Beyond the One Shot: Creating a Scalable Online Information Literacy Curriculum

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The “one shot” as an instructional model for information literacy was taxing our resources and becoming more and more unrealistic.

- Decreasing staff numbers / increasing demand for other library services
- A small percentage of students actually reached
- Information literacy often not taught in context
- Literature and experience shows - one time just isn’t enough!

Made us rethink how to deliver the core/basic information literacy and library searching skills. Doesn’t totally replace librarian instruction in the classroom, but provides opportunities for flipped learning and reinforcing classroom learning. Provides unmediated learning for students who haven’t had classroom instruction or need additional information.

ACRL FRAMEWORK gave opportunity to rethink our instruction. Distill to focus on what we want our Uconn graduates to know (high level learning objectives).

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Students required to creatively apply info lit to their project.
Surveyed gen ed faculty and instruction librarians for what should be included.
Work with instructional designer to created educationally sound modules.
Students take responsibility for their own research as scholars.
Flexible and customizable (use one, two, or all).
Active learning model.
Assessments as part of UConn Graduates:
- undertake creative projects that involve selecting, using, and combining multiple information sources, preferably across a range of print, digital, and human resources, to achieve challenging goals, including collecting and analyzing information and data to meet the needs of the problem.
- can apply information skills, including adapting knowledge to new or unfamiliar technologies, to analytically and creatively evaluate and solve problems.
- are responsible, competent, confident, and creative users of information and communication technology.
- demonstrate understanding of how to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy.

Lessons learned and future actions:
- Takes a looooong time.
- Big learning curve to move from f-to-f to exclusively online.
- Definitely not doing distance ed.

Instructional Designer helped us rethink how to deliver the core information literacy and library searching skills to allow more time to actively engage with research in the classroom.

We needed a new model that allowed flexibility for library instructors and faculty to effectively use online instruction in the context of and to supplement classroom instruction and allowed for self-directed active learning for students, wherever, whenever.

Instructional Designer helped us rethink how to deliver the core information literacy and library searching skills to allow more time to actively engage with research in the classroom.

Materials developed to support instructors incorporating the curriculum into their courses.

Curricular Support

Foundational Competencies

Foundational information literacy components are built, and used to support advanced discipline-specific instruction.

ACRL Framework

Provided an opportunity to rethink our instructional goals.
Mapped threshold concepts to UConn’s core learning needs.

24,000: 18 undergrads, instruction librarians

Continual assessment of the instructional content for both design principles and educational efficacy.

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