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Digital Information Literacy at National Louis University: Embedding and Integrating Information Literacy into Degree programs

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Digital Information Literacy at National Louis University

**Information Literacy Summit
April 30, 2012
Illinois State University**

Presented by:

Deana Greenfield, Assistant Professor
Rob Morrison, Assistant Professor



NATIONAL
LOUIS
UNIVERSITY

National Louis University

- Campuses in Illinois, Wisconsin & Florida
- Non-traditional working adults & traditional undergraduates from urban & underserved populations
- Programs: Business, Education, General Education & Social Sciences
 - certificates to doctoral programs
- Many accelerated programs & courses

The Credit Course Approval Process

- In 2008, NLU recognized digital literacy as a desired learning outcome
- Library well-positioned & well-suited to offer credit courses
 - Known for innovation in digital services & technologies
 - Librarians have faculty status & participate in University governance

How Did We Get Here?

- Strategic planning focus on online & digital initiatives
- Library Dean serving in the Provost's office
 - promoted digital information literacy
- Redesign of undergraduate BSM program with librarian input created precedent
- "Digital" provided context and substance for the role of information literacy in the curriculum

**Digital Information Literacy valued as
21st Century Skill at NLU**

Library Credit Courses

- **LIBR 200 "Digital Information Literacy"**
 - 3 weeks online for BSM program (required)
 - 10 weeks F2F for Daytime programs
 - BSM, Elementary Ed, Human Services
 - 5 weeks online for all Eled students and undergrads in any program
- **LIBR 202 "Critical and Ethical Use of Digital Information"**
 - 3 weeks online for BSM program
- **LIBR 300 "Library Research for the Social Sciences"**
 - 5 weeks online for ABS program (required)

LIBR Credit Courses

- 2 QH credits
- Required course in sequence for several undergraduate programs
- All online except 1 F2F (blended) for daytime students
- 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

Where are we going?

Increased teaching and work load for library faculty

- Conflict with service responsibilities
- Pool of adjuncts necessary

Scheduling & Planning

- Curriculum meetings
- Enrollments and # of sections unpredictable

Substantial Changes coming for fall 2012

- Reorganization of Colleges, Library, Support Services, & General Education curriculum
- Estimated 17 sections of LIBR courses needed

Accomplishments

- New roles for library teaching faculty
 - More in-depth consideration of digital technology and information literacy issues
 - Traditional library orientations & embedded research sessions continue
 - Enhanced teaching role for librarians
 - Focus on learning, rather than lecturing and "point and click"

More students provided with digital experience & instruction for underserved populations

ACRL 2011 Paper

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

Paper documents our course development process

<http://bit.ly/IIGVAq>

Discussion: How Can You Integrate Information Literacy?

- Find a "niche" or opportunity
- What resonates at your institution?
 - Ask faculty:
 - "How do your students learn?"
 - "What is information literacy?"
- Define Information Literacy
 - What does it mean to be information literate?
 - in a specific academic discipline?
 - as a democratic citizen
 - in an interdisciplinary & global environment?
- Check Your Assumptions!

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Presentation slides available at <http://bit.ly/JVajQO>