Moving beyond the One-Shot:
Creating a Scalable Online Information Literacy Curriculum
The UConn Library’s situation:

- 18 instruction librarians /24,000 undergraduates
- What course doesn’t engage with information? (Hint: None!)
- Research & personal experience: “one-shot” information literacy instruction is not effective for student retention and learning
- Time for a new approach!
You say problem - I say opportunity! (To re-imagine our instruction)

- Inspired by the ACRL Framework
- Instructional designer helped:
  - Create curricular objectives
  - Assess libguides for educational effectiveness in an online environment
  - Identify areas of opportunity for active learning
Not teaching de-contextualized skills: Integrated throughout the curriculum (point of need of need for students & instructors)

NOT just another external imposition on instructors – designed to integrate into their courses

Draws upon subject expertise of our subject specialists & their departmental relationships: how is information literacy important in the context of the discipline

Created with Creative Commons License – collaboration in & out of the library
### Assessment of our Learning Modules

<table>
<thead>
<tr>
<th>Clear Learning Objectives</th>
<th>Does Not Meet Standards 1pt</th>
<th>Minimally Meets Standards 2pts</th>
<th>Meets Standards 3pts</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guide does not contain any learning objectives.</td>
<td>Guide contains some basic learning objectives. Contains no alignment to standards-objectives-goals.</td>
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<tr>
<td>Learning Activities</td>
<td>The guide does not contain relevant learning activities.</td>
<td>The guide contains minimally relevant learning activities that do not align with standards, objectives, and goals.</td>
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<tr>
<td>Curricular Integration</td>
<td>The structure of the guide does not allow for integration with other curricular components.</td>
<td>The structure of the guide does not promote effective integration with other curricular components.</td>
<td>The structure of the guide promotes efficient and effective integration with other curricular components.</td>
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</tr>
<tr>
<td>Design Elements</td>
<td>Contains no active learning elements.</td>
<td>The guide includes minimal active learning elements and materials, including other learning activities.</td>
<td>The guide includes all active learning elements and materials necessary for the learner to meet the stated standards-objectives and goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designed for Success

- Modules created with opportunities for student active learning
- Assessment for educational soundness helps us rethink the libguide – students are given opportunities to put information literacy into practice throughout the process
- Sets us up for success as we conduct educational assessment
Next Steps

- Implementation at point of need
- Integration into Course Management System
- Assessment – are students learning? Do instructors find this useful?
- Continual assessment & improvement of learning modules