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A Collaborative Approach to Building a Student Information and Technology Literacy Program

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A Collaborative Approach to Building a Student Information and Technology Literacy Program

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History

- Few resources on campus to support student curricular use of technology
- Library reference desk seeing an increase in numbers of technology-related questions from students
- Instructional Technology getting increased requests from faculty members to provide curriculum-based technology training for students

Information Commons

- Student professional development program jointly sponsored by Instructional Technology and the Library
- Shared mentorship of students in program
- Peer-to-peer training program with
 - scheduled desk hours
 - consulting time
 - scheduled training sessions

Guiding Principles

- Curricular technology support
- Professional development
 - Customer service/co-active coaching skills
 - Creation of artifacts for a professional portfolio
 - Define and understand an instructional design model (ADDIE)
 - Project-based learning
- Reflective practice
 - Reflective writings
 - Blog entries
 - Assessments of self-paced instructional modules

ePortfolio

- Résumé
- Reflective writings
- Self-paced instructional module
- Departmental projects
 - Training documentation examples
 - Multimedia training artifacts
 - Marketing materials
- Other artifacts
 - Annotated bibliographies
 - Letters of recommendation or appreciation



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[Résumé](#)

[Reflective writings](#)

[Training program](#)

[Departmental projects](#)

[Ancillary artifacts](#)

[Reflective writings](#) **Reflec**

One thing I have learn
that I have to be creative and
it is online or in a cabinet. Bot
box. When looking for someth
needed. Whatever I am lookin
checked out. I cannot just star
eventually find it. Having a pla
something, then I might have a
search planned out is also use
place but somebody could sp
anything because the search w
something in databases, you h

Lessons Learned

- Decentralized nature of program and geographic separation creates unique challenges
- Student perception vs. our perception of program
- Retreat is foundational

“I believe the retreat was the best part of the program. I really enjoyed the bonding experience and I learned a lot of new information.”

- Students mentoring students
- Team-based activities
- Continued expansion of the use of ePortfolio

For More Information

For additional information about this program or to obtain a copy of the forthcoming white paper, please contact:

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