

## **Welcome to Library Instruction (LI) and Information Literacy (IL)!**

a 3-credit face-to-face graduate class for those of you seeking to explore and practice the place of instruction in the information professions

Spring 2019

Wednesdays, 6 - 9 p.m., UTA 1.210A

Unique Number: 27445

Instructor: Dr. Loriene Roy, Professor

You might be interested in taking this class if you are seeking a career as a Reference Librarian, Instruction Librarian, Public Service Librarian, School Librarian, Archivist, Embedded Librarian, Academic Liaison Librarian, Outreach and Instruction Librarian, Student Enrichment Librarian, Customer Service Librarian, or any position where you might be involved in helping your patrons acquire skills in locating and evaluating information.

### **Syllabus**

#### Course Meeting Times and Classroom Location

Wednesdays, 6 p.m. - 9 p.m. in UTA 1.210A (the classroom in the IT lab), starting on Wednesday, 23 January 2019. Our last day of class is Wednesday, 8 May 2019. We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly after the break.

Course Description: Formal course description: "History of instruction in information service settings; learning theory, including learning styles; professional organizations involved in supporting instruction; instructional delivery modes and materials; and evaluation."

Prerequisite: Graduate standing. INF 382D (Introduction to Information Sources and Services (AKA Basic Reference) is strongly recommended.

Specific Learning Objectives: At the conclusion of this course students should be able to:

- describe the history of LI in information settings;
- plan and execute selected LI activities;
- articulate issues, basic concepts, and terminology related to LI;
- create and evaluate in-house LI documents;
- demonstrate practical skills useful in providing formal lecture presentations;
- demonstrate practical skills useful in providing electronic demonstrations;
- articulate the role of professional organizations in LI;
- understand the basics of learning theory;
- recognize a wide range of LI programs used in library and information science settings using a range of formats and methods and tailored for a range of clientele;
- demonstrate skills and understanding of teaching online;
- contribute to the development of a service-based LI project.

Grassian, Esther S. and Joan R. Kaplowitz. Information Literacy Instruction: Theory and Practice. 2nd ed. New York; London: Neal-Schuman Publishers, 2009. ISBN: 9781555706661. The textbook should be available at the UT Co-Op.

Grades will be based on (total: 860)

Individual activities:

Participation: 140 points

Pathfinder: 150 points

LibGuide: 100 points

Pathfinder & LibGuide presentation: 20 points

Reflective Essay on Instructional Design Product and Process: 100

Group activities:

Instructional Design Plan contributions: 100

Instruction Product contributions:

Content: 100

Production: 100

Presentation: 50

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester. Total points possible: 1060.

95%-100% = A; 90%-94.9% = A-; 87%-89.9% = B+; 83%-86.9% = B; 80%-82.9% = B-; 77%-79.9% = C+; 73%-76.9% = C; 70%-72.9% = C-

817-860 points = A; 774-816 points = A-; 748-773 = B+; 713-747 = B; 688-712 = B-; 662-687 = C+; 628-661 = C; 602-627 = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 953.5 points receive a grade of B+. I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's. Check your grades online.

Tentative Course Schedule

\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Week 1 (Jan. 23) Welcome to the class! Let's get started!

1. Get to meet your class mates! [Ice breaker]
2. Orientation/Overview of Class Assignments
3. Complete the check list for lecture delivery contract in class. LectDeliverySpring2019.docxPreview the document
4. Sign up for selected class assignments. SignUpListPathfinder and LibGuide IdeasSp2019.docxPreview the document
5. Why study library instruction? Background on LI. Chapter 1: Information Literacy Instruction: What is It? [read before or after class] LIBackground.pptPreview the document

6. History of LI 1. Chapter 2: History of Information Literacy Instruction [read before or after class]  
LILLHistorySp2016.pptPreview the document
7. In class (or before!): create your new account on WebJunction.
8. What is due for next week?

Week 2 (Jan. 30): Who Are We As Learners?: Learning Theory & Psychology of Human Learning\

1. Review of class assignments
2. Kolb Learning Styles Inventory: In-class activity
3. Read before class: Text: Chapters 3 and 6  
Chapter 3: The Psychology of Learning: The Theory Behind the Practice  
Chapter 6: Critical Thinking and Active Learning
4. Read before class: D4L Content
5. Extra reading: RoyNovotnyHowDoWeLearn.pdfPreview the document

Week 3 (Feb. 6):Dr. Roy will be at the International Indigenous Librarians Forum on this day. Your goal: make progress on your class assignments!

1. Read over the assignment descriptions.
2. Work on a draft of your pathfinder. PathfinderEval\_Spring2019.docx; Preview the documentPathgradeformSpring2019Annotated.docxPreview the document
3. Catch up with reading chapters in your text book.
4. Become familiar with D4L and complete suggested modules by viewing videos and/or reading their transcripts. Make progress in reading the modules listed in Weeks 4 and 5.
5. Start working on your Instructional Design Plan!
  - Here is the template you will use. TemplateInstructionalDesignPlanJan2018.docxPreview the document
  - Here are some sample plans created by members of the D4L cohorts:  
BasicRecordsManagementInstructionalDesignPlan.pdfPreview the document;  
KeywordsInstructionalDesignPlan.pdf;Preview the document  
LibraryCardToolkitInstructionalDesignPlan.pdfPreview the document;  
TraditionalTalesInstructionalDesignPlan.pdfPreview the document

6. Think ahead to the Instruction Product you will help create!

Week 4 (Feb. 13): Learning Styles, Mental Models, and Motivation

1. Read before class: Text: Chapters 4, 5, and 12 Motivation.pptPreview the document;  
BigIdeasInHumanLearning.pptPreview the document
  - Chapter 4: Psychology of Learning: Putting Theory into Practice
  - Chapter 5: Library Anxiety, Mental Models, and Conceptual Change
  - Chapter 12: Learner-Centered Teaching: Listen, Engage, Inspire

2. Read before class: D4L content

Week 5 (Feb. 20): Instructional Design; Your First Instruction Products: Your Pathfinder and LibGuide

1. Read: Text: Chapters 7 and 8

- Chapter 7: Planning for Information Literacy Instruction
- Chapter 8: The Instructional Menu

2. Read before class: D4L content

2. Let us spend time in class reviewing and and creating learning outcomes.

3. Pathfinder and LibGuide work session Sp2019PATHFINDERWorkSession.pptx; Preview the documentSp2019LIBGUIDEWorkSession.pptxPreview the document

Week 6 (Feb. 27): Professional Organizations and Support; Audience: Setting and Characteristics including EDI

1. Read: Text: Chapters 13 and and 14

- Chapter 13: Teaching in a Diverse World: Knowledge, Respect, and Inclusion
- Chapter 14: Delivering Information Literacy Instruction in Various Environments

2. Last day to submit an optional draft of your Pathfinder.

Week 7 (Mar. 6): Group Work on Instructional Design Plan

1. Read: Text: Chapters 9 and 10

- Chapter 9: Basic Copyright and Design Issues
- Chapter 10: Designing Instructional Modes and Materials

2. Read before class: D4L Content

3. Background for your Instructional Design Plan

- Here is the template you will use. TemplateInstructionalDesignPlanJan2018.docxPreview the document
- Here are some sample plans created by members of the D4L cohorts:  
BasicRecordsManagementInstructionalDesignPlan.pdfPreview the document;  
KeywordsInstructionalDesignPlan.pdf;Preview the document  
LibraryCardToolkitInstructionalDesignPlan.pdfPreview the document;  
TraditionalTalesInstructionalDesignPlan.pdfPreview the document
- Here are some plans created by students in the spring 2018 LIL  
class:GradedInstructionPlanA.docxPreview the document; GradedInstructionPlanB.docxPreview  
the document; GradedInstructionPlanC.docxPreview the document;  
GradedInstructionPlanD.docxPreview the document; GradedInstructionPlanE.docxPreview the  
document

Week 8 (Mar. 13): Pathfinders and LibGuides Due!

1. Submit your Pathfinder (text file) and LibGuide. PathfinderEval\_Spring2019.docx;  
PathgradeformSpring2019Annotated.docx; LibGuideDraftEvalFormSp2019.docx;  
SampleCoverSheetSpring2019.docx; Writing MechanicsSpring2019.docx

2. Present your Pathfinder and LibGuide in class. LectDeliverySpring2019.docxPreview the document  
Provide copies of the last 2 pages of your pathfinder as a handout in class.

- Demo your LibGuide. KShiroma\_Fall2018\_Instructions to log into LibGuides .pdfPreview the document

Week 9 (Mar. 20): Spring Break! Don't come to class

Week 10 (Mar. 27): Instructional Design Plan Work; Choosing Your Tools

1. Review: Your Instructional Design Plan with your team.
2. Submit your Instructional Design Plan by end of class.
3. Remember to submit your peer and self evaluations within 24 hours of class.  
SelfEvalFormSpring2019.docx; Preview the documentPeerEvalFormSp2019.docxPreview the document

4. Read: Text: Chapter 16

- Chapter 16: Teaching Online Tools and Resources

5. Read before class: D4L Content

6. Announce: Your Instruction Product Content, Format, and Preferred Tool

Week 11 (Apr. 3): Creating Your Instruction Product: Your Script

1. Work with your team to write your Instruction Product Script
2. Submit your Script by the end of class Writing MechanicsSpring2019.docxPreview the document

Week 12 (Apr. 10): Evaluation:

1. Read: Text: Chapters 11 Evaluating Library Instruction.ppt Preview the document

- Chapter 11: Assessment: Improving Learning; Improving Teaching

2. Read before class: D4L content

Week 13 (Apr. 17): In-Class Work on Instruction Product

Week 14 (Apr. 24): Preview Viewing of your Instruction Product

1. Preview your instruction product in class
2. Gather feedback on your audience!

Week 15 (May 1): Technology and Pedagogy

1. Read: Text: Chapters 15

- Chapter 15: Using Technology to Support Pedagogy

2. Read before class: D4L content

**Week 16 (May 8): The Future; Launch Your Instruction Product**

1. Read: Text: Chapter 17

Chapter 17: Visions of the Future: Two Perspectives

2. Instruction Product due: Post link/upload file in Canvas.

InstructionProductEvaluationSp2019.docxPreview the document

3. Present your final Instruction Product. LectDeliverySpring2019.docx; Preview the

documentClientPresentationEvalFormSp2019.docxPreview the document

4. Remember to submit your peer and self evaluations within 24 hours of class.

SelfEvalFormSpring2019.docx; Preview the documentPeerEvalFormSp2019.docxPreview the document

### **May 10, noon: Reflective Essay Due**

InstructionProductReflectiveEssayEvalFormSp2019.docxPreview the document; Writing

MechanicsSpring2019.docx; Preview the documentSampleCoverSheetSpring2019.docxPreview the

document

### **Assignments**

A. Pathfinders and B. LibGuides

You will be creating a pathfinder according to our rubric. The total length of your completed project should be from 8 to 12 double-spaced pages.

B. LibGuides

Follow the instructions on preparing a LibGuide version of your pathfinder. You will create this in our class Slideshare sandbox.

C. Instructional Design Plan, D. Instruction Product, and E. Reflective Essay

Students will work together to create instructional design product(s) for the Colorado River Alliance's Mobile River Program.

D. Instruction Product

Students will work in small teams of 1-3 students to create an instruction product, likely a 3-5 minute video. Students should contribute to all aspects of creating the product from its design, scripting, storyboarding, narrating/filming, editing, and presenting.

Development of your Instructional Design Plan will help you prepare for your work.

E. Reflective Essay

This assignment serves to document the work your team contributed to the instruction videos. You will be able to share this content with your client and with students in future classes. Note: Your essay can be from 1500-3500 words (6-14 pages).

F. PARTICIPATION

See the course policies regarding attendance and participation. 140 points = 10 points per class.