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From Embedded to Integrated: New Teaching Models for Academic Librarians

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From Embedded to Integrated: Digital Information Literacy and New Teaching Models for Academic Librarians

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March 30–April 2, 2011
Philadelphia, Pennsylvania

Overview

- A bit about NLU
- Library instruction at NLU
- The Approval Process
- LIBR 200: Digital Information Literacy
- Integrative Model Significance
- Considerations
- Moving Forward
- Conclusion



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National Louis University

- 5 Chicago-area campuses + Wisconsin, Florida, & Poland
- Non-traditional, working adults from urban, suburban and underserved populations
- 11,000 headcount
- 3 colleges: Business, Education, Arts and Social Sciences
- Accelerated Programs



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Library Instruction at NLU

- Traditional, F2F, one-shots
 - On and off-campus
- Embedded, online
 - 1 week sessions through LMS
- Inconsistent instruction
 - Time constraints
 - Point & click



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The Credit Course Approval Process

- In 2008, NLU recognized digital literacy as a desired learning outcome
- Library well-positioned & well-suited to offer credit course
 - Known for innovation in digital services & technologies
 - Librarians have faculty status & participate in University governance
- Emphasis on *digital information literacy*
 - Approved by Senate Curriculum Committee in Winter 2008



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LIBR 200: Digital Information Literacy

- UG, Gen Ed, 2 QH credits
- Standard format: 4 weeks, online
- Contextualize technical skills within larger concepts
 - Impact of technology on information
 - Social media as information tools
 - Evaluating sources and reliability issues
 - Annotated bibliography final assignment



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Confluence of Events

- Digital initiative in the University
- Approval of Library credit course
- Library advocate in the administration
- Program redesigns



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Integrative Model Significance

- Relevant content to ensure student engagement
- Customized for different programs
 - Integrated BS in Management
 - Accelerated, 3 week course, online
 - Daytime, UG program (traditional-aged students)
 - F2F, 10 week course (blended)
- **Digital Information Literacy valued as 21st Century Skills**



Considerations

- Increased teaching and work load for library faculty
 - Fewer resources
 - Customizing and preparation
- Scheduling
 - Make-up classes
 - Program meetings
 - Day-time teaching
 - Enrollment unpredictability



Moving Forward

- New courses
 - LIBR 300 Library Research for the Social Sciences
 - LIBR 202 Critical & Ethical Use of Digital Information
- University-wide Strategic Planning
 - Uniform/integrated student assessment



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Conclusion

- New roles for library teaching faculty
 - More in-depth consideration of larger digital information literacy issues
 - Guaranteed participation in University assessment efforts
 - Library orientations/research sessions continue
- Preparation for academic success & the workforce
 - Access: providing digital experience & instruction for underserved populations



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