

LIS 606
Information Literacy and Library Instruction
Spring 2013

Syllabus

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Office Hours by Appointment

Spring, 2013
Thursday
6:30-8:20
3 credit hours

This course is intended to 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. This process has its roots in education and training. As such, much of the content in the course is drawn from the fields of education as well as from library and information science

GOALS:

1. To become familiar with instruction and assistance in libraries and information systems.
2. To understand instructional theories, issues, strategies, programs, and technologies.
3. To develop practical skills in designing and presenting instruction at both the class level and within a program.
4. To develop a personal philosophy of assistance and instruction.

COURSE OUTCOMES

At the conclusion of the course, the students will be able to:

- Articulate rationales and principles driving the library instruction movement
- Describe the differing groups of library users served by instructional programs
- Locate the current standards that serve as the basis for developing instructional programs
- Select among a variety of teaching methods and design, implement, and evaluate instructional solutions to fit identified needs.
- Create lesson plans based upon instructional objectives and learning theories
- Deliver an instructional presentation based on those theories/objectives apropos to a particular library user group

- Understand and demonstrate applications of the theory and practice of teaching and learning in the context of a variety of library and information settings, and with students having diverse learning styles.
- Be aware of the literature and organizations pertaining to user education, of historical and recent developments in the field, and of the various standards and practices pertaining to user education in different information settings.
- Be aware of issues in information literacy and its place in academic, public, and private organizational settings.
- Be able to identify an instructional need.
- Be able to produce, adapt, compare, and evaluate instructional materials in print and/or electronic formats.

Course Materials and Requirements:

Teaching Information Literacy : 50 Standards-Based Exercises for College Students / 2nd
ed. (2010) Joanna M. Burkhardt and Mary C. MacDonald, American
Library Association / ISBN: 0-8389-1053-X

Information Literacy Instruction - with CD / 2nd ed. (2009) Esther S. Grassian and Joan R.
Kaplowitz, Neal Schuman / ISBN: 1-55570-666-5

You are requested to subscribe to and monitor the **ILI-L list**.

Follow the instructions at <http://lists.ala.org/www/info/ili-l>. (Note: you will have to put in your e-mail address first, then they will send you a password, and then you can use that password to get in and subscribe to the listservs. Please look at the entire list, just be careful of signing on to too many since some of these generate a large number of emails.)

You should also become aware of the national or international organizations & conferences devoted to information literacy instruction.

These include:

- ACRL / Instruction Section: www.ala.org/ala/mgrps/divs/acrl/about/sections/is/homepage.cfm
- ALA / Library Instruction Round Table: fleetwood.baylor.edu/lirt/
- Georgia International Conference on Information Literacy: ceps.georgiasouthern.edu/conted/infolit.html
- LOEX: www.emich.edu/public/loex/loex.html
- National Forum on Information Literacy: www.infolit.org
- WILU (Workshop for Instruction in Library Use): www2.uregina.ca/wilu2011/
- LILAC, Librarians' Information Literacy Annual Conference: <http://www.lilacconference.com/WP/>

Assignment instructions:

Use APA style (6th ed.) and in-text parenthetical citing with a Reference List (Bibliography). However, should you have some incurable dislike for APA, which is allowed, please be consistent in whatever legitimate style you choose.

This course incorporates active learning techniques that require student participation. We will often work with partners or in groups. We are in a very collaborative field and one's ability to work in such an environment must be proven.

Most oral presentations will be reasonably formal and you will receive feedback from the instructor and peers. All presentations, whether formal or not, should be clear, relevant, concise, and within the time limit.

Grading

Presentation on movie/teaching Philosophy	10%
Case Studies	15%
Tech learning object	10%
Class Observation	15%
Project Based Memo	10%
Lesson Plan/presentation	30%
Class Participation	10%

This division is intended to prevent students from focusing on one area to the detriment of the others and all will be reflected in the presentation, which is the primary assignment.

Semester Schedule – Spring 2013

Note: The schedule and readings are subject to changes and additions. Sometimes guest speakers topics are tangential to readings but we have to work with their schedules

Date	Topics and Activities	Readings
January 24th Week 1	<ul style="list-style-type: none"> • Introductions and review syllabus • BlackBoard and e-mail list • Learning about each other. • Pick a film and pair up • Our own teaching philosophies • Join ILL-L Listserv (see instructions above) • Draft ideas of your own teaching philosophy 	<ul style="list-style-type: none"> ○ Palmer ○ Zauha (2008) ○ Grafstein (2002)
January 31st Week 2	<ul style="list-style-type: none"> • History • Information explosion and IL • Information literacy and critical thinking <p>Due: Movie Presentations</p>	<ul style="list-style-type: none"> ○ ACRL Information Literacy ○ Schroeder ○ Grassian & K, Intro, Ch. 1-2 ○ Burkhardt/MacDonald, Ch. 1-2 ○ DeBacker ○ Jarson ○ Kutner (2012)
February 7th Week 3	<ul style="list-style-type: none"> ○ Adults vs. children as learners ○ Learning theories, learning styles ○ Psychology of learning <p>Due: Class observation choice</p> <ul style="list-style-type: none"> • <i>Case study: Transfer students</i> 	<ul style="list-style-type: none"> ○ Grassian & K, Ch. 3-4 ○ Scherdin ○ Small -1998 & 2004 ○ Carey ○ oSpackman (Case Study Example)
February 14th Week 4	<ul style="list-style-type: none"> ○ Instructional design ○ Information seeking behavior ○ Library anxiety, mental models ○ Critical thinking, active learning and Interactivity ○ Due: Tutorial topic <p>Case Study: International students/ESL</p>	<ul style="list-style-type: none"> ○ Burkhardt/MacDonald , Ch. 3-4 ○ Grassian & K, Ch. 5-6 ○ Grafstein ○ Kuhlthau oGross oHrycaj ○ oConteh-Morgan

February 21st Week 5	<ul style="list-style-type: none"> ○ Lesson plans (events of instruction, formats) ○ Planning and developing instruction programs <p>Case Study: Graduate students Guest Speaker: Professor Nicole Brown</p>	<ul style="list-style-type: none"> ○ Burkhardt/MacDonald , Ch. 6-7 ○ ACRL Characteristics ○ Grassian & K, Ch. 7-8 ○ Hall ○ Marcus & Beck ○ Nicols ○ Waelchli
February 28th Week 6	<ul style="list-style-type: none"> ○ Instructional materials and design issues ○ Copyright and Plagiarism ○ Discuss assignment: instructional materials <p>Case Study: Non-traditional students and/or older traditional students</p>	<ul style="list-style-type: none"> ○ Burkhardt/MacDonald , Ch. 5, 10 ○ Grassian & K, Ch. 9-10 ○ Wallace ○ Gabriel ○ Jackson ○ Budd
March 7th Week 7	<ul style="list-style-type: none"> ○ Effective presentations, including nonverbal communication <p>Guest Speaker: Professor Hensley</p>	<ul style="list-style-type: none"> ● Grassian & K, Ch. 12-13 ● Donovan (blog: “withitness”)
March 11-15	SPRING BREAK	March 11- 15
March 21th Week 8	<ul style="list-style-type: none"> ○ Teaching with technology ○ Teaching technology <p>Guest Speaker: Professor Smale</p>	<ul style="list-style-type: none"> ○ Burkhardt/MacDonald , Ch. 8-9 ○ Grassian & K, Ch. 15-16 ○ Kolah ○ Luo ○ Schiller ○ ACRL Guidelines

March 28th Week 9	<ul style="list-style-type: none"> ○ Other tools: ○ Mentoring ○ Due: Tech Learning object <p><i>Case Study: First-Year students</i></p> <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Samson ○ Harkins
April 4th Week 10	<ul style="list-style-type: none"> • Beyond –finding & good enough – Critical thinking and Students' use of resources <p>Due: Discuss class observations</p>	<ul style="list-style-type: none"> ○ Rosenblatt ○ Maybee <p>Project Learn Report</p>
April 11th Week 11	<ul style="list-style-type: none"> ○ Assessment ○ Evaluating teachers ○ Student satisfaction <p>Due: Memo Assignment</p>	<ul style="list-style-type: none"> ○ Arnold ○ Arbeeny ○ Lym ○ Grassian, Ch. 11 ○ Zauha (2010)
April 18th Week 12	<ul style="list-style-type: none"> ○ Outcomes assessment ○ Pre- and post-testing ○ Instruction policies <p>Memo discussions</p>	<ul style="list-style-type: none"> ○ Cameron ○ Kraemer et al. ○ Lindsay et al. ○ Thompson
April 25th Week 13	<ul style="list-style-type: none"> ○ New roles and models <p>Due: Presentations of instructional plans</p>	<ul style="list-style-type: none"> ○ Stamatoplos ○ Dijck ○ Tompkins ○ Westbrook
May 2nd Week 14	<p>Presentations Continued</p>	<ul style="list-style-type: none"> ○ Cain ○ Grassian, chaps. 14, 17, 18

Assignments:

Watch a movie about a teacher who inspired students (from this list or one familiar to you. Please do not choose one merely because it is on *Netflix*, though the temptation is enormous. Bobst provides us with a spectacular collection):

Blackboard Jungle

Children of a Lesser God

Coach Carter

Conrak

Dangerous Minds

Dead Poet's Society

Freedom Writers

(Nice promotional website at: <http://www.freedomwriters.com/>)

Goodbye Mr. Chips

The Great Debaters

Mr. Holland's Opus

The Miracle Worker

Music of the Heart

Race the Sun

Renaissance Man

Stand and Deliver

To Be and To Have

To Sir, With Love

Up the Down Staircase

Working in pairs you will be asked to watch one of the above movies and lead a short discussion with your classmates about the didactic aspects of the film's protagonist(s).

Discussion: *How does a teacher inspire students to learn?*

What movie did you view? Describe the needs of the students. Talk about the characteristics the teacher possessed that contributed to motivating the students (refer to the preparation, performance, and passion characteristics in Chapter 12). Specifically, what principles from learning theory (as described in Chapter 3) did you see these teachers using to motivate their students? Was their teaching style one that appealed to you? Why or why not?

Due: Second Class we will hear from everyone

Case studies in instruction. Identifying issues of teaching and learning germane to a special population or situation that one might be faced with, as is so often the challenge in an instruction job. For a number of the classes there have been identified issues/populations/situations that are relevant and the assignment is to come up with an idea for instruction; not a full blown instruction session but a pedagogy and content that you think will work given the issues about that population they identify in the literature. After analyzing a case, each team should develop a very rudimentary instructional plan to address it. One could attach drafts of sample handouts, instructional outlines, publicity material, exercises, pre- and post-tests, or other appropriate supporting materials that you will find in the literature. You will work in groups and each team will be asked to lead the discussion about their topic.. This is also an exercise in research since each team is expected to use library literature to address their topic.

Due Check class schedule

Create the content-end of a digital learning object. Interactive would be preferable, which means to describe a DLO that includes in its design instances in which decisions made by the learner effect the information that the tutorial presents to the learner. Examples will be shown in class for review. Design for a 2-3 minute learning time (no longer). You may select the topic; however, the topic should be discussed with the instructor. Possible topic areas include aspects of electronic bibliographic databases, web-based resources, reference tools, software packages, search strategies, and research concepts. You will need to create a brief storyboard for your tutorial, and therefore, its audience and purpose (standards, goals, and objectives), and your design decisions must be considered. This assignment is not to check on your technological skills, but pedagogical ones. This assignment sounds worse that it is and doesn't count anymore than any other assignment.

Due: Check class schedule

Observation of a library instructional class. Each student will attend a class from the choices that will be discussed in class, and, along with approval from me will attend that class and make notes. Describe and reflect on your experience in a two page paper. Each student will share his or her experiences in a short presentation as well for discussions sake.

Due: Check class schedule

In the **project-based assignment**, the students will have to imitate life without any of the concomitant baggage. In most workplaces, there is the opportunity to propose a new idea to one's coworkers/boss in a memo format and then do a brief "pitch" to sell this idea. The inherent assumption is that one has only a very brief (one-page) memo and then about 6 minutes to sell any idea to others. Students will have great latitude in picking their topic and target library, but should relate to their instructional session and/or their technological effort. This will be explained in detail.

Due: Check class schedule

Develop a lesson plan for an in-person instructional session 50-minutes in length. You may select the topic of the session; however, the instructor must approve the topic. Your instructional plan must address audience and needs analysis; instructional goals and objectives, any handouts/worksheets/assignments or why they are not needed; aching methods, pacing, timing, and learner activities; and a plan for assessing student learning. The plan must include sufficient detail and materials that another person could implement your plan without doing any additional design work. The catch will be that you will be required to give a cogent 15 minute version of your session that will prove valuable when you interview for a job.

Presentations over the final 2 class sessions. These will be timed.