

Effective Business Instruction Strategies Round Table Discussion

2020 SOUCABL Conference in Athens, GA

Forms of instruction: Any form of instruction that can include but is not limited to the following: embedded instruction in LMS, one-shot sessions, research consultations either in-person or online, credit bearing and non-credit bearing classes. It also includes the learning objects that provide the synchronous or asynchronous instruction such as handouts, videos, tutorials, and LibGuides.

Proven Strategies for Effective Instruction



Create learning activities that are interactive.

- Utilize discussion board forum focusing on using information ethically in the classroom and workplace. Students post real world situations and respond to classmates' posts. Encourage discussion on plagiarism where scholarship is emphasized as conversation. Reiterate that information has value.



Create learning activities that encourage students to use critical thinking skills.

- Evaluate a variety of information sources for business research including websites as well as news and peer-reviewed articles. Encourage discussion about how authority is constructed and contextual.



Emphasize that students are learning skills that are transferable to real world situations.

- Highlight search techniques transferable to free databases (AVL-Alabama Virtual Library) available outside the classroom and workplace Intranets. Emphasize searching as strategic exploration.
 - Create discussion board where students use creative commons and public domain images in preparation for creating presentations. Emphasize that information has value.
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Tips for Enhancing Existing Instruction



- Pare down and focus. Business information literacy is a surprisingly robust field, and it is impossible to cover everything.
- Do not re-create the wheel. Look to others with successful instructional programs and borrow their methods. Most of the time others are happy to share their tips for implementation.
- Do not underestimate the power of collaboration with other instructors at your own university. Do not try to do it alone.
- Plan with universal design in mind. Instead of retrofitting instruction to accommodate all students and learning abilities, strive to achieve universal design in the instruction's first iteration.
- Assess student outcomes and request honest feedback from all students and instructors and incorporate that feedback into future instruction sessions or learning objects.

Suggested Readings

- Gilbert, S. (2017). Information literacy skills in the workplace: Examining early career advertising professionals. *Journal of Business & Finance Librarianship*, 22(2), 111-134.
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- Klusek, L. & Bornstein, J. (2006). Information literacy skills for business careers: Matching skills to the workplace. *Journal of Business & Finance Librarianship*, 11(4), 3-21.
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- Lloyd, A. (2011). Trapped between a rock and a hard place: What counts as information literacy in the workplace and how is it conceptualized? *Library Trends*, 60(2), 277-296.
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- Stonebraker, I., Maxwell C. Gargia, K. & Jerrit, J. (2017). Realizing critical business information literacy: Opportunities, definitions, and best practices. *Journal of Business & Finance Librarianship*, 22(2), 135-148. <http://dx.doi.org/10.1080/08963568.2017.1288519>
- Valentine, A., & Wukovitz, L. (2013). Using the filter bubble to create a teachable moment: A Case study utilizing online personalization to engage students in information literacy instruction. *Pennsylvania Libraries*, 1(1), 24+. doi:10.5195/palrap.2013.18

Notes

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