

INF 382S: Library Instruction and Information Literacy

Unique number: 27764

Fall 2024

Class meets: Tuesdays, 9:30am-12:30pm, UT 1.212

Instructor: Dr. Andrea Baer (Please call me Andrea.)

Office*: TBA

Pronouns: she, her

Office hours: [time, days]

Email: andrea.baer@ischool.utexas.edu

by appointment, regular weekly hours TBA

Phone: TBA

Carrying Handguns in my Personal Office

Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification and is not a “legally effective” means of notification in its own right.

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Course Overview

COURSE DESCRIPTION

History and ongoing evolution of instruction in library and information service settings; conceptions of information literacy; learning theories and pedagogical approaches; instructional design principles, including backward design; and reflective teaching practice. (This description differs slightly from that in the course catalog.)

PRE-REQUISITES FOR THE COURSE

Graduate standing. Information Studies 382D (Introduction to Information Resources and Services) is strongly recommended.

LEARNING OUTCOMES

In this course, you will:

1. Identify key concepts, issues, and terminology related to library instruction and information literacy.

2. Describe different conceptions of information literacy and relate those conceptions to past and ongoing changes in library instruction, information environments, and people's relationships to information.
3. Recognize different learning theories and reflect on their relevance to your own learning and teaching experiences.
4. Create instruction materials for a specific learning context by applying instructional design principles, including backward design, and by integrating inclusive teaching practices.
5. Explore the concept and practice of reflective teaching and consider its relevance to library instruction and to your own teaching.
6. Articulate your own developing teaching approach and philosophy.

Course Materials

All course materials will be available at no cost. It is recommended that you have your own computer.

Primary course text: Saunders, L. & Wong, M. L. (2020). *Instruction in libraries and information centers*. Windsor & Downs Press: Champaign, IL. <https://doi.org/https://doi.org/10.21900/wd.12> (Can be read online or downloaded).

Additional course materials: All other required and recommended course materials will be listed in Canvas under the given week. Most of the course materials are listed in this syllabus as well. Minor changes may be made to the weekly materials as we progress through this course. I will aim to provide a minimum of one full week notice for any changes to weekly course materials.

Weekly Themes

See the end of this document for a detailed course outline that include weekly class preparation, readings, and due assignments.

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Please check Canvas regularly. **Changes** to the schedule may be made at my discretion, if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. Any changes to due dates will extend the deadline. It is your responsibility to note these changes when announced; I will do my best to ensure that you are notified of changes with as much advance notice as possible.

1. (8/27): Welcome and course overview; introductions; reflections on your interests in this course
2. (9/3): Roles of library instruction in different library and information service settings
3. (9/10): Conceptions of information literacy
4. (9/17): Information literacy and active learning
5. (9/24): Learning theories
6. (10/1): Inclusive teaching and critical pedagogy
7. (10/8): Backward design: learning outcomes and learning assessment
8. (10/15): Structuring and scaffolding learning experiences
9. (10/22): Designing instruction materials

10. (10/29): Delivering instruction
11. (11/5): Reflective teaching practice
12. (11/12): Instruction plans: sharing and peer feedback (Week 1 of 2)
13. (11/19): Instruction plans: sharing and peer feedback (Week 2 of 2)
14. (11/25-29): Fall break (no classes)
15. (12/3): Final reflections and course wrap-up
16. (12/16-20) Finals week

Assignments

The following table represents how you will demonstrate your learning via formal assignments. Following the table, this syllabus includes short descriptions of each assignment. Assignments can be submitted in Canvas. More detailed assignment guidance will be provided at relevant points throughout the semester.

Due dates: Most assignments are due the day (Monday) before that week's Tuesday class date. The exact due date for each assignment is listed in the "Due Date" column.

OVERVIEW: ASSIGNMENT NAMES, GRADE PERCENTAGES, AND DUE DATES

Assignments	Points Possible	Percent of Total Grade	Due Date (tentative, any changes will extend the due date)
1. Reflections (Weeks 2-7 and 10-11, total of 8)	240 (30 points/each)	24%	Each Monday, Weeks 2-7 and 10-11
2. Creation of a Learning Activity (individual project)	150	15%	<ul style="list-style-type: none"> • Draft: 10/14 • Final version: 10/21
3. Creation of an Instruction Plan (option as an individual or a group project) <i>This is a multi-part assignment with multiple due dates and opportunities for feedback and revision. Only the final submitted activity will receive a grade.</i>	300	30%	<ul style="list-style-type: none"> • Draft of parts 1-2: 10/28 • Revised parts 1-2 + part 3: 11/11 • Final version (revised parts 1-3+part 4: F 11/22
4. Peer Feedback on Instruction Plan	60	6%	F 11/15
5. Final Course Reflection and Developing Teaching Philosophy (single assignment)	250	25%	12/9

GRADING SCALE

(Also listed under Course Policies)

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

ASSIGNMENT DESCRIPTIONS

Weekly Reflections (Weeks 2-7 and 10-11, total of 8, submitted no later than the day before that week's class)

In weeks 2-7 and 10-11, you will be given a reflection prompt related to that week's theme, course materials, or activities. Your reflection responses are opportunities to think more deeply about issues or practices that we explore, and to articulate related thoughts, observations, or questions. The reflections may also help you prepare to engage in class discussions. Because these reflections are intended to facilitate your own exploratory thinking, they will not be formally graded. If you are making a good faith effort to respond fully to the reflection prompt, you will receive full credit for it.

Creation of a Learning Activity (individual project)

This assignment builds on your Reflection 6 (see Week 7), in which you identify an instruction scenario and an instructional focus and learning outcomes for it. Building on Reflection 6 and the related instructor feedback you receive, create a learning activity that could be used in a library or an educational setting of your choice. Draw on the backward instructional design principles that we learn about throughout this course. In your learning activity description, include

- 1) A brief description of the learning context, including the intended audience, purpose, and the learning environment or mode(s) of instruction
- 2) 2-4 learning outcomes + a brief description of how the learning outcomes will be assessed
- 3) A description of the learning activity (Provide enough detail that an instructor could use the activity in their teaching.)
- 4) Any further thoughts or questions about using the learning activity or integrating it into a teaching setting.

Due dates:

- Draft: 10/14
- Final version: 10/21

Creation of an Instruction Plan (option as an individual or a small group project with 2-4 members)

Note: This assignment will be completed in phases. You will therefore have multiple opportunities to receive feedback and to revise the plan. Only the final submission will receive a grade.

Create an instruction plan that focuses on a specific concept, process, or skill related to information literacy. The plan should have at least three components. Examples of components might include, for example, a warm-up activity, introductory content, a pair discussion, or an individual or group reflection/activity/discussion. Aim for each component to build on the previous one, as you apply scaffolding principles and check for understanding.

The plan can incorporate the learning activity that you – or, if working in a group, another group member – created for the previous assignment, Creation of a Learning Activity. If building on an activity that was created for the previous assignment, use the feedback you received in order to make any desired revisions. Alternatively, you may identify a new instructional context or focus.

The assignment parts are:

- 1) A brief description of the learning context, including the intended audience, purpose, and the learning environment or instructional mode/s (e.g., in-person, online, synchronous, asynchronous)
- 2) 2-4 learning outcomes + a brief description of how the learning outcomes will be assessed
- 3) An outline of the instruction sequence. Please include:
 - A brief description of each component of the sequence
 - Guidance to instructors on how to facilitate the instruction. This guidance will include any relevant contextual information needed: to understand the instructional context, to prepare the learners or the instructor, and to transition between different components of the plan. As you design the plan, keep in mind scaffolding principles and opportunities to check for learner understanding.
- 4) Reflection on the process of creating the instruction. This might include, for example: things that you learned, your approaches to designing or revising the plan, challenges or questions you faced, or further thoughts or questions about using the instruction plan or integrating it into a teaching setting.

The assignment will be submitted in several phases, and therefore have multiple due dates.

Due dates:

- Draft of parts 1-2 (learning context; learning outcomes and assessment): 10/28
- Revised parts 1-2 + draft of part 3 (instruction sequence): 11/11
- Provide and receive written peer feedback: F 11/15
- Final version, including revised parts 1-3 and part 4 (reflection): F 11/22

Peer Feedback on Instruction Plan

As part of the instruction plan creation (described above), you will provide feedback on one or two instruction plans created by your peers. More guidance on how to structure your feedback will be provided when the Creation of an Instruction Plan assignment is introduced.

Due: F 11/15

Final Course Reflection and Developing Teaching Philosophy (single assignment)

This last assignment is an opportunity to reflect on your overall learning experience in this course and your relationship to library/information literacy instruction. Please 1) reflect on how your understanding of and perspectives on library instruction and information literacy have further developed throughout this course and 2) articulate your developing philosophy of teaching. More assignment details will be provided later in the course.

Due: 12/9

How Will You Learn?

TEACHING MODALITY INFORMATION

This is an in-person, discussion-based course. To respect the class's privacy and to encourage engagement, class sessions will not be recorded. Out-of-class work is also vital to learning in this course. If you are unable to attend a given class session due to illness or other extenuating circumstances, please contact me as soon as possible. We will discuss what arrangements can help you remain successful and up-to-date with the course.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. The [university's Canvas Adoption Policy](#) requires that all electronic communications about course grades, including about specific grades on assignments, be conducted through Canvas. Therefore, if you have grade-related questions, please either email me through Canvas or speak with me in person. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses. For other questions unrelated to grades, you may also email me directly. I will reply to student emails within 24 hours on weekdays and 48 hours on weekends, barring rare and extenuating circumstances.

ASKING FOR HELP

You can contact me by email, call me, or visit me during my office hours or by appointment. You can also request to meet with me virtually via Zoom.

FOSTERING AN INCLUSIVE LEARNING ENVIRONMENT

I am committed to fostering a climate of inclusion, openness, and mutual respect, in which we recognize both our shared humanity and our unique and varied life experiences. The diversity of our backgrounds, experiences, and perspectives can be a rich source for our individual and collective learning.

Because we all contribute to our classroom culture, early in this course we will collaboratively develop grounding principles for how we seek to foster and sustain a welcoming and inclusive learning environment that is founded on mutual respect and care. I also welcome and appreciate suggestions for how I can make this class more inclusive and how I can best support your learning. You can contact me directly with such feedback; I will also provide a means for giving me feedback anonymously.

SERVICES FOR STUDENTS WITH DISABILITIES

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 that 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 we can discuss your approved accommodations and needs in this course.

UNIVERSITY POLICIES AND RESOURCES

For a list of other important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the [University Policies and Resources Students Canvas](#) page. The page includes the language of the University Honor Code, Title IX legal requirements for Texas employees, and information about how to receive support through the office of Disability & Access. I have also included information about several campus resources in this syllabus.

Course Requirements and Grading

The specific course materials are described at the top of page 2. As is noted there, all course materials will be available at no cost. It is recommended that you have your own computer.

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 without my explicit, my written permission.

Unauthorized sharing of materials may facilitate cheating. The University is 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 initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

REQUIRED DEVICES

In this course, you will need to write and submit work electronically. You will therefore need access to a computer. It is recommended that you have a personal computer that can be connected to the internet and, if possible, that you have word processing software such as Microsoft Word.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#).

CLASSROOM EXPECTATIONS

Class attendance

Class attendance is essential to full engagement in this course. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how to remain up-to-date with and successful in the course.

Class participation

For you to succeed and benefit most from this course, you need to be actively engaged with all aspects of this course, including weekly course materials, activities, discussions, and assignments. Some of this work occurs during class time and some is done outside of class time. I appreciate that we each process information and learn in different ways and that active engagement can take different forms, including active listening and reflection. I will strive to cultivate with you an environment in which everyone has time and space to listen, reflect, speak and be heard, and to have choice and agency in what they choose to share with the group.

Behavior expectations

Please see the earlier section on fostering an inclusive learning environment.

CONTENT WARNING

Our classroom provides an open space for the critical and respectful exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I will aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. I also encourage you to practice self-care and will honor when/if you need to abstain from engaging in a particular discussion or activity that is emotionally sensitive.

ARTIFICIAL INTELLIGENCE

Developing your original thinking, reflecting on your experiences and on varied perspectives, and articulating your thoughts in your own words are central to this course. Therefore, please do not use artificial intelligence tools (such as ChatGPT) in this course, unless doing so in order to analyze those tools or to develop instructional materials specifically about understanding and using those tools. If/when using artificial intelligence tools in order to critically analyze them or to develop instruction about them, please be clear and transparent about how you use those tools. All submitted work in this course must be your own.

LATE WORK AND MAKING UP MISSED WORK

Completing coursework on time will help you gain the most from this course. I expect everyone to make a concerted effort to complete all coursework on time. At the same time, please let me know if illness or other extenuating circumstances prevent you from completing any coursework on time. I will discuss with you a reasonable timeline for submitting your work. Your health and well-being are the highest priority, and prioritizing them will also help you engage with this course.

ABSENCES

This is an interactive and collaborative class. There is no grade penalty for missing class, but I ask you to commit to active engagement in the class as much as possible, as this engagement is key to our individual and shared learning. As noted previously, I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how you can remain up-to-date with and successful in the course.

RELIGIOUS HOLY DAYS

In line with [UT Austin policy](#), please notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with different social identities and experiences. This includes but is not limited to differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationalities, ability, and neurotype. I honor your request to be addressed by your chosen name and your gender pronouns. Class rosters are provided to the instructor with the student's chosen (not legal) name if you have provided one. If you wish to provide or update a chosen name, please [do so at this page](#). You can also [add your pronouns to Canvas](#).

GRADING POLICY

Below is the grading scale for this course.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

ACADEMIC INTEGRITY EXPECTATIONS

All work that you submit in this course should be your own. When drawing on the work of others, ensure that you properly cite the creator(s). Please keep in mind that when directly quoting a source, their exact words must be placed in quotation marks or, in the case of longer quotes, set apart as a block quotation. "Patchwork writing," in which an author's writing is reused and only slightly modified (e.g., replacing a few words but maintaining the

same sentence structure) is also a form of plagiarism. Please do not hesitate to contact me with questions about citation or academic integrity.

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

University Resources for Students

LEARNING RESOURCES

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. As is also noted above, 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 we can discuss your approved accommodations and needs in this course.

SANGER LEARNING CENTER

All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

ADDITIONAL LEARNING RESOURCES

- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- UT Libraries: <http://www.lib.utexas.edu/>

HEALTH, WELLBEING, AND SAFETY RESOURCES

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

BEVOCAL

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to:

<https://wellnessnetwork.utexas.edu/BeVocal>.

OTHER WELLBEING RESOURCES

[Longhorn Wellness Center](#) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](#)

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CARRYING OF HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

Intervene to prevent harmful behavior from continuing or escalating.

Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

Investigate and discipline violations of the university's [relevant policies](#).

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. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. 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 unprofessional or inappropriate conduct of a sexual nature, including the types of conduct 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.

Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and,

particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, 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, here on Turtle Island. To learn more, you can visit this [Tribal Land Map](#) and review [10 Ways to be a Genuine Ally to Indigenous Communities](#), by Amnesty International.

Detailed Course Outline

Subject to minor changes. See Canvas for the most current information.

Week	Date	Class Topic	Class Preparation/ Assignments Due
1	8/27	Welcome and course overview; introductions; reflections on your interests in this course	N/A
2	9/3	Roles of library instruction in different library and information service settings	<p>Due 9/2: Reflection 1 (see prompt below)</p> <p>Reading: Saunders & Wong, Chapters 1-2 (Ch. 1: Instruction in Libraries and Information Settings; Ch. 2: Visions for Teaching in Libraries: Information, Technology, and Other Literacies)</p> <p>Reflection 1: Saunders & Wong, Activity 1.1: Explore Instruction in Library and Information Settings (p.4) This activity asks you to “Browse the web pages of three or four libraries or information centers appropriate for your intended career path to see if you can locate their instructional offerings.” After doing this, please respond in writing to the two questions at the end of the activity description (the kinds of offerings and their intended audience; if anything surprised you). Feel free to share any other thoughts or observations as well.</p>
3	9/10	Conceptions of information literacy	<p>Due 9/9: Reflection 2 (see prompt below)</p> <p>Reading: Association of College and Research Libraries. (2016). Framework for information literacy for higher education. http://www.ala.org/acrl/standards/ilframework</p> <p>Lloyd, A. (2005). Information literacy: Different contexts, different concepts, different truths? <i>Journal of Librarianship and Information Science</i>, 37, 82-88. https://doi.org/10.1177/0961000605055355</p> <p>Foasberg, N. M. (2015). From standards to frameworks for information literacy: How the ACRL Framework addresses critiques of the standards. <i>portal: Libraries and the Academy</i>, 15(4): 699-717. doi: 10.1353/pla.2015.0045 Preprint at https://academicworks.cuny.edu/qc_pubs/14/</p> <p>Fister, B. (2021 February 3). Lizard people in the library. <i>PIL Provocation Series</i>, 1(1), Project Information Literacy Research Institute. https://projectinfolit.org/pubs/provocation-series/essays/lizard-people-in-the-library.html.</p>

Week	Date	Class Topic	Class Preparation/ Assignments Due
			<p>Reflection 2: Conceptions of information literacy. Consider the various conceptions of information literacy (IL) that were introduced in this week's readings, as well as in Chapter 2 of Saunder's and Wong (assigned in Week 2). Discuss at least two of these authors' conceptions of IL. What about these conceptions do you find compelling? What questions, reservations, or disagreements do you have with the author's conceptions of IL? Incorporate into your response at least one concrete example of using information literacy in a real life setting and connect it to your own understanding of the concept of information literacy.</p>
4	9/17	Information literacy and active learning	<p>Due 9/16: Reflection 3 (see prompt below)</p> <p>Reading:</p> <p>Saunders & Wong, Ch. 4 (Active Learning: Engaging People in the Learning Process)</p> <p>Center for Teaching, Vanderbilt University. (2024). Classroom assessment techniques (CATs). Vanderbilt University. https://cft.vanderbilt.edu/guides-sub-pages/cats/.</p> <p>Miller, M. (2019, September 8). Active learning, active pushback, and what we should take away from a new study of student perceptions. Medium. https://medium.com/@MDMillerPHD/active-learning-activepushback-and-what-we-should-take-away-from-a-new-study-of-student-8c208cb278fd</p> <p>BYU-Idaho Teaching & Learning Community. How do I include introverts in class discussions?: Magna 20-minute mentors. (Video with accompanying text) https://learningandteaching.byui.edu/guides/prepare/guides/how-do-i-include-introverts-in-class-discussions</p> <p>Reflection 3: Examine an instruction resource. Explore information literacy teaching materials available from one or more of the online collections of instruction materials listed below, and focus on materials that involve active learning. Choose one learning activity or assignment to examine more closely. Please share the following about the activity:</p> <ol style="list-style-type: none"> 1) Activity/assignment name 2) Concepts, skills, or understandings on which the activity centers 3) If listed in the activity/assignment, learning outcomes 4) Intended learner audience (e.g., middle school students, college students, general public, medical patients, professionals in a given field) 5) Brief general description of what learners do

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			<p>Then discuss your overall impressions of the activity/assignment, such what about it you find valuable, questions or reservations about it, or thoughts on how/when you would use it.</p> <p>Collections of instruction materials:</p> <ul style="list-style-type: none"> • ACRL <i>Framework for Information Literacy Sandbox</i>. (n.d.). https://sandbox.acrl.org/resources • Project CORA (Community of Online Research Assignments): Assignments https://projectcora.org/assignments • Library of Congress. (n.d.). Library of Congress classroom materials (for teaching with primary sources and archival materials). https://www.loc.gov/programs/teachers/classroom-materials/ • Denver Public Library. (n.d.). Technology classes and workshops. https://www.denverlibrary.org/techclasses (<i>Click on the title of a workshop to see the full workshop description and teaching materials.</i>)
5	9/24	Learning theories	<p>Due 9/23: Reflection 4 (see prompt below)</p> <p>Reading: Saunders & Wong, Ch. 3 (Learning Theories: Understanding How People Learn)</p> <p>Reflection 4: Engage with 1-2 learning theories. 1-2 learning theories that especially interest you. What about the theory/theories do you find valuable and what, if anything, do you find limiting or unclear? How do you see the theory/theories relating to your own experiences as a learner? How do you see the theory/theories informing (or not informing) your own teaching practice?</p>
6	10/1	Inclusive teaching and critical pedagogy	<p>Due 9/30: Reflection 5 (see prompt below)</p> <p>Reading: Saunders & Wong, Ch. 5-6 (Ch. 5. Critical Pedagogy: Challenging Bias and Creating Inclusive Classrooms; Ch. 6. Accessibility and Universal Design for Learning: Serving Students with Disabilities) Kapitzke, C. (2003). Information literacy: A review and post structural critique. <i>The Australian Journal of Language and Literacy</i>, 26(1): 53-66. https://www.journals.uchicago.edu/doi/abs/10.1086/603440 Anderson, R. (2022 March 3). Libraries and the contested terrain of neutrality. <i>The Scholarly Kitchen</i> (blog). https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/</p> <p>Recommended reading and video clips:</p> <p>Reading:</p>

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			<p>The University of Iowa Libraries. Diversity, equity, & inclusion in the library's online catalog. (2019 June 21) https://blog.lib.uiowa.edu/news/2019/06/21/diversity-equity-inclusion-in-the-libraris-online-catalog/</p> <p>The Rosenbach. (n.d.). Reparative cataloging. https://rosenbach.org/research/reparative-cataloging/</p> <p>Video clips: <i>Please note that these videos discuss racism and other social inequities.</i></p> <p>USC Annenberg. Algorithms of oppression: Safiya Umoja Noble [Video]. YouTube. https://www.youtube.com/watch?v=6KLTpoTpkXo</p> <p>MIFF. Coded bias: Trailer. https://www.youtube.com/watch?v=jZl55PsfZJQ</p> <p>TED. The era of blind faith in big data must end: Cathy O'Neil [Video]. YouTube. https://www.youtube.com/watch?v=2u_eHHzRto&pp=ygUMY2FoaHkgbyduZWls</p> <p>Change the Subject. "Change the Subject" trailer [Video]. YouTube. https://www.youtube.com/watch?v=Ebphd5Rg6c8</p> <p>Reflection 5: Inclusive and critical teaching practices. Chapter 5 of Saunders & Wong's book begins by describing critical pedagogy and inclusive teaching as follows: "Critical pedagogy provides a theoretical framework to examine issues of power in the classroom, and to surface and challenge the biases and oppressive structures that can undermine learning and alienate students. Inclusive teaching offers strategies for translating that theoretical knowledge into action" (p. 75). With the recognition that there are varied approaches to critical pedagogy and inclusive pedagogy, draw on this week's materials and your own knowledge and experiences to reflect on aspects of critical pedagogy and inclusive teaching that resonate with you, as well as questions or reservations about the concepts or related approaches. For example, are there certain concepts, approaches of critical pedagogy or inclusive teaching that you relate to your own experiences as a learner or a teacher, or that contrast those experiences? Also feel free to share other thoughts or questions about information literacy, library instruction, or teaching in general that arose as you engaged with this week's materials.</p>
7	10/8	Backward design: learning outcomes and learning assessment	<p>Due 10/7: Reflection 6 (see prompt below)</p> <p>Reading: Saunders & Wong, Ch. 8 -9 (Ch. 8: Establishing Learning Goals and Outcomes; Ch. 9: Assessing Learning)</p>

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			<p>Center for Innovative Teaching and Learning, Indiana University-Bloomington. Authentic assessment. https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html</p> <p>Funds of Knowledge Alliance. (n.d.). The funds of knowledge approach. https://fundsofknowledge.org/the-funds-of-knowledge-approach/</p> <p>Cornwall, G. (2018 February 2). Is strength-based learning a “magic bullet”? <i>The Hechinger Report</i>. https://hechingerreport.org/strength-based-learning-magic-bullet/</p> <p>Barshay, J. (2015 November 23). Growth mindset guru Carol Dweck says teachers and parents often use her research incorrectly. <i>The Hechinger Report</i>. https://hechingerreport.org/growth-mindset-guru-carol-dweck-says-teachers-and-parents-often-use-her-research-incorrectly/</p> <p>Explore for assessment ideas:</p> <ul style="list-style-type: none"> ACRL Framework for Information Literacy Sandbox. (n.d.). https://sandbox.acrl.org/resources <p>Review: Center for Teaching, Vanderbilt University. (2024). Classroom assessment techniques (CATs). Vanderbilt University. https://cft.vanderbilt.edu/guides-sub-pages/cats/. (also listed in Week 4 materials)</p> <p>Reflection 6: Instruction scenario. Identify an instructional scenario in which you do or might teach. Identify an instructional focus for that scenario (i.e., information literacy topic or skills), and articulate 2-4 assessable learning outcomes for the instruction. These outcomes should describe observable actions through which students will demonstrate their learning. (For example scenarios and learning outcomes, see Saunders & Wong, Activity 9.2 (p. 165). Your description will be more detailed than those in Activity 9.2.)</p>
8	10/15	Structuring and scaffolding learning experiences	<p>Due 10/14: Creation of a Learning Activity - Draft</p> <p>Reading:</p> <p>Saunders & Wong, Ch. 10 and 13 (Ch. 10: Selecting Instructional Strategies and Creating Lesson Plans, Ch. 13: Evaluating and Improving Instruction)</p> <p>Northern Illinois University Center for Innovative Teaching and Learning. Instructional scaffolding. (2012). In <i>Instructional guide for university faculty and teaching assistants</i>. Retrieved from https://www.niu.edu/citl/resources/guides/instructional-guide/instructional-scaffolding-to-improve-learning.shtml</p>

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9	10/22	Designing instruction materials	<p>Due 10/21: Creation of a Learning Activity – Final version</p> <p>Reading:</p> <p>Saunders & Wong, Ch. 11: Designing Instructional Materials</p> <p>Tang, H. & Porter-Voss, S. (2023). Understanding empathy in instructional design. In B. Allman, H. Leary, & R. Kimmons (Eds.), <i>Theories to influence the future of learning design and technology</i>. EdTech Books.</p> <p>https://dx.doi.org/10.59668/534.11964</p> <p>In-class: Introduced to assignment Creation of an Instruction Plan</p>
10	10/29	Delivering instruction	<p>Due 10/28:</p> <ul style="list-style-type: none"> • Reflection 7 (see prompt below) • Instruction Plan, parts 1-2 (instructional context and focus, learning outcomes and key assessment). <p>Reading:</p> <p>Saunders & Wong, Ch. 12: Delivering Instruction in the Classroom</p> <p>Reflection 7: Saunders & Wong, Activity 12.2: Discovering Your Teaching Style, Questions 1-3, and 5 (p. 224). Saunders & Wong’s Chapter 12 includes descriptions of several common teaching styles and potential advantages and limitations of each. Pasted below are the portions of Activity 12.2 that you will engage with for this reflection.</p> <p>“Determining your preferred teaching style can help you select instructional strategies, think about how you approach activities, and analyze the steps you take to manage the classroom. Use the questions below to reflect on which teaching style most resonates with you. Remember that you are never tied to a single style and that your preferences may change over time or in different circumstances.</p> <p>“Questions for Reflection and Discussion:</p> <ol style="list-style-type: none"> 1) Which of the styles outlined in this chapter most resonate with you? Why do you think that is? 2) Are there any styles that you feel would not suit you right now? Why might that be? 3) You could think of the style that resonates with you as your preferred, or comfort, style and the one that does not suit you as your stretch style. What are the advantages of your comfort style? What steps could you take to gain more confidence with your stretch style?

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			5) Think about an information setting, group of learners, or information literacy standard that you would like to work with. Would that setting, audience, or standard impact your choice of teaching style? How so?"
11	11/5	Reflective teaching practice	<p>Due 11/4: Reflection 8: Reflective Teaching Practice (prompt will be posted in Canvas)</p> <p>Reading:</p> <p>Saunders & Wong, Ch. 14 (Practicing Reflective Teaching)</p> <p>Brookfield, S. (1998). Critically reflective practice. <i>Journal of Continuing Education in the Health Professions</i>, 18(4): 197–205. https://doi.org/10.1002/chp.1340180402.</p> <p>Priestley, M. Teacher agency: What is it and why does it matter? British Educational Research Association, September 3, 2015. https://www.bera.ac.uk/blog/teacher-agency-what-is-it-and-why-does-it-matter.</p>
12	11/12	Instruction plans: sharing and peer feedback (Week 1 of 2)	<p>Due:</p> <ul style="list-style-type: none"> • 11/11: Instruction Plan, revised parts 1-2 + part 3 (outline of the instruction plan) • 11/15 (Friday): Instruction Plan peer feedback <p>Reading: TBD - will be posted in Canvas</p>
13	11/19	Instruction plans: sharing and peer feedback (Week 2 of 2)	<p>Due 11/22 (Friday): full Instruction Plan due (revised parts 1-3 + part 4)</p> <p>Reading: TBD - Will be posted in Canvas</p> <p>In-class:</p> <p>Introduced to assignment Final Course Reflection + Developing Teaching Philosophy (due 12/9)</p>
14		Fall break (no classes)	
15	12/3 (last class)	Final reflections and course wrap-up	<p>Due 12/9: Final Course Reflection & Developing Teaching Philosophy</p> <p>Reading: TBD - will be posted in Canvas</p>
	12/16 -20	Finals week	