

Welcome to
Library Instruction (LI) and Information Literacy (IL)!
a 3-credit graduate class for those of you seeking to explore and practice the place of instruction in the
information professions
We meet together online, live, once a week for 3 hours.

Meetings in Zoom: Check our Zoom meeting room on the left!

Meeting ID: 956 2621 7376

Spring 2021 Mondays, 3 - 6 p.m.

Unique Number: 28305

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.

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

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, 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

Assignments: Read on for details about any assignment.

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 you 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 misinformation/disinformation;
- 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";
- create 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

- For the first time our main class readings will be available freely as open education resources (OER) identified through sources such as the Open Textbook Library.
- Some readings may be provided as .pdf documents.
- Readings about Identity and Self Reflection: Self Care

Course Policies

- Communication Including Email
- Personal Names and Pronouns
- Office Hours
- Technical Requirements
- Attendance and Participation
- Deadlines and Submission of Work
- Cover Sheets
- Formal Presentations
- Citing Sources and Style Manual
- Class Etiquette

- Group Work
- Incompletes
- Drops
- Credit/No Credit
- Conditional or Probational Status
- University Resources for Students
 - University of Texas Libraries
 - Accessible, Inclusive, and Compliant Statement
 - Writing Support Through UT-Austin
 - Counseling and Mental Health Center
 - Behavior Concerns and COVID-19 Advice Line (BCCAL)
 - Personal or Family Emergencies (Student Emergency Services (SES))
 - CARES Act Emergency Assistance
 - COVID-19 Response and Testing for the Spring 2021 Semester
- University Policies
 - UT Honor Code and Academic Integrity
 - Bias incidents and Title IX
 - Use of E-mail for Official Correspondence to Students
 - Religious Holy Days
 - Student Bereavement Policy
 - Sharing of Course Materials is Prohibited
 - Class Recordings

Grading

Individual activities:

- Participation, Documented in Your Participation Cards: 140 points (10 points per week)
- Pathfinder: 150 points
- LibGuide: 100 points
- Pathfinder & LibGuide Presentation: 25 points
- Reflective Essay on Instruction Video and Process: 150

Group activities:

- Instructional Design Plan contributions: 100
- Instruction Video Script and Storyboard contributions: 35
- Instruction Video contributions:
 - Content: 100
 - Production: 100
- Team Presentation of Instruction Video with Active Learning Activity: 100

A = 95%-100% = 950-1000 points

A- = 90%-94.9% = 900-949.9 points

B+ = 87%-89.9% = 870-899.9 points

B = 83%-86.9% = 830-869.9 points

B- = 80%-82.9% = 800-829.9 points

C+ = 77%-79.9% = 777-799.9 points

C = 73%-76.9% = 730-776.9 points
C- = 70%-72.9% = 700-675.2 points

Tentative Course Schedule

Week 1 (Jan. 25) Welcome to the class! Let's get started!

WE WILL COVER:

- Overview of the class: assignments, schedule, and Canvas.
- Ask questions about assignments!
- Review of course policies.
- Meet your classmates!
- Select your Pathfinder/LibGuide topic!
- Understanding your preferred learning style. (Kolb)
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.
- **BEFORE OUR NEXT CLASS MEETING:**
 - **Readings for Week 2**
 - Create your new account on WebJunction.

Week 2 (Feb. 1): Making Progress; What is Instruction?; Standards, including the ACRL Framework

WE WILL COVER:

- Your account in WebJunction for D4L.
- Review of class assignments.
- Announcement of your Pathfinder/LibGuide topics.
- Kolb Learning Styles Inventory.
- Formation of Instruction Video teams.
- Framework for Information Literacy for Higher Education.
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- **Readings for Week 3**

Week 3 (Feb. 8): Learning Theories, Including Motivation; Starting Your Instructional Design Plan

WE WILL COVER:

- Review of class assignments.
- Psychology of human learning:
- Learning Theories Jeopardy
- Instructional Design Plan
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note

BEFORE OUR NEXT CLASS MEETING:

- **Readings for Week 4**

Week 4 (Feb. 15): Critical Pedagogy; UDL

WE WILL COVER:

- Review of class assignments.
- Review of Pathfinder evaluation form.
- Critical Pedagogy
 - Microaggressions: Exercise
- Universal Design for Learning (UDL)
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation.

BEFORE OUR NEXT CLASS MEETING

- Readings for Week 5

Last Day to Submit an Optional Pathfinder Draft: Wednesday, 17 February, 6 p.m.

Week 5 (Feb. 22): Instruction Topic Focus: Academic Integrity: Plagiarism

WE WILL COVER:

- Review of class assignments.
- Learning outcomes in your Instructional Design Plan.
- Instruction Topic Focus: Academic Integrity: Plagiarism
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING.

- Readings for Week 6

Week 6 (Mar. 1): Final Pathfinder Due; Instruction Topic Focus: What is Dis-Information, Mis-Information, and Mal-Information?

WE WILL COVER:

- Review of class assignments.
- Review of LibGuide evaluation form:
- Submit your final Pathfinder by 6 p.m.
- **Instruction Topic Focus: What is dis-information, mis-information, and mal-information?**
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING

- Readings for Week 7

Week 7 (Mar. 8): Individual Pathfinder and LibGuide Presentations; LibGuide Due

WE WILL COVER:

- Review of class assignments.
- LibGuide due by 6:00 p.m.
- Share details about your pathfinder.
- Demo your LibGuide: Share your LibGuide on your screen.
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- Readings for Week 9

Week 8 (Mar. 15): Spring Break! Don't come to class!

Week 9 (Mar. 22): Last day to Submit an Optional Instructional Design Plan Draft, 6 p.m.; Return to the Frames and UDL with your Instruction Video team; Flex Time

WE WILL COVER:

- Review of class assignments.
- Check in with Your Team on your Instructional Design Plan
- Return to the Frames
- Return to the UCL
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- Readings for Week 10

Week 10 (Mar. 29): Instructional Design Plan Due; Summary of Instruction Activities/Learning Objects; Flex Time

WE WILL COVER:

- Review of class assignments.
- Check in about your Instruction Video Script/Storyboard.
- Instructional Design Plan due by 6 p.m.
- Let us return to talking about what libraries do in the name of instruction!
- Flex time
- **READ FOR TODAY**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note

BEFORE OUR NEXT CLASS MEETING:

- Readings for Week 11

Week 11 (Apr. 5): Managing Instruction Activities; Flex Time

WE WILL COVER:

- Review of class assignments.
- Review of Instruction Video evaluation form.
- Flex time
- Class discussion of managing instruction activities; bring your questions!
- **READ FOR TODAY:**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- Readings for Week 12

Week 12 (Apr. 12): Active Learning!

WE WILL COVER:

- Review of class assignments.
- Review of Active Learning Activity evaluation form.
- Submit your Script/Storyboard by 6 p.m.
- Active Learning Background
- Instruction organizations.
- **READ FOR TODAY.**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.
- by 6 p.m. the day after our Zoom class. Participation: Week 12 (Apr 13)

BEFORE OUR NEXT CLASS MEETING:

- **Readings for Week 13**

Week 13 (Apr. 19): Evaluation of Library Instruction; Preview Screening of your Instruction Video

WE WILL COVER:

- Review of class assignments.
- Preview screen your instruction video in class.
- Evaluation of LI services.
- **READ FOR TODAY:**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- **Readings for Week 14**

Week 14 (Apr. 26): The Future; Your Future

WE WILL COVER:

- Review of class assignments.
- Review of Reflective Essay evaluation form.
- Kuhlthau's Zone's of Intervention: in-class activity
- Consider the future as reflected in job vacancy announcements.
- **READ FOR TODAY:**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

BEFORE OUR NEXT CLASS MEETING:

- **Readings for Week 15**

Week 15 (May 3): Launch Your Instruction Video! Team Instruction Video Presentation with Active Learning Activity

WE WILL COVER:

- Review of class assignments.
- Instruction Video due by class time:
- Presentation with Active Learning Activity
- **READ FOR TODAY:**
- **WITHIN 24 HOURS OF THE END OF CLASS:** Submit a weekly participation note.

Friday, 7 May, 6 p.m.: "Reflective Essay on Instruction Video and Process" Due

Assignments

Create a Pathfinder and a companion LibGuide. You will work with one or two classmates to create one or more short Instruction Video on a topic related to your Pathfinder/LibGuide topic. Here are details for each assignment!

A. Pathfinders

The purpose of this assignment is to help you learn how to create an in-house instruction object that connects details about reference sources with instructions on how to use them.

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.

How to Prepare a Pathfinder:

STEP 1. Begin by choosing a topic from list of suggested topics.

STEP 2. Compile a working bibliography.

STEP 3. You might narrow it by audience, by geography, by culture, by medium, or by time period.

STEP 4. Which sources will you include and which will you delete from the Pathfinder?

STEP 5. Tailor your Pathfinder instructions for the client.

STEP 6. Make corrections in your first draft and share it with me.

STEP 7. Make final revisions. Review the Pathfinder checklist and the syllabus.

STEP 8. Check the due date for the final version of your Pathfinder.

B. LibGuides

The purpose of this assignment is to help you create a more contemporary version of the Pathfinder, paying more attention to including multiple formats, designed for a specific clientele.

C. Individual Presentation of Pathfinder and LibGuide

The purpose of this assignment is to give you an opportunity to prepare a formal presentation on your individual work, helping your classmates prepare to create their Instruction Videos.

D. Instructional Design Plan

The purpose of this assignment is to provide you with a template to use in planning your Instruction Video.

E. Instruction Video Script and Storyboard

The purpose of this assignment is to help you provide the text and action framework for the audio and video portions of your Instruction Video to make the recording session smoother and less stressful.

Your Script are the words you will record on your Instruction Video. You may combine your Script with notes or drawings of any action that may taken. That action is the Storyboard.

F. Instruction Video

The purpose of this assignment is to provide you with the opportunity to coordinate group efforts in creating a customized accessible instruction object for a designated audience, combining audio, text, and video.

- Panopto.
 - <https://itlab.ischool.utexas.edu/panopto-guide/>

G. Team Instruction Video Presentation with Active Learning Activity

The purpose of this assignment is to share and celebrate your Instructional Video while assisting your classmates in more deeply understanding the content of your Instructional Video through engaging in an active learning activity.

H. Reflective Essay on Instruction Video and Process

The purpose of this assignment is to provide you with an opportunity to reflect on what you learned throughout the semester and to tie the pieces together in a document that is voiced in terms of what you learned about LIL and yourself.

In this essay document the work you contributed to your Instruction Video.

I. Participation, Documented in Your Participation Cards

The purpose of this assignment is to help document and encourage your involvement in developing and sustaining our community of learners through your participation.

What you need to do: Submit a participation card within 24 hours of the end of class.