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:

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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/IIGVAg
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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