From the SelectedWorks of Rob Morrison

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From Embedded to Integrated: New Teaching Models for Academic Librarians

Rob Morrison, National-Louis University
Larissa Garcia, National-Louis University
Marisa Walstrum, National-Louis University

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

Presented by:
Marisa Walstrum, Instructor
Larissa Garcia, Assistant Professor
Rob Morrison, Assistant Professor
Overview

• A bit about NLU
• Library instruction at NLU
• The Approval Process
• LIBR 200: Digital Information Literacy
• Integrative Model Significance
• Considerations
• Moving Forward
• Conclusion
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
Library Instruction at NLU

• Traditional, F2F, one-shots
  o On and off-campus

• Embedded, online
  o 1 week sessions through LMS

• Inconsistent instruction
  o Time constraints
  o Point & click
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
  o Known for innovation in digital services & technologies
  o Librarians have faculty status & participate in University governance

• Emphasis on digital information literacy
  o 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
  o Impact of technology on information
  o Social media as information tools
  o Evaluating sources and reliability issues
  o Annotated bibliography final assignment
Confluence of Events

- Digital initiative in the University
- Approval of Library credit course
- Library advocate in the administration
- Program redesigns
Integrative Model Significance

• Relevant content to ensure student engagement
• Customized for different programs
  – Integrated BS in Management
    o Accelerated, 3 week course, online
  – Daytime, UG program (traditional-aged students)
    o F2F, 10 week course (blended)

• Digital Information Literacy valued as 21st Century Skills
Considerations

• Increased teaching and work load for library faculty
  o Fewer resources
  o Customizing and preparation

• Scheduling
  o Make-up classes
  o Program meetings
  o Day-time teaching
  o Enrollment unpredictability
Moving Forward

• New courses
  o LIBR 300 Library Research for the Social Sciences
  o LIBR 202 Critical & Ethical Use of Digital Information

• University-wide Strategic Planning
  o Uniform/integrated student assessment
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
Contact Information

Marisa Walstrum, Instructor
marisa.walstrum@nl.edu
http://works.bepress.com/marisa_walstrum/

Larissa Garcia, Assistant Professor
larissa.garcia@nl.edu
http://works.bepress.com/larissa_garcia/

Rob Morrison, Assistant Professor
rob.morrison@nl.edu
http://works.bepress.com/rob_morrison/