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Unconventional avenues to integrating information literacy into the curriculum

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Unconventional Avenues to Integrating Information Literacy into the Curriculum

WILU: 26 May, 2009
Montreal, Canada

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University of Nevada, Las Vegas
What we’ll cover...

• Discuss a **strategic approach** to developing IL collaborations within disciplines

• Consider **alternative avenues** to integrate IL competencies into courses not typically targeted

• Apply an **instructional design model** to a home example

• Give examples of **assignment deconstruction** and **alignment** with IL competencies
Getting there

• Strategic hooks
  Librarian engagement in campus initiatives
  Accreditation requirements
  Educating key faculty and working within departmental structure

• Identification of a target course in the major
  Curriculum mapping
  Determining where research “lives”
ADDIE Framework

• **Analysis**: Understand the learner and the instructional needs/objectives

• **Design**: Determine the instructional approach, strategies, assessments, and content sequence

• **Development**: Create the instructional materials

• **Implementation**: Carry out the instruction

• **Evaluation**: Examine student learning and effectiveness of instruction; revise as needed
Analysis

• Collaborate with instructors to...
  Identify learning goals of course or assignment
  Identify students’ prior knowledge, misconceptions & knowledge gaps
Design

• Scaffolding to...
  Enable student success
  Assess mastery of specific skills
• Plan for timely, meaningful feedback
Development

• Creation of learning activities
• Plan library instructional sessions
• Construct additional student & faculty resources
Implementation

• Outline roles for library and course instructors
• Pilot project
• Extending IL instruction beyond the library session
• Employ a variety of teaching techniques
Evaluation

• Parallel to all other phases of the process
• Use multiple methods
• Still evolving to address student skill deficits
• Timing changes
• Professional development focused on assessment
Assessment Data

Student Proficiency - Time

- Buttar: 001 & 003
  - Voice / perspective
  - Source evaluation
  - Citations

- Ransaw - 002
  - Voice / perspective
  - Source evaluation
  - Citations

Fall '08 (n=53)  Spring '08 (n=46)
Fall '08 (n=7)   Spring '08 (n=16)
Assessment (cont.)

On-Site vs. Online Student Proficiency

<table>
<thead>
<tr>
<th>Category</th>
<th>On-Site (n=16)</th>
<th>Online (n=17)</th>
</tr>
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<tbody>
<tr>
<td>Voice/Perspective</td>
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</table>
Activity

• Think of a course you are familiar with that may provide an unconventional avenue to integrating IL competencies. Maybe...

  ✓ Courses that qualify for diversity initiatives
  ✓ Professional program courses
  ✓ Initial courses in a major
  ✓ Courses in programs unique to your institution
  ✓ ??
Activity (cont.)

• For your selected course, please address the Analysis stage of the ADDIE process
  ▪ Identify the learners
  ▪ Identify potential instructional needs
  ▪ Identify appropriate IL standards or outcomes that might align with course learning outcomes

• Next steps?
Questions ???