

## **Online Information Literacy Project**

**By Dennis Davies-Wilson, Library Director**

The initial vision for this project was to create a series of online information literacy modules, each of which would consist of a short video, five to 20 minutes in length, accompanying handouts, and a brief online quiz or follow-up exercise, all of which would be seamlessly available through the online course management system.

The intent was for the set of modules to be self-paced and accessible to all students enrolled at UNM-Los Alamos. However, due to limitations in the current online course management system, access to all UNM-LA students through the course management system is not possible, nor is it possible to have all quiz and activity interactions completely online. As a result, and until the necessary capabilities of the online course management system are fully achieved, the project has been re-thought to meet the immediate information literacy needs of the students at UNM-LA.

Videos, handouts, and tutorials have been created for students taking English 101 and 102. They are accessible from the ["Information Literacy Program"](#) page on the Library's web site. The videos, handouts, and tutorials are designed in such a way that they can be utilized both by students taking these courses online and live. The videos were created using Camtasia Studio, and they are hosted by Vimeo. These videos, handouts, and tutorials have been available since Fall Semester, 2010, and they are regularly updated as needed. For students in face-to-face classes, the videos have served as a way to initially introduce the concepts. A visit is made to the classroom to allow for more in-depth instruction directly related to a course project. In the end, students in live classes essentially receive two to three instruction sessions. Prior to the availability of these videos, there was only one opportunity to receive information literacy instruction in live classes and no opportunity for students in online and distance courses.

The realization of the initial vision is a work in progress as the university moves closer to having a course management system that will accommodate the project as intended. Following are PowerPoint slides explaining the goals and design of the intended project.

Presentations have been made about this project as follows:

- The New Mexico Library Association Annual Conference, April 9, 2010.
- New Mexico Highlands University Library, June 18, 2010.
- UNM-Los Alamos Faculty Assembly Meeting, November 30, 2010.

# Online Information Literacy

## Goals and Design

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## Goals of Online IL

- Students will better understand what information literacy is and why it is important.
- Students will be well on their way to becoming “information literate.”
- Students will have a conceptual understanding of the research process, not just rote skills.
- Students will have the knowledge, skills, and confidence to successfully seek and find appropriate information to meet their information needs.
- Students will be more successful academically.
- Retention and graduation rates will increase.
- Students will be motivated to be life-long learners.

## Design of Online IL Sessions

- Individual modules for specific IL concepts/topics
- Short modules (~5-20 minutes long)
- Links provided to appropriate handouts for each module
- Short quizzes and other practice activities with immediate feedback included for some modules
- 2 parts : Introduction + 14 modules
- Students access the material through the online course management system.

## Module Content

- Introduction
- Module 1 – What is Information Literacy?
- Module 2 – Information Formats
- Module 3 – Periodicals
- Module 4 – Electronic Resources
- Module 5 – The World Wide Web
- Module 6 – Online Databases
- Module 7 – Evaluation of Resources
- Module 8 – Tutorials (online catalog; 2 periodical index databases)
- Module 9 – Types of Searches
- Module 10 – Choosing and Narrowing a Topic
- Module 11 – Devising a search strategy
- Module 12 – Boolean Operators
- Module 13 – Truncation
- Module 14 – Sample Searches

## Benefits

- Information is given in short, manageable chunks, which is less overwhelming and should help students retain the information.
- More thorough coverage of individual concepts and topics is possible than before, when only one live session was possible.
- Students are in a one-on-one interaction with the computer and are more likely to focus and pay attention (no day-dreaming or social distractions as in a traditional classroom setting).
- Students are in control of how much they want to watch in one sitting.
- Students may watch the modules as many times as they need to, anytime, anywhere.
- Quizzes, tutorials and other practice activities will immediately reinforce the concepts presented.
- Immediate feedback is given for quizzes and practice activities.
- Will work for online and live classes.
- Distance students are equally served.

## Equipment, Software, and Web Technologies Utilized

- Equipment
  - Up-to-date high speed, high RAM, fully-loaded computer and printer
  - Web cam with microphone
  - Document camera for filming books, journals, and other physical objects
  - Scanner for converting paper documents to pdf

## Equipment, Software, and Web Technologies Utilized cont.

- Software
  - Microsoft PowerPoint – main presentation tool
  - Adobe Acrobat Pro – interactive online tutorials; Document conversion
  - Camtasia Studio – video presentations of individual modules
  - Snagit – capturing ripped DVD clips
  - Video Capture – making videos using document camera
  - IMToo – ripping DVD clips
  - Respondus – creating quizzes for online course management system

## Equipment, Software, and Web Technologies Utilized cont.

- Web Technologies
  - Google Docs – for delivery of online tutorials
  - Vimeo.com – server for streaming video
  - Online course management system