

LETS Try it:

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the design & implementation of an information literacy tutorial for undergraduate students.

Abstract

In 2008, DCU Library launched 'LETS' – an online information literacy tutorial aimed at undergraduate students. The web based tutorial was developed to support and enhance the face-to-face workshops and classes delivered by the Library's team of Subject Librarians to students across all disciplines. It was developed with the specific aim of providing students with a learning resource tool which they could use at their own pace and at a time that suited them.

The tutorial comprises four related, yet independent modules which focus on the key stages of information planning, seeking, evaluation and use. This poster highlights the rationale for developing LETS. It outlines the many issues involved in the design and development of an online tutorial. An overview as to how LETS has been implemented is provided and plans for its ongoing development are outlined.

LETS begin

This module will help you to effectively plan your research in order to find the best available sources of information for your assignments

LETS find

This module focuses on the key tools available for finding books, journal articles and more

LETS evaluate

This module offers tips on refining your searches and evaluating the information you find

LETS cite

This module will help you understand plagiarism how to avoid it by citing and referencing correctly using the Harvard style

1. Why develop an online tutorial?

Institutional Perspective

- Existing culture of online learning (DCU's VLE: Moodle introduced in 2004)
- Huge cohort of part-time and distance learning students
- Dublin City University Strategic Plan -Learning Innovation Strategy 2006-2008

DCU Strategic Plan – Learning Innovation Strategy 2006-2008
A transition to independent learning will be facilitated through...increased provision of online resources to provide additional supports including study skills, time management, information literacy and research technique

Library's Perspective

- DCU's Information Literacy Framework introduced in 2003
- Information Literacy practice is well established and is embedded across many programmes
- Blended Learning: complements and enhances F2F learning
- Opportunity to teach IL skills to large number of students

To be information literate an individual must recognise when information is needed and have the ability to locate, evaluate and use effectively the information needed.
(American Library Association, Presidential Committee on Information Literacy, 1989)

2. Planning

- Funding of €3,000 secured from DCU's OVPLI (Office for Vice President of Learning Innovation)
- Establishment of Project Team
 - External: Do it Media
 - Internal: Subject Librarian Team
- Literature Review – to establish best practice
- Pedagogy had to drive tutorial design, not the other way around

Design elements

- Easily updated
- Generic examples
- Ability to be tailored to specific subjects

Pedagogical elements

- To stimulate reflection and interaction
- Learning outcomes - clear and concise
- Use of simulations for demonstration
- Inclusion of assessments
- Focus on target audience: student centric

LETS FIND
Journal Articles

LETS FIND
Databases

LETS FIND
Catalogue Search

Ball, P. 2005. Arsenic-free water still a pipedream. *Nature*. Vol. 436 (7049), pp. 313-313.

Journal Title

Journal Article

Journal title is usually in italics or bold text.

Tip:
Use the journal title NOT the article title when checking the A-Z of Journals for full-text

3. The development process

Overall structure agreed by Subject Librarian Team, to comprise of 4 modules:

Planning your research

Finding information

Evaluating information

Citing & Referencing

Content development - Subject Librarian Team

- Assigned to write each module
- Writing Guidelines agreed in advance: to write in third person, succinct language to be used, maximum word count etc.
- Use of existing presentation material

Graphic Design – Do-It-Media

- Designed template
- Developed Flash animations (simulations)
- Advanced HTML authoring

4. Reflections

The process

- Excellent opportunity for team building and skills development
- Stick to agreed timelines!
- Keep project group to a minimum particularly content writing team

The end product

- Don't underestimate what you can achieve in-house, using local knowledge and limited external support
- Importance of maintaining local control over content and updating

5. In practice

- Integrated into programmes to support F2F library training
- Accessible through Moodle
- Used and promoted to students by staff in Student Support & Development

Many thanks for the wonderful tutorial, it was especially helpful in searching correctly for articles

For beginners the LETS will be a godsend

I've just had a quick read through LETS and I've learned more in the last ten minutes than I had previously picked up by trial and error...

I am not a new student and still learnt something valuable

6. LETS Continue

- Ongoing evaluation based on feedback received to ensure the tutorial remains relevant and up to date
- Create new simulations/videos/podcasts to demonstrate specific resources or processes
- LETS for postgraduates...