

INFORMATION LITERACY & LIBRARY INSTRUCTION

LIS 606
Spring, 2017

Instructor: Nicole E. Brown
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Class Meets: Tuesdays, 6:30-8:20PM, Bobst Public Services Conf. Room (1st Floor)
Office Hours: Tuesdays, 5:00-6:20PM, Bobst M-16 (Mezzanine East)

COURSE DESCRIPTION

This course will introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.

LEARNING OUTCOMES

By completing the coursework and participating in this class, students will be able to:

- Articulate rationales and principles for library instruction and information literacy.
- Engage with the scholarship of library instruction and information literacy.
- Apply instructional theories to design, deliver, and assess library instruction.
- Design information literacy instruction for a specific user group.
- Deliver information literacy instruction in an engaging manner.
- Assess the learning outcomes of an instructional intervention.
- Develop a personal philosophy of teaching and learning.
- Reflect on professional practice to grow as an instructor.

GRADING

You must complete *all assignments* to receive a passing grade. Assignments must be submitted via Blackboard on or before class begins on the due date listed on the syllabus. Late work will be penalized with a lower grade.

Initial Teaching Statement	5%
Double-Entry Journal and Discussant	15%
Instructional Resource Critique and Presentation	15%
Final Teaching Statement	20%
Teaching and Learning Project	30%
Participation and Attendance	15%

94 – 100% A	77 – 79% C+
90 – 93% A-	74 – 76% C
87 – 89% B+	70 – 73% C-
84 – 86% B	67 – 69% D+
80 – 83% B-	65 – 66% D

ATTENDANCE POLICY

This course operates as a learning community, and engaged participation is essential for the success of this course for all learners. You are expected to attend every class. Unexcused absences will negatively impact your grade (three or more will result in an F for this course). If you have extenuating circumstances, contact me immediately so that we can make reasonable accommodations.

ACADEMIC INTEGRITY

Academic integrity is vital to student learning and growth. Violations include plagiarism, cheating, and other similar actions. Students whose work does not fulfill the expectations of academic integrity may have sanctions imposed. The Student Handbook outlines LIU's policies: http://palmerblog.liu.edu/wp-content/uploads/2014/04/Bulletin_2014-2015-nov.-14.pdf

SUPPORT FOR STUDENTS WITH DISABILITIES

As per LIU policy, students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services located in the Learning Support Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential. Accommodations cannot be given to students unless the appropriate document is given to the professor.

WEEKLY COURSE SCHEDULE

This schedule may change to accommodate student and instructor needs.

	TOPICS	READINGS/ASSIGNMENTS DUE
Week 1 1/17/17	Welcome and Introductions <ul style="list-style-type: none">Establish shared experiences with learning researchExamine course content (syllabus, assignments, etc.)Introduce: <i>Initial Teaching Statement</i>	
Week 2 1/24/17	Library Instruction? Information Literacy? <ul style="list-style-type: none">Define these terms across different contextsIntroduce theoretical frameworks: ACRL, SCONUL, ISP, threshold concepts	<i>ACRL Framework for IL</i> Bruce, "Seven Faces..." Meyer & Land (2006), Chapter 1 Reichel & Arp (1990) Townsend, <i>et al.</i> (2011) DUE: <i>Initial Teaching Statement</i>
Week 3 1/31/17	Information Literacy in Higher Education <ul style="list-style-type: none">Teaching paradigm v. Learning paradigmBanking v. Problem-posingDisciplinary perspectivesAACU VALUE RubricsFramework Application: <i>Authority is Constructed and Contextual</i>	Barr & Tagg (1995) Carter (2007) Freire (2000), Chapter 2 Riehle & Weiner (2013)

<p>Week 4 2/7/17</p>	<p>Instructional Theory and Pedagogical Perspectives I</p> <ul style="list-style-type: none"> • Traditional learning theories • Experiential learning • Critical perspectives • Assign articles for <i>Double-Entry Journal / Discussant</i> • Framework Application: <i>Information Creation as a Process</i> 	<p>Booth (2011), Chapter 4 Merriam <i>et al.</i> (2007)</p> <ul style="list-style-type: none"> • Traditional Learning Theories • Experience and Learning • Critical Theory, Postmodern, and Feminist Perspectives
<p>Week 5 2/14/17</p>	<p>Instructional Theory and Pedagogical Perspectives II</p> <ul style="list-style-type: none"> • Student-led discussions of readings • Applying learning theories to practice • Critical Incident Questionnaires • Framework Application: <i>Information Has Value</i> 	<p>Lave (1993) Elmborg (2002) Elmborg (2006) Jacobs (2008) Nichols (2009)</p> <p>DUE: <i>Double-Entry Journal / Discussant</i></p>
<p>Week 6 2/21/17</p>	<p>NO CLASS <i>This Tuesday follows a Monday Schedule due to President's Day.</i></p>	<p>NO CLASS</p>
<p>Week 7 2/28/17</p>	<p>Student Perspectives, Practices, and Dispositions</p> <ul style="list-style-type: none"> • Instructional Resource Critique Presentations, <5 min. each • Insights from large-scale research projects: PIL, The Citation Project • Threshold concepts in practice • Framework Application: <i>Research as Inquiry</i> 	<p>Felten (2016) Head & Eisenberg (2009) Leckie (1996) Mellon (2015)</p>
<p>Week 8 3/7/17</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Skills, tips, and strategies to engage learners in the classroom • Explore lesson plan models, templates, and preferences • Framework Application: <i>Scholarship as Conversation</i> 	<p>Brookfield (2015)</p> <ul style="list-style-type: none"> • Chapters 6 and 7 <p>Svinicki & McKeachie (2011)</p> <ul style="list-style-type: none"> • Chapters 5, 14, and 15 <p><i>Teaching that Sticks</i></p> <p>DUE: <i>Instructional Resource Critique and Presentation</i></p>
<p>Week 9 3/14/17</p>	<p>NO CLASS <i>Spring Recess!</i></p>	<p>NO CLASS</p>
<p>Week 10 3/21/17</p>	<p>Assessing Learning I</p> <ul style="list-style-type: none"> • Cognitive and affective domains • Perspectives on learning outcomes • Types of assessment • Assessment as a cycle • Framework Application: <i>Searching as Strategic Exploration</i> 	<p>Cahoy & Schroeder (2012) Flynn <i>et al.</i> (2004) Oakleaf (2011) Whetten (2007)</p>
<p>Week 11 3/28/17</p>	<p>Assessing Learning II</p> <ul style="list-style-type: none"> • Assessing information literacy reach and impact • Action research approaches • Feedback for Draft Lesson Plans: Charette Protocol 	<p>Booth <i>et al.</i> (2015) Jones <i>et al.</i> (2016) Oakleaf (2009) Oakleaf & Kaske (2009)</p> <p>DUE: <i>Draft Lesson Plan for Teaching</i></p>

		<i>and Learning Project</i> (bring to class)
Week 12 4/4/17	Collaborating and Building Partnerships <ul style="list-style-type: none"> • IL Allies: Rhetoric, Writing and Composition Studies • Articulating the teaching librarian's unique perspective • Look at guiding questions for Teaching Statements 	Holliday & Rogers (2013) Fister (2015) Isbell (2008) Mazziotti & Grettano (2011) Simmons (2005)
Week 13 4/11/17	Collaborating with Colleagues <ul style="list-style-type: none"> • Working with colleagues: instruction librarians, archivists, subject liaisons, scholarly communication specialists, and more... 	Hensley & Murphy (2014) Yakel & Torres (2003) Julien & Genuis (2009) <i>Intersections...</i> (2013) DUE: <i>Teaching Statement</i>
Week 14 4/18/17	Trends and Future Directions <ul style="list-style-type: none"> • Staying up-to-date — professional development, conferences, and readings 	<i>Library Liaison Institute Report</i> (2015) <i>ACRL Top Trends in Academic Libraries</i> (2016) <i>ACRL Keeping Up With...</i> (Choose 1)
Week 15 4/25/17	Teaching and Learning Presentations <ul style="list-style-type: none"> • Teaching and Learning Presentations by _____, _____, _____, _____, _____.... 	DUE: <i>Teaching and Learning Projects</i>
Week 16 5/2/17	Teaching and Learning Presentations <ul style="list-style-type: none"> • Teaching and Learning Presentations by _____, _____, _____, _____, _____.... 	DUE: <i>Self-Critique, after class</i>

ASSIGNMENTS

You must complete *all assignments* to receive a passing grade. Assignments must be submitted via Blackboard on or before class begins on the due date listed.

Initial Teaching Statement 5 %

DUE: 1/24/17

You will develop and articulate your instructional philosophy this semester. This assignment begins that process by asking you to reflect on what you believe about teaching and learning. Based on your personal experiences, what practices do you think work best to encourage the learning process? How do you (or might you) enact those practices in a classroom or other learning environment? Begin to produce an image of yourself as a teacher and write about it. Write clearly and concisely, in the first person. This statement is about *you*, so do not draw on outside sources. Length: 500-750 words.

Double-Entry Journal and Discussant 15%

DUE: 2/14/17

You will each be assigned to write a Double-Entry Journal for a reading due the week of 2/14/17. You will hand in your Double-Entry Journal, using the two-column template below. In class, you will act as a discussant for that reading—you and your classmates who were assigned the same reading will lead a discussion of it, using your observations and insights from your Double-Entry Journal to guide your comments. This is *not* a group project. You and your classmates will have 15 minutes at the beginning of class to decide on discussion strategies to employ. The goal here is to combine your close readings with learner engagement strategies. The discussion component will be graded for participation points only. You

will be assessed on the depth of analysis and reflection you demonstrate in your Double-Entry Journal. Length: No limit. Answer the prompts in a way that works for you.

Double-Entry Journal Template:

[APA Style Citation for Reading]	
Objective Summary & Highpoints	Subjective Reflections
Summary of reading (5 or 6 sentences someone who hadn't read the reading could understand).	1. Your thoughts on the overall content of the reading. 2. How does it tie in with your experiences, beliefs, or prior knowledge? 3. How have your previous ideas changed or been confirmed?
List several (~5) thought provoking points or quotes from the reading.	These are just prompts for reflection — you do not need to answer each one. 1. Do you agree or disagree with each point? 2. Are you annoyed, impressed, scared, dazzled or ...? 3. What more you would like to know about the topic? 4. Are you aware of any literature or research that conflicts with the author's position? 5. How did this reading change your understanding of this topic?
One question you have:	1. Why is this question important to you? 2. What are the implications of the question?
Three questions of various levels of difficulty you could use to spur a discussion with the class:	Why did you choose these question?

Instructional Resource Critique & Presentation 15%

DUE: 3/7/17

The goal of this assignment is to critically evaluate an online learning endeavor related to information literacy and to share your findings with the class in a short presentation. Writing the evaluation will help you apply instructional theories to the online environment, and sharing your findings will help us all learn about the resource you selected, while giving you an opportunity to practice your presentation skills.

Choose an online instructional resource from the following site:

- PRIMO (Peer Reviewed Instructional Materials Online) - <http://primodb.org>

Write a critique of the resource. Include the following sections:

INTRODUCTION

- Provide the name of and the link to the resource being reviewed.
- Offer a short objective description of the resource.
- Identify its rhetorical purpose: When was it was created? By whom? For what purpose?
- Identify its learning goal: What does this resource set out to do?

CRITICAL EVALUATION

Systematically assess the resource, evaluating its strengths and weaknesses, backing up your evaluations with evidence from the resource. Use the following questions to guide your critique:

- Content: Is it high-quality, clear, logical, accurate? Use evidence to support your conclusions.

- Design: Are the structure and layout effective? Is it aesthetically appealing? Do graphics serve a purpose? Are fonts and typographic elements appropriate? Use evidence to support your conclusions.
- Usability: Is navigation intuitive? Do links and tools function? Give concrete examples of navigational successes and confusions.
- Reusability: Can other librarians use this resource or make it their own, or is it institution-specific? Use evidence to support your conclusions.
- Learning stance: What assumptions about teaching and learning underlie the work? Apply *at least one* instructional theory or pedagogical perspective.

CONCLUSION

- Indicate your overall assessment of the resource's value and usefulness for information literacy and library instruction. You may make recommendations for improvement.
- Would you recommend this resource to a colleague? To a student? Why?

Write in the third-person, using active language. To support your evaluation, include evidence from the resource itself. To apply instructional theory, include evidence from course readings. Cite sources in APA style. Length: 500-750 words.

Synthesize your findings for the class:

Prepare a 5 minute presentation to share the resource, and critical evaluation of it, with the class. You will be in front of the class for 5 minutes, and you will be timed—so aim to take up the whole time.

Teaching Statement 20%

DUE: 4/11/16

Now that you've spent almost a semester reading about, thinking through, and reflecting on teaching and learning in a library context, you're ready to craft your instructional philosophy in the form of a Teaching Statement. Whether or not you have to submit a teaching statement for a job, this exercise will help you form your teaching identity. You will articulate your beliefs about teaching and learning, the practices and strategies you use to encourage the learning process, and how you enact those practices in the classroom (or whatever learning environment you work, or will work, in). This is a personal essay, so write in the first-person. You are expected to demonstrate an understanding of instructional theory and practice as you do so. Draw on *at least three* course readings to connect theory to your own practice. Cite your sources in APA Style. Length: ~1,000-1,500 words.

Note: Teaching Statements are a genre required by many universities as part of the application process. There's no shortage of advice on writing them. Vanderbilt University's Center for Teaching provides this list of topics that teaching statements often address:

- Your conception of how learning occurs.
- A description of how your teaching facilitates student learning.
- A reflection of why you teach the way you do.
- The goals you have for yourself and for your students.
- How your teaching enacts your beliefs and goals.
- What, for you, constitutes evidence of student learning.
- The ways in which you create an inclusive learning environment.
- Your interests in new techniques, activities, and types of learning.

See: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements>

Teaching and Learning Project 30%

This is the major project of the course, and it gives you an opportunity to put your knowledge of instructional theory into practice. You will decide on an instructional scenario, and design a lesson for it. You will deliver

a presentation that includes a teaching demonstration of a short piece of that lesson and a reflective component explaining your pedagogical choices.

Part 1) Draft Lesson Plan for In-Class Critique **DUE: 3/28/17**

Decide on an instructional scenario—audience, setting, and type of lesson (e.g. college freshman in a writing class, an upper-division course in your area of expertise, a semester-long research course, etc.). Create a one-hour lesson plan for the learner group. Communicate who the learners are, the learning outcomes, the instructional strategies you will use, and how you will assess the lesson. We will look at several lesson plan models together in class, so that you can see varied examples of the genre. Regardless of formatting choice, your one-hour lesson plan must include the following parts:

- Scenario Context - Who are the learners? What is the setting? What are you teaching?
- Materials Required - Do you need special equipment? Handouts? Etc.
- 1-3 Learning Outcomes - What will the students know or be able to do as a result of this lesson?
- 2-3 Instructional Strategies - How will you facilitate learning? Include time estimates.
- 2-3 Discussion Prompts - What open-ended questions might you would ask?
- Assessment - How will you know that the students achieved the learning outcomes?
- Connections to the *ACRL Framework for Information Literacy* - Which frame/s, knowledge practices, and dispositions does this lesson connect to?

You will bring your Draft Lesson Plan to class on 3/28/17 for an interactive feedback exercise.

Part 2) Presentation and Final Lesson Plan **DUE 4/25/17**

Incorporate the feedback that you find useful into your Lesson Plan, and finalize it. Then, select a short segment to design a 20 minute Presentation that showcases how you handle an instructional scenario, and provides the rationale behind your pedagogical choices.

- First, engage us in an instructional scenario by delivering a ~10 minute segment from your lesson plan. The class will act as your learners, just tell us who we are (e.g. “You’re all first-year students in X course at X institution...”). You may lead us through an activity, deliver a lecture, engage us in a discussion—whatever instructional strategy you choose.
- Next, step out of the scenario and spend the remaining ~10 minutes presenting to us as colleagues. Share why you chose that particular instructional scenario and strategy, and explain which instructional theories influence your practice.

Length: 20 minutes, maximum.

Note: Your peers and will complete feedback forms commenting on your organization, rapport, teaching methods, and overall presentation. I will not collect the feedback forms: *you* will summarize them for me in the Self-Critique.

Part 3) Self-Critique **DUE 5/2/17**

After your Presentation, review your peer feedback forms and prepare a self-critique in which you reflect on your practice and your expectations for yourself as an instructor. Highlight and summarize the strengths and weaknesses of your presentation. Describe what you learned from this experience that you will carry into your career. Length: 500 words, maximum.

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