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 2021, Mondays, 3 - 6 p.m., Unique Number: 28305

Synchronous meetings on Zoom

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.

**iSchool Land Acknowledgement**

We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island. Since our class is online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: https://native-land.ca/ To read more about land acknowledgement, see: Stewart, Mariah, "Acknowledging Native Land is a Step Against Indigenous Erasure," Insight Into Diversity, December 19, 2020. Available at: https://www.insightintodiversity.com/acknowledging-native-land-is-a-step-against-indigenous-erasure/

**UT-Austin Native American and Indigenous Studies Program Land Acknowledgement**

(I) We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, (I) We would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Ysleta Del Sur Pueblo and Tonkawa, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

https://prezi.com/view/RXimd6u4iidNI3ViUg2d/

**Syllabus**

**Useful Documents**

**Course Policies**: May 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? Read the answers to these questions and more in the syllabus. After reading over the syllabus, take this quiz!

**Writing Mechanics**: Please read this document over as you prepare your assignments. Remember to read it over again before you submit your work. Once you read the writing mechanics over, take this quiz!

**Lecture Delivery Contract**: Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider.

**Course Meeting Times and Classroom Location**

Monday, 3 p.m. - 6 p.m. online through Zoom. 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.

**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:

* express a working definition of LI;
* describe the history of LI in information settings;
* articulate the power of LI in assisting users in evaluating 'fake news';
* understand the basics of learning theory;
* identify issues, basic concepts, and terminology related to LI;
* articulate the role of professional organizations in LI;
* prepare a working understanding of ACRL's "Framework for Information Literacy for Higher Education";
* to gain experience in creating an instructional design plan with learning outcomes;
* plan and execute selected LI activities including active-learning exercises;
* create and evaluate in-house LI documents;
* demonstrate practical skills useful in providing formal lecture presentations;
* demonstrate practical skills useful in providing electronic demonstrations;
* 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;
* incorporate Universal Design for Learning (UDL) guidelines in instruction design and evaluation;
* begin an awareness of culturally responsive pedagogy;
* contribute to the development of a service-based LI project.

**Readings**

Our required text book will be an OER.

You will find additional resources cited through the Design 4 Learning (D4L) modules. You may need to open some documents in Adobe Acrobat. In addition, feel free to recommend additional readings that you run across in your own work for the class. 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.

By the way, did you know that you can store files on the cloud for free through UT Box? https://it.utexas.edu/

**Course Policies**

**Communication**

Grades for participation are based on the quality, promptness, and consistency of student contributions.

**University Resources for Students**

UT Austin-CSE Resources for Students

**University of Texas Libraries:**

Your essential source for information! Take a look at the databases. http://www.lib.utexas.edu/

**Accessible, Inclusive, and Compliant Statement:**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so that you and I can discuss your approved accommodations.

**Writing support through UT-Austin:**

You might be interested in availing yourself of the services of the University Writing Center. For more information, check: http://uwc.utexas.edu.

**Counseling and Mental Health Center:**

UT offers resources to support you during difficult times. Check out the counseling and mental health center resources here: https://cmhc.utexas.edu/

**Behavior Concerns and COVID-19 Advice Line (BCCAL):**

UT-Austin’s Campus Safety & Security offers the “Behavior Concerns Advice Line (BCCAL) service. Call 512-232-5050. Here is a link to the COVID-19 questions online form: https://deanofstudents.utexas.edu/secure/emergency/bccal.php

**Personal or Family Emergencies (Student Emergency Services (SES)):**

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of Students. As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation. https://deanofstudents.utexas.edu/emergency/

**CARES Act Emergency Assistance:**

UT has received funds under the Coronavirus Aid, Relief and Economic Security (CARES) Act. If you need financial assistance, check this page for more information: https://onestop.utexas.edu/cares-act-faq/

**COVID-19 Response and Testing for the Fall 2020 Semester:**

Find details here: https://president.utexas.edu/messages-speeches-2020/covid-19-testing-for-fall-semester Find more information at Protect Texas Together: https://protect.utexas.edu/

**University Policies**

**UT Honor Code and Academic Integrity:**

Please adhere to the University Honor Code. "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

For information about plagiarism, see the link to “A Brief Guide to Avoiding Plagiarism” (http://www.utexas.edu/cola/centers/cwgs/\_files/pdf-4/ai2012.pdf

**Review UT-Austin’s information about Academic Integrity:**

"A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

* acknowledge the contributions of other sources to your scholastic efforts;
* complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
* follow instructions for assignments and exams, and observe the standards of your academic discipline; and
* avoid engaging in any form of academic dishonesty on behalf of yourself or another student."

Our University President invites us to Make the Commitment to Protect Texas Together, a voluntary code of conduct and a statement of shared purpose: https://utexas.qualtrics.com/jfe/form/SV\_3O5JDgd5O2vgY7z.

**Bias incidents and Title IX:**

"Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors."

**Use of E-mail for Official Correspondence to Students:**

UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy

**Religious Holy Days:**

The UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. (https://registrar.utexas.edu/schedules/179/terms)

**Student Bereavement Policy:**

The UT-Austin Student Bereavement Policy passed on 13 July 2020. A brief summary of this policy as reported in the Brief Minutes of the July 2020 Faculty Meeting reads: "The new policy states that students will be provided a minimum of three days of excused absences for the loss of family members and loved ones, and one day for classmates. In response to a question from the June 15 Faculty Council meeting, the proposal now clarifies that Saturday does count as a possible class day. To secure bereavement leave, a student would file an absence request with Student Emergency Services (SES), which would then reach out to the student’s instructors about the absence dates." See a copy of the proposed legislation here: D 18282-18284 Student Bereavement Policy.pdf

**Sharing of Course Materials is Prohibited:**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class Recordings:**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**Grading**

Grades will be based on (total: 1000)

Individual activities:

* Participation: 140 points
* Pathfinder: 150 points
* LibGuide: 100 points
* Pathfinder & LibGuide Presentation: 50 points
* Reflective Essay on Instruction Video and Process: 150

Group activities:

* Instructional Design Plan contributions: 100
* Instruction Video contributions:
	+ Content: 110
	+ Production: 125

 Team Presentation of Instruction Video with Active Learning Activity: 75

Total points possible: 1000.

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

C = 73%-76.9%; C- = 70%-72.9%

**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 Welcome to the class! Let's get started!**

1. What sort of learner are you?

2. The online setting: How to you get to know your classmates, instructor, and students in an online learning environment.

3. Read over the syllabus, paying special attention to the class assignments. Return to our face-to-face class next week with a question about an assignment!

4. You will also be an educator this semester! Complete the check list for lecture delivery contract.

5. What topic would you like to select for your pathfinder/LibGuide?

6. Look ahead to see what readings you need to do for next week.

7. We will be using some of the content developed for Design4Learning (D4L). This includes information on learning theory, universal design learning (UDL), and their guidance on preparing an instructional design plan with outcomes.

**Week 2: Making Progress; Learning Styles; Organizations**

1. Review of class assignments: you may ask a question about an assignment.

2. Announcement of your pathfinder/LibGuide topics.

3. Formation of instruction video teams: 15 minute team meeting

4. Kolb Learning Styles Inventory: In-class activity

5. Instruction organizations: In-class activity

6. Read for today: Text.

7. Read for today: Note: most D4L videos also have text transcripts

* D4L 1 - Orientation - Week 2 - What to Expect from the D4L Program. What Kind of Learner Are You? Complete the "brief questionnaire" linked under the caption for the video, "What Kind of Learner Are You?"
* D4L 1 - Orientation - Week 2 - What to Expect from the D4L program. My Assessment [video]
* D4L - 2 - Foundation - Overview of the Instructional Design Process - Learning Styles. [text]

**Week 3: Learning Theory; UDL; Starting Your Instructional Design Plan**

1. Review of class assignments:

2. Psychology of human learning: BigIdeasInHumanLearning.ppt

3. Universal Design for Learning (UDL)

4. Start working on your Instructional Design Plan with your instruction video team! Small group activity

5. Read for today: Text

6. Read for today:

* D4L 1: - Orientation - Week 2 - What to Expect from the D4L Program. Self Determination Theory [video] ["All human beings have basic psychological needs and these needs beg to be satisfied"; Marilyn Arnone.
* D4L 2 - Foundation - Week 1 - Overview of the Instructional Design Process. Learning Perspectives. [text] [A list of learning theories.]
* D4L 2 - Foundation - Week 1 - Overview of the Instructional Design Process. Universal Design for Learning. [video]
* D4L 4 – Community. Week 1. Exploring a Sense of Community Online. Models for Online Learning Communities. [video]

**Week 4: Motivation, Active Learning, and the ACRL Framework**

1. Review of class assignments.

2. How might you motivate someone to view your instruction video? Motivation.ppt

3. Framework for Information Literacy for Higher Education.

4. Active learning

5. Read for today: Text

6. Read for today:

* D4L 2 – Foundation. Week 5. Steps 5-6 of the 7-Step Instructional Design Process. Step 5 – Part 3 (Motivational Goals and Strategies) [video] [ARCS Model of Motivational Design.]
* D4L 2 - Foundation. Week 5. Steps 5-6 of the 7-Step Instructional Design Process. ARCS Model: Example Strategies. [one page text chart.]

**Week 5: Work session: Your Instructional Design Plan: Learning Outcomes**

1. Review of class assignments.

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

3. Work on your learning outcomes in your Instructional Design Plan with your instruction video team.

4. Will your Instructional Design Plan reflect and respect diversity?

Does your learning product respect diversity\_Sp2020.pptx

5. Read for today: Text

6. Read for today:

* D4L 2 – Foundation. Week 3. Step 4 of the 7-Step Instructional Design Process. Step 4: Learning Outcomes (Part 1) [video]
* D4L 2 - Foundation. Week 3. Step 4 of the 7-Step Instructional Design Process. Debriefing the Activity [text] [brief checklist to use when you create your Learning Outcomes.]
* D4L 2 - Foundation. Week 3. Step 4 of the 7-Step Instructional Design Process. Step 4: Learning Outcomes (Part 2) [video] [Bloom's taxonomy.]

**Week 6: LI in Various Environments**

1. Review of class assignments.

2. What LI activities take place in libraries? In-class activity

3. Instruction modes: More on the LI products that libraries create. In-class activity

4. Read for today: Text

**Week 7: Pathfinder due!; Teamwork on Instructional Design Plan**

1. Review of class assignments.

2. Pathfinders due by 6:00 p.m.

3. LibGuide Work Session: in-class activity Sp2020LIBGUIDEWorkSession.pptx

4. Read for today: Text

5. Read for today:

* D4L 5 – Content Creation. Week 2: Organizing and Drafting Multimedia Content. Drafting Multimedia Content for Online Learning. Visual Elements [video] [See discussion of creative commons.]

**Deadline to Submit an Optional Draft of Your LibGuide: Friday, 13 March, 3 p.m.**

**Week 8: Spring Break! Don't come to class!**

**Week 9: LibGuide due! Finalize your Instruction Design Plan**

1. Review of class assignments.

2. LibGuide due!

3. Camtasia training.

4. Check in with your instruction video team.

5. You can progress to next steps: scripting/storyboarding and, then, production!

Submit your Instructional Design Plan to Dr. Roy by 3 p.m. on Friday. While you worked on this with your instruction video team, each student should submit a copy. Make sure that you add your initials near the content you prepared.

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

**Week 10: Complete and Submit your Script/Storyboard; Get Ready for Production!**

1. Review of class assignments.

2. Check in with your instruction video team about your Instructional Design Plan.

3. Complete your script/storyboard for your instruction video in class.

4. Submit your script/storyboard by the end of class, 6:00 p.m.

5. Read for today: Text

**Chapter 16: Teaching Online Tools and Resources**

Read for today:

* D4L 5 – Content Creation. Week 2: Organizing and Drafting Multimedia Content. Drafting Multimedia Content for Online Learning. Storyboarding [video]
* D4L 5 – Content Creation. Week 2: Organizing and Drafting Multimedia Content. Drafting Multimedia Content for Online Learning. Chunking and Scripting [video]
* D4L 5 - Content Creation. Week 4: Finally ... Creating Content! [video]
* D4L 5 - Content Creation. Week 4: Finally ... Creating Content! Checklist Before Recording [text]

**Week 11: Production**

1. Review of class assignments.

2. Spend class time on instruction video production.

**Weeks 12: Evaluation of Sources, Products, and Services**

1. Review of class assignments.

2. Evaluation of sources: Criteria in Evaluating SourcesSp2020.pptx

3. Evaluation of products

4. Evaluation of LI services: Evaluating Library Instruction.ppt

5. 'Fake news':

6. Read for today: Text

**Week 13: Preview Screening of your Instruction Video**

1. Review of class assignments.

2. Preview screen your instruction video in class!

3. Gather feedback on your audience!

4. Meet with your Instruction video team.

**Week 14: Technology and Pedagogy; The Future**

1. Review of class assignments.

2. Consider the future as reflected in job vacancy announcements: in-class activity

3. Consider your future role as an educator. Kuhlthau's Zone's of Intervention: in-class activity

4. Read for today: Text

5. Read for today:

* D4L 4 – Community. Week 1. Exploring a Sense of Community Online. Selected Vocabulary. [text]
* D4L 4 - Community. Week 1. Exploring a Sense of Community Online. Types of Learning Communities. [video] [What is an online learning community?]
* D4L 4 – Community. Week 1. Exploring a Sense of Community Online. Models for Online Learning Communities. [video] [Theories including Community of Inquiry and Social Constructivism]
* D4L 4 – Community. Week 4. Keeping Your Community Going. Community Management. [video]

**Week 15: Share your Pathfinder and LibGuide. Launch Your Instruction Video! Team Instruction Video Presentation with Active Learning Activity**

1. Review of class assignments.

2. Share your pathfinder. Demo your LibGuide.

Provide copies of the last 2 pages of your pathfinder as a handout in class.

3. Present with your team: Team Instruction Video Presentation with Active Learning Activity

4. Instruction Video due by class time: Post link in discussion thread on Canvas. You might want to create a YouTube channel as a place for all class instruction videos.

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

**Friday, May 8, noon: "Reflective Essay on Instruction Video and Process" Due**

**Assignments**

Over the semester you, yourself, will create a pathfinder and a companion LibGuide. You will work with one or two classmates to create a short video in which you will teach someone how to locate information on how to locate information on your pathfinder/LibGuide topic. While you will start your work in creating the pathfinder, I advise you to also build the foundation of your video early as well.

**A. Pathfinders**

A “pathfinder” is a means by which information professionals help their patrons to find information on a particular topic or to find a particular kind of information (e.g., book reviews). Pathfinders were first developed in the 1960s and over time have become a staple of library instruction services

The total length of your completed project should be from 8 to 12 double-spaced pages.

There are 3 parts to this assignment. Part I should be a brief discussion of the topic, the scope of the Pathfinder, and the audience. Part I is two 250-word double-spaced pages long (500 words total). You should briefly describe criteria you used to evaluate the resources available and mention any standard tools or bibliographies that you consulted while creating the pathfinder.

**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 Video, E. Individual Presentation of Pathfinder and LibGuide; F. Team Presentation of Instruction Video with Active Learning Activity, and G. Reflective Essay**

**C. Instructional Design Plan**

Students will work together in small teams of teams of 2 to 3 students to create videos. The general tasks associated with creating a video starts with preparing a plan (the instructional design plan). Students will then prepare their content for their video by writing a script of the text/audio of the video and storyboarding/diagraming the planned action or activities of the video. They will select the appropriate technology they will use to create the audio, video, and text of their video. Teams will also present drafts and final versions of their videos to the rest of the class. When your team has completed its video, make sure to submit the link and/or file for your product to me through Canvas.

**D. Instruction Video**

Your work on the instruction video includes developing content and employing technology.

**E. Individual Presentation of Pathfinder**

Each student will distribute copies of the last two pages of their pathfinder and demonstrate their LibGuide, pointing out relevant information plus answering any questions from their audience. These presentations are preliminary to the team presentations of the instruction videos.

**F. Team Instruction Video Presentation with Active Learning Activity**

Summary of the assignment: Within the LIS fields there is a strong commitment to assist our patrons/users/clients to learn how to be good learners. Those information professionals involved in library instruction/information literacy are especially committed to assisting patrons in becoming information literate and have the skills to seek, find, evaluate, and use information. A body of techniques that our instruction community employs in their classes is what we refer to as active learning techniques or interactive activities. Interactive activities are designed to engage learners, accommodate a variety of learning styles, and make teaching more fun and interesting!

Each student team will develop and deliver an interactive activity for the entire class. The activity should be designed to assist students in more deeply understanding the content of your team's instruction video.

**G. Reflective Essay on Instruction Video and Process**

In this essay document the work you contributed to your instruction video. Each student should submit a separate unique document. Your essay should be from 1500-3500 words long (6-14 pages).

**H. PARTICIPATION**

Participation credit is given for your active involvement in class, constituting a maximum of 10 points per week.