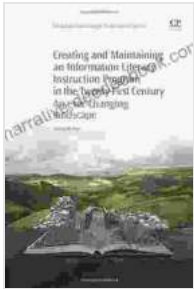


Creating and Maintaining an Information Literacy Instruction Program in the Academic Library



Creating and Maintaining an Information Literacy Instruction Program in the Twenty-First Century: An Ever-Changing Landscape (Chandos Information Professional Series) by Michael Chabon

★★★★★ 5 out of 5

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Information literacy is a critical skill for students in the 21st century. It allows them to find, evaluate, and use information effectively. The academic library is well-positioned to play a key role in teaching information literacy skills to students.

This article provides a comprehensive guide to creating and maintaining an information literacy instruction program in the academic library. It covers the following topics:

* Developing learning outcomes * Creating instructional materials *
Assessing student learning * Marketing and outreach * Collaboration and
partnerships

Developing Learning Outcomes

The first step in creating an information literacy instruction program is to develop learning outcomes. Learning outcomes are statements that describe what students should be able to know and do at the end of the instruction. They should be specific, measurable, and achievable.

Some common learning outcomes for information literacy instruction include:

* Students will be able to define information literacy. * Students will be able to identify the different types of information sources. * Students will be able to evaluate the credibility of information sources. * Students will be able to use information sources to complete research assignments.

Creating Instructional Materials

Once you have developed learning outcomes, you can begin to create instructional materials. Instructional materials can include a variety of resources, such as handouts, presentations, worksheets, and online tutorials.

When creating instructional materials, it is important to keep the following in mind:

* The materials should be clear and concise. * The materials should be visually appealing. * The materials should be interactive and engaging. * The materials should be aligned with the learning outcomes.

Assessing Student Learning

It is important to assess student learning to ensure that they are meeting the learning outcomes. Assessment can be done through a variety of methods, such as quizzes, tests, and projects.

When assessing student learning, it is important to use a variety of assessment methods. This will help you to get a complete picture of student learning.

Marketing and Outreach

Once you have created an information literacy instruction program, it is important to market it to students. You can do this through a variety of channels, such as the library website, social media, and campus events.

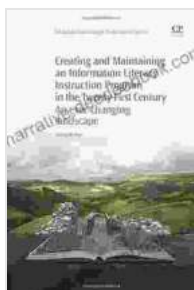
It is also important to reach out to faculty members and other stakeholders to let them know about your program. This will help to build support for your program and increase student participation.

Collaboration and Partnerships

Collaborating with other departments and organizations on campus can help to enhance your information literacy instruction program. For example, you could partner with the writing center to offer workshops on how to incorporate research into writing assignments.

Building partnerships with faculty members can also help to increase student participation in your program. Faculty members can incorporate information literacy instruction into their courses and assign projects that require students to use the library's resources.

Creating and maintaining an information literacy instruction program in the academic library is a complex but rewarding endeavor. By following the steps outlined in this article, you can create a program that will help students develop the information literacy skills they need to succeed in college and beyond.



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