

**Road Map to Develop  
Asynchronous Information  
Literacy Modules at the  
Lebanese American University**

**By  
Nabil Badran & Hani Salem**



# How it all started



**Brief  
History**

**SP 2019-2023**

**InfoLit  
Committee**



# Brief history

- Learning Resources Techniques course (LRT)
- Train the Trainer program - 2012
- Collaborating with the English Department – 2019.
- Strategic Plan 2019 – 2023
- Establishing the Information Literacy Committee (ILC)



# Strategic Plan 2019-2023



Pillar	Goal	Action Step	KPI	Detailed Actions	Concerned Dept.	Resources	Timeline	Percent Completion
2. Learning and Students Support	2.3 Improve online presence	2.3.1 Develop an online Information Literacy (InfoLit) course that could be integrated in classrooms	Create an online InfoLit course	Establish an InfoLit Committee and work on the content of an Online InfoLit course.	Reference/InfoLit unit. Librarians (previous LRT instructors).	N/A	May 2020-August 2020	100%
				Collaborate with CIL to create an Online InfoLit course.	InfoLit Committee. CIL.	Open source software to create videos and record lessons	June 2020-August 2020	100%
				Collaborate with the English dept. to embed Online InfoLit course into the English courses syllabus	InfoLit Committee. English Dept.	N/A	July 2020-August 2020	100%

# Information literacy Committee

Name	Job title
Hani Salem	Principal Library Computer Center & Multimedia Administrator
Joyce Draiby	Librarian - Reference & Information Literacy
Marie Therese Mitri	Senior Director of Public Services, Research & Instruction
Nabil Badran	Lead Public Services Manager
Said Kreidieh	Senior Librarian - Reference & Information Literacy / Retired
Samar Jalaleddine	Senior Librarian - Reference & Information Literacy
Vanessa Abou Harb	Graphic Designer – PT student assistant



# Identifying The Different Modules



Modules

Rubric



# Rubric



## PART 1:

### Determine the nature and extent of information needed

1. You are writing a research paper about the impact of social media on the student academic performance. Which of the following initial question would best answer your topic?

- Does social media have impact on the student academic performance?
- What is the impact of social media?
- What is the impact of social media on the student academic performance?

2. Are Google and Encyclopedia Britannica helpful if you want to get an overview of the topic?

- Yes
- No

3. Based on your initial research question, which Keywords would best describe your topic?

- social media, student, performance
- social media, impact, student, students
- social media, facebook, blogging, youtube, twitter, Instagram, student, high school student, university student, academic performance, academic achievement

4. Choose the best search strategy for your topic combining the related as well as the narrower/broader terms:

- (social media OR facebook OR blogging OR youtube OR twitter OR Instagram) AND (student OR high school student OR university student) AND (academic performance OR academic achievement)
- social media AND student AND performance
- social media OR facebook OR blogging OR youtube OR twitter OR Instagram AND student OR high school student OR university student AND academic performance OR academic achievement

5. Which of the following items cannot be found in the LAU library catalog?

- |                |                              |                             |
|----------------|------------------------------|-----------------------------|
| Articles       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Books/Journals | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| DVDs           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

6. Your instructor recommends to use "peer-reviewed" articles in the research paper. This means that the articles have been:

- Reviewed by other students
- Quoted in the textbook
- Reviewed by experts in the field

7. Which of the following tools do you use to search for peer-reviewed articles?

- |                                     |                              |                             |
|-------------------------------------|------------------------------|-----------------------------|
| Search box (LAU Libraries Homepage) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Online databases                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Google                              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

8. Suppose you have located an article or a book that is highly relevant to your topic. However, it is not available in full-text at the LAU Libraries. What do you do in this case?

- Go to "Find E-Journals/E-Books"
- Request it through "ILL/DDS"
- Request it through "Inter-campus borrowing"

## PART 2:

### Evaluate information and its sources

1. Information on the internet is reviewed before it is posted?

- True
- False

2. Which of the following statements is TRUE?

- Only experts can publish web pages
- An author's motivations can impact the information that he/she distributes
- Website authors are unbiased

3. Which of the following is NOT a criteria for evaluating the credibility of information found on the internet?

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Authority          | <input type="checkbox"/> Objectivity |
| <input type="checkbox"/> Accuracy           | <input type="checkbox"/> Currency    |
| <input type="checkbox"/> Website appearance | <input type="checkbox"/> Coverage    |

4. What information can you gather about a site with this URL? <http://www.higher-edu.gov.lb/arabic/default.html>

- It is published by an educational/governmental institution
- It is trying to sell something
- You can't gather information from a URL
- It is published by a governmental institution

5. Which of the following is TRUE regarding information you found on the internet?

- It comes from variety of sources, such as businesses, government, children, researchers, etc.
- Most of the results are appropriate for academic level research
- It is factual, as it is monitored by the World Wide Web Consortium

6. Review the attached websites and state whether they meet the following evaluation criteria or not:

### Website 1:

- |             |                              |                             |
|-------------|------------------------------|-----------------------------|
| Objectivity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Authority   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Accuracy    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Currency    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Coverage    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Website 2:

- |             |                              |
|-------------|------------------------------|
| Objectivity | <input type="checkbox"/> Yes |
| Authority   | <input type="checkbox"/> Yes |
| Accuracy    | <input type="checkbox"/> Yes |
| Currency    | <input type="checkbox"/> Yes |
| Coverage    | <input type="checkbox"/> Yes |

After evaluating these two websites, which one do you think is likely to contain more accurate information?

- Website 1
- Website 2

## PART 3:

### Use information ethically and legally

1. You copy a paragraph directly from an article you found. You cite the sources, but you forget to put quotation marks. Is this plagiarism?

- Yes
- No

2. Which of the following source do not require citation?

- |                                |                                       |  |
|--------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Blog  | <input type="checkbox"/> Book chapter | <input type="checkbox"/> They all require citation |
| <input type="checkbox"/> Email | <input type="checkbox"/> Image        |  |

3. If you paraphrase a source in your own words, do you need to provide a citation?

- Yes
- No

4. Suppose you are off-campus and you need help in writing the in-text citation, you:

- |  |  |
|--|--|
| <input type="checkbox"/> Email a librarian     | <input type="checkbox"/> Ask at the reference desk   |
| <input type="checkbox"/> Chat with a librarian | <input type="checkbox"/> Ask at the circulation desk |

5. Where do you need to include citation information?

- |   |  |
|---|--|
| <input type="checkbox"/> In the body of your text   | <input type="checkbox"/> Both In-text citation and Bibliography list |
| <input type="checkbox"/> In the header of each page | <input type="checkbox"/> At the end of your paper                    |

6. What best describes the item in BOLD in the following citation? Mariano, R., & Veenhoven, R. (2013). Contentment and affect in the estimation of happiness. **Social Indicators Research**, 110(2), 415-431.

- Journal title
- Article title
- Book Title
- Publisher

7. You have been asked by your professor to cite sources in specific citation style but you are not sure how to do this. What would you do?

- Consult related Research Guide
- Ask a librarian
- Write the citation in a logical way
- Use the citation tool provided by the online databases



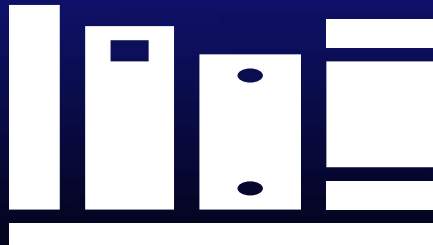
# Module Title

- Research Process – Summer 2020
- Information Quality: Why and How to Evaluate Popular and Web-Based Information Sources – Fall 2020/2021
- Copyright/Plagiarism & APA style – Summer 2021
- MBA Research Process – Summer 2021



# Embedding InfoLit modules into courses

Semester	Module	Course
Fall 2020-Spring 2021	Module I	Eng. 102; Eng. 202
Fall 2021-Spring 2022	Module I	Eng. 202
	Module II	Eng. 102
	Module I & II	Online MBA



# Developing The Content

## Guidelines:

- Module Time: Shouldn't take more than 60 minutes
- Targeted Audience: Graduate/Undergraduate students
- Module Content: Objectives, plan, & outcomes
- Visuals & tutorials: Hiring a Graphic Designer
- Assessment: Checkpoint questions, games, & assessment quiz





# Tools Used



## Develop the materials for the course

- HTML and Web editor: JetBrains (Free)
- Screen capture software: Panopto (Paid), OBS Studio (Free)
- Graphics/animation: Adobe Photoshop, Adobe Illustrator, Adobe Premier, Storyline 360, (Paid), GIMP and Freemake (Free)
- Audio software: Audacity (Free)
- Captioning tool: Aegisubs (Free)
- Authoring Tool: Rise 360 (Paid)

STEP  
05

STEP  
06

## Assemble the content into one cohesive course

- XML editor: Notepad++ (Free)
- Coding: Bootstrap (Free)
- SCORM convertor (Free)
- LMS: Blackboard (Paid)

STEP  
04



## Define the visual look-and-feel of the course

## Convert the materials into an eLearning script



STEP  
03

STEP  
02



## Gather the current materials

## Establish the why of the course

- Microsoft Office (Paid)
- One Drive (paid)
- Webex (Paid)



STEP  
01

# MBA Research Process

Live  
Demo

START COURSE

DETAILS ▾



## Learning Objectives

This module was created by the Library Information Literacy Committee to help graduate students better manage their research projects.

## Lesson Plan

In this module, you will learn the different stages of the research process starting with identifying a topic for research all the way to formulating a focused search strategy in order to locate relevant information for a research project. You will also learn about the

# Challenges we faced

- Lack of Instructional Designer
- English Department support & cooperation
- Following up with the Graphic Designer
- Captioning
- Time management

Non-Technical

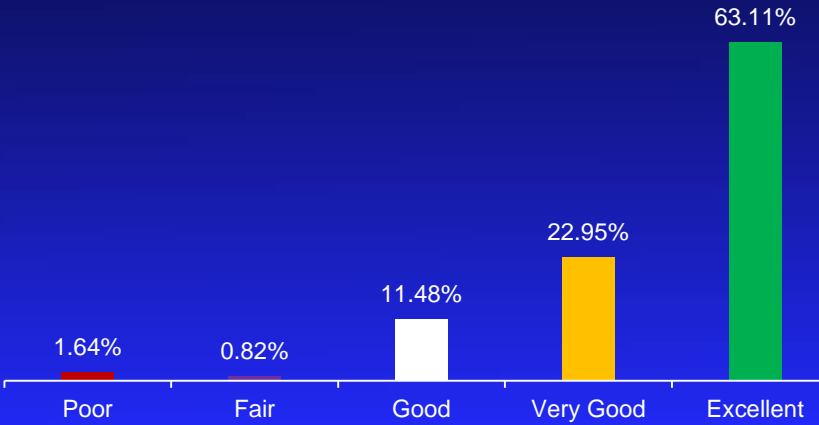
Technical

- Multimedia file size
- Integration into LMS (Blackboard)
- Faculty issues
- Students issues

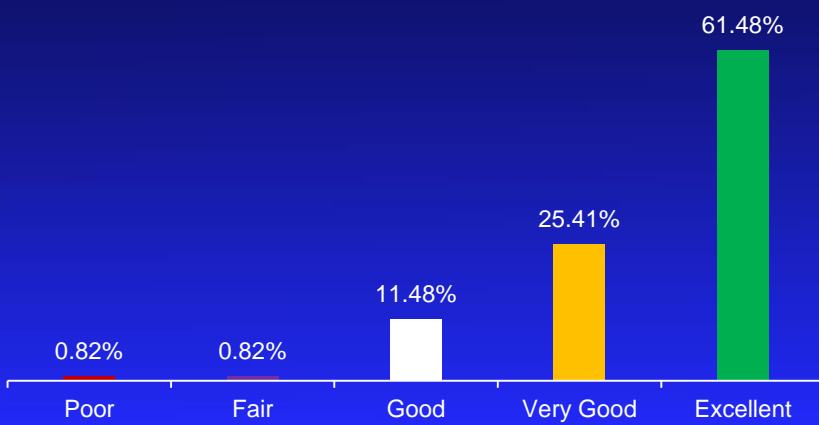




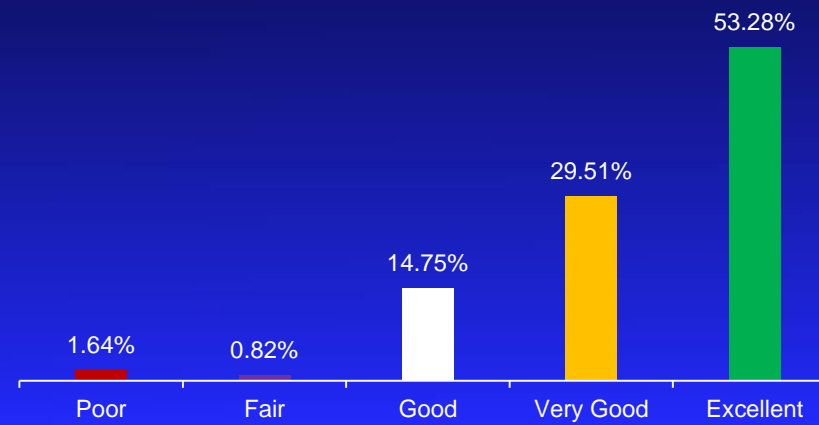
How valuable was the information offered?



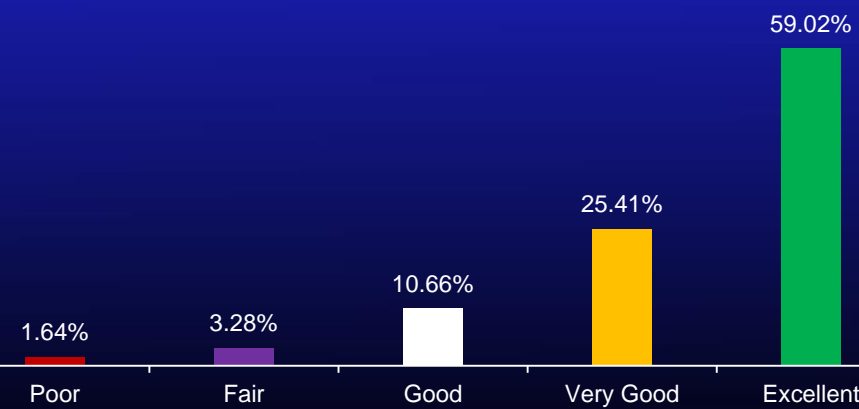
How COMPREHENSIVE was the material?



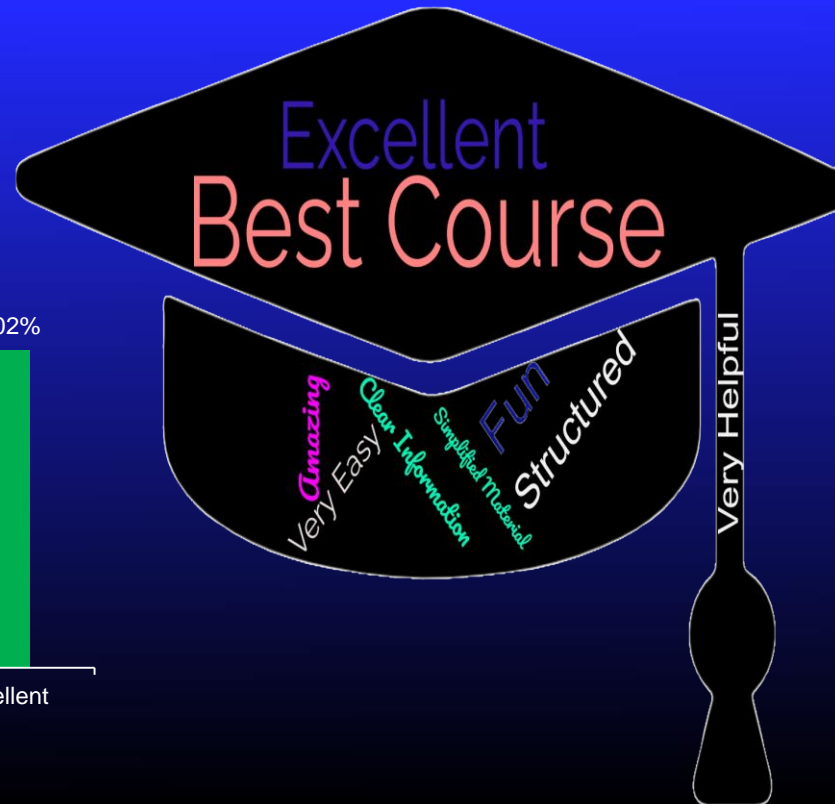
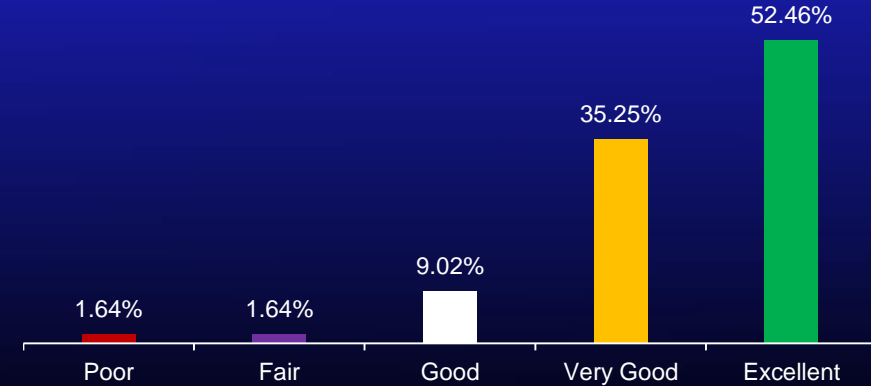
How much did the module MEET your NEEDS or EXPECTATIONS?



How EFFECTIVE was the delivery of the material?



How would you RATE this module?



# Any Questions?



**AMICAL**  
CONSORTIUM

# Thank You



**AMICAL**  
CONSORTIUM