

	<p>Briefly describe your project. Include in your answer how student learning will be enhanced, and which group(s) of students will benefit from the project.</p>	<p>How is your project related to Information Literacy in general and specifically to UM's IL Goals and Outcomes? In your answer, include specific IL Student Learning Goals and Outcomes that will be addressed in your project.</p>	<p>Include descriptions of materials, texts, assignments, and other elements of the project.</p>	<p>How will you assess the effectiveness of your project? Include details about assessment methods or tools.</p>
<p>Mapping Information and Spatial Literacy with Geographic Information Systems Geography Professor And Information Literacy Librarian</p>	<p>In the Spring 2013 semester, we created a GIS assignment for GEOG 231 World Regional Geography that invites students to design maps of their own and infuse them with information. Using Google Fusion Tables, students explored a research question and represented information they found on a map to represent and spatially analyze demographic differences, changes over time, and the effects of the environment on human behavior. The project was successful, and we would like to continue cultivating</p>	<p>It should go without saying that GIS projects are a great way for students to cultivate information literacy learning outcomes (King 2006). According to Michael Houser (2005), Social Sciences Librarian at Miami University, information literacy instruction in libraries needs to "promote numeric, geospatial, technological and information evaluation to provide students with the critical thinking skills that apply to all formats of information." GIS technologies use "smart" maps that can display,</p>	<p>30 student site licenses of Esri ArcGIS (Educational package includes instructor package of Esri ArcGIS Desktop - \$1,000.00 1 instructor package of Esri ArcGIS Desktop - \$250.00 Extra year of Esri ArcGIS support - \$250.00 Total requested: \$1,500.00</p>	<p>In order to assess this project, we will develop a rubric that ties students' ability to learn GIS software, perform manipulation, tabulation, and analysis of data, as well as, display information graphically to the overall information literacy learning outcomes of GEOG 231 World Regional Geography. The learning outcomes will be derived from a combination of ACRL Information Literacy Competency Standards and Spatial Literacy standards. A sample rubric we will use to</p>

	<p>students' geographic and spatial literacies by integrating ArcGIS, a proprietary Geographic Information Systems software, into the class. By having access to ArcGIS, students will be further enabled to discover, analyze, and share information. This software will improve students' ability to achieve one of the course's existing learning outcomes, to "understand why certain cultural traits such as ethnicity, kinship, language, religion, and stratification unify or fragment diverse groups inhabiting the same space." Information and spatial literacy are also to be integrated as part of the learning outcomes for ANTH 211 Introduction to Archaeology course for the Spring 2014.</p> <p>Acquisition of the software will enhance and support the pedagogical methods for both classes.</p>	<p>query, and analyze geographic databases. The National Research Council (2006) notes that universities and schools are using these technologies "to support authentic, problem-based instruction" in sciences, environmental, behavioral, and social studies courses. During the first rendition of this project, we saw students seeking reliable data from American FactFinder, the National Center for Education Statistics, and many other sources that they otherwise would not have encountered or used while searching for information. Through the process of collaboration, each of the groups learned how to find information needed to answer a question, evaluate the quality of it, discuss their interpretation, and represent it in ways that are visually appealing and contextualized in space and facilitate understanding to a larger, public audience.</p>		<p>assess this assignment is available upon request</p>
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