Breaking into Online Learning: How Librarians and English Composition Instructors are Leading Efforts to Promote Information Literacy.

Presenters:

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Overview:

The University of Toledo Library College introduced Information Literacy Modules that offered students instruction on the availability, use, and applications of academic research. This information was presented online in six modules. These modules consisted of the following:

Module #1: Basics

Student Learning Outcome: Recognize scholarly sources; differentiate between primary and secondary sources.

Module #2: Information Cycles

SLO: Identify best sources for academic research.
Module #3: Topics

SLO: Select a workable topic; generate and refine research questions for a topic.

Module #4: Searching

SLO: Differentiate between searching scholarly databases and searching the popular web for academic research.

Module #5: Finding

SLO: Locate scholarly citations for research.

Module #6: Evaluating

SLO: Evaluate sources for credibility and usefulness.

Outcomes:

After implementing these Information Literacy Modules in her Composition I classes, one professor’s remarks include:

- Students benefit from accessing the information electronically, then discussing it in class.
- Students retain information better; the quiz at the end helps with that.
- Students participate more in class on the topic because they have been given the information prior to class discussion.
- Students can work at their own pace, but are given deadlines.

Student Feedback:

From a survey dated 10/23/2019 and 10/24/2019, 55 students provided the following information:

- 100% of students surveyed stated that these modules were helpful to their work in this class.
- 87% of students surveyed stated that they think they will use this information in the future (after they leave this class).
- 71% of students surveyed stated that they think this information should be mandatory to all Composition I classes.
- 74% of students surveyed stated that the quizzes at the end of each module were helpful.
- 93% of students surveyed stated that the information was easy to understand.