Article Summary 2:

"Good IDEA: Instructional Design Model for Integrating Information Literacy" by Kimberly

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The most well-known instructional design model is currently ADDIE (analysis, design,

development, implementation, and evaluation), which is most commonly used for adult

learning and training. Something less talked-about in instructional design, however, is how the

library plays a part in the higher education classroom, and that librarians are increasingly

needed to act as instructional designers and even instructors in addition to the average

librarian duties. Kimberly Mullins explains that in higher education, librarians are now being

asked to teach research methods, copyright laws, citation, and other research-related subjects

as well as being the typical librarian. Mullins refers to these librarians as embedded librarians or

instructional design librarians. IDEA (interview, design, embed, and assess) is an instructional

design model developed by Mullins as a librarian-specific design model.

Mullins's article outlines the phases of the IDEA model and describes the purposes of

each—Interview is meant to "interview the instructor in order to collect broad data" so that the

instructional design librarian can then use that data to Design. Design is meant to "design the

course by identifying information literacy goals, objectives, and content" to Embed it into a

course. Embed is meant to "Embed the information literacy content using effective strategies,"

that is, import it into the course in such a way that it integrates smoothly and works well with

the course. The model then ends with Assess, which is meant to "assess the course

effectiveness," so that the librarian can then use that assessment to go back and make changes

to each of the previous phases and continuously better the instructional design (Mullins 2014).

Each phase of the IDEA model also has steps to complete each phase—something that reminds me of the Dick and Carey(s) diagrams from class. In phase 1, the Interview phase, has three steps. Step one is to "perform a syllabus analysis," in which the librarian uses the syllabus to determine research needs and opportunities; step two is to "interview the instructor and record results on the interview form;" and step three is to "receive instructor feedback and revise the form," during which the librarian uses the feedback from the instructor to modify the form, thereby giving a complete analysis for the instructional design process (Mullins 2014).

The Design phase has four steps: step 1 is to "perform a gap analysis," in which the librarian analyzes the difference between the way the course incorporates research and information literacy now and the way it could be; step 2 is to "develop information literacy goal;" step 3 is to "create information literacy objectives and identify assessment items," during which the librarian will create the framework for the information literacy support; and step 4 is to "identify relevant information literacy content," meaning that the librarian will identify the content necessary for the course (Mullins 2014).

The Embed phase has three steps: step 1 is to "identify effective embed strategies," meaning that the librarian identifies the best ways to incorporate the instructional material into the course; step 2 is to "create an implementation plan," meaning that the librarian plans out how they will implement the course material (before actually doing so); and step 3 is to "implement the plan" (Mullins 2014).

The Assess phase has three steps: step 1 is to "implement formative assessments," meaning that the librarian will assess whether the goals of the instruction were met; step 2 is to "implement summative assessments," meaning that the librarian will assess the overall course

effectiveness, for example, whether students were successful in their research papers; and step 3 is to "implement modification plans," meaning that the librarian will apply the assessments from steps 1 and 2 to modify the instructional design and material to be more effective.

I found this article interesting because I haven't heard much about the library and how it plays a role in the classroom (this may be because this is my first semester in the program), although I have seen it in most of my classes from my undergraduate English program. The library has always seemed, to me, like a resource rather than a part of course design until I saw this article, which opened my eyes to not only how an educator can use the library to their advantage but also how a librarian can prepare for those classes of learners which will inevitably come asking questions.

References

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