

# Empowering Tomorrow's Tech-Savvy Learners



Designing and  
Teaching an  
Effective  
Information  
and Digital  
Literacy Course



**FAIRLEIGH  
DICKINSON  
UNIVERSITY**

# Introducing the Librarians



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# Course Overview Statement

The goal of this course is to assist students in acquiring confidence and proficiency in the technological and information literacy concepts of seeking, evaluating, managing, and using the wealth of information currently available in print, media, and online with digital tools.



Course is designed to support the General Education requirements for Information Literacy and Technological Literacy.



Students use this collected information to conduct research and analyze data for professional purposes.





**Divided Into  
Three Units**

**Unit 1 (Weeks 1-4):  
Research and the  
Research Process**

**Unit 2 (Weeks 4-9):  
Using Resources and  
Organizing Information**

**Unit 3 (Weeks 10-15):  
Digital Presentation  
Tools**

# Textbooks & Additional Readings

## Introduction to College Research

Butler, Walter D., et al. Introduction to College Research. E-book, ASCCC OERI, 2021, [pressbooks.pub/introtocollegeresearch/front-matter/options-for-downloading-this-book/](https://pressbooks.pub/introtocollegeresearch/front-matter/options-for-downloading-this-book/).

## Choosing & Using Sources: A Guide to Academic Research

Lowry, Cheryl Meredith, editor. Choosing & Using Sources: A Guide to Academic Research. 3rd ed., Ohio State University, 2023, <https://ohiostate.pressbooks.pub/choosingsources/>.



## The Information Literacy User's Guide

Bernnard, Deborah, et al. The Information Literacy User's Guide. E-book, Open SUNY Textbooks, 2014, [oercommons.org/courses/the-information-literacy-user-s-guide-an-open-online-textbook-2/view](https://oercommons.org/courses/the-information-literacy-user-s-guide-an-open-online-textbook-2/view).

## Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals

Dykes, Brent. John Wiley & Sons, Incorporated, 2019. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/fdu-ebooks/detail.action?docID=5993965>.

## “OneDrive and Office Online”

GCF Global, <https://edu.gcfglobal.org/en/onedrive/>.

## “PowerPoint.”

GCF Global, [edu.gcfglobal.org/en/powerpoint/](https://edu.gcfglobal.org/en/powerpoint/).

## “Word.”

GCF Global, [edu.gcfglobal.org/en/word/](https://edu.gcfglobal.org/en/word/).

# INTEC 1111

## Grading

- ✓ Class Engagement: 25%
- ✓ Classwork/Homework Assignments: 25%
- ✓ Portfolio Assignments #1-5: 25%
- ✓ Final Project – Digital Presentation: 20%
- ✓ Reflective Essay: 5%



### Class Engagement

- Preparation
- Focus
- Presence
- Asking questions
- Specificity
- Synthesizing

# Strategies for Developing the Course

## Aligning FDU Learning Goals

FDU Learning Goals	ACRL Framework	INTEC Course Outcomes Students will be able to...
<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Written Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Information Creation as Process</li> <li>• Research as Inquiry</li> </ul>	<p>Identify when and how to use digital productivity, communication, and collaboration tools to seek, manage, and share information using the research process.</p>
<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Technological Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Search as Strategic Exploration</li> <li>• Research as Inquiry</li> </ul>	<p>Navigate a variety of digital information systems, including the library's website, catalog, databases, and other online resources.</p>
<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Technological Literacy</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Search as Strategic Exploration</li> <li>• Research as Inquiry</li> <li>• Authority is Constructed and Contextual</li> </ul>	<p>Experiment with different types of search techniques to efficiently search for information, such as keywords, truncation, phrases, subject terms, and Boolean logic.</p>

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<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Information Has Value</li> <li>• Authority is Constructed and Contextual</li> <li>• Information Creation as Process</li> <li>• Scholarship as Conversation</li> </ul>	<p>Identify different types of information sources by their distinguishing characteristics and know when and how to use them.</p>
<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Authority is Constructed and Contextual</li> <li>• Information Creation as Process</li> <li>• Scholarship as Conversation</li> <li>• Information Has Value</li> </ul>	<p>Critically examine context and authority when evaluating sources of information.</p>
<ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Critical Thinking</li> <li>• Written Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Information Has Value</li> <li>• Information Creation as Process</li> <li>• Scholarship as Conversation</li> </ul>	<p>Engage in safe, professional, legal, and ethical behavior by identifying when and how to cite and attribute credit to the original ideas of others.</p>



# Effective Technology Integration

## Blackboard LMS

Developed a master course that housed the weekly schedule, assignments, rubrics, and grading system built-in. Instructors were able to import and customize as needed.

## Microsoft Productivity Tools

Homework assignments were designed based on the training modules available from [GCF Global](#) to help students learn basic Microsoft Office products.



## Course Guide

Created a comprehensive [Course Guide](#) using LibGuides for students to use to assist with their research process and find recommended technology tools in one convenient location.

## Organizational Tools

As students worked on developing their research question, they used tools such as Padlet, Trello, and Figma to organize their thoughts and research found.

# Presentation Tools

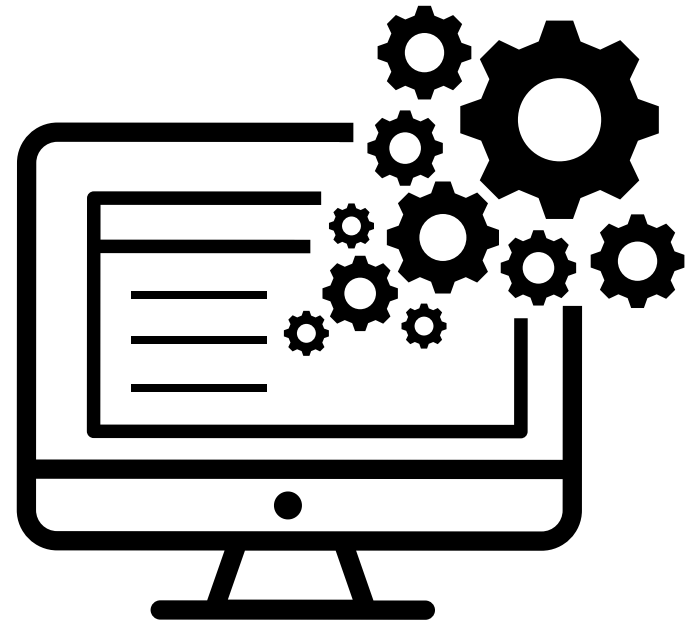
Librarians worked together to identify potential presentation tools for students to try. Students watched tutorials to determine if the tools would work for their project and were encouraged to share other presentation options they discovered.



# Embracing AI Tools

AI Tools were introduced by instructors throughout the semester, in a variety of ways.

- Class discussions to consider the benefits and drawbacks of AI tools
- Resources were shared on how to use specific AI tools for background research
- Used to teach importance of source evaluation and demonstrate visual literacy
- Using AI to assist with their final projects



# Alignment with Evolving Student Needs

- ✓ Flexibility is the key!
- ✓ Students as whole people
- ✓ Being understanding of student life events and health
- ✓ Influenced by current events and student interests



## Student Interests



## Mental Health



## TILT Approach

<https://tilthighered.com/>



## CATS

Classroom Assessment Techniques

# Best Practices For Collaborative Development

Communication

Project Management Plan

INTEC Chat Meetings

# Communication

Being able to communicate and plan in multiple formats both during the creation of the class and its first semester

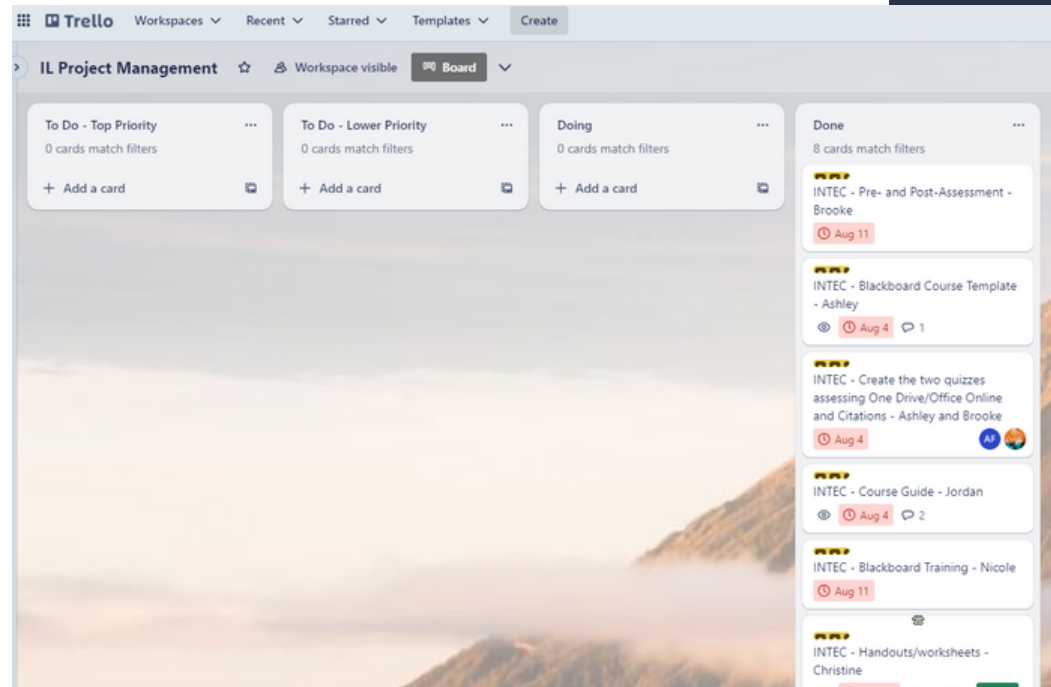
- Synchronously
  - through meetings
- Asynchronously
  - through shared documents, Microsoft Teams, and email



# Project Management Plan

As the class began to develop, many projects began to crop up. Organizing these projects amongst a team made it possible to complete each task before the beginning of the semester.

Our team utilized the Trello tool to track tasks from beginning to end and work together to complete all parts of the INTEC 1111 materials.



# INTEC Chats

We met every three weeks to discuss how the class is going and changes that may need to be made for next semester via Zoom. Due to the dual-campus structure of FDU, we could only meet online.

This resulted in:

- Resource sharing
- Troubleshooting issues that may arise
- Tracking progress in different sections
- Sharing feedback from students





# Next Steps: Looking to the Future

- ✓ Continue to teach the course
- ✓ Make small revisions to own teaching based on findings from this semester
- ✓ Expand the number of sections we offer (FIS Students)
- ✓ Most classes moved to afternoon
- ✓ Scheduling most classes twice a week at 75 minutes each, two sessions will occur once a week for 2.5 hours



Q&A

**Please ask us any questions.**

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Brooke - [b.duffy@fdu.edu](mailto:b.duffy@fdu.edu)

Ashley - [a.tschakertfoertm@fdu.edu](mailto:a.tschakertfoertm@fdu.edu)

Nicole - [ndante@fdu.edu](mailto:ndante@fdu.edu)

**Reach out to us any time after the session!**