Framing up digital literacy: Reviewing and reframing information literacy modules

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A Journey in Three Parts...
Looking Back

History of the InfoLit Modules

What Worked?

What Didn’t?

What are we no longer tied to?
Modules

1. Avoiding Plagiarism Using APA Style (6th ed.)
2. Avoiding Plagiarism Using MLA Style (8th ed.)
3. Citing Sources Using APA Style (6th ed.)
4. Citing Sources Using MLA Style (8th ed.)
5. Conducting a Literature Review
6. Creating a Search Strategy
7. Evaluating Web Sites
8. Focusing an Information Search
9. Moving Into Discipline Specific Research
10. Recognizing a Research Study
11. Selecting Articles for Academic Assignments
12. Understanding the Information Cycle
Information Literacy @ UCF

The Information Literacy Modules were developed as an initiative of the university's Quality Enhancement Plan (QEP). Project goals were to “provide the direct means to support learning through instructional methods, information and technology support, and personal interaction,” including online learning.

ACRL Information Literacy Competency Standards

ACRL's Information Literacy Competency Standards would be the basis of UCF's Information Literacy Modules. These standards were developed to help institutions of higher education to determine what skills students need to know, teach faculty and librarians how to assess outcomes, and serve as guidelines to measure learning when developing local information literacy programs. Beginning in July, 2006, a team of librarians and staff

We divided all ACRL Standards into three categories

- Foundational: the basic level of information literacy knowledge
- Literate: upper-division information literacy knowledge
- Fluent/Master: graduate students and faculty level IL knowledge

Foundational/Basic

- 2.2.a
- 2.2.b
- 2.2.d
- 2.2.e

Literate/Upper Division

- 2.1.c
- 2.2.c
- 2.3.c
Introduction to the Information Cycle
What worked

• Scalability
• Sustainability
• Interactivity
• Relationship building
INFO LIT MOD USAGE

<table>
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<tr>
<th>Year</th>
<th>Assessment Completions</th>
<th>Unique Students</th>
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<td>2012-13</td>
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<td>2013-14</td>
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Fail Early, Fail Fast, Fail Often

What didn’t work

• Number of modules
• Badging project
• Plans to continue building modules
• Maintenance
• Updating interactive elements
What are we no longer tied to?

• Obojobo
• ACRL Standards
• Naming convention
Planning the Route

Do we modify the old or start fresh?

Who is our audience?

What skills do we want them to develop?

Mapping our goals to the framework.
Modify the old or start fresh?

- Summer 2017 updates
- From Standards to Framework
- Start with the finish line in mind
Who is our audience?

- Design modules with learner in mind
What skills do we want them to develop?

• Fundamentals of research and scholarly communication
• Incorporate 21st century skills
• Meet instructional needs of faculty
Creating A Skills Matrix

Getting Started

• Define the scope
• Identify categories of skills
• Identify length
# Creating A Skills Matrix

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<thead>
<tr>
<th>Authority</th>
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<th>Conversation</th>
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Let the Adventure Begin!
DATA
Thanks!

For questions or updates on our project contact us at:

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Rachel Mulvihill – Rachel.Mulvihill@ucf.edu
Images


Images

https://www.flickr.com/photos/jannekestaaks/14391223825/

Stefan (2012, July 14). Driving into the sunrise [Photograph]. Retrieved from:
https://www.flickr.com/photos/78282505@N03/7583753682

https://www.flickr.com/photos/69065665@N04/8313534506/