Sp16 - LIBRARY INSTRUCT/INFO LITERACY (27470)

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 2016

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

Unique Number: 27470

Instructor: Dr. Loriene Roy

**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.

**Homepage Image**: I took this photo of a walkway in Assisi, Italy in fall 2012, when I was attending A Global Gathering: The Pilgrimage of Love and Forgiveness. We will, as this image illustrates, follow a learning path toward opening and/or expanding our understanding of library instruction.

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

**Instructor Information**: Please send me email through canvas. Check the inbox feature. I receive other email at: loriene@ischool.utexas.edu; Office: UTA 5.444; Office phone number: 512-471-3959; Office Hour: By appointment

**Objectives**: The aims of the course are to:

* provide an overview of the history of LI in information settings;
* provide experience in planning selected LI activities;
* develop familiarity with issues, basic concepts, and terminology related to LI;
* develop practical skills useful in creating and evaluating in-house LI documents;
* develop practical skills useful in providing formal lecture presentations;
* develop practical skills useful in providing electronic demonstrations;
* become aware of the role of professional organizations in LI;
* acquire some knowledge of learning theory;
* become aware of 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;
* contribute to the development of a service-based LI project.

**Readings**: Check the class schedule for selected assigned readings. Students are also expected to seek out supportive readings.

**Our required text book is**: 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.

You might also want to search for full text articles through the "Library & Information Science Source" database available through the University Libraries website, lib.utexas.edu.

**Useful Documents:**

**Course Policies**: Can I show up 30 minutes late each week? How should I cite my sources? What happens if I want to miss class to attend a conference? What do you mean by a cover sheet? Do you want paper copies of class assignments? Read the answers to these questions and more in the course polices? Click this link: PoliciesLIILSp2016.docx Preview the document View in a new window

**Lecture Delivery Contract**: See the description of its use under “Participation.” LectContractSp2016.docx Preview the document View in a new window

**Sign-Up Lists**: FrameworkActivityTeamsSp2016.docx Preview the document View in a new window

**Peer Review Form**: Please email me a completed form for each member of your group within 24 hours of your group work. PeerEvalSp2016.doc Preview the document View in a new window

**Self Evaluation Form**: Please email me a completed form within 24 hours of your group work. SelfEvalFormSp2016.doc Preview the document View in a new window

**Great Advice on Group Work**: RoyWilliamsGroupWork.pdf Preview the document View in a new window

For a week-by-week summary of our work: look at the “Modules.”

For details about any assignment: look under “Assignments.”

**Student Responsibilities**:

* Lead the class in an active learning activity to help us understand the “Framework for Information Literacy for Higher Education” (http://www.ala.org/acrl/standards/ilframework (Links to an external site.)) [individual work and group work];
* Conduct an interview of a tribal college librarian, transcribe the interview, and write a reflective essay on lessons learned;
* Use search skills, reference skills, and understanding of learning theory/differences to prepare an in-house customized instruction product on a topic related to the needs of our client(s): LibGuide [individual work];
* Use search skills, reference skills, and understanding of learning theory/differences to Prepare an in-house customized instruction product on an a topic related to the needs of our client(s): Pathfinder [individual work];
* Use reference and instruction skills to create and introduce an instruction video on a topic acceptable to our client [individual, team work, and group work].
* To read, write, and thoughtfully contribute to an assessment paper for a client that compares and evaluates learning materials that are available for use by the general public [individual, team work, and group work];
* To participate in class activities including providing brief introductions to relevant organizations and information literacy products.

**You will need to**:

1. Read the text and other assigned readings;

2. Design and deliver an active learning activity to help us understand the Framework for Information Literacy for Higher Education;

3. Participate and lead other in-class activities;

4. Sign up for a LibGuide and Pathfinder topic and create these products to assist the class in understanding the clients' needs;

5. Sign up to contribute content and IT support in creating the instruction video(s) for the client;

6. Prepare for and contribute to a presentation to our clients;

7. Sign up for, conduct, and prepare documents related to an interview of a tribal college librarian;

8. Write a final reflective essay on the client work;

9. Contribute to class discussions including frequent and prompt postings to Canvas.

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.

**GRADES**:

950-1000+ points = A; 900-949 = A-; 870-899 = B+; 830-869 = B; 800-829 = B-; 770-799 = C+; 730-769 = C; 700-729 = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 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.

**Sample Grade Calculation**

**Assignment**  **Points Received/Points Possible**

Active Learning Activity of “Framework for Information Literacy for Higher Education”: 45/50

Interview of Tribal Librarian: Reflective Essay: 95/100

Interview of Tribal Librarian: Interview Transcript: 48/50

Pathfinder: 148/150

LibGuide: 98/100

Instruction Video: Content: 90/100

Instruction Video: Technical Production: 90/100

Instruction Video: Presentation for Client: 95/100

Instruction Video: Reflective Essay: 147/150

Participation: 90/100

TOTAL: 946/1000

Final Grade: A-

**Tentative Course Schedule**

**Week 1. January 25: Welcome to the Class!**

1. Orientation/Overview of Class Assignments

2. Why Study Library Instruction?

* LIBackground.ppt

3. \*\*COMPLETE THE CHECK LIST FOR LECTURE DELIVERY CONTRACT IN CLASS.

* LectContractSp2016.docx

4. \*\*Sign-up for selected class assignments.

* Sign up early for your interview of a tribal college librarian!
  + Interview of a Tribal College Librarian: Reflective Essay
  + Interview of a Tribal College Librarian: Transcript

5. In class exploration: Active learning

* Active LearningSp2016.ppt

6. What's due for next week?

**Week 2. February 1: Information Literacy and Historical Coverage**

1. Review of Class Assignments

2. History of LI

* LIILHistorySp2016.ppt

3. \*\*Text: Chapters 1, 2, 3, and 6

* Chapter 1: Information Literacy Instruction: What Is It?
* Chapter 2: History of Information Literacy Instruction
* Chapter 3: The Psychology of Learning: The Theory Behind the Practice
* Chapter 6: Critical Thinking and Active Learning

4. Learning Theory/Psychology of Human Learning

* BigIdeasInHumanLearning.ppt

5. \*\*Extra reading: Roy, Loriene and Novotny, Eric. “How Do We Learn? Contributions of Learning Theory to Reference Service and Library Instruction,” The Reference Librarian 69/70 (2000): 129-139.

* RoyNovotnyHowDoWeLearn.pdf

**Week 3. February 8: Learning Styles and Mental Models**

1. Kolb Learning Styles Inventory.

2. \*\*Text: Chapters 4, 5, and 12

* 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

3. Library Anxiety, Mental Models, and Conceptual Frameworks

* Motivation.ppt

4. Introduction to these readings:

* A. Kuhlthau, Carol, “Students and the Information Search Process: Zones of Intervention for Librarians,” In Advances in Librarianship vol. 18, pp. 57-72. Find a full text copy at http://www.ischool.utexas.edu/~vlibrary/edres/index.html. Click on "Education Resources."
* B. The Big6 Skills Model of Information Problem Solving

<http://www.big6.com/>

* C. ACRL. “Guidelines for Instruction Programs in Academic Libraries.” http://www.ala.org/acrl/standards/guidelinesinstruction
* D. ACRL. “Standards for Proficiencies for Instruction Librarians and Coordinators.” <http://www.ala.org/acrl/standards/profstandards>
* E. ACRL. “Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline.” Rev. 2012. http://www.ala.org/acrl/standards/characteristics

**Week 4. February 15: Student-Led Activity Learning Activity of "Framework for Information Literacy for Higher Education"**

1. Active Learning Activity of “Framework for Information Literacy for Higher Education”

* FrameworkActivityTeamsSp2016.docx

2. \*\*Text: Chapter 7

* Chapter 7: Planning for Information Literacy Instruction

**Week 5. February 22: Pathfinder Drafts Due**

1. Pathfinder

2. Preview: LibGuide

* LibGuide
* Getting Started in LibGuides.pdf
* Designing Your LibGuides.pdf
* ContentBoxesinLibGuides (1).pdf

3. Class discussion of LIIL video assignment

* MissionStatementPlanningDocument.doc
* Instruction Video: Content
* Instruction Video: Technical Aspects

4. \*\*Text: Chapters 9 and 13

* Chapter 9: Basic Copyright and Design Issues
* Chapter 13: Teaching in a Diverse World: Knowledge, Respect, and Inclusion

5. Diversity

What is Diversity?

• The American Library Association’s (ALA) Office for Diversity, Literacy and Outreach Services provides useful information on its website, http://www.ala.org/offices/diversity/ Take a look under “Popular Resources” on this page. Then click on the link for “Strategic Planning for Diversity,” http://www.ala.org/advocacy/diversity/workplace/diversityplanning Read the section on “Defining Diversity” and note the definitions for diversity, inclusivity, and cultural competency.

What Does Cultural Diversity Mean?

* ALA. Association of College & Research Libraries. 2012. “Diversity Standards: Cultural Competency for Academic Libraries.” http://www.ala.org/acrl/standards/diversity
* Roy, Loriene. 2014. “Leading a Fulfilled Life as an Indigenous Academic,” AlterNative 10 (3): 303-310.
* Altern10(3)\_Roy (2).pdf

**Week 6. February 29: Organizations: One Slide Presentations**

1. Participation: Organizations: One Slide Presentations

* SignUpListOrganizationsSpring2016.doc

2. \*\*Text: Chapters 8 and 10

* Chapter 8: The Instructional Menu
* Chapter 10: Designing Instructional Modes and Materials

**Week 7. March 7:**  **Final Pathfinders Due; LibGuides Due**

1. Pathfinder

2. LibGuide

3. Participation: Presentation on Your Pathfinder and LibGuide

4. Considering Instruction Videos

* Sample Instructional Videos.pptx

**Week 8. March 14: Spring Break!**

**Week 9. March 21: Interviews of Tribal College Librarians Due; Instruction Project Update**

1. Interview of a Tribal College Librarian: Reflective Essay

2. Interview of a Tribal College Librarian: Transcript

3. Participation: Presentation on Your Tribal College Librarian Interview

4. Instruction Project Update

**Week 10. March 28: Draft Instruction Video Scripts Due**

1. Provide copies of your draft script for in-class review.

2. Various Instruction Methods

* ILI Modes and Materials.pptx
* Considering Various Instruction Approaches

3. In-Class Group Work: Videos

4. \*\*Text: Chapter 14

* Chapter 14: Delivering Information Literacy Instruction in Various Environments

**Week 11. April 4: Online Instruction and Instruction Project Update**

1. **\*\*Text: Chapters 15 and 16**

* Chapter 15: Using Technology to Support Pedagogy
* Chapter 16: Teaching Online Tools and Resources

**Week 12. April 11:** **Drafts of Instruction Videos Due**

1. Instruction Video: Content

2. Instruction Video: Technical Aspects

**Week 13. April 18: IIL Evaluation Instruction Project Update**

1. \*\*Text: Chapter 11

* Chapter 11: Assessment: Improving Learning; Improving Teaching
* Evaluating Library Instruction.ppt

**Week 14: April 25: Final Instruction Videos Due; Presentations for Clients**

Instruction Video: Content

Instruction Video: Technical Aspects

Instruction Video: Presentation for Client

Instruction Video Links Due to Dr. Roy and to Clients

**Week 15: May 2: Last Day of Class! Reflective Essays on Project Due. The Future of Instruction**

1. Instruction Video: Reflective Essay

* SelfEvalFormSp2016.doc
* PeerEvalSp2016.doc

1. \*\*Text: Chapter 17

* Chapter 17: Vision of the Future: Two Perspectives