

Course Syllabus
Spring 2014

**S574 Information Inquiry:
Instructional Strategies for Library and Information Professionals**

SOIC - IUPUI
Department of Library and Information Science

Regardless of whether you're interested in creating self-instructional tutorials for college students; designing learning experiences for children; developing presentations for adult audiences; or building computer-based educational simulations, games, and apps, this course will help library and information professionals develop the skills necessary to create effective, efficient, and appealing instructional materials.

Quality instruction involves much more than building engaging presentations and distributing cool handouts, it requires the creation of instructional materials that meet the needs of specific audiences. These materials must provide quality information and examples, along with opportunities for learner involvement and feedback.

Information Inquiry: Instructional Strategies for Library and Information Professionals provides a comprehensive examination of the systematic design of instruction including the design, development, dissemination, and evaluation of instructional programs in library and information settings. The course places emphasis on information instruction; focuses on theory and practice related to teaching and learning; and stresses the use of technology in materials development and dissemination across all library and information settings.

Instructor Contact Information

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Course Description

This three-credit hour graduate course focuses on the systematic design of instruction. Students learn to design, develop, and evaluate instruction for all delivery formats. Emphasis is placed on educational, training, and learning theories, along with instructional design models that can be applied to information users regardless of the instructional setting or subject area focus. The use of technology for the production and dissemination of instructional materials is stressed.

The course explores pedagogy including teaching styles, philosophies of teaching, and the application of instructional theory to teaching and learning. It examines a variety of instruction delivery types including face-to-face lessons and presentations, self-guided

tutorials, simulations and games, and online approaches for both formal and informal learning situations.

The course examines the varied needs and interests of learners, the differences between novice and expert learners, child and adult learners, and students of varied learning preferences and styles.

Information literacy standards from the Association of College and Research Libraries (ACRL), American Association of School Libraries (AASL), and others are applied to instructional design and practice.

The course also examines instructional program design, administration, and evaluation.

Finally, the course features the essential role of instruction in a comprehensive academic, school, public, and/or special library setting, along with how instruction and training are built into other professional information settings including business, health professions, and allied areas.

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

The following entry skills are required for this course:

- Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).
- Identify, select, access, and evaluate information found on the Internet and in the library.
- Use Oncourse for forums and information sharing.

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange a chat with the instructor at any time.

Learning Objectives

Students will be able to:

- Apply models of instructional design in designing, developing, disseminating, and evaluating effective, efficient, and appealing instructional materials.
- Describe how educational, training, and learning theories can be applied to specific instructional situations.
- Address standards related to information literacy in various instructional and training settings related to the library and information professions.

- Design learning experiences to address the varied needs, preferences, and learning styles of a target audience.
- Evaluate instructional materials.
- Select and apply instructional materials.
- Apply technology tools and techniques to the production and delivery of instructional materials.
- Address information literacy standards through the design, development, and evaluation of instructional materials.
- Plan educational programs using outcomes-based planning and evaluation.
- Demonstrate professional instructional delivery skills.

MLS Program, Graduate Program and ALA Competency Connections.

This course addresses competencies related to the MLS program in the following areas:

- Assist and Educate Users
- Apply Management and Leadership Skills
- Work Effectively Within and Across a Variety of Organizational Structures
- Conduct and Analyze Research
- Demonstrate Basic Technical Expertise
- Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

- Foundations of the Profession
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Continuing Education and Lifelong Learning
- Administration and Management

Course Materials

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

No print textbook is required.

The online materials are available at <http://eduscapes.com/instruction>

It's useful to become familiar with the issues currently facing information professionals. Consider signing up for one of the following listservs or following an information instruction blog:

- ALA - Information Literacy Instruction Discussion List at <http://lists.ala.org/wws>
- Information Literacy Weblog at <http://information-literacy.blogspot.com/>
- Information Literacy Meets Library 2.0 at <http://infolitlib20.blogspot.com/>

We have a variety interests represented in our class. For further reading, I suggest these OPTIONAL titles that are geared to particular library types:

- Callison, Daniel & Preddy, Leslie. (2006) **The Blue Book**. LMS Associates. This book is focused on the needs of school librarians.
- Dick, Walt, Carey, Lou, and Carey, James O. (2011). **The Systematic Design of Instruction**. Seventh Edition. Pearson. This book is intended for people who plan to be instructional designers as an integral part of their library work.
- Farmer, Lesley S.J. (2011). **Instructional Design for Library and Information Professionals**. Neal-Schuman. This book is focused specifically on instruction design for librarians.
- Gilton, Donna L. (2012). **Lifelong Learning in Public Libraries**. Scarecrow Press. This book is focused on the need of public libraries.
- Grassian, E. & Kaplowitz, J. (2009). **Information Literary Instruction: Theory and**

Practice. (2nd ed.). New York, NY: Neal-Schuman. This book is focused specifically on information literacy instruction.

- Kuhlthau, Carol, Maniotes, Leslie K., and Caspari, Ann K. (2007). **Guided Inquiry: Learning in the 21st Century.** Westport, Connecticut: Libraries Unlimited. This book is focused on the needs of school librarians.

Additional resources can be found at
<http://eduscapes.com/instruction/course/resources.htm>

Course Assignments and Assessments

The learning objectives will be assessed through a series of six activities and two instructional experiences. Course assignments are intended to help you apply the course materials.

The class contains six “Paseo” activities (60 points) and two instructional experiences (40 points).

For information about these assignments, go to the CourseGuide online at
<http://eduscapes.com/instruction/course/courseguide.htm>

For information about due dates, go to the Course Calendar online at
<http://eduscapes.com/instruction/course/calendar.htm>

Paseo Assignments

“Paseo” is defined as a leisurely walk or a gathering place where people can enjoy the journey as much as the destination. The “paseo activities” provide flexible opportunities you to explore instructional strategies and try out their ideas. Choices allow students with diverse background and professional interests to apply theories to meaningful, practical assignments.

The Paseo requirements are posted in forum area of Oncourse.

The “reply requirement” for each activity involves you in reading and responding to the work of a peer. These quality responses will be posted in Oncourse as replies. Some assignments have specific criteria, so read the requirements for each.

Paseo 1: Evaluation of Instruction (10 Points)

What makes an effective, efficient, and appealing virtual learning experience? Select a presentation, video/screen capture-based tutorial, or web-based experience to evaluate. Check the CourseGuide for specific requirements.

- **Paseo 1.1:** Video-Recorded Presentation Evaluation
- **Paseo 1.2:** Video-Based Tutorial Evaluation
- **Paseo 1.3:** Web-based Non-linear Tutorial, Webinar, Learning Simulation, or Educational

Game Evaluation

Reply to the work of a peer.

Paseo 2: Face-to-Face Instruction Observation (10 Points)

Check the CourseGuide for specific requirements.

You must get permission from the instructor to observe. The class should not be a course you are currently taking or a SLIS course.

If you are in the school library program, you should observe a K-12 classroom or library lesson.

- **Paseo 2.1:** School Library Settings
- **Paseo 2.2:** Academic Library Settings
- **Paseo 2.3:** Public and Special Library Settings
- **Paseo 2.4:** Information Settings

Reply to the work of a peer.

Paseo 3: Inquiry, Analysis & Learners (10 Points)

Select one of the following activities. Follow the assignment guidelines for the section of your choice. Cite at least two research studies in your discussion.

- **Paseo 3.1:** Personal Information Inquiry
- **Paseo 3.2:** Instructional and Learner Analysis

Reply to the work of a peer.

Paseo 4: Objectives and Assessment (10 Points)

Examine inquiry models, information skills issues, and standards in your area of interest. Connect these to learner assessment. Provide specific examples. Follow the assignment guidelines for the section of your choice.

- **Paseo 4.1:** School Library Settings
- **Paseo 4.2:** Academic Library Settings
- **Paseo 4.3:** Public and Special Library Settings
- **Paseo 4.4:** Information Settings

Reply to the work of a peer.

Paseo 5: Instructional Theories and Methods (10 Points)

Choose one of the following areas based on your professional interests. Follow the assignment guidelines for the section of your choice.

Paseo 5.1: Create a Lesson

Paseo 5.2: Analyze and Adapt

Paseo 5.3: Instructional Methods

Reply to the work of a peer.

Paseo 6: Management, Collaboration, Programs (10 Points)

Explore an area of interest. Share current research, examples, approaches, and best practices. Follow the assignment guidelines for the section of your choice.

Paseo 6.1: Faculty Partnerships and Collaboration

Paseo 6.2: Build a Plan

Paseo 6.3: Design Your Own

Reply to the work of a peer.

Instructional Experiences

You will be creating two instructional experiences. Each experience will emphasize different aspects of the instructional design process.

Instruction 1: Self-Paced Learning Experience (20 Points)

Apply an instructional design model to the creation of a self-paced tutorial. This tutorial must include an introduction, quality information, examples and non-examples, practice, applications, and closure.

Product Portion (10 Points). As evidence of your real-world experiences, you will be required to produce one of the following products as part of your assignment. You can decide which fits best with the instruction you wish to design.

- Video Tutorial.
- Screen Capture Tutorial with Audio Narration.
- Computer-based Simulation, Game, or App.

Written Portion (9 Points). The written portion of your product should include the following areas. Check the guidelines for more information.

- Overview/Need (based on at least 2 professional sources)

- Audience Characteristics and Implications
Justification for specific target audience
- Standards or Professional Needs addressed
- Instructional Goal and Learning Objectives
- Teaching and Learning Theories Applied
- Approach to Instructional Design

Reply Requirement (1 Point). Work your way through the self-paced learning experience of your peer. Provide very specific feedback.

Instruction 2: Face-to-Face Learning Experience (20 Points)

Your face-to-face experience must take place before a real-world audience. If you aren't working in a situation where you can try out your instruction, consider a public forum such as a Toastmaster's meeting at <http://www.toastmasters.org/>. Or, form a one-time, live book club with your friends or volunteer to organize an activity at your child's school.

Product Portion (10 Points). As evidence of your real-world experiences, you will be required to produce one of the following products as part of your assignment. You can decide which fits best with the instruction you wish to design.

- Video-recorded Live Presentation.
- Video-recorded Lesson.
- Video-recorded Live One-on-One Instruction.
- Video-recorded Live Discussion Facilitation.

Written Portion (10 Points). The written portion of your product should include the following areas. Check the guidelines for more information. Check the guidelines for more information.

- Instructional Material: lesson/instructional sequence, activities, technology, materials, presentation, teaching notes, examples, answer sheets, evaluation
- Learner Material: informational handouts, example handouts, tutorials, exercises, assignment
- Results of Field Test or Reviewer Feedback
- Reflection and Evaluation of Teaching Experience

This assignment has no reply requirement.

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Final grades are based on the following range within the total 100 points possible:

A 98-100

A- 95-97

B+ 92-94

B 89-91

B- 86-88

C 80-85

D 75-79

F below 74

The meaning of the letter grades follows the SLIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

IUPUI Values Statement

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to <http://www.iupui.edu/code>

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to <http://diversity.iupui.edu/aes/>

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class assignments within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class has assignments each week; thus if you miss more than three assignment in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.”

Learn more at <http://registrar.iupui.edu/withdrawal-policy.html>

Course Content Overview

- Week 1:** Information, Instruction, Training, and Learning
Information Inquiry, Meta-literacies, & the Quest for Knowledge
Formal and Informal Learning Experiences:
Presentations, Tutorials, Simulations, and Games
Effective, Efficient, and Engaging Instruction
- Week 2:** Instructional Design Models
ADDIE: Analyze, Design, Develop, Implement, Evaluate
Dick and Carey Model
Mary Ellen Litzinger's Four Phases
ARCS Model of Motivational Design
ACS Taxonomy of Library Skills (Nahl-Jakobovits & Jakobovits)
Paseo 1 Posting Due
- Week 3:** Needs Assessment and Analysis
Instructional Goals
Affective, Cognitive, and Sensorimotor Learning Outcomes
Paseo 1 Reply Due
- Week 4:** Instructional Task, Information Processing, and Learning Analysis
Information Inquiry Models
Paseo 2 Posting Due
- Week 5:** Learning Theory
Critical Thinking and Active Learning
Expert vs Novice, Child vs Adult Learners
Information, Library, and Technology Anxiety
Paseo 2 Reply Due
- Week 6:** Audience Analysis: Entry Behaviors and Learner Characteristics
Diversity, Multiculturalism, and Special Needs
Personality Types, Learning Preferences and Styles
Paseo 3 Posting Due
- Week 7:** Performance Objectives and Authentic Assessment Instruments
ACRL, AASL, and Other Information Literacy Standards
Paseo 3 Reply Due
- Week 8:** Instructional Theory, Teaching Styles, and Pedagogy
Presentation Skills and Lecture-based Learning
Problem-based Learning
Case-based Learning
Game-based Learning
Collaborative and Team-based Learning
Paseo 4 Posting Due

- Week 9:** Active Learning
Instructional Strategy
Pre-instructional activities
Content presentation
Learner participation
Assessment
Paseo 4 Reply Due
- Week 10:** Critical and Creative Thinking
Events of Instruction and Conditions of Learning
Instructional Methods
Techniques: Error Prevention Techniques
Instructional Experience 1 Posting Due
- Week 11:** Teaching and Training Technologies
Instructional Materials Production
Simulations
Tutorials
Audience Participation and Practice - Clickers
Instructional Experience 1 Reply Due
- Week 12:** Formative Evaluation and Revision
Usability Testing
One-on-one, small group, field trial
Summative Evaluation
Paseo 5 Posting Due
- Week 13:** Professional Collaboration
Faculty Partnerships
Embedded Librarians
Public Library Programming
Paseo 5 Reply Due
- Week 14:** Classroom Management
E-learning
Immersive Learning
The Future of Information Instruction
Paseo 6 Posting Due
- Week 15:** **Paseo 6 Reply Due**
- Week 16:** **Instructional Experience 2 Due**

Resources

ACRL (2012). **Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline**. Available: <http://www.ala.org/acrl/standards/characteristics>

Adolphus, Margaret. (2009). Using the web to teach information literacy. **Online**, 33(4), 20-25.

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- Benz, P. (2002). **The English multiverse - WebQuests**. Available: <http://www.ardecol.ac-grenoble.fr/english/tice/enwebquests.htm>.
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- Bloom, B.S. (Ed.) (1956). **Taxonomy of educational objectives: Classification of educational goals. Handbook 1: Cognitive domain**. New York: Longman, Green & Co. 1956
- Bloom, B., Madaus, G., & Hasting, J.T. (1981). **Evaluation to improve learning**. New York: McGraw-Hill.
- Boatman, W. (2003). Public libraries as a bridge for college-bound young adults. **Reference & User Services Quarterly**, 42(3), 229-234.
- Bodemer, Brett B. (2011). **The Importance of Search as Intertextual Practice for Undergraduate Research**. California Polytechnic State University, San Luis Obispo. Available: <http://crl.acrl.org/content/early/2011/07/21/crl-245.full.pdf>
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Political Science Research Competency Guidelines (2008). Available:
<http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/PoliSciGuide.pdf>

Research Competency Guidelines for Literatures in English (2007). Available:
<http://www.ala.org/acrl/standards/researchcompetenciesles>

Visual Literacy Competency Standards for Higher Education (2011). Available:
<http://www.ala.org/acrl/standards/visualliteracy>

American Library Association (ALA) Information Literacy Standards from American Association of School Libraries (AASL)

Standards for the 21st Century Learner (2009). Available:
<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

International Society for Technology in Education Standards

National Educational Technology Standards for Students. Available:
<http://www.iste.org/standards>

Additional Resources

Assessments of Information Literacy -
<http://jfmuller.faculty.noctrl.edu/infolitassessments.htm>

Canadian Research Libraries Information Literacy Portal -
<http://apps.medialab.uwindsor.ca/crlil/wiki/FrontPage/>

Digital Literacy - <http://www.digitalliteracy.gov/content/educator>

Information Literacy - <http://www.informationliteracy.org.uk/>

Information Literacy in Second Life - <http://infolit-week-in-sl.ning.com/>

Intentional Design: How Blended Librarians Use Design Thinking to Enhance Library Services (2008) -

slides <http://blendedlibrarian.org/presentations/cla08presentation.pdf>

handout - <http://blendedlibrarian.org/presentations/cla08handout.pdf>

Instructional Design - <http://www.instructionaldesign.org>

IPL 15 Things - http://ipl2.cci.fsu.edu/community/wiki/index.php/IPL_15_Things

iSkills from ETS - <http://www.ets.org/iskills/about>

National Forum on Information Literacy - <http://infolit.org/>

Project Information Literacy - <http://projectinfofolit.org/>

Seven Pillars of Information Literacy - http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html

TLT Group - http://www.tltgroup.org/seven/Library_TOC.htm

Training Games - <http://www.thiagi.com/games.html>

Wikiversity - http://en.wikiversity.org/wiki/Instructional_design

Video

Information Literacy - <http://www.youtube.com/user/DrNahl>

Gaming in Libraries - <http://www.gamesinlibraries.org/course/?p=62>

Rethinking Education - http://www.openculture.com/2011/02/michael_wesch_rethinks_education.html

Using Debate to Develop Critical Thinking and Speaking Skills - <https://www.teachingchannel.org/videos/teaching-economics-with-debating>

Blogs

Information Literacy Land of Confusion - <http://www.information-literacy.net/>

LearningTimes GreenRoom (podcasts) - <http://www.ltgreenroom.org/>

Lifelong Information Literacy - <http://lifelonginfofoliteracy.blogspot.com/>

Tame the Web - <http://tametheweb.com/>

Online Teaching Materials

ACRL Information Literacy Resources (college) - <http://www.ala.org/acrl/issues/infofolit>

iLumina (undergraduate sciences) - <http://www.ilumina-dlib.org/>

MERLOT (higher education) - <http://www.merlot.org>

NSDL (K-higher ed sciences) - <http://nsdl.org/>

PBS (K-12) - <http://www.pbs.org/teachers>

SMETE (K-higher ed STEM) - <http://www.smete.org/smete/>

teachersdomain (K-12) <http://www.teachersdomain.org/>

Thinkfinity (K-12) - <http://www.thinkfinity.org>

WISC (technical colleges) - <http://www.wisc-online.com/>

Software

Camtasia - screen recording and video editing software
<http://www.techsmith.com/camtasia.html>

Jing - annotated screen captures and images
<http://www.techsmith.com/jing.html>

Screencast - store and share content (2GB free)
<http://www.techsmith.com/screencastcom.html>

Snagit - screen capture tool
<http://www.techsmith.com/snagit.html>

Information Literacy Teaching Materials

ANT's Library from Screencast -
<http://www.screencast.com/users/ANTS/folders/Information%20Literacy%20Tutorials>

Information Literacy Channel - <http://www.youtube.com/user/DrNahl>

LION: Library Information Literacy Online Network - <http://blip.tv/LIONTV>

Linda (available free through IUPUI) - <http://www.lynda.com/allcourses>