

End-of-Program Review Workshop June 2012
Information technology Literacy Across the Curriculum
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We analyzed the inclusion of information technology literacy and a series of related activities in the curriculum using the End-of-Program Review survey from 2006 to 2011. During the five year period, approximately 72% of programs reported including some activities to improve information technology literacy. Faculty were asked to indicate the type of activities they included using the following categories: information acquisition, responsible use of information (added in the second year of this five year period), data acquisition and/or instrumentation, presentation technology, data analysis, media production, online communication/social software, computer programming and other.

Our group considered the following questions as we discussed the survey and its results:

1. To what extent, overall, were opportunities available to learn information technology literacy at Evergreen?
2. To what extent, overall, were each of the eight options listed in the survey used in the various programs?
3. What variation was there among different planning units?
4. How did the findings change over the 5 year period?
5. How might the information technology questions be improved for future surveys?

A summary of data relevant to answering the first four questions is shared below:

Availability of Activities for Improving Information Technology Literacy 2006-2011

	Information Acquisition	Responsible Use of Information	Data Acquisition	Presentation Technology	Data Analysis	Media Production	Online Communications	Computer Programming
Core 2006-11	77%	80%	35%	50%	19%	31%	27%	4%
CTL 2006-11	78%	53%	26%	50%	15%	24%	54%	2%
Expressive Arts 2006-11	62%	66%	24%	68%	8%	59%	59%	5%
Environmental Studies 2006-11	79%	67%	44%	77%	73%	13%	38%	2%
Evening Weekend Studies 2006-11	67%	64%	26%	48%	15%	20%	63%	4%
Inter Area Programs 2006-11	83%	74%	32%	55%	43%	20%	52%	7%
Scientific Inquiry 2006-11	62%	67%	62%	68%	74%	13%	34%	42%
Society Politics Behavior Change 2006-11	74%	71%	36%	36%	36%	16%	40%	0%
Overall 2006-11	74%	68%	37%	57%	38%	24%	48%	8%
Overall 2007-08	73%	68%	39%	60%	35%	23%	43%	11%
Overall 2010-11	79%	72%	32%	54%	28%	17%	51%	6%

Comments:

This table shows that while there is considerable variation among planning units in the degree and nature of opportunities, there are many opportunities to learn information technology across the curriculum. The last two rows of this table support the conclusion that in a broad sense, the degree and nature of information technology learning opportunities have been consistent during this 5-year period.

Overall the availability of activities meant to improve information technology literacy is good. However, the institution might benefit from understanding more about the depth and nature of these opportunities.

A suggested revision of the two survey questions, resulting from significant discussion among our group, is shared below.

7A. How much information technology literacy (provide a link to definitions) instruction was in the program?

Extensive (weekly ITL instruction or activity; ITL is a primary mode of inquiry; major projects using ITL assigned)

Moderate

A little (1 or 2 ITL instructional activities per quarter; minimal projects assigned)

Not at all (use limited to very common tools such as the internet, email, Moodle, ebooks, word processing, etc.) (*Go to 8A.*)

7B. Which of the following activities or processes were taught in your program?

Please check all that apply. (Optional): For each, describe crucial or outstanding activities.

Information acquisition (Accessing, collecting, managing, evaluating integrating published or posted information and research; conducting literature reviews; using and evaluating sources; search methodologies)

Responsible use of information (Citation, plagiarism, appropriate use of evidence)

Media production (Video, sound recording, photography, editing)

Presentation technology (graphics, digital slideshows, web publishing, desktop publishing, posters)

Data acquisition and /or instrumentation

Data analysis (data manipulation, statistics, modeling)

Computer programming

Other: _____