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

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Background

- UCLA Information Literacy Program
  www2.library.ucla.edu/service/6342.cfm

- Collaborative project with an academic department

- Sociology Curriculum

Upper Division Challenge

- **Social Science students**
  - ☐ Varied background, needs and knowledge

- **Sociology Department**
  - ☐ Extending Sociology 1 and 20
  - ☐ Data in the Classroom Project

  http://www.sscnet.ucla.edu/soc/classroom/

Headings: !!Hands-On Data Analysis in the Classroom

Hands-On Data Analysis in the Classroom ^

About This Project

This website -- supported by the UCLA Office of Instructional Development -- is designed to help sociologists enrich their teaching through the use of data in the classroom. We define "data analysis" broadly and have included both numerical and non-numerical types of data, though there is currently much more of the former. We have tried to choose resources that are easy to use and that do not presuppose knowledge of a standard statistical software package (like Stata or SPSS). Please note that because this project began as a local resource for the department here at UCLA, some data resources may point to links that are only accessible with a UCLA IP address.

The materials provided at this site are organized into seven general categories:

- **DATA REPOSITORIES AND SOURCES**: Links to high quality data sources, domestic and international, of particular relevance to sociologists. Includes raw and compiled data.

- **DATA ANALYSIS TOOLS AND APPLICATIONS**: Information and tutorials about data analysis applications, including online data analysis tools.

- **TEACHING MODULES AND CLASSROOM EXERCISES**: Collections of sample exercises and teaching modules, including general collections and links to particular subject-specific exercises.

- **SUBJECT-SPECIFIC RESOURCES**. The selected subject areas represent a subset of the core undergraduate courses offered by the UCLA Department of Sociology. In each area, we have tried to review and assess the quality of the data and exercises we present. We have completed sample exercises ourselves, and reviewed the content and analysis of the data tables or graphs. Many resources are relevant to more than one area, but we have generally listed them only once, so it may be helpful to scan resources in several subject areas. A good deal of material relevant to particular subject areas can also be found under Data Repositories and Sources. For more on subject-specific resources, click here.

IL Standards for Anthropology and Sociology Students

- **Association of College and Research Libraries – Anthro & Sociology Section**
  - □ http://www.lib.utexas.edu/subject/ss/anssiil/anssilstandards2007.pdf

- **Reviewed and endorsed by ASA**

- **Can be used by academic departments for assessment**

ANSS Instruction and Information Literacy Committee

Information Literacy Standards

What do anthropology and sociology students need to do in order to be effective researchers? What key behaviors define information literacy in these disciplines? An ANSS IIL Task Group wrote and vetted with sociologists and anthropologists specific IL standards with examples: Information Literacy Standards for Anthropology and Sociology Students. For more information on how this project developed, read the background.

Plans to Develop the Project

Repository of Teaching and Assessment Materials: In order to facilitate faculty and librarian use of the IL Standards in anthropology and sociology departments and courses, ANSS IIL is compiling a Repository of Teaching and Assessment Materials that will bring together assignments, curricula, IL projects, syllabi, active learning techniques, etc. This site will grow over time. See Draft Instructions for submitting teaching materials to the Repository.

Workshops: The ANSS IIL Standards task force is currently developing a workshop in collaboration with sociology faculty for the August 2007 ASA Annual Meeting and plans to work with AAA partners for something similar at AAA. The goal is for this outreach and collaboration to lead to strategic use of the standards and endorsement of the final version of the standards by both AAA and ASA.

Resources for the Project

Bibliography: The ANSS IIL Task Group on the IL Standards read many articles and used various sources to enable their work. The Selected Bibliography provides the key resources used, including links where possible.
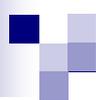
Key Aspects of ANSS Standards

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

www.asanet.org/galleries/Governance/General%20Education%20Council%20Report%207-15-2006.pdf

ASA Task Force Report

- Skills for graduating Sociology majors:
    - Quantitative and qualitative analysis techniques
    - Incorporate role of evidence
    - Retrieve information for data analysis

- Key: Research methods and statistics should be a part of all courses in the major.

Sociology 105 Course at UCLA

- **Background**: incorporated other ongoing initiatives (ACRL/ANSS, ASA, Data in the Classroom)

- **Goals**: Data discovery, evaluation of information, and critical thinking

- **Challenge**: Incorporate data Literacy modules as part of information literacy

Using Statistical Information: Part One Objectives

- Introduce the use of statistical information in research

- Learn components of statistical tables

- Learn to bibliographically describe statistical tables

- Use *American Factfinder* to create customized demographic tables.

Using Statistical Information: Part Two Objectives

- Continue discussion on the use of statistical information in research

- Review components of statistical tables

- Learn to evaluate scholarly articles containing statistical information

- Use *ICPSR's* DAS to create customized demographic tables.

Student Characteristics and Performance

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

Outcomes

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

Suggestions for the future

- Develop pilot as add-on to seminar (Winter 2008)

- Promote ANSS Standards to faculty

- Increase use of technology – Moodle

- Build community with other IL programs

Excellent health statistics - smokers are less likely to die of age related illnesses.'