

# Learner-Centered Information Literacy Modules with the ACRL Framework in Mind

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## Flipped - Classroom Library Learning

**The goal:** Support student success through the teaching of information literacy skills, despite limited personnel.  
**The action:** Creating a collection of reusable information literacy learning modules (also known as Digital Learning Objects), putting information into action via design, assessment, and collaboration on learning objects.

## Digital Learning Objects are...

- Designed to help learners develop understanding and competence in a particular area.
- Portable, Reusable, and Accessible.
- Any combination of audio, video, exercises, quizzes, multimedia, etc.
- Tools that enable librarians to deliver information literacy instruction in a flipped environment.

## Using the ACRL Framework to guide development of online learning modules: A pedagogical plan

Modules guide students through and beyond the basics of using the library and preparing for research, providing context for “core concepts”. In a departure from teaching isolated information literacy skills, as with the Standards, our effort here is to address the research process as a whole, making sure that the students understand they are learning skills that are interconnected, and developing appropriate information literate abilities through the knowledge practices. This involved identifying key knowledge practices throughout the framework which could be integrated into the modules.

### Examples:

“The Research Process” guides the student through the components of the overall research process, selecting manageable research topics/questions, and setting up a search plan prior to the search process, addressing “Information Creation as a Process”, “Searching as Strategic Exploration”, and “Research as Inquiry.”

### Key Knowledge Practices:

- Recognize that information may be perceived differently based on the format in which it is packaged; match information needs and search strategies to appropriate search tools.
- Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately.

“Getting Started with Library Resources and Services” Teaches beginning steps, such as how to access library resources from off campus, contact the subject librarian, access and use research guides, and how to learn about library services, directly addresses “Research as Inquiry” and “Searching as Strategic Exploration.”

### Key Knowledge Practices:

- Understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information.
- Use various research methods, based on need, circumstance, and type of inquiry.

“Beyond the Basics” covers advanced searching in specialized databases and evaluating sources appropriate to college writing projects, addressing “Scholarship as Conversation” and “Authority Is Constructed and Contextual.”

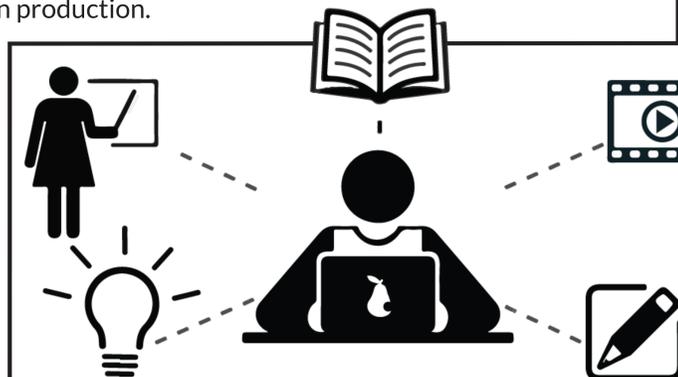
### Key Knowledge Practices:

- Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.
- Cite the contributing work of others in their own information production.

“Citing Your Sources Appropriately” includes information sources and guidance related to creating in-text citations and reference lists using APA citation styles, directly addressing “Information Has Value” and “Authority Is Constructed and Contextual.”

### Key Knowledge Practices:

- Give credit to the original ideas of others through proper attribution and citation.
- Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.



## Creating Learning Content, Activities, and Assessments

What do you want students to learn in your course? What activities or quiz questions can show that they have learned it? Good learning goals should use active, measurable verbs (see **Bloom’s Taxonomy** as a guide), and should inform the lessons and assessments you create.

The learning modules discussed in this poster were created using the program Articulate Storyline, a tool that allows the user to combine presentation, video, animation, and quizzing. This online training material can then be shared across systems, and connect with the gradebook inside a Learning Management System.

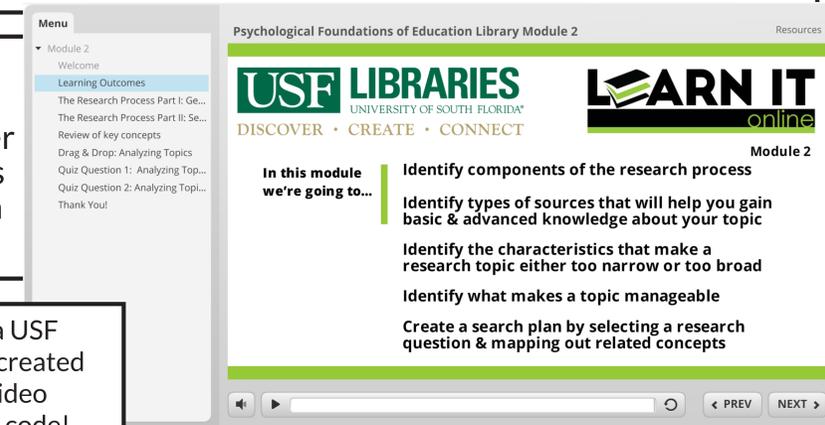
Giving users a chance to comment on learning modules via survey or other method can provide a basis for future revisions of both content and focus.

The “learning outcomes” slide of a USF Libraries Digital Learning Object created using Articulate Storyline. For a video demo of this module, scan the QR code!



**View a demo!**

Use QR reader app, iPhone camera, or visit <http://tiny.cc/DemoModule>



## Creating Digital Learning Objects for Use Online & in Course Management Systems: A Resource Guide

- **PowerPoint** has more functionalities for building Learning Objects than many realize. Since the demise of Office Mix, much of Mix’s functionalities have been added to new versions of PowerPoint, giving users ability to build modules that combine audio and visual presentations with quizzing and other media.
- **Camtasia** is a video editing program, which allows users to build quizzes and surveys into their videos, if the video is produced as a SCORM package and uploaded to a SCORM compliant LMS such as Canvas or Blackboard or if the video is uploaded and viewed on Screencast.com, which uses the TechSmith Smart Player to display videos.
- **Adobe Spark** is a tool that enables users to create interactive content, including videos, presentations, and web content. Could be combined with a quiz or survey.

### Another option is to seek out ready-made DLOs from sources such as:

- **Merlot** <https://www.merlot.org> A long-standing resource which provides access to curated online learning & support materials and content creation tools, from an international community of educators.
- **The PRIMO Database** <http://primodb.org/> Peer-reviewed instructional materials created by librarians. Reviewed by members of the ALA ACRL Instruction Section.
- **Wisc-Online Consortium** <https://www.wisc-online.com/> A still-growing, well-maintained list of high-quality educational teaching materials FREE to educators. Registration required.

### Works Referenced

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