

# Creating Flexible Online Modules to Support Information Literacy Instruction

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## Introduction & Rationale

This project is a collaboration of librarians at UBCO and UBCV. Several instructors were included in the project application (see Partners). The project was developed to meet the growing demand for foundational information literacy workshops, and to apply the pedagogical benefits of online, flexible learning. The urgency of this need increased in 2020 with transition of courses to online due to COVID; we pushed up our content development and pilot schedule to meet the demand.

## Objectives

- Create 6 Canvas modules, based on existing content with input from faculty & students
- Ground modules in best practices for online learning, Association of College & Research Libraries (ACRL) guidelines
- Include learning assessments
- Develop marketing and impact evaluation plans

## What did we offer before?

### UBCO Library

- Librarians provided in-class orientations of either 50 or 80 minutes to every first-year English section (30-40/year, for 10+ years!).
- Content focused on physical library spaces, and basic searching for sources using Library tools.

### UBCV Library

- In-class first-year English sessions transitioned to an online Library Skills Tutorial in 2014.
- Modules were created for Vantage College.
- Topics included Library website, finding books, topic development, searching and citing.

## Literature Review

- Students need to learn concepts multiple times, in multiple ways and media (Dewald, 1999; Lo & Dale, 2009; Sachs, Langan, Leatherman, & Walters, 2013; Gonzales, 2014; Løkse, Låg, Solberg, Andreassen, & Stenersen, 2017). Learning can be asynchronous, at own pace, within LMS (they already know it), reinforced as needed (Mune et al. 2015).
- Strategies of engagement similar to in-person learning are needed to make online tutorials effective (Dewald, 1999; Gunn & Miree, 2012).
- Activity-based assessment and flipped-classroom sessions build on foundational concepts, prepare students for higher level courses (Gunn & Miree, 2012).
- ACRL Standards for Higher Education (2018) guideline: librarians fulfill an educational role by embedding content in courses and using multiple platforms and pedagogies
- Online tutorials can address librarian capacity issues & allow repeated content to be delivered consistently (Dewald, 1999; Anderson & May, 2010; Mery, Newby & Peng, 2012; Gunn & Miree, 2012; Gonzales, 2014; Mune et al., 2015)

[References document](#)



## Modules & Topics

Introduction to the Library

Exploring Sources

- *What sources are available, and how are they used?*

Finding Sources - Basic

- *Searching the Library collections, pros and cons of Google*

Finding Sources - Advanced

- *Using databases and Google Scholar*

Evaluating Sources

- *Determining the quality of a source*

Citing Sources

- *Intro to citing, APA & MLA styles*

## Module Structure

Each module contains:

- Vocabulary worksheets and activities for students to work through
- Instructional material includes text, videos, infographics and accessible formats of each
- A vocabulary practice exercise
- "Piece of Wisdom" discussion board where students share their key takeaways
- A module completion quiz
- Badges will be available in the self-enroll course

## Using the Modules

### Canvas Commons

- Add your choice of any or all of the modules:
- Search for "UBCO Library" or "UBC Library"
  - Download or import directly



### Self-Enroll Course

- A self-enroll Canvas course will be available in 2021, incorporating proof of completion badges

## Contacts

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## Impact to Date

Since summer 2020, modules have been embedded in at least 15 different courses, reaching an estimated over 4400 students.

## Testimonials

"The structure is really simple and I've learned so much in the past couple days. Thank you for walking us through this." -Student

"Wonderful wonderful wonderful!! The module is comprehensive. It provides students with the information they need. There is a variety of presentation formats and a game which I enjoyed!! - Instructor

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## Partners

**Instructor co-applicants:** John Tyler Binfet, Sabre Cherkowski, Mike Chiasson, Jannik Eikenaar, Mania Kirby, Brandon Konoval, Karen Ragoonaden, Jonathan Otto, Cathi Shaw, Jordan Stouck