I-SKILLS Résumé

The I-SKILLS résumé is designed to prompt student reflection and self-assessment in information literacy. It has become a useful tool in various aspects of instruction.

I-Skills Résumé
(Information Skills and Knowledge for Lifelong Learning Success)

Personal: *(Name, Course, Semester)*
I. B. Profen, Chemistry 3351, Winter 2003

Special Expertise: *(What kinds of info or topics are you especially adept at finding/evaluating/using)*
• Expert at finding government chemical research information on the web

Education: *(What classes, training, reading, self teaching etc. have you done in the area of information skills)*
• MRC Library sessions for the following courses:
  • CHEM 2201 – finding articles, assessing web sites
  • CHEM 2203 – using CRC, print sources
  • CHEM 3350 – finding environmental data
  • CHEM 3351 – finding production info, patents
  • ENGL 2201 – using library resources
• In-house workshop, "Finding and using data on hazardous chemicals" during summer employment at Dupont
• Subscribe to "Researchbuzz"

Experience: *(what types of information can you find and what tools can you use – e.g. article databases, library catalogues, deep web sites, laws, addresses, etc)*
• Experienced with online catalogues for
  • MRC
  • University of Lethbridge
  • Lethbridge Public Library
• Expert user of some article databases
  • ProQuest
  • Wilson Omnifile
• Familiar with using Interlibrary Loan services
• Expert at retrieving MSDS from the Web
• Familiar with standard print tools for Chemistry including
  • CRC Handbook
  • Merck Index
• Familiar with (CCOHS) website and resources
• Adept at using search engines on government sites
• Can locate patents related to chemical processes

Other: *(Anything else pertaining to your information finding/evaluating/usage skills you'd like an employer to know, e.g. citing/analysing/bias checking)*
• Familiar with documenting sources in APA and MLA formats
• Adept at evaluating websites for authority and currency

Research Project

Long-term study of Journalism students, 2002-2008. Students submit résumés in first, second and final year, and are contacted one year after graduation.

Research Questions

Do students understand the tool? ✔

Is it easy for students to use? ✔

Does it prompt reflection on information literacy? ✔

If an I-SKILLS résumé is written at various points in an academic career, does it show skill development? ✔

Is the résumé and/or the reflection it prompts useful in seeking employment? **Don't know yet**

What information literacy skills and knowledge will students report? **Incredible range!**

Student Comments (from emails accompanying second-year submissions)

"What I am most pleased with is the increase in my knowledge base. I found it amusing that I used the word "muddled" in regards to working on the internet last year. I feel that I have grown so much I do not even remember that person anymore."
Jeff Harris

"I would really like a refresher course on research now that i think about it."
Brad Linn

Where it came from

An interest in finding a better way to assess information skills.
+
An interest in prompting reflection as a learning strategy.
+
A Group Résumé icebreaker encountered at a conference.
=
The I-SKILLS Résumé

How it's used

• As part of a research project
• As a way of gathering information before a class
• As a tool for groups to identify who has research expertise for projects
• As a source document for student portfolios

Advantages

• Simplicity- - Uses a common résumé format, easily understood by students
• Students describe skills in their own words
• More positive than a 'test' – reinforces self-efficacy
• Provides information the student can use

Margy MacMillan
Coordinator, Information/Instruction Services
Mount Royal College Library
Calgary, Alberta, Canada
http://www2.mtroyal.ca/~mmacmillan/research.htm

MRC Library

I-SKILLS Résumé

Margy MacMillan
Instructional Librarian, Mount Royal College,
Calgary, AB, Canada

*The I-SKILLS résumé is designed to prompt student reflection and self-assessment
in information literacy. It has become a useful tool in various aspects of instruction.*

*This poster presentation is intended as an open invitation to use the tool if you think it might work for you.
I'd love to hear from anyone using this or similar means of helping students self-assess their information fluency.*
*PowerPoint Version of Poster as one large slide * html version of the poster*

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Answers to Frequently asked questions from the poster session

A lot of people had some very good questions about the I-SKILLS résumé poster - thought I'd add a little to the handout to explain some things in greater detail. If other questions arise I'll add them (and the answers) here.

How have you given out the survey?

I've given it out in a class prior to library session with instructions that the students bring the résumé to the session so I could have a look at it before the session started, and review only what needed reviewing.

I've had the instructor give it to groups for a class where group meetings took the place of a whole class session as the projects were different enough to make that work. Students filled it out as group résumé and I used that to encourage a person who noted experience with databases to show the rest of the group database searching with me in the background assisting as necessary, then had someone else from the group demonstrate catalogue searching, etc.

I've made it available as part of a first-year journalism class Blackboard site, introduced the assignment in person and had the students complete and return the résumé electronically. I keep the résumés and send them back in second and third year for updating as part of my research project.

In each case the students are encouraged to keep their résumés for their own use - in tracking their own progress, in developing portfolios etc.

Do you give the students examples?

The first time I tried it, I gave journalism students a journalism example - bad idea - what I got back looked a lot like the sample. The second year, I got smarter and gave the journalism students a chemistry example and the chemists a journalism example - that worked. This past year I actually forgot the examples - usually photocopied on the back of the blank résumés - and it didn't seem to affect student abilities to complete the task.

What was the Icebreaker that gave you the idea?

In a workshop on PBL delivered by Kathy Enger at LOEX of the West 2002, the opening icebreaker to introduce us to our group members was a group résumé - just a regular résumé but combining the education and experience of the group. The icebreaker required very little time to set up and was immediately understandable. I thought it was such an elegantly simple way of prompting reflection that it might work well for information skills - and it has.

For more information

- o Visit the library site and check out our worksheets - http://library.mtroyal.ca
- o Visit my site **-** http://www2.mtroyal.ca/~mmacmillan
- o Visit the site for the research project
  - http://www2.mtroyal.ca/~mmacmillan/research.htm - you'll find links to other presentations, an ongoing literature review, and various other documents
- o Read the article "'Open Résumé': Magic Words for Assessment" in a forthcoming issue of *College & Research Libraries News*
- o Email me - mmacmillan@mtroyal.ca

ACRL Poster Presentation- Handout

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