

Getting Started with View

What is information literacy and why is it important?

Information literacy (IL) refers to the ability to recognize a need for information and to find, analyze, and synthesize material from books, articles, websites and more that meet that need. For students, it often means the ability to begin with the requirements for an assignment and write a relevant research question; find materials in any medium that answer the question; analyze their accuracy, currency, and other criteria; and use the materials to create a paper that's complete with citations and other scholarly requirements.

Students who receive information literacy instruction enjoy several benefits. A 2017 survey¹ of 42,000 students in more than 1,700 courses at 12 major research universities showed that:

- Retention rates were higher for students whose courses included IL instruction.
- The average first-year GPA for students whose courses included IL instruction was higher than for other students.
- Students who took IL instruction successfully completed 1.8 more credit hours per year than students who did not.

How can View enhance instruction in your classes?

View give you a “low lift” option to start incorporating IL instruction in your class and assignments. If your class already focuses on IL, the professionally created videos included in the subscription complement what you're doing. View helps you increase instructional time by shifting lecture-based instruction to homework, allowing for hands-on, high impact learning when students come to class.

Library instruction

- Do your librarians have limited time with students to teach them research and information literacy skills? It can be hard to balance teaching students the conceptual knowledge they need and the basic mechanics of research for their assignments in one sitting.
- Use multimedia to flip your library instruction. Students can go through multimedia on their own time (before or after class) to get basic concepts of information literacy.
- Benefit: Librarians can focus their in-person time with students on hands-on searching and practice for their assignment, and reinforcing information literacy concepts.

¹ Greater Western Library Alliance (2017). “The Impact of Information Literacy Instruction on Student Success: A Multi-Institutional Investigation and Analysis.”
http://www.arl.org/storage/documents/publications/The_Impact_of_Information_Literacy_Instruction_on_Student_Success_October_2017.pdf

Scaffolded throughout your course

- Are you concerned about having enough time to cover your course's content and incorporate research instruction into your syllabus?
- Use multimedia to flip information literacy instruction throughout several weeks of your course. Students can go through multimedia on their own time to learn basic concepts and practice research skills.
- Reinforce IL concepts through the research assignments you planned to give as part of your syllabus - annotated bibliographies, research papers, etc. Relevant multimedia can be shared with students at each step of a major research project.
- Benefit: Students can benefit from information literacy instruction without a significant impact on your syllabus.

Remedial tool

- Do some of your students (transfer students, non-traditional students, at risk students) need a refresher or additional help with how to do research ?
- Use multimedia as a remedial tool to for students who need to review basic information literacy skills. By using online materials, students can get the help they need without significantly impacting your course syllabus.
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Make the Most of Your View Content

General Tip

- Students can access View in a variety of settings:
 - Outside of class as online learning objects
 - Embedded or linked from any website
 - Integrated within your online class
- All materials are aligned to national IL standards (ACRL, AAC&U)
- Videos are short (2-4 minutes) and produced in engaging motion graphic style

Videos

Most instructors use 5-7 pieces aligned with course learning objectives, their course syllabus, or topics that need to be stressed to students. Typically these are spread across different weeks of a course, scaffolded beside an assignment.

- 5-7 videos typically equate to 25-40 minutes of total commitment for your students (average 5 minutes per item)
- Videos can be used in flipped instruction where they are assigned as homework

See our [View Standards Map](#) to find out which videos are best for your classroom's needs and to meet accreditation requirements.