**Designing for the Unknown:**
Making Online Information Literacy Modules

**Work for Your Campus**

---

**Module Design**

- **Platform:** Blackboard (Learning Management System)
- **Location:** Student Technology and Academic Resources (STAR).
- **Format:** All modules are located in a non-credit course called Student Technology and Academic Resources (STAR). All students are enrolled in this course.
- **Content:** All are self-paced and include an assessment component at the end of the module. Each contain a combination of video, text and interactions.

---

**Sources:**
- Credo Information Literacy Modules
- A series of ready made videos and tutorials (subscription required).
- Adapted videos and text from the Cooperative Library Instruction Project (OER).
- Text and YouTube videos created by subject librarians to tie content together and demonstrate library specific resources.

**Content of Modules**

---

**Results & Limitations**

- **Results:** The delivery method and student use of the library modules in STAR has been very successful in its current iteration. Information literacy modules in Blackboard were integrated into the Jaguar Tracks curriculum. Faculty have continued to use these modules as assignments for their courses.
  - From usage statistics, we identified 3,412 students had attempted at least one course in STAR. This represents 62% of total student population. Of these students, 9086 had completed a module with a 100% score, indicating a success rate of just over 94%.

- By having our modules in Blackboard, we can have multiple librarians assigned as instructors and easily share, duplicate and edit content.

**Limitations:** Although Blackboard has the potential to give us statistics on content use, due to the number of students enrolled in the course the amount of data crashes the system.

- We are dependent on the LMS administrator to load students in a timely manner each semester and provide the shells for the course. We are limited to what we can include in Blackboard both by our admin settings and by what works within Blackboard.

---

**Suggestions**

- **Build allies:** Without the help and guidance from our LMS administrator, this project would have never got off the ground. Meet with your IT/LMS staff in the initial stages to determine what is possible at your institution and what guidance they can provide.

- **Involve faculty:** Look for programs and departments who would be willing to be early adopters. Create modules from faculty suggestions first before starting with library initiatives. We started with citation and plagiarism modules and grew our offerings from there based on faculty suggestions.

- **Create a foundation and build in blocks:** Start with something simple that is in demand and can be used in multiple programs. Continue to expand by developing learning objects and templates that can be edited, modified, and reused in multiple modules.

---

**Planning and Implementing**

**Considerations:**

- The faculty were happy with previous tutorials, but we couldn't use them for much longer due to accessibility issues. For faculty buy-in, we needed to have proof of completion. We were severely understaffed and we had a limited timeframe to complete this project.

- **Platform:** The librarians needed a flexible platform that also provided proof that the students completed the modules. We decided our LMS was our best option based on our needs. We worked with our LMS administrators to create a non-credit course (STAR) in Blackboard to host our modules.

- **Transitional existing library tutorials:** Our interactive flash format online tutorials were created in Captivate. Going back to the original Captivate files, we reviewed frame by frame and evaluated what content could be reused with or without modification. These were then moved to our new platform.

- **Building blocks:** Once we migrated our existing tutorials to our new platform, we determined we needed a more efficient system for updating and creating modules. This led us to design learning objects and templates that could be easily edited and reused in multiple modules.

---

**Texas A&M University– San Antonio** is one of the newest and fastest growing universities in Texas. Our student population has grown 134% since 2009 and we welcomed our inaugural freshman class in fall 2016. A program called Jaguar Tracks was also launched that fall which included information literacy components without direct library instruction. The uncertainty of the delivery method for course offerings coupled with understaffing in the library and rapid university growth created many challenges for managing our information literacy program.

Our solution was to create non course specific online modules in our LMS to promote information literacy and research skills. This allowed us to make the modules accessible to students and could be used in any type of class.

---

**Deirdre McDonald**
Research Services Manager  Deirdre.McDonald@tamusa.edu

**Emily Bliss-Zaks**
Arts & Sciences Librarian  Emily.Bliss-Zaks@tamusa.edu

---

Icons by Art Shop. Made by Made & Lousian Design Co. from the Noun Project.