

Inquiry & Information Seeking in K-12
The University of Texas at Austin
School of Information
Summer 2022, INF 382L, Unique 77900

Dr. Barbara A. Jansen

Syllabus subject to slight changes

Dates: June 6 - July 6, 2022, Monday, Tuesday, Wednesday: 1-4 p.m., **Web based**

Office hours: After class via Zoom

Email: Email must be sent through Canvas in order to document and save student/professor correspondence. Please do not email the professor directly.

Email format: *Students must email professor through Canvas.* The professor teaches more than one class so please include a descriptive subject line that begins with the course number (e.g. INF382L *Question about assignment 2*)

Twitter: @bjansen

Course description: Examination of inquiry models and information seeking theories relevant to K-12 teaching and learning. An emphasis on strategies for teaching specific information literacy skills within the context of an inquiry process and subject areas and on the tools and resources available to support student learning.

Course Objectives: At the conclusion of this course the student should be able to

1. Explain theories of information seeking and discuss empirical research on the information behaviors of children and youth.
2. Analyze various inquiry models and identify the steps of the information search process.
3. Explain the phases of the Guided Inquiry Design Framework and apply it to a variety of K-12 scenarios.
4. Develop a professional inquiry question and apply the phases of the Guided Inquiry Design Framework.
5. Identify information literacy skills and develop cognitively appropriate strategies for teaching.
6. Explore the scope of tools and resources available to support the inquiry process.

Required textbook and additional readings:

Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2012). *Guided inquiry design: A framework for inquiry in your school.* Santa Barbara, CA: Libraries Unlimited.

Available through the publisher ABC-CLIO <https://products.abc-clio.com/ABC-CLIOCorporate/product.aspx?pc=A3689P> for \$45 and takes 5-7 business days for shipping in the continental US.

Additional readings: As assigned each week in Canvas modules.

Web-based class requirements: Classes WILL be synchronous online via Zoom (you will have a UT Zoom account). You will need a laptop with a camera and microphone/speakers. We will need to **see** you and **hear** you, as this class is live, in-person via Zoom. Also, *headphones or earbuds are required* so we do not hear background noises such as barking dogs or TV. An iPad or other tablet may not have the features for the class work we will do throughout the program, as you will need multiple tabs open, the ability to easily copy and paste, share files, collaborate with class mates using Google Docs, and create graphics, etc. And, of course, a good internet connection is important.

Grading and major assignments (details for assignments to come):

All readings and assignments are due at the beginning of each class period.

Grading:

- In-class participation & attendance: 40%
- Daily and in-class assignments: 40%
- Inquiry study: 20%

In-class participation & attendance: Students are *expected to be in class each session* and participate actively, and to the best of his or her ability, in oral discussions and group activities. Readings for that week's class will prepare students for active participation in discussions and group work.

Grades will be given for small group participation in selected activities each day. If you are in class and participate in each activity, you will receive credit. If you forget to bring materials in which we are using for an activity, or you are absent from class, *you will be required to submit the assignment in written form.* If the assignment was accomplished with a partner or partners, you will be required to independently submit all of the work that was completed in class. You have one week from the date the work was assigned to submit missed assignments.

Attend all classes and bring required materials. Any absence must be made up to comply with TEA program hour requirements, so additional written work will be necessary to make up for missed course hours.

Weekly and in-class assignments: Students will have assignments that are due at the time class begins. See the week's module for assigned work and the due date and time. *Module readings MUST be completed before the beginning of that week's class.* We will use time in class to build upon the assigned readings and written assignments, as well as exploring the course material in more depth. In most cases, students will be completing written activities in class as well as

engaging in discussions and group assignments. On occasion, these assignments will be extended to be due later in the week if there is not enough time to finish and submit during class. Assignments must be submitted via Canvas unless otherwise directed. Students are expected to come to class prepared to actively participate each and every week.

Office hours: After class or by appointment via Zoom

Course policies: Review the course learning objectives, expectations, grading, class schedule/assignments. Each student and the instructor must agree to contribute their very best work and agree to the below. One excused absence will not count against a student's grade. Prior notice of absence is required. All assignments must be completed in order to make at least a C-. If a student fails to submit any assignment, the highest grade attainable will be a C-. School of Information Grading Policy and UT Academic Integrity policy will be used.

Student responsibilities:

- Complete all reading assignments before the week they are due.
- Turn all assignments in on time. Late papers will receive one whole letter grade lower per day.
- Check and respond to email.
- Participate in class--we all learn from one another.
- Turn in assignments at the beginning of the class session or by the time given. Assignments should be submitted in the format indicated for each unless otherwise specified.
- Read and understand expectations regarding the UT Policy on Academic Integrity and the School of Information Grading Policy.
- Respect all class members. Read and follow proper etiquette in e-mail and discussion board communication.

Professor responsibilities:

- Check and respond to email.
- Evaluate assignments considering the assessment criteria.
- Provide feedback on assignments within 1 week after the due date.
- Assist students with the course content, administrative issues, or technological support as needed.

Students with Disabilities Information: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 or 512-471-4641 TTY.

Religious Holidays: By UT Austin policy, a student must provide notification of a pending absence at least fourteen days prior to the date of observance of a religious holy day. The student will be given an opportunity to complete the missed work within a reasonable time after the absence.

Academic Dishonesty:

University of Texas rules in regard to academic dishonesty are enforced in this class. Please do not plagiarize, as instances of plagiarism will result in an automatic F (fail) for the entire course.

[Read about academic dishonesty here](#)

Daily schedule Summer 2022 (Subject to change):

Class 1: 6/6

Intro to class and syllabus

Class 2: 6/7

- Information seeking, based on trends in practice and current research in the field—how children & youth search for and use online information
 0. Theories
 1. Participatory culture—behaviors & preferences of young people in the new media ecology and how personal uses of social media might transfer to academic uses

Class 3: 6/8

0. Inquiry & the information search process--research steps
 - Inquiry
 - Inquiry-based learning
 - Inquiry objectives and standards (TEKS ELAR inquiry objectives, AASL, ISTE, State library standards)

Class 4: 6/13

- Guided inquiry design framework (Kuhlthau & Maniotes)

Class 5: 6/14

0. Information literacy skills (identification)
 - Traditional (1998 AASL Information Literacy Standards)
 - 21st century
 - International Society for Technology in Education 2016 standards for students
 - National Forum on Information Literacy
 - American Association of School Librarians 2017 framework for learners
 - Texas school library standards 2017
 - Conceptual approach to teaching information literacy skills (Kuhlthau, Maniotes, & Caspari, 2012)

- Locate
- Evaluate
- Use

Class 6: 6/15

1. Strategies for teaching information literacy skills
 - Developmentally appropriate information seeking and using for ages 5-18
 - Introduction to Guided inquiry design framework project--Students use the Guided inquiry design framework to explore their own question about school libraries or another focus if they are in School of Education or another College
 - Guided inquiry design framework (GID) phase: Open
 - Independent practice for GID Open phase for individual interests
 - Identification of and strategies and tools for teaching specific skills for GID Open phase, including integrating tools and resources in the context of the Open phase and specific subject areas.

Class 7: 6/20

- Guided inquiry design framework (GID) phase: Immerse
- Independent practice for GID Immerse phase for individual interests
- Identification of and strategies and tools for teaching specific skills for GID Immerse phase, including integrating tools and resources in the context of the Immerse phase and specific subject areas.

Class 8: 6/21

- Guided inquiry design framework (GID) phase: Explore
- Independent practice for GID Explore phase for individual interests
- Identification of and strategies and tools for teaching specific skills for GID Explore phase, including integrating tools and resources in the context of the Explore phase and specific subject areas.

Class 9: 6/22

- Guided inquiry design framework (GID) phase: Identify
- Independent practice for GID Identify phase for individual interests
- Identification of and strategies and tools for teaching specific skills for GID Identify phase, including integrating tools and resources in the context of the Identify phase and specific subject areas.

Class 10: 6/27

- Guided inquiry design framework (GID) phase: Gather
- Independent practice for GID Gather phase for individual interests

- Identification of and strategies and tools for teaching specific skills for GID Gather phase, including integrating tools and resources in the context of the Gather phase and specific subject areas.

Class 11: 6/28

- Guided inquiry design framework (GID) phase: Create
- Independent practice for GID Create phase for individual interests
- Identification of and strategies for teaching specific skills for GID Create phase, including integrating tools and resources in the context of the Create phase and specific subject areas.

Class 12: 6/29

- Guided inquiry design framework (GID) phase: Share
- Independent practice for GID Share phase for individual interests
- Identification of and strategies and tools for teaching specific skills for GID Share phase, including integrating tools and resources in the context of the Share phase and specific subject areas.

Class 13-14: 7/5-6

Students present guided inquiry design question findings