’s creation of SLOs for the Honors Symposium and the second year’s creation of SLOs for the Honors Seminar consistent with the UCF QEP for Information Fluency. 

In the third year, The Burnett Honors College will, in the Honors Symposium, refine the library component of the Symposium and will continue to gather assessment data for the appropriate information fluency skills. The development of SLOs and the assessment of those SLOs for the Honors Seminar courses in year 2 will be fully implemented in Honors Seminar courses in the third year. Data collected for the second and third year of the project from Symposium students will be compared to the baseline year data to assess improvement in information fluency skills.

Honors Seminar faculty will, with the assistance of an information literacy specialist from the UCF Libraries and other relevant parties such as the Faculty Center for Teaching and Learning, implement SLOs developed in the second year of the QEP engagement project through the creation of instructional strategies. These changes will be on a course-by-course basis. Project funds will be used to support these initiatives as well as the continuing project of offering university-wide workshops and conferences on issues related to information fluency.
Pedagogical adjustments, as necessary, will be made for each key course. Any major course changes will be made for that particular Honors Seminar.

With the assistance of OEAS and FCTL, the Honors Seminar faculty will refine the pedagogy and assessment measures and instruments and begin to initiate SLO assessment actions. We expect that assessment will be fully embedded in the Seminar courses at the end of the third year.

The Burnett Honors College Seminar discipline faculty will work with BHC personnel to develop a presentation for the Winter 2008 Faculty Conference focusing on identifying appropriate information fluency student learning outcomes and measures. They will co-lead the information fluency strand at the Summer 2009 Faculty Conference focusing on developing IF curriculum maps in the disciplines. The team members will also provide implementation insights based on their experience.

**Deliverables:**
- Technical reports on IF curricular and pedagogical changes for the library component of the Honors Symposium.
- Development of IF sessions at the Winter 2008 and Summer 2009 Faculty Conferences
- Information fluency student learning outcomes and assessment measures for the Honors Seminar courses (discipline specific)
- Report on information fluency improvement from experimental design used throughout the three years of the initiative.

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Dr. Madi Dogariu

**Participants:**
- Program Department: Dr. Alvin Wang, Dean, The Burnett Honors College; Ms. Lisa Sklar; Ms. Kelley Astro
- Library: Dr. Carole Hinshaw
- FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
- OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

**Annual Budget:**
- **Provost:** Direct support of The Burnett Honors College IF team: $7,500
- **In-kind:** Burnett Honors College:
  - Team Leaders Stipends $26,000 (26 leaders)
  - IF Lab Mentors $25,000 (15 student mentors)
  - Total In-kind: $51,000
Assessment: Outcomes and Measures:

1. Faculty in Honors Seminar courses will develop appropriate student learning outcomes (SLOs) for the project. Measures: a) Faculty will work with FCTL and OEAS personnel to develop student learning outcomes in critical thinking; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.

2. Honors Seminar faculty will map student learning outcomes and assessments to their courses. Measures: a) Honors Seminar faculty will construct a matrix of student learning outcomes and program courses and identify in which courses the SLOs are taught and assessed; b) Curriculum and pedagogical revisions will be planned as indicated by the examination of the SLOs and the courses in the program. Faculty will set dates for the implementation of the changes.

3. Faculty will promote increased understanding of IF skills in the disciplines among faculty. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2006 and Summer 2007); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions). The Burnett Honors College will promote increased understanding of IF critical thinking skills among faculty in several disciplines. Measures: a) Faculty will conduct 2 FCTL conference workshops for other faculty (Winter 2008 and Summer 2009); b) Workshop participant learning will be assessed at the end of each conference session using a direct measure (e.g., minute paper, targeted questions).

4. The Burnett Honors College faculty and staff will coordinate with Philosophy to present one workshop in their conference on “Technology and Information Sharing” as a University-wide project on information fluency. Measures: a) Conference participant awareness of information fluency will be assessed using the faculty IF survey; b) Participant learning in Honors’ College workshops will be assessed using a direct measure of targeted IF skills.

5. A report will be developed and disseminated via the QEP IF website that summarizes findings from research on information fluency improvement conducted with Symposium students.
**Strategies for Success**

The Strategies for Success program is based on the SLS 1501 course that provides an overview of all aspects of campus life as well as addressing critical thinking and problem solving skills. The program typically enrolls 2,000 students each year. The course is clearly a foundational activity and presents a rich opportunity to introduce information fluency concepts.

| Task Title: Student Success Course (SLS 1501) IF Curriculum Development, Year 1 |
|---------------------------------|-------------------------------------------------------------------|
| Period:                         | August 2006-June 2007                                             |
| Objective:                      | Develop and Pilot IF curriculum in Student Success Course (ten sections) |
| Summary:                        | This is a three year project. Year one will focus on developing IF curriculum items in the Student Success Course (SLS 1501) and conducting a pilot program in spring 2007 (four sections). The focus for the curriculum will be on those learning objectives that are associated with introducing students to IF (Standards 1 – 6). |

SLS 1501 is designed to retain first-year students and help them make a successful transition to the university by developing academic, social and personal skills that contribute to academic success. The course curriculum encourages students to establish supportive relationships with faculty and peers; help them become part of the academic community; and provide them with essential information about the academic demands of the university’s policies, procedures and resources. The objectives of the course are to enable and encourage students to:

- Maximize their opportunity for a successful university experience
- Develop confidence and strengthen their purpose for attending college
- Build a supportive community of peers who will assist them in their transition to college
- Develop the skills, knowledge, and competencies to become independent active learners

A faculty team will be formed to review and develop SLO and course syllabus to add Information Fluency learning outcomes (Stage 1 - Information) within the current SLS objectives:

Objective: Introduce students to study skills and strategies that
will enable them to be more successful in their academic pursuits

Objective: Increase student understanding of the learning process and encourage their use of critical thinking skills
Objective: Develop ability to effectively use technology resources including electronic mail and world wide web
Objective: Examine the role of the liberal arts foundation to higher education and life long learning

**Deliverables:**
- Report on IF SLOs and IF curriculum for the SLS course fall 2006.
- Development of IF lesson plans for the spring 2007 pilot.
- Review and modify IF lesson plans for summer 2007 pilot.
- Proposal for continuation of the project into the implementation phase (May 2007).

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives

**Task Leader:** Mr. Joe Ritchie

**Participants:**
- Program Department: Orientation Services (SLS 1501 is taught primarily by adjunct instructors. Instructors will be selected based on prior teaching experience and availability. Both Joe Ritchie and Ron Atwell will be instructors in the pilot program.)
- Library: Dr. Linda Colding
- SDES Assessment and Planning: Dr. Ron Atwell
- FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
- OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

**Annual Budget:** $41,200 (Provost & In-kind)

**Provost:**
- Direct support of Orientation Services IF team: $20,000

**In-kind:**
- Program Department (0.2 FTE)--$12,800 ($11,200 – FTE, $600 – copies, $1000 – faculty development)
- Library (0.02 FTE)--$1,200
- SDES Assessment and Planning (.05 FTE)--$3,800
- OEAS (.03 FTE)--$2,200
- FCTL (.02 FTE)--$1,200
- Total In-kind: $21,200

**Assessment:**

1. Within the first year, faculty will develop appropriate student learning outcomes (SLOs) for the project. Measures: a) Faculty will work with FCTL and OEAS personnel to develop student learning outcomes in information fluency skills; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.

2. Project faculty will map student learning outcomes and assessments to the SLS course. Measures: a) SLS faculty will construct a matrix of student learning outcomes and program
topics to determine where the SLOs will be taught and assessed; b) Course and pedagogical revisions will be planned as indicated by the examination of the SLOs and the courses in the program. Dates for the implementation of the changes will be set.

3. SLS faculty will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct at least one workshop for SDES personnel in 2007-2008; b) Workshop participant learning will be assessed at the end of each session using a direct measure (e.g., minute paper, targeted questions).

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Student Success Course (SLS 1501) IF Curriculum Implementation, Year 2</th>
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<tbody>
<tr>
<td>Period:</td>
<td>August 2007-June 2008</td>
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<tr>
<td>Objective:</td>
<td>Implement IF curriculum in all Student Success Course Sections</td>
</tr>
<tr>
<td>Summary:</td>
<td>This is the second year of a multi-year task. Year two will focus on developing and implementing the IF curriculum items in all sections (currently 40 sections) of the Student Success Course (SLS 1501). Year two will also including reviewing and developing assessment methodology for implementation in year three.</td>
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It is anticipated that the program faculty, with the assistance of an information literacy specialist from the libraries and the support of the Faculty Center for Teaching and Learning will develop instructional strategies to implement pedagogical changes. These changes are likely to be on a course by course basis. Project funds will be used to support these initiatives. Major curricular changes will be initiated through the standard review and approval process.

With the assistance of OEAS and FCTL, the program faculty will refine the assessment measures and instruments and begin to initiate SLO assessment actions. It is expected that assessment will be fully embedded in the program at the end of this second year.

**Deliverables:**
- Report on IF SLOs and IF curriculum for the SLS Pilot project (spring and summer 2007).
- Review and modify IF lesson plans for full implementation in fall 2007 semester.
- Proposal for continuation of the project into the final (third year) phase (May 2008).

**QEP Manager:** Dr. Martha Marinara, Director, QEP Information Fluency Initiatives
Task Leader: Mr. Joe Ritchie
Participants: Program Department: Orientation Services (SLS 1501 is taught primarily by adjunct instructors. Instructors will be selected based on prior teaching experience and availability. Both Joe Ritchie and Ron Atwell will be instructors in the pilot program.)
Library: Dr. Linda Colding
SDES Assessment and Planning: Dr. Ron Atwell
FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow
Year 3

Annual Budget: $36,200 (Provost & In-kind)
Provost: Direct support of Orientation Services IF team: $15,000
In-kind: Student Development and Enrollment Services (0.1 FTE)--$7,500
Others:
  • Library (0.02 FTE)--$1,200
  • OEAS (.03 FTE)--$2,200
  • FCTL (.02 FTE)--$1,200
Total In-kind: $12,100

Assessment: Outcomes and Measures:

1. SLS faculty will write a report on pedagogical and curricular changes in the Strategies for Success program and classes. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS.
2. SLS faculty will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct at least one workshop for SDES personnel in 2007-2008; b) Workshop participant learning will be assessed at the end of each session using a direct measure (e.g., minute paper, targeted questions).

Task Title: Student Success Course (SLS 1501) IF Curriculum Assessment, Year 3
Period: August 2008-June 2009
Objective: Develop and implement IF curriculum in Student Success Course
Summary: This is the third year of a multi-year task.

With the assistance of OEAS and FCTL, the SLS faculty will fully implement the assessment measures and instruments that were embedded in the program during second year. The faculty team will conduct the assessments and develop a thorough analysis of the overall impact on student learning outcomes and on the efficacy of the various pedagogical and curricular initiatives.
• Develop proposal for follow-on assessment (May 2009). |
| QEP Manager: | Dr. Martha Marinara, Director, QEP Information Fluency Initiatives |
| Task Leader: | Mr. Joe Ritchie |
| Participants: | Program Department: Orientation Services (SLS 1501 is taught primarily by adjunct instructors. Instructors will be selected based on prior teaching experience and availability. Both Joe Ritchie and Ron Atwell will be instructors in the pilot program.) Library: Dr. Linda Colding SDES Assessment and Planning: Dr. Ron Atwell FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow |
| Annual Budget: | $28,700 (Provost & In-kind) |
| Provost: | Direct support of Orientation Services IF team: $7,500 |
| In-kind: | Program Department (0.0 FTE)--$ 12,800 ($11,200 – FTE, $600 – copies, $1000 – faculty development) Library (0.02 FTE)--$1,200 SDES Assessment and Planning (.05 FTE)--$3,800 OEAS (.03 FTE)--$2,200 FCTL (.02 FTE)--$1,200 Total In-kind: $21,200 |
| Assessment: | Outcomes and Measures: |
| | 1. Faculty will write a report on the effect of IF SLOs and the efficacy of curricular and pedagogical changes for the Student Success program. Measure: IF Faculty fellows will assess the appropriateness and adequacy of the changes in these areas using a rubric developed by FCTL and OEAS. |
| | 2. SLS faculty will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct at least one workshop for SDES personnel in 2008-2009; b) Workshop participant learning will be assessed at the end of each session using a direct measure (e.g., minute paper, targeted questions). |

**Multi-year RFP Selections**

This engagement initiative is intended to support several separate parallel projects each year. In the first year, four invited prototype projects will be supported. In the second, third, and fourth years, two additional projects will be supported each year. After the initial year, projects will be selected from responses to a Request for Proposal (RFP) using a set of criteria developed by the QEP Information Fluency Initiatives Council.
Generally, projects will involve undergraduate academic disciplines and co-curricular activities.

These multi-year projects will initially focus on developing a framework for enhancing information fluency in the program with a particular emphasis on student learning outcomes. The initial phase creates the information fluency framework, and the following years include implementation and assessment. The program faculty, with the assistance of an information literacy specialist from the libraries, will identify the desired student learning outcomes for graduates. In particular, the faculty will identify the relative importance of each of these outcomes to direct the curricular or program review.

Following the identification of the desired student learning outcomes, the faculty will establish a baseline by reviewing each course in the program of study to determine which student learning outcomes are addressed. The resulting curriculum map will be the basis for identifying what pedagogical adjustments and reforms are required to properly address the desired information fluency learning outcomes.

With the assistance of Operational Effectiveness and Assessment Support and the Faculty Center for Teaching and Learning, the faculty will identify potential measures of student learning and will consider alternative assessment methods including portfolios, e-portfolios, information and communications technology assessments, critical thinking assessments course-embedded assessments, and other methods appropriate to measure student learning.

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<tr>
<th>Task Title: RFP Selection Year 1</th>
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<td>Objective:</td>
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<td>Summary:</td>
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<td>Deliverables:</td>
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<td>QEP Manager:</td>
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<th>Task Title: RFP Selection Year 2</th>
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<tr>
<td>Period: July 2008 – June 2009</td>
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<tr>
<td>Objective: Implement curricular,</td>
</tr>
<tr>
<td>program, and pedagogical changes.</td>
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<tr>
<td>Summary: This is the second year</td>
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<tr>
<td>of a multi-year task. Projects</td>
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<td>will be continued into this second</td>
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<td>phase following an evaluation of</td>
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<tr>
<td>the results of the SLO phase work.</td>
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<tr>
<td>Deliverables: • Technical reports</td>
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<td>on IF program and pedagogical</td>
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<td>changes for students involved in</td>
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<td>student services activities.</td>
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<td>• Development of IF sessions at the</td>
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<td>Winter and Summer Faculty</td>
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<td>Conferences.</td>
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</tbody>
</table>
Proposal for continuation of the project into the curriculum implementation phase (May 1, 200x).

QEP Manager: Dr. Martha Marinara, Director, Information Fluency Initiatives
Task Leader: Participants:
Department:
SDES: Dr. Ron Atwell (Student Services projects only)
Library:
FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

Annual Budget:

**Provost:** Direct support of departmental IF team: $15,000

**In-kind:**
- Academic or Student Support Department (0.2 FTE)--$13,500
- Library (0.05 FTE)--$3,100
- OEAS (.02 FTE)--$1,100
- FCTL (.02 FTE)--$1,200
Total In-kind: $18,900

Assessment: Outcomes and Measures:

1. Selected program or unit will develop IF student learning outcomes and measures appropriate to the specific project. Measures: a) Faculty or support staff will work with FCTL and OEAS personnel to develop student learning outcomes in information fluency skills; b) For each outcome, project participants will determine at least two direct measures to assess how well students meet the outcomes.

2. Project faculty and staff will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct at least one workshop for faculty or SDES personnel in 2007-2008; b) Workshop participant learning will be assessed at the end of each session using a direct measure (e.g., minute paper, targeted questions).

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>RFP Selection Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong></td>
<td>July 2009 – June 2010 through July 2010 – June 2011</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Complete assessment of IF SLOs and evaluation of curricular, program, and pedagogical changes.</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td>This is the third year of a multi-year task. Projects will be continued into this final phase following an evaluation of the results of the implementation phase work.</td>
</tr>
</tbody>
</table>

The faculty and unit teams of continued projects will be heavily involved in the semi-annual Faculty Conferences and the Information Fluency Knowledge Network.
### Deliverables:
- Technical reports on the effect on IF SLOs and the efficacy of curricular and pedagogical changes for student majors or SDES program.
- Development of IF sessions at the Winter and Summer Faculty Conferences.
- Final project report identifying best practices and transferable concepts.

### QEP Manager:
Dr. Martha Marinara, Director, Information Fluency Initiatives

### Task Leader:
Department:
- SDES: Dr. Ron Atwell (Student Services projects only)
- Library:
  - FCTL: Dr. Alison Morrison-Shetlar, Dr. Tace Crouse
  - OEAS: Dr. Paula Krist, Dr. Mia Alexander-Snow

### Participants:

### Annual Budget:

<table>
<thead>
<tr>
<th>Provost:</th>
<th>Direct support of departmental IF team: $7,500</th>
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<tbody>
<tr>
<td>In-kind:</td>
<td>Academic or Student Support Department (0.1 FTE)--$7,500</td>
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<tr>
<td></td>
<td>Library (0.02 FTE)--$1,200</td>
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<td>OEAS (.03 FTE)--$2,200</td>
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<td>FCTL (.02 FTE)--$1,200</td>
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<td></td>
<td>Total In-kind: $12,100</td>
</tr>
</tbody>
</table>

### Assessment:
Outcomes and Measures:
1. Selected program or unit will develop IF student learning outcomes and measures appropriate to the specific project. Measures: a) Faculty or support staff will work with FCTL and OEAS personnel to develop student learning outcomes in information fluency skills; b) For each outcome, project participants will determine at least two direct measures to assess how well students meet the outcomes.
2. Project faculty and staff will promote increased understanding of IF skills among faculty. Measures: a) Faculty will conduct at least one workshop for faculty or SDES personnel in 2008-2009; b) Workshop participant learning will be assessed at the end of each session using a direct measure (e.g., minute paper, targeted questions).

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**Engagement Initiative #2: Information Fluency Definition-based Initiatives**

The management strategy underlying this set of initiatives is “let many flowers bloom.” The discipline breadth of these initiatives is much greater than the narrow, but deeply focused, projects in the multi-year curriculum-based initiatives described above. Using an RFP process, the QEP Information Fluency Initiative office will solicit proposals for...
developing projects that refine or document the definition of information fluency within a discipline or program.

This set of initiatives will support ten faculty members each year for a total of fifty small pilot projects. Academic and library faculty and professional staff will reflect on the definition of information fluency and refine it as it applies to their specific disciplines or co-curricular programs. The objective of these initiatives is to increase awareness and discussion of information fluency throughout the university and deepen the understanding of information fluency within many disciplines.

<table>
<thead>
<tr>
<th>Task Title:</th>
<th>Discipline Refinement of IF Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td>Increase awareness and discussion of IF throughout the university.</td>
</tr>
<tr>
<td>Summary:</td>
<td>This set of projects is designed to motivate further discussion of information fluency throughout the university and provide a mechanism for building up a general awareness of the subject among faculty members, staff members, and students.</td>
</tr>
</tbody>
</table>

Using an RFP process, the QEP IF Initiatives office will solicit proposals for developing research papers that refine the definition of information fluency for the author’s discipline. The specifications for the paper will include identifying SLOs for the discipline and providing examples of how and where those SLOs are learned or enhanced in the university. A secondary objective of this task is to motivate individuals to consider developing a proposal to conduct a multi-year comprehensive program analysis and implementation.

Participants will be invited to attend monthly discussions of information fluency and will be required to deliver a 10 minute oral progress report at one of the meetings each semester. Participants will be invited to contribute to the online dimension of the Information Fluency Knowledge Network.

**Deliverables:**
- Oral presentation of progress in refining the definition of information fluency within the author’s discipline.
- 15-page research report documenting definition.

**QEP Manager:** Dr. Martha Marinara, Director, Information Fluency Initiatives

**Task Leader:** Dr. Martha Marinara

**Participants:** 10 participants selected based on an evaluation of responses to an RFP

**Annual Budget:** Provost: $10,000
Assessment: Outcomes and Measures:
1. Selected programs include IF student learning outcomes and measures in their Institutional Effectiveness assessment plans. Measures: a) Faculty will work with FCTL and OEAS personnel to develop student learning outcomes in information fluency skills; b) For each outcome, faculty will determine at least two direct measures to assess how well students meet the outcomes.
APPENDIX A: DEPARTMENT OF PHILOSOPHY SUPPORTING MATERIALS

Appendix A-1:

Department of Philosophy Workshop and Conference Series on Critical Thinking, Ethics, and Information Fluency

Overview:

In its efforts to support the University of Central Florida’s Information Fluency Initiative, the Department of Philosophy proposes a series of workshops and conferences designed to foster a dialogue on critical thinking in various contexts, including ethics, sciences and technology, and interdisciplinary scholarship. As currently defined, information fluency pertains to information and computer literacy both effectively utilized through critical thinking skills. More specifically, information fluency has to do with the ability, first, to “collect the information necessary to consider a problem or issue,” second, to engage in “critical thinking skill sin the evaluation and analysis of the information and its sources,” and third, to “formulate logical conclusions and present these conclusions in an appropriate and effective way” (http://sacs.ucf.edu/ccr/report/qep_summary.htm).

Within this strategic initiative, we have identified a set of topics that cut across science and the humanities as well as religion and government in an attempt to expose the university community to the ideas shaping the 21st century. Our goal is to provide an exciting context within which to exercise critical thinking skills through intellectual debate so as to model how it is that ideas are appropriately exchanged and evolve through information exchange. More generally, our goal is to provide a significant level of intellectual stewardship in developing critical thinking skills for the campus community. We turn next to a brief description of the workshops and conferences we propose, to be held each academic year over the next three academic years (2006-2007, 2007-2008, 2008-2009).

Workshops and Conference on Heresy, Blasphemy, and Freedom of Expression

This conference will bring together speakers and include panel discussions from academia, government, religion, and news and information media that speak to moral, social, political, aesthetic, religious, theological, scientific, and other issues involved in the free flow of information; personal, social, institutional, and governmental responsibility concerning freedom and dissemination of information; and problems, theories, principles, and concepts involved in the acquisition, use, abuse, assessment, and critical evaluation of information. For this conference, the Department of Philosophy will partner with the Nicholson School of Communication and other related
disciplines and invite leading scholars to discuss the moral, social, and epistemic significance of freedom of expression and information use and acquisition.

**Workshops and Conference on Knowledge Rights and Knowledge Sharing in the 21st Century**

This conference will bring together leading thinkers from academia, industry, and government to discuss and address issues concerning the role of technology in information sharing and dissemination in science, science policy, scientific funding, and other contexts in addition to the important issues of the problems of expertise in the acquisition, evaluation, and use of information. We will discuss issues such as the erosion of the “technological commons,” a phenomenon identified Shulman (2002) as a potentially devastating development emerging due to the increase of private sector funding in medical research. Here we will host leaders from industry/government to discuss how the flow of scientific information may be stifled within the scientific community as well as to the public at large. With respect to the former, we will discuss, for example, the patenting of genes by pharmaceutical companies and its impact on knowledge sharing and development and the greater good. With respect to the latter, we will discuss what may happen when political policy overrides scientific research through either decreases in funding or the dilution of scientific findings in its dissemination of information to the public. For this conference we will partner with COPHA and invite leaders from industry and government to debate the merit of these changes to information exchange in medical, scientific and government research. For example, recent privacy issues emerging from government access to search engines and web sites illustrate how society needs to better understand the inherent complexities that arise from the tremendous ease with which information is exchanged and stored using modern technologies. Additionally, the ease with which information is published on, for example, the World Wide Web, makes knowledge of sources and interpretation of potential information biases, an absolute learning imperative. Finally, Naomi S. Baron, professor of linguistics at American University, recently articulated a related problem emerging from what she describes as “search-and-seizure learning on the Internet,” and laments that true literacy skills that evolve from an understanding of the extended narrative are getting lost. In particular, because search engines and sophisticated indexes produce relevant snippets of information, students no longer invest the time and intellectual effort to comprehend that information in the broader context within which it was conveyed. For this conference, the Department of Philosophy will partner with the School of Film and Digital Media and the Computer Science Department and invite leading scholars to discuss how society in general, and the Academy in particular, must better address these increasingly ubiquitous problems.

**Workshops and Conference on Critical Thinking and Common Ground**

In this conference we focus on information fluency as it relates to interdisciplinary scholarship within the Academy. Much of the academic communities are becoming more cognizant of the fact that interdisciplinarity is no longer a buzzword, but a 21st
Century reality requiring more coordinated large-scale scholarly efforts. Nonetheless, this realization is only the first step in achieving the type of coordination of interdisciplinarity demands. Unfortunately, what is critical to realize is that “the way in which our universities have divided up the sciences does not reflect the way in which nature has divided up its problems” (Salzinger, 2003, p. 3). This quotation exemplifies how disciplinary boundaries can create artificial categories of thinking. These categories represent the unique ways that a particular discipline has attempted to address a problem or issue. Nonetheless, specific disciplines do not have a hold on a given problem and many different disciplines have simultaneously investigated problems via their own unique approaches and methodologies. Unfortunately, in doing so, these disciplines sometimes create their own language to describe similar terms or even use similar terms but in slightly different ways. This leads to significant problems, not only in information sharing, but also in critical thinking, as it become nearly impossible to critically evaluate concepts across disciplines. For this conference we will partner with UCF’s interdisciplinary graduate programs (e.g., Modeling and Simulation) and bring together leading scientists and scholars to discuss the virtues and the vices emerging from the creation and dissolution of disciplinary boundaries.

Management and In-Kind Support
Funding is requested to support the hiring of a part-time staff person to assist in planning and managing these conferences which would be hosted twice a year. With respect to space for hosting the conferences, Philosophy Department faculty are affiliated with the Institute for Simulation and Training’s Human-Systems Integration Department in the Partnership II (PII) building. The PII building is a $15 million multidisciplinary research building with approximately 30K square feet of laboratory, presentation, and office space dedicated to a number of areas relevant to the QEP including cognitive science and basic learning. State-of-the-art laboratories and presentation facilities contain all new equipment installed when PII was opened in December 2004 and these facilities are available for use to support our conference series.

Student Involvement
We have derived this series to support our undergraduate and graduate students in the Department along two related lines. First, the series will serve as a valuable venue for students to be exposed to important intellectual debates on complex social, scientific, and political issues. Second, students majoring in Departmental programs (e.g., Cognitive Science, Philosophy, Humanities) will play an integral role in conference organization and management as well as be invited to participate in our conference workshops and presentations. We see this series as an important way to contribute to the development of a student culture that recognizes the value of productive intellectual debate. Students will have the opportunity to learn how the critical thinking manifest in structured conferences and workshops supports information exchange and the evolution of ideas.
Appendix A-2

Critical Thinking at the Cutting Edge: Developing a Capability for Ethics Education in the 21st Century
Department of Philosophy and the Institute for Simulation and Training

Funding is being sought to support the development of the UCF Research Laboratory for Ethics Education (RLEE), an exciting capability bringing together experienced faculty across the University. This includes scholars and scientists in philosophy, ethics, and cognitive science, and UCF’s research and development in simulation and learning technologies. With this team we propose to investigate how emerging technologies can support ethics education, and the development of information fluency and critical thinking skills. Faculty with the Philosophy Department, in collaboration with researchers at the Institute for Simulation and Training (IST) have just been awarded a Presidential Equipment Grant to purchase and develop a neuroscience sensing suite to be housed in the Partnership II Building. We will leverage this $100,000 funding and pursue innovative ways to diagnose learning when students engage in critical thinking. Using these advanced technologies to present scenarios devised to elicit critical thinking, and measure behavioral and physiological responses, funding from the QEP initiative will allow us to develop a richer understanding of the cognitive and affective responses emerging when students are faced with complex ethical problems.

Support through the QEP initiative would fund faculty during the summer to develop the scenarios and engage in preliminary research with equipment and student volunteers. This would not only enable cutting edge research in critical thinking and ethical decision making, it would allow UCF researchers and educators to pursue additional funding through federal agencies such as the National Science Foundation Ethics in Science and Engineering Program. Further, outcomes from this research would support ethics education for students across UCF, an important area of inquiry yet to be fully explored.

In sum, funding for summer support for faculty affiliated with RLEE is being sought to help us produce more meaningful learning experiences that can better develop critical thinking skills by moving beyond traditional text-based, case-study analyses of ethical issues. The multidisciplinary team of philosophers, scientists, and educators affiliated with RLEE will research the efficacy of training technologies that reify ethical problems, beginning with development of prototype Simulation-Based Ethical Dilemmas. Data will be collected on how differing experimental approaches, contrasted with standard reading-and-discussion approaches, alter the attitudes and cognitions of students as they attempt to resolve complex decision making situations.

Approximately cost for summer salaries for 4-6 faculty members: $160,000.
Department of Philosophy Participation in the UCF QEP for Information Fluency
Teaching, Research and University-Wide Workshops and Conferences

Conceptual Map

**Key Courses (SLOs, Implementation, Assessment):**
- **Leader (3 Years):** JM
  - Critical Thinking (JM)
  - Ethics in Science & Technology (DJ)
  - Ethical Theory (NS)
  - Introduction to Philosophy (MS)
  - Philosophy of Mind, Philosophy of Psychology, or Ways of Knowing (JM)

**Workshops and Conferences (See Appendix 1):**
- **Year 1 Leaders:** NS, DJ, RH
- **Year 2 Leaders:** MC, RH, SG
- **Year 3 Leaders:** SF, RH

**University-Wide Content Modules**
- Critical Thinking
- Ethics
- Cognitive Sciences/Sciences Philosophy/Humanities

**Incorporate SLOs centered on:**
- Information Acquisition
- Information Evaluation
- Information Use in Decision-Making in Ethics

**Research in Critical Thinking and Ethics Education (w/IST) (See Appendix 2):**
- **Leader (Year 1):** SF
  - Development of RLEE
  - NSF EESE Grant Proposal
  - To engage in research in learning, critical thinking, and ethical decision-making
  - $160,000 + facilities use
Summary of Philosophy Department Participation in QEP for Information Fluency

1. Creation, Implementation and Assessment of SLOs in Key Courses & Creation of University-Wide Modules (can be connected to the “What IF?” site)

This project involves a three-stage process of development, implementation, and assessment of learning modules designed for key courses that may be expanded for use University-wide in support of the Information Fluency Initiative. These modules will focus on critical thinking in broad contexts, especially with reference to ethical decision-making and the acquisition, evaluation, and use of information in decision-making contexts and the expansion of knowledge.

2. Organization and Hosting of Workshops and Conferences on Issues Related to Information Fluency, Critical Thinking, and Ethical Decision-Making

This project involves a series of workshops designed to foster a dialogue on critical thinking. As currently defined, information fluency pertains to information and computer literacy both effectively utilized through critical thinking skills. Within this strategic initiative, we have identified a set of topics that cut across science and the humanities as well as religion and government in an attempt to expose the university community to some of the ideas shaping the 21st Century. Our goal is to provide an exciting context within which to exercise critical thinking skills through intellectual debate so as to model how it is that ideas are appropriately exchanged and evolve through information exchange. More generally, our goal is to provide a significant level of intellectual stewardship in developing critical thinking skills for the campus community.

3. Research with IST on critical thinking and learning in ethical contexts.

This project involves research into how emerging technologies can support ethics education and the development of critical thinking skills relevant to information fluency. We will leverage existing equipment to pursue innovative ways to diagnose learning when students engage in critical thinking. Using these advanced technologies to present scenarios devised to elicit critical thinking, and measure behavioral and physiological responses, funding from the QEP Initiative will allow us to develop techniques and a richer understanding of the cognitive and affective responses emerging when students are faced with complex ethical problems.
Other Potentially Relevant Information

- The *Florida Philosophical Review* offers its support in-kind, estimated to be approximately $1500 per conference, for a total of $4500 in-kind support for the three-year period of the Dept. of Philosophy’s involvement in the QEP for Information Fluency, by publishing a special issue of conference proceedings for each year’s conference.

- Have asked Mary Alice Shaver in Nicholson School of Communication for support and a statement of her interest in the first conference.
  - Can (and will) ask other interested parties about this and other conferences as well.