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A Collaborative Approach to Building a Student Information and Technology Literacy Program

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A Collaborative Approach to Building a Student Information and Technology Literacy Program

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History

• Few resources on campus to support student curricular use of technology
• Library reference desk seeing an increase in numbers of technology-related questions from students
• Instructional Technology getting increased requests from faculty members to provide curriculum-based technology training for students
Information Commons

- Student professional development program jointly sponsored by Instructional Technology and the Library
- Shared mentorship of students in program
- Peer-to-peer training program with
  - scheduled desk hours
  - consulting time
  - scheduled training sessions
Guiding Principles

- Curricular technology support
- Professional development
  - Customer service/co-active coaching skills
  - Creation of artifacts for a professional portfolio
  - Define and understand an instructional design model (ADDIE)
  - Project-based learning
- Reflective practice
  - Reflective writings
  - Blog entries
  - Assessments of self-paced instructional modules
ePortfolio

- Résumé
- Reflective writings
- Self-paced instructional module
- Departmental projects
  - Training documentation examples
  - Multimedia training artifacts
  - Marketing materials
- Other artifacts
  - Annotated bibliographies
  - Letters of recommendation or appreciation

One thing I have learned is that I have to be creative and think laterally, even if it is online or in a cabinet. But...
Lessons Learned

• Decentralized nature of program and geographic separation creates unique challenges
• Student perception vs. our perception of program
• Retreat is foundational
  “I believe the retreat was the best part of the program. I really enjoyed the bonding experience and I learned a lot of new information.”
• Students mentoring students
• Team-based activities
• Continued expansion of the use of ePortfolio
For More Information

For additional information about this program or to obtain a copy of the forthcoming white paper, please contact:

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