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# Creating Effective Instructional Materials with I-LEARN

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# Creating Effective Instructional Materials with I-LEARN

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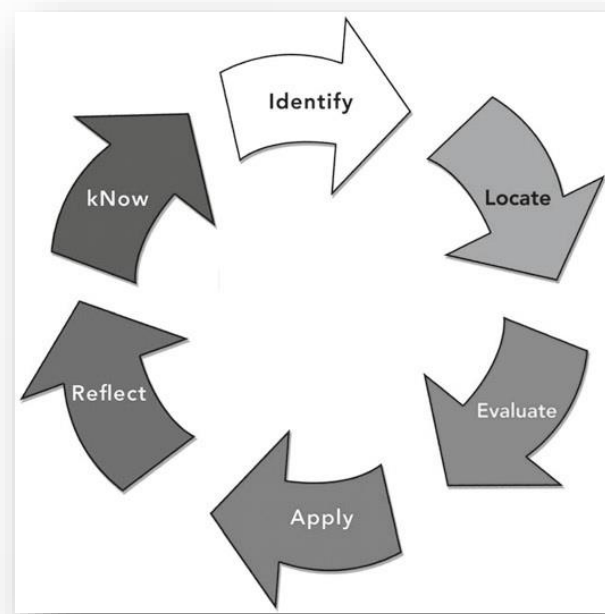


## Abstract

Given the proliferation of information and the lifelong importance of information literacy and critical thinking skills, librarians need to know how to best design information literacy instructional materials in order to help students locate, evaluate, and use information effectively. This poster builds upon an experimental research study conducted to determine how instructional materials designed using the I-LEARN model could increase student understanding and application of information literacy concepts. The findings from the research study show that I-LEARN can be particularly valuable in designing online course guides and provides an easy-to-use framework for developing reusable guide content.

Greenwell, S. (2013). *Using the I-LEARN Model for Information Literacy Instruction: An Experimental Study*. (Doctoral dissertation). Retrieved from [http://uknowledge.uky.edu/edc\\_etds/6](http://uknowledge.uky.edu/edc_etds/6)

Neuman, D. (2011). *Learning in information-rich environments: I-LEARN and the construction of knowledge in the 21st century*. New York: Springer.



Overview of the model (Neuman, 2011)

## About I-LEARN

I-LEARN is an instructional design model connecting information science and instructional design. Grounded in instructional design research and theories of cognitive science and information science, the model's central premise is that information is the basic building block of all learning and that use of information is learning. Neuman describes the model not as a library model so much as a learning model. While designed with the K-12 setting in mind, the model is recursive, flexible and can be used in any information setting. The initial experimental study was conducted in a composition course for first year undergraduate students at a mid-sized public university.

Identify	Locate	Evaluate	Apply	Reflect	kNow
Activate	Focus	Authority	Generate	Analyze	Internalize
Scan	Find	Relevance	Organize	Revise	Personalize
Formulate	Extract	Timeliness	Communicate	Refine	Activate

Detailed elements of the model (Neuman, 2011)

## The Heart of the Model

What sets I-LEARN apart from many other instructional design models and information literacy models is its focus on information use and learning.

**Lower right:** The last three stages of the model—Apply, Reflect, and kNow—are focused on the use of information, something that is often beyond the reach of the librarian. In this example, the librarian partnered with the course instructor to develop information that would be helpful for students writing their group paper assignment.

With “Apply,” this includes things like help with argumentation, citing sources, and plagiarism.

“Reflect” prompts students to read their work carefully and employ peer review to help in revision. Also included are resources from the campus writing center.

“kNow” is perhaps the most challenging stage of the model to articulate as it is where the integration and incorporation of new knowledge truly takes place. This is represented on the guide by a series of questions about the assignment that the instructor prompted the students to consider:

- What did you learn throughout the process of writing your group paper?
- How did you gain a better understanding of the effect of your social media platform on interpersonal relationships?
- Will you use social media differently as a result?
- What might you do differently next time in finding and using information sources?

<http://libguides.uky.edu/ilearn>

## I-LEARN for Course Guides

This example shows a guide designed with I-LEARN to assist students in completing a group paper assignment requiring primary and secondary research for an interpersonal communication and social media course.

**Left:** “Start here” describes the course assignment and explains that the guide will provide assistance in each step of the research process

**Upper right:** The first two stages of the model: Identify and Locate

**Not pictured:** Evaluate which includes checklists and criteria for evaluation of information appropriate for this assignment

The guide includes videos, images, selected resources, and explanations to help students through these stages of the research process.