Graduate Internship Proposal: Smathers Graduate Internship in Information Literacy Instructional Design

Internship Director: Lisa Campbell and the Information Literacy Committee: Sam Putnam (co-chair), Suzan Alteri, Brittany Kester, Michelle Leonard, and Hannah Norton.

Faculty Partner: Dr. Swapna Kumar, College of Education

Abstract:
The George A. Smathers Libraries Information Literacy Committee (ILC), charged with expanding the reach of innovative information literacy instruction, is committed to providing accessible user-centered instruction for all learners. In alignment with new strategic directions of library instruction and diversity, equity, and inclusion, the internship in Information Literacy Instructional Design will provide an online graduate student from the UF College of Education with an opportunity to apply their developing skills and expertise in instructional design and educational technology. The intern will support the work of the ILC to design an accessible, inclusive, and multimodal library research guide that is integrated into the learning management system at UF. The intern will assess the accessibility, limitations, and opportunities of the online tool (LibGuides), model best practices for accessibility and universal design, create universally designed information literacy learning objects (e.g. YouTube videos), and work with library faculty to implement design changes.

Semester(s)
Two semesters: Summer 2019, Fall 2019

Project Overview/Description

The Information Literacy Committee has been working to integrate library instruction and library resources into the learning management system, to extend the reach of information literacy instruction and increase access for online and distance learners. Currently, instructors can add a library research button to their Canvas course that embeds the introduction to library research guide, a guide designed for self-directed learning. As an existing guide was used, the project is to assess the accessibility and universal design of the guide, and to develop a guide that is accessible, inclusive, and multimodal. Not only will this work improve the default LibGuide, but will model best practices and include reusable objects that can be applied to all LibGuides.
Deliverables

- The intern will assess the accessibility, limitations, and opportunities of the online tool (SpringShare LibGuides) and the research guide (including its embedded components).
- The intern will model best practices for accessibility and universal design for the research guide to ensure that the guide is accessible to all students.
- The intern will work collaboratively with the directors to create new universally designed information literacy learning objects that can be embedded in the research guide (e.g. YouTube videos).
- The intern will work with the ILC and library faculty to implement changes, which can involve developing instructional resources/training.

Activities

- The intern will work independently and collaboratively with the director to complete the deliverables in sequence
- The intern will meet with the director weekly (via Zoom if online student).
- The intern will attend monthly Information Literacy Committee meetings (via Zoom if online student).
- The intern will attend Accessibility Advisory Committee meetings if appropriate (via Zoom).

Resources needed and committed to complete the project

- Zoom (for videoconferencing meetings/presentation)
- LibGuide account for the Intern
- Software and accessibility tools

Additional Funding Sources: None

Additional Academic Evaluation Elements: None

Impacts on other departments

- Library IT: Potential need for remote IT support.

Benefits/Broader Impacts to the Intern

The information literacy instructional design intern will be able to apply their knowledge and skills in designing learning objects for an online environment by developing an accessible guide that is integrated into the learning management system at UF. They will develop skills in accessing accessibility, using universal design for learning and best practices to create learning objects, and collaborating with faculty (an essential activity
of an instructional designer). The Intern will also develop their understanding of information literacy, a set of skills that are often core learning objectives for colleges and universities.

**Benefits/Broader Impacts to the Libraries**

The internship will provide the following benefits and broader impacts to the Libraries with regards to these two specific Strategic Directions:

1. **Library Instruction, Consultation and Liaison Services**
   The deliverables will be user-centered and deliver a learning opportunity in multiple formats (Goal 1). The project will extend our reach and work towards “deeper student engagement, self-directed learning, and information literacy” development (Goal 4). It will also strengthen our partnership with the College of Education, a natural partner in the support of learning at UF (Goal 3).

2. **Diversity, Equity, and Inclusion**
   By focusing on accessibility and inclusive learning practices, the project will work towards providing a supportive learning experience that “engages diverse, underrepresented and underserved populations within the University” (Goal 3/4).

Other impacts to the Libraries:
- HR/Training: In partnership with ILC, potential opportunities for the development of training in LibGuides, accessibility, or instructional design.
- Accessibility Advisory Committee: Potential for collaboration between the committees due to the nature of the interns’ work.

**Benefits/Broader Impacts to the Academic Unit**

The internship will provide a rich internship opportunity for an online student in the Educational Technology Graduate program, a program of predominately online students. The academic faculty partner, Dr. Swapna Kumar’s research focuses on the “integration of technology for teaching and learning in higher education” and her research interests include online mentoring, an opportunity with this internship. This work benefits online students in all programs.

**Student Learning Outcomes**

After the internship, the intern will be able to
- Assess the accessibility of online tools
• Demonstrate use of accessible and inclusive instructional design principles
• Create information literacy learning objects
• Facilitate the implementation of accessible and inclusive instructional design practices

**Metrics for Project Deliverables**

- **Accessibility assessment**
  - The report will be reviewed by the ILC, using a rubric with the following criteria: comprehensiveness, clarity, and adherence to Web Content Accessibility Guidelines 2.0.

- **Accessible model**
  - The model will be reviewed by the ILC, using a rubric with the following criteria: accessibility, multimodality, and design.

- **Learning objects**
  - The learning objects will be reviewed by the ILC, using a rubric with the following criteria: accessibility, multimodality, and design.

- **Implementation support**
  - The implementation support will be measured using the following criteria: number of adoptions of the model by faculty.

**Roles of the Internship Director and team members**

The Intern Director will meet weekly with the intern to discuss the progress on the deliverables, field any questions, and provide feedback. The Information Literacy Committee will meet with the intern every month, and the project will be a standing item on the agenda.

**Plan of Activities for Each Semester Covered**

- The Intern Director and the faculty partner will invite applications from Educational Technology graduate students.

**Summer 2019**

- The intern will virtually attend a CV/resume workshop and an orientation to the Libraries.
- The intern will meet weekly with the Internship Director, an opportunity for regular assessment.
- The intern will virtually attend the Information Literacy Committee meetings.
- The intern will meet virtually with members of the Disability Resource Center.
- The intern will assess the accessibility, limitations, and opportunities of the online tool (SpringShare LibGuides) and the research guide (including its embedded components).
- The intern will model best practices for accessibility and universal design for the research guide to ensure that the guide is accessible to all students.
- The intern will begin collaborating with the Internship Director to create new universally designed information literacy learning objects that can be embedded in the research guide (e.g. YouTube videos).
- The student learning outcomes will be assessed in consultation with the Internship Director and the Faculty Partner, and assessments will be documented in the semester report.

**Fall 2019**

- The intern will meet weekly with the Internship Director, an opportunity for regular assessment.
- The intern will virtually attend the Information Literacy Committee meetings.
- The intern will virtually meet instructional designers from the UF Center for Technology & Training (CITT).
- The intern will continue to collaborate with the Internship Director to create new universally designed information literacy learning objects that can be embedded in the research guide (e.g. YouTube videos).
- The intern will collaborate with the ILC and library faculty to implement changes that improve accessibility and enable learning.
- The student learning outcomes will be assessed in consultation with the Internship Director and the Faculty Partner, and assessments will be documented in the semester report.
- The Intern will present on the academic and professional outcomes of their internship.
Smathers Graduate Internship in Information Literacy Instructional Design

The Graduate Intern in Information Literacy Instructional Design will support the work of the Information Literacy Committee (ILC) to design an accessible, inclusive, and multimodal library research guide that is integrated in the learning management system at UF. The intern will assess the accessibility of the online tools, model best practices for accessibility and universal design, create universally designed information literacy learning objects, and work with library faculty to implement design changes in existing guides.

Pay Rate: $15/hour. Number of students needed: 1.
Hours: Monday-Friday, 8am-5pm, up to 10 hours per week (total of 160 hours/semester)

This opportunity is only available to students in the UF Educational Technology Graduate program. Online students who can work remotely will be given priority, but on campus students will also be considered.

Responsibilities
Under the direction of the Internship Director, the Faculty Partner, and the ILC, the intern will:
  • Assess the accessibility, limitations, and opportunities of the online tool (SpringShare LibGuides) and the research guide (including its embedded components).
  • Model best practices for accessibility and universal design for the research guide to ensure that the guide is accessible to all students.
  • Collaborate with the Internship Director to create new universally designed information literacy learning objects that can be embedded in the research guide (e.g. YouTube videos).
  • Collaborate with the ILC and library faculty to implement changes that improve accessibility and enable learning.

Qualifications
  • Knowledge of accessibility standards and tools for evaluation
  • Familiarity with Universal Design for Learning and inclusive instructional design principles
  • Familiar with higher education educational technologies (e.g. Canvas)
  • Experience creating/editing media (e.g. video tutorials with closed captioning)
  • Excellent written and oral communication skills