What is the best way to make information literacy engaging as well as relevant and preparatory for lifelong learning and teach the skills and processes of information literacy in such a way that students actually want to master them?

By engaging students, TA’s and faculty in reflection, they were able to tell us where two models of IL instruction for 1st year science courses succeeded and where they felt improvement was needed. While both IL instruction models incorporated active learning and online tutorials, one took place in a librarian-led lab setting and the other required students to access the online tutorials independently. Results of this critical reflection exercise gave new insight into student, TA and faculty expectations and the perceived value and relevance of using online tutorials as a learning experience.

University of Guelph Library Tutorials

Biology tutorial  www.lib.uoguelph.ca/tutorials/BiologyTutorial
Library tutorial  www.lib.uoguelph.ca/LibEd/tutorials.htm
Virtual Library Tour  www.lib.uoguelph.ca/LibEd/tour
Library Instruction / IL  www.lib.uoguelph.ca/LibEd

Questions for reflection

Do you have any experience with fully developed online integrated information literacy instruction components which do not use librarians in the classroom?

Do you have any experience with course integrated library instruction which includes an active module using online tutorials?

Contact Us

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Useful References