

# Latino Studies and Information Literacy Competencies

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# Presentation Goals

1. What is Latino Studies?
2. Need for IL competencies
3. What do Latino Studies students know?
4. Future directions

# 1. What is Latino Studies?

- Research and study of cultures, histories, experiences of people of Latin American descent living in the United States

**US Census Bureau** report shows Latinos accounted for half of US population growth from 2003 to 2004, due to birthrate, not immigration.

Currently, US Latino population nationwide is over 40 million  
– adding Puerto Rican islanders, the Latino population is over 45 million.

Sources: All Things Considered, June 9, 2005;  
Hispanic Link Weekly, June 13, 2005.

# No “one” Latino Studies model

- Africana & Puerto Rican / Latino Studies
- Chicana/o Studies
- Chicano / Boricua Studies
- Colombian Studies
- Cuban Studies
- Dominican Studies
- Latin American & Caribbean Studies
- Latin American & Latino Studies
- Latino Studies
- Mexican American Studies
- Puerto Rican Studies

## 2. Need for IL Competencies in Latino Studies

- ACRL IS - “ ... not aware of IL standards in this area.”
- Of 4 curricula, articles, presentations:
  - 2 focus on Latin American / Spanish language teaching
  - 1 vanished from the web
  - 1 article about Latino students (but not Latino Studies)

**Source:** ACRL IS Teaching Methods Committee. IL In the Disciplines: Hispanic-American, Puerto Rican and Mexican-American / Chicano Studies. Available: <http://faculty.samford.edu/~beashmor/istm/hispanic.html>

# Collaboration challenges

- Faculty buy-in
- Traditional views of library instruction
- Latino Studies program status
- Revolving door

# Case Study Classes

- **History 445**: History of Mexican Immigration to US
  - Specialized topic course; medium enrollment
  - Lecture, discussion format (Spring 2004)
- **Sociology 330**: Race & Ethnic Relations
  - Survey course; high enrollment
  - Lecture format (Summer 2004)
- **Sociology 332**: Latina/o Experience in US Society
  - Specialized topic course; medium enrollment
  - Lecture, discussion format (Spring 2005)



# 3. What do Latino Studies students know?

## Assessment Techniques

- Background Knowledge Probe
  - 3 questions related to IL Standards;  
each question had 3 components worth 3 points each
  - thus, 9 total points possible per question
  - 1 self-rating question related to personal knowledge
- Minute Paper Technique
  - "Name 3 things you learned..."
- Muddiest Point Technique
  - "Name one question you still have ..."

Adapted from Angelo & Cross, Classroom  
Assessment Techniques, 2<sup>nd</sup> ed. Jossey-Bass, 1993



# Background Knowledge Probe

Questions 1-3:

9 total points possible per question;  
3 points per choice per question

Scoring

- 0 = Answer missing
- 1 = Not the best choice
- 2 = Okay, but details missing
- 3 = Great choice!

# Q1: Knowing appropriate information resources

- “Name 3 resources you would use to find reliable information on your topic.”
  - IL Standards 1, 2 (Know, Access)
  - General information sources; types of information (primary, secondary); subject organization of information

# Q1 Results: Knowing resources

Course	N	Mean Score *	SD	% Correct
Hist 445	24	6.0	1.84	66.7%
Soc 330	62	5.3	1.92	58.4%
Soc 332	24	4.2	1.43	46.3%

\* An ANOVA test found statistically significant differences ( $p > 0.05$ ) between means of Soc 330 and Soc 332, and Soc 332 and Hist 445.

## Q2: Understanding information

- “What types of materials do you expect to find through these resources?”
  - IL Standards 1 & 2 (Know, Access)
  - Best way to gather necessary information; subject organization of information; matching finding tools to information sources

## Q2 results: Understanding information

Course	N	Mean Score *	SD	% Correct
Hist 445	24	3.8	2.95	42.2%
Soc 330	62	3.5	2.08	38.8%
Soc 332	24	3.5	1.96	38.8%

\* An ANOVA test found differences between mean scores were not statistically significant ( $p > 0.05$ ).

## Q3: Evaluating information

- “Name 3 ways you decide a particular source is useful or relevant for your assignment.”
  - IL Standard 3 (Evaluate)
  - How to evaluate information; determine credibility; compare with other sources; critical thinking

## Q3 results: Evaluating information

Course	N	Mean Score *	SD	% Correct
Hist 445	24	3.5	2.13	38.9%
Soc 330	62	3.3	2.50	36.2%
Soc 332	24	2.2	1.63	24.1%

\* An ANOVA test found differences between mean scores were not statistically significant ( $p > 0.05$ ).



## Q4: Personal knowledge

- “Rate your pre-existing familiarity with the topic.”

### Scoring:

- 1=completely unfamiliar
- 2=maybe know some things
- **3=lots of personal knowledge \***
- 4=have read a lot on the topic
- 5=expert on the topic

\* Suggests students of the experience; in LS classes, suggests Latino students

## Q4: “Self-Rating” by Course

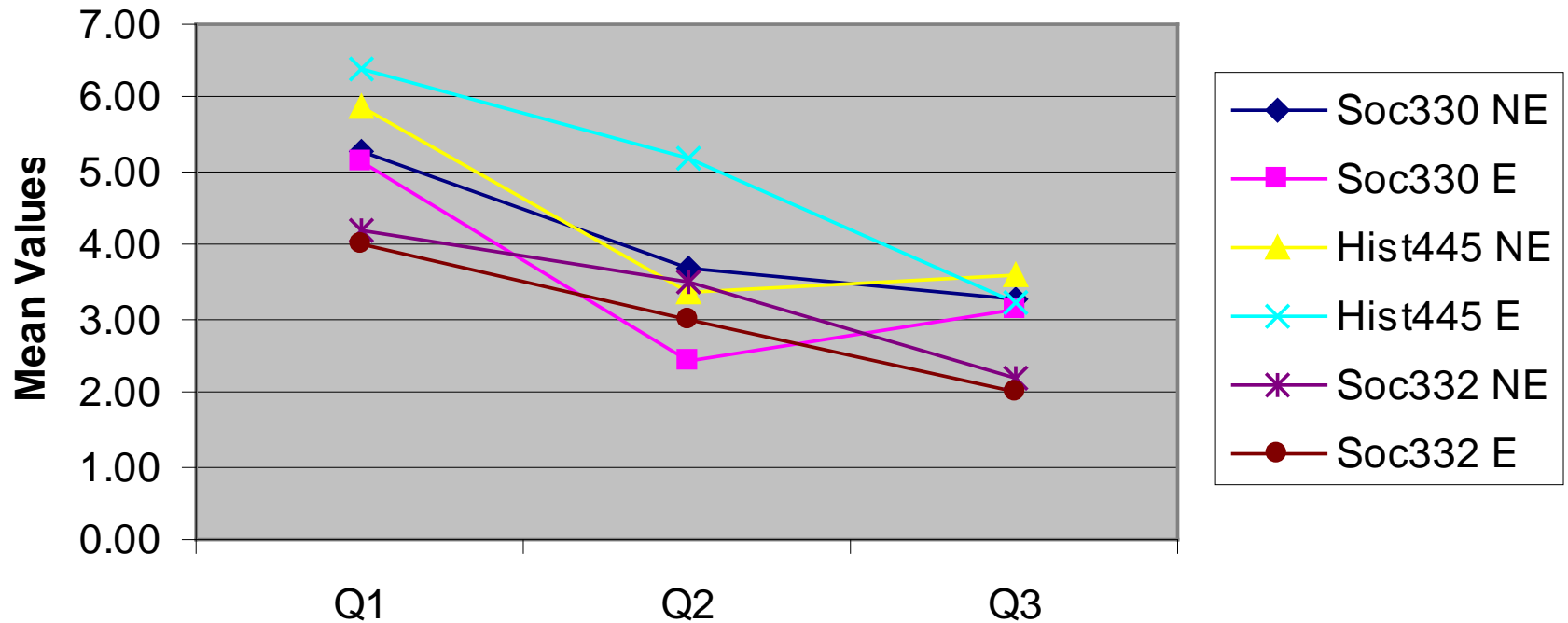
Course	N	Self-Rating Mean	SD	“Experts”	
				#	%
Hist 445	24	2.2	.59	5	20.8%
Soc 330	62	2.0	.66	7	11.3%
Soc 332	24	1.8	.61	2	8.3%
“Experts”	14	3.2	.58	14	100%

# “Experts” Results, Q1–Q3

Question	N	Mean Score *	SD	% Correct
Q1	14	5.4	1.87	60.3%
Q2	14	3.5	2.59	38.8%
Q3	14	3.0	2.63	33.3%

\* An ANOVA found differences in means are not statistically significant ( $p>0.05$ ) from those of non-experts on Q1-Q3

# Knowledge Probe at a Glance



NE="Non-Expert" (rating of 1-2); E="Expert" (rating of 3-4-5)

# “Experts” tendencies

## TENDED TO KNOW

- Existence of Latino organizations as potential information sources
- Value of oral history, personal accounts

## TENDED TO ERR

- Interpreting Latino ethnicity of author as connoting **reliability, accuracy**
- Interpreting primary sources as connoting **reliability, accuracy**

# What did students learn?

- Minute paper technique
- Subject-focused indexes: 50% of students
- Specific indexes: Chicano Database (16.7% of students); HAPI (12.5% of students)
- Primary / Secondary sources: 29.2% of students

# What questions remained?

- Muddiest Point Technique
- Remote access: 3 students
- Interlibrary loan: 3 students
- Getting started: 3 students



# Other issues: Anecdotal evidence

- Interdisciplinarity
- Difficulties knowing / asking about ethnic labels and cultural differences
- Understanding WHY information may not always be available on ANY Latino topic

# “What kind of information do I need?”

- Rather, what kind of information *exists*?
  - On which Latino group(s)?
  - In which sources (local, or ILL)?
  - In what language?
  - In what format?
  - What is still unwritten?

# “Which resource will get me the information?”

- Today’s students expect immediacy!
- Latino Studies is so diverse that...
  - there is no “one” database
  - reference works may be uneven
  - local collections may be uneven
  - research e-journals rare

# “Am I using the best terms for this search?”

- Spanish Americans (*Library Literature*)
- Hispanics (*ABI Inform*)
- Hispanic (*Ethnic NewsWatch*)
- Cubanos (*Chicano Database*)
- Hispanic Americans (*Sociological Abstracts*)
- Mexican Americans (*Sociological Abstracts*)
- Puerto Rican Americans (*Sociological Abstracts*)
- Puerto Ricans (*HAPI*)

Subject Headings used in a selection of article indexes - at times anachronistic & odd

## 4. Future Directions

- Local level: ongoing IL efforts, new collaborations
- National level: Information literacy competency standards in Latino Studies
- More data, more studies

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