Rethinking online information literacy using the ACRL's new Framework

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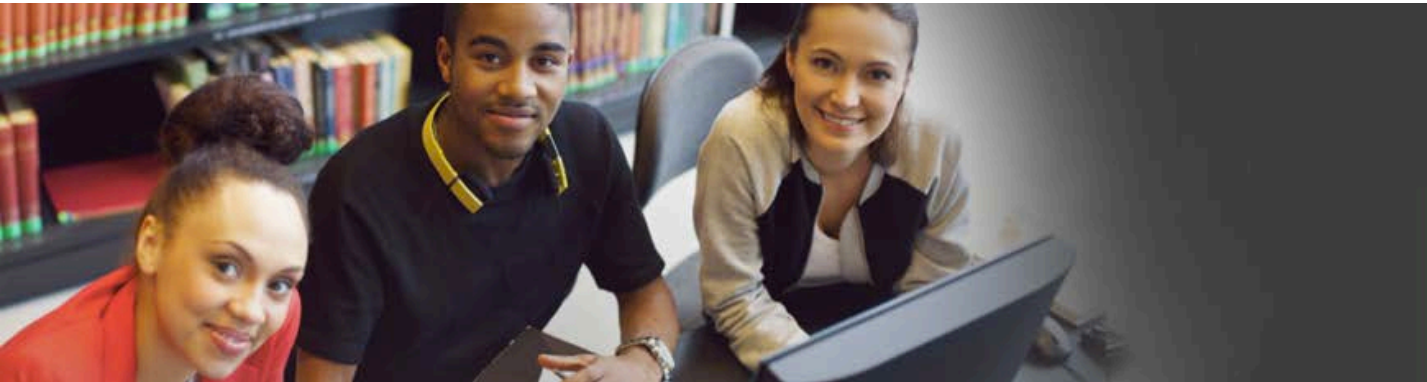Acting Director
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Librarians
Modules promote the ACRL Framework for Information Literacy for Higher Education

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Session overview

- Introduction to Student2Scholar (S2S)

- A closer look at the modules

- S2S and the ACRL Framework:
  Group activity and discussion

- Questions

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In this session you will…

- Explore the Student2Scholar modules

- Reflect on how these modules can support various instructional models and contexts

- Consider how you might incorporate the modules into your own practice (e.g. to extend the one-shot)

STUDENT 2 SCHOLAR

**Academic Literacies and Research Skills
for Social Science Graduate Students**

Graduate Students

Explore these self-directed modules
to develop your academic literacies
and research skills.

● ● ● ●

Access the modules

Register ➲

Login ➲

Welcome to Student2Scholar (S2S)

The Student2Scholar (S2S) modules will help graduate students in the social sciences develop their core academic literacies and research skills, enabling them to participate more actively and confidently in their communities of research. Modules fall within four categories in the S2S learning journey: Inquiry and Exploration; Investigation and Organization; Analysis and Evaluation; and Creation and Communication. Each module includes a wide range of interactive, self-paced learning activities and assessments.

Learn more about the modules by selecting a category below, or login / register to access all module content.

❓	✳	⚙	⚡
Inquiry & Exploration	**Investigation & Organization**	**Analysis & Evaluation**	**Creation & Communication**

The Student2Scholar team

- Initially 9 team members (including 6 librarians)

- Team grew over time to include additional librarians, instructional designers, graphic designers, faculty members, a web developer, graduate students and support staff:

  http://student2scholar.ca/index.php/about-us

Funding and budget

Development of the Student2Scholar modules was funded by the 2015 **Shared Online Course Fund**, as part of the Ontario Ministry for Training, Colleges and Universities' Ontario Online Initiative.

$75,000.00 (CDN)

Project timeline

Fall 2014	Winter 2015	Spring 2015	Summer 2015	Fall 2015

| Proposal Submitted Nov 2014 | → | Funding Approved Jan 2015 | → | Design | → | Develop | → | Test | → | Launch Dec 2015 |

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Modules overview

Pre-module: Citations and bibliographies

1: Thinking like a researcher

2: Defining your research

3: Introductory search techniques for research

4: Advanced search techniques for research

5: Exploring grey literature

6: Understanding design and authority in research

7: Publishing and research impact

8: Your rights and responsibilities as a scholar

9: Joining the scholarly conversation

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Activities

- Pre- and post- assessments
- Videos including TED talks, screencasts, whiteboard videos, etc.
- Readings
- Interactive tutorials
- Digital workbook for critical reflections, worksheets, etc.
- Downloadable handouts
- Quizzes

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Facilitator's Guide

- Map of learning outcomes
  - S2S learning outcomes
  - ACRL threshold concepts
  - Council of Ontario Universities' Graduate Degree Level Expectations

- List of all 143 activities

- Suggested extension activities

- Additional resources:
  - Statement of design
  - Information about copyright permissions and references
  - Estimated completion time, badges, course integration, etc.

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Designing the modules

The importance of metacognition

"This Framework depends on…core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in [the] rapidly changing ecosystem."

(Association of College & Research Libraries, 2015)

Knowledge practices and dispositions

Knowledge practices: "demonstrations of ways in which learners can increase their understanding of…information literacy concepts."

Dispositions: "ways in which to address the affective, attitudinal, or valuing dimension of learning."

(Association of College & Research Libraries, 2015)

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Sample S2S activities

Searching Google Scholar

Module 3, Part C

The Peer Review Process

Module 7, Part B

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Who's using S2S?

Google Analytics for Jan. 7 – Apr. 7, 2016

Countries

- **Total sessions: 1660**
- Canada: 1139
- Russia: 238
- United States: 90
- Ireland: 21

Cities in Canada

- Toronto*: 424
- London: 194
- Kingston: 103
- Mississauga*: 59
- Windsor: 49
- Newmarket*: 35
- Ottawa: 33

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Group activity (15 mins)

- Groups of 3 or 4

- One folder per group

- Explore contents of your folder

- Select at least one question for discussion

- Be prepared to share highlights from your group discussion

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Discussion (10 mins)

How are we using S2S?

- Co-curricular record (e.g. GPS program at UofT)
- Modules / activities embedded in courses
- To support and enhance in-person IL sessions
- Possible other uses (e.g. independent study)

Self-Paced Modules
Enhance your research abilities to explore, appraise, plan, and communicate research.

References

Association of College & Research Libraries. (2015). *Framework for information literacy for higher education*. Retrieved from http://www.ala.org/acrl/standards/ilframework

Student2Scholar Team from Western University, University of Toronto, and Queen's University. (2015). *Student2Scholar: Academic Literacies and Research Skills for Social Sciences Graduate Students*. Retrieved from www.student2scholar.ca

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Questions?

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Thank you

Facilitators
Integrate the modules in any learning environment –
face-to-face, blended, online.

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