

Hybrid Information Literacy

Instruction:

An Experiment in Blended Learning

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Information Literacy course required for all 5,500 AUC undergraduate students
0 credits, Pass/Fail, 12 in-person meetings per section, 3-4 librarians
Large backlog of junior and senior students who hadn't taken the course yet

Course Content:

- Revised for upperclassmen
- Divided into four modules
- Shared via Blackboard

Organization:

- Many campus partnerships
- 272 students enrolled
- 257 passed
- 1 in-class meeting
- Followed by 2 weeks for the online content.
- 5 date/time options repeated through the term

Student Feedback

Prior Knowledge of Content:

Knew, had applied before	Knew, had not applied before	Discovered more	Had no idea
37%	32%	29%	10%

(Multiple answers allowed, may not add up to 100%.)

Valuable to Future Studies: 85%

Valuable to Workplace Success: 87%

Long-term Impact

>95% of students taking in-person LALT courses are freshmen concurrently taking RHET 1020.

Our Takeaways

- Information literacy instruction is valuable when tailored to their needs.
- Collaboration with partners is essential. (Keep excellent records.)
- Interactivity is key.
- Some students will never feel comfortable learning online.
- Note any cultural / infrastructural barriers to online education opportunities.
- It's a lot of work and time to create online instructional materials.
- Don't just teach blended learning because it's trendy.