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:
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: PoliciesLILLSp2016.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:**

- Work alone or with another student to 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](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 [individual work];
- 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 product/video on a topic acceptable to our client [individual, team work, and group work].
- To reflect on the experience of creating the product/video and write an essay on the experience [individual work];
- To participate in class activities including providing brief introductions to relevant organizations and information literacy products [individual and group work].

**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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Received/Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Learning Activity of “Framework for Information Literacy for Higher Education”</td>
<td>45/50</td>
</tr>
<tr>
<td>Interview of Tribal Librarian: Reflective Essay</td>
<td>95/100</td>
</tr>
<tr>
<td>Interview of Tribal Librarian: Interview Transcript</td>
<td>48/50</td>
</tr>
<tr>
<td>Pathfinder</td>
<td>148/150</td>
</tr>
<tr>
<td>LibGuide</td>
<td>98/100</td>
</tr>
<tr>
<td>Instruction Video: Content</td>
<td>90/100</td>
</tr>
<tr>
<td>Instruction Video: Technical Production</td>
<td>90/100</td>
</tr>
<tr>
<td>Instruction Video: Presentation for Client</td>
<td>95/100</td>
</tr>
<tr>
<td>Instruction Video: Reflective Essay</td>
<td>147/150</td>
</tr>
<tr>
<td>Participation</td>
<td>90/100</td>
</tr>
</tbody>
</table>

TOTAL: 946/1000

Final Grade: A-
Tentative Course Schedule

Week 1. January 25: Welcome to the Class!
1. Orientation/Overview of Class Assignments
   - LIBackground.ppt
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
   - LIIILHistorySp2016.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
   - 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:

- D. ACRL. “Standards for Proficiencies for Instruction Librarians and Coordinators.” http://www.ala.org/acrl/standards/profstandards

**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?

- 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
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: ILI 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
2. **Text: Chapter 17
• Chapter 17: Vision of the Future: Two Perspectives