

California State University  
**Northridge**

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Department of Educational Psychology and Counseling

## "Scripted Agenda"

EPC Retreat  
Information Competence  
August 20-21, 2001

### Monday, August 20

**12:00** Lunch

**1:30** Session I

1. Welcome and Introductions (1:30 - 2:15)
  - a. **Greg** Welcome
  - b. **Merril** "Tell us your name, coordination position, and classes you teach"
  - c. **Bernie** Questions about knowledge of technology (faculty raise hands)
  
2. Overview of Retreat **Rie**
  - a. How this retreat came about: (excitement about the potentiality of helping students in a larger way.) Grant, IC Committee
  - b. Go through Agenda
  
3. Overview of Information Competence (2:30 - 2:45) **Rie**
  - a. What is Information Competence (IC)?
    - (1) What are the criteria for determining if a person is information literate (IL)?
    - (2) Why is being IC important for our students?
    - (3) Why is it important for faculty?
    - (4) What are the implications for our department?
    - (5) Why are we discussing this now?
    - (6) What are the goals for the retreat?  
Goals for Retreat.
      - (a) To feel stimulated and excited about starting the new school year.
      - (b) Be a chance to come together as colleagues and friends.
      - (c) To identify information competencies for EPC students
      - (d) To discuss what types of assignments we might use
      - (e) To discuss how these can be infused in the curriculum
  
  - b. What have various universities/departments done to promote information competence?

**Monday, August 20 (continued)**

4 For students in EPC, what specific competencies are necessary? **Greg**

- (1) What one professional group says:
  - a. Example: ACES Technology Interest Network
- (2) CSUN - School Counseling Competencies
- (3) Others
- (4) Draft of Skills/Competencies from EPC Retreat Committee (IC Committee) - Review These

**2:45-3:00** Refreshment Break (Resume at 3:10)

5. Feedback on Competencies **Merril**

- a. Subject of Group Discussion: What do you think should be added or changed on these lists of competencies?
  - (1) Each group discusses all three categories of competencies
  - (2) Discussion for: 15 - 30 minutes.
  - (3) Use large newsprint paper to write your group's ideas
- b. Group Selection: Four Groups (Count Off)
- c. Report back

6. Effective Assignments **Bernie or Greg**

(If it is getting too close to the end of the day, ask faculty to think about this question over night.)

- a. Subject of Group Discussion: Brainstorm: What types of assignments might be effective in helping students obtain competencies?
- b. Rules of Brain-storming.
- c. Group Selection: 4 Groups (Challenge Participants)
  - a. Be with people you haven't been with in the first group.
  - b. Tomorrow you will be together by courses, so try to be in a group with someone who doesn't teach the same courses as you do.
- d. Report Back on Large Sheets

**5:00 Session I Ends** Remind about evening schedule.

**5:45** Social "Hour"

**6:30** Dinner

**After Dinner** Fun and Recognition of Emeriti Faculty

## **Tuesday, August 21**

**7:30** Walk for Hearty Souls **Merril**

**8:00** Breakfast

**9:00** Session II

1. Overview for the Day

2. Thoughts on Student Assignments (continued from Monday)

If we have finished with the brainstorming and report back, then today we ask: What further ideas have you have about what types of assignments might be effective in helping students obtain competencies? Faculty members will share their ideas and these will be added to the lists.

If we did not finish this subject yesterday, we'll start wherever we left off.

3. Competencies Infused Into Curriculum **Greg or Bernie**

a. Subject of Discussion

(1) How and where should these competencies be infused into curriculum?

(1) Should we identify certain classes? If so, which classes and what competencies would these classes attempt to reach?

(2) What alternative ways are available to obtain competencies? How and when do we verify that student's have obtained these competencies?

b. Small Group Discussion: Faculty are divided according to the following classes:

EPC 451 **Bernie** leading  
Stan, Marv, Luis

EPC 602 **Merril** leading  
Beverly, Mike, Cheryl, Bruce, Herman, Eagle, Carolyn

EPC Fieldwork: **Rie** leading  
Adele, Jan, Tovah, Jean

Alternative Approaches: **Greg**  
Charlie

EPC 698C - Thesis:  
Jim, Carrie, Shari

c. Report Back on Large Newsprint Paper

d. Putting it all together: Large Group?

e. Making plans for Infusion - Look at all ideas and come up with a plan.

**Tuesday, August 21 (continued)**

**10:15 - 10:30** Break

**12:00** Lunch

**1:30** Session III

1. How can faculty become increasingly information competent?
  - a. Survey: What are your competencies?
  - b. Subject of Discussion:
    - (1) What competencies do you want to develop?
    - (2) How can the department provide help to you?
      - Links on web-page to on-line tutorials?
      - Announcements about university-sponsored workshops?
      - Workshop at COE Development Day (Saturday before spring semester begins)
      - One or one-half day workshop sponsored by department?  
(Already scheduled: Use of Media Lab)  
What Ideas?: PowerPoint, web-page, Web-CT  
Where?
    - (3) What would stop you from reaching that competency?
  - c. How to Break Into Groups?
  - d. Report back to Group
  - e. After: Write goals on paper, put in envelope with name on it.  
*Give to Rie.*

**2:45 - 3:00** Refreshment Break

2. Where do we go from here?
  - a. Further Identification of Problem?
  - b. Plans for Infusion and assessment
  - c. Plans for Faculty Needs
  - d. Assignments
  - e. Time Line

3. Assessment of Retreat

**5:00** Retreat Ends

## **Deliverables**

- a. Assessment instrument used to assess basic computer skills (9/2001)
- b. List of resources for students to acquire basic computer skills (9/2001)
- c. How to assess student after use of referrals (12/2001)
- d. Syllabi for required courses that specifically identify assignments that promote information competence (12/2001)
- e. Department mission statement that includes information competence as an objective (12./2001)
- f. Representative assignments in which students are being asked to demonstrate the various skills of information competence (12/2001)
- g. Web pages that provide the proposal, the activities (e.g., retreat agenda, competencies, and other information from retreat), and the deliverables. (9/2001 - 6/2001)

## Arrangements

What equipment do we need?

VCR  
Large Paper, tape, Marking pens  
Overhead

Pre Conference Packet

Map  
Agenda?  
Readings (Bring with you)  
What is IC

Conference Packet

Map  
Folder - What kind?  
Lined paper pad and pen  
More Information  
Model Assignments  
Examples of Tutorials  
Examples of Test Instruments  
Readings  
Bibliography