education" (p. 298) through teaching to ACRL standards. While librarians may instinctively incorporate connectivism learning theory into information literacy instruction, they should become more intentional about applying this theory to the classroom.

THE NETWORKED STUDENT MODEL

One way to understand the student within connectivism theory is the model of the networked student. Drexler (2010) hypothesizes that a student utilizes networks within four domains (p. 372), and all of the domains should be addressed in a holistic pedagogical approach:

1. Information Management – library resources, open courseware, scholarly works, evaluating sources and locating experts;
2. Contacts – teachers, experts, friends, classmates, family, and coworkers;
3. Synchronous Communication – videoconferencing, microblogging, instant messaging, and mobile texting;
4. RSS – subscription readers, blogs, wikis, podcasts, social bookmarking, and social networks.

Through these four domains, students create personalized networks. Teachers and librarians should work together to address all four domains adequately, through instruction on using networked resources, evaluating information from various networks, and teaching students how to use information effectively and ethically within their networks.

It is often a challenge for educators to move from learning theory to practical pedagogical practice. Librarians desiring to incorporate connectivism learning theory into information literacy instruction should consider Drexler's student domains. This model provides a framework upon which to design specific learning objectives, instructional strategies, and assessment. Librarians routinely address the Information Management domain of the networked student (Drexler, 2010). However, librarians must also consider how they can address the three other domains of Contacts, Synchronous Communication, and RSS. Dunaway (2011) correctly states that the objective of all these strategies is to teach students transferable core skills that can be used beyond the classroom for lifelong learning. Strategies for information literacy instruction should expand to explicitly incorporate connectivism learning theory and address all four domains of the networked student.

Addressing the Information Management Domain

The Information Management domain is probably the most robust area of current information literacy instruction for most librarians. Librarians often