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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



# 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 21<sup>st</sup> Century Skills**



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# 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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