

**“E-Learning Librarian by Night:
Creating an Online Information Literacy Program through Self-Directed Learning”
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LITA 2016**

[Note: The title of this presentation is not quite accurate, yet. We don't have a “program,” but we have a start.]

Components of Learning

1. Dedicated time to learn and experiment

Investigated Credo's InfoLit Modules and John Hopkins's Entrepreneurial Library Program as a way to contract the work out. We wanted materials more aligned with our pedagogical philosophy of information literacy, however, which meant we would need to create them ourselves.

Experimented with moving the standard library session for first-year seminar classes (UNIV) online in Fall 2016. We were met with little resistance and plan to survey UNIV instructors for feedback. While we normally teach two sessions for each freshmen composition class (ENGL1120), we will pilot a hybrid-approach in Spring 2017 – one session face-to-face and one in which students work through one or more online modules. This required buy-in from the composition coordinator.

2. Software expertise

For higher-level creation, we looked at Articulate Storyline, Adobe Captivate, and Camtasia. For software with less of a learning curve, we tried Guide on the Side, OfficeMix, and various free, online video creation software.

Adobe Captivate and Office Mix were chosen, which gives choices for those with varying levels of skills and motivation. Lynda.com provides video tutorials on both of these options.

The Instruction Coordinator became familiar with iMovie, creating several videos that could be embedded within online modules.

3. Instructional design skills

Education librarian attending ACRL's Technology with Technology track

Low-cost alternatives: Library Juice Academy and the Design4Learning program

Share best practices from the literature with colleagues; we did this via LibGuide

Excerpt from our 3-year professional development plan....parts directly-related to e-learning are in italics

Despite all of our successes, the information literacy instruction program faces challenges that hinder our reach on campus:

- Because we base our student learning outcomes on assignment requirements, and these vary greatly throughout the curriculum, we have less control over when various information literacy concepts are taught.
- Because not all professors and instructors bring their students to the library, we have less control over whether students receive the instruction they need.
- Because many of our sessions are “one-shots,” we have limited time with students to introduce and assess major concepts.

Library faculty need more influence over the information literacy curriculum on campus. We want to reach students consistently for the sake of their learning, and to ensure reliable assessment. Our proposed initiative – *Information Literacy Across the Curriculum: Reaching All Programs, All Students (IReach)* - will move the program in that direction. Our intent is to make contact with as many students as possible utilizing the highest quality instruction possible. The timing of our project coincides with opening of the new Mell Street Classroom building. University classes will soon be taking place under the same roof as RBD Library, and with this change we foresee increased opportunities for instruction and collaboration. The library will truly become the academic “center of campus.” Our plan will lay the groundwork for this boost in visibility and significance across the curriculum.

Year 1

- Library faculty will complete a curriculum mapping project. This will clarify the gaps in our contact with the students. We will use this information to create our ideal information literacy curriculum scaffolded throughout general education and subject *disciplines*.
- Library faculty will develop strategies for reaching out to professors and instructors of courses who may fall in the “gaps” identified. One strategy will be to offer stipends for 10 faculty members to take part in a two-day workshop on integrating information literacy into their courses. We will check in with the faculty member throughout the year and invite them back for a one-day review at the end of the semester.
- Library faculty will teach for-credit courses on information literacy (two are already on the schedule).
- *Librarians are anxious for a more noticeable instruction presence online due to the University’s emphasis on e-learning in the [strategic plan](#). Our [Aubie videos](#) have been quite successful, but library faculty want more interactive options that allow for assessment. We are held back, however, by a lack of training in online learning and hardware and software needed to create the modules. Therefore, we will investigate learning opportunities, such as the [ACRL Immersion Teaching with Technology track](#), as well as user-friendly software so all librarians who are interested can begin experimenting with teaching online. [Note: Quality control of online content will be a part of this effort].*