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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Overview

- A bit about NLU
- Library instruction at NLU
- The Approval Process
- LIBR 200: Digital Information Literacy
- Integrative Model Significance
- Considerations
- Moving Forward
- Conclusion
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
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
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
  o Known for innovation in digital services & technologies
  o Librarians have faculty status & participate in University governance

• Emphasis on digital information literacy
  o Approved by Senate Curriculum Committee in Winter 2008
LIBR 200: Digital Information Literacy

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

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

• Relevant content to ensure student engagement
• Customized for different programs
  – Integrated BS in Management
  o Accelerated, 3 week course, online
  – Daytime, UG program (traditional-aged students)
  o F2F, 10 week course (blended)

• Digital Information Literacy valued as 21st Century Skills
Considerations

• Increased teaching and work load for library faculty
  o Fewer resources
  o Customizing and preparation

• Scheduling
  o Make-up classes
  o Program meetings
  o Day-time teaching
  o Enrollment unpredictability
Moving Forward

• New courses
  o LIBR 300 Library Research for the Social Sciences
  o LIBR 202 Critical & Ethical Use of Digital Information

• University-wide Strategic Planning
  o Uniform/integrated student assessment
Conclusion

• New roles for library teaching faculty
  o More in-depth consideration of larger digital information literacy issues
  o Guaranteed participation in University assessment efforts
  o Library orientations/research sessions continue

• Preparation for academic success & the workforce
  o Access: providing digital experience & instruction for underserved populations
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