

Ask to be enrolled in the Learning Management System (LMS) to post items. Embed as-needed video content on databases, etc. mapped to assignments.

Recruit “champions” from faculty to share changes/improvements in student outcomes after collaboration.

Use technologies (such as Kahoot! or Calendly) to make the in-class presentation more engaging or the consultation scheduling easier for students to engage.

The third opportunity is to develop a standalone learning module. This might be a solution to scale up IL instruction and make the library services more sustainable. Here are some specific ideas for offering standalone online learning modules:

Make a series of self-taught modules at the point of need for business research. This could be housed on the library’s website or in an LMS.

Develop a comprehensive business IL standalone learning module and motivate students with extra credits or certificates.

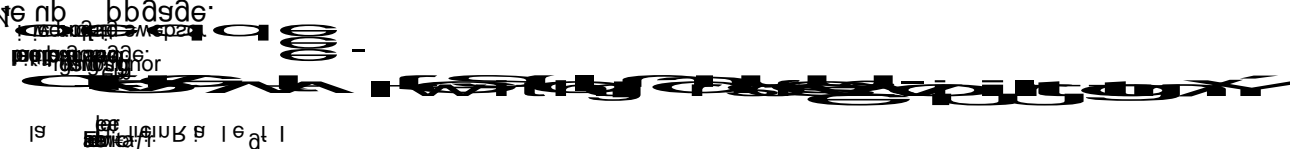
Design a standalone module for a course project in consultation or collaboration with business faculty.

Partner with the professionalism badging program to have IL badges (or Info Lit Micro-credential) for business knowledge.

Work with career centers and create LibGuides/videos to support career research needs with just-in-time content.

Work with alumni and create IL programs that reflect the useful skills in the workplace and that hiring managers are excited about.

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Academic BRASS

Create a Community of Practice open to anyone but^{3/4}o

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Figure 1. Action Priority Matrix (productfolio.com)

A strategic structure or plan for the next 3-5 years will assist us to achieve tangible outcomes and meet our goals. Collaboration, integration, and experimentation can be used as guiding principles for achieving better results with limited resources.