

ISP 649, Information Literacy Instruction: Theory and Technique

Spring 2005

Basics:

Instructor:

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Office Hours: By appointment

Course:

ISP 649: User Education: Theory and Technique, Call #7001

Day and Time: Tuesday, 4:15 - 7:05 pm

Location: Draper 147

Please note: This syllabus may be subject to alterations, as needed, during the semester.

Textbook:

Information Literacy Instruction: Theory and Practice by Esther S. Grassian and Joan R. Kaplowitz (NY: Neal-Schuman, 2001). This is available through both the University bookstore and Mary Jane Books.

Required Readings:

The articles noted on the reading list are also required reading for this course. I expect that you will have read them and the textbook chapters before coming to class. The articles are available, along with the syllabus and assignment sheets, through the University's Electronic Reserve system at <http://eres.ulib.albany.edu/> The password for this course is: 649info.

ILI-L Discussion List: Please subscribe to the ILI-L list, and **check your messages regularly** (at least before class each week). Subscription information is provided on the Professional Organizations/Resources sheet.

Description:

This course is an introduction to user education in a variety of types of libraries, with a concentration on academic libraries. The history of library instruction, theoretical issues in the field, instructional program development, and teaching techniques will all be included. Students will develop and present an instructional session designed for a specific library user group.

Course Objectives and Student Outcomes:

Course Objectives:

1. To impart an understanding of the history and impact of the user education/library instruction movement.
2. To familiarize students with basic concepts and terminology of the field.
3. To provide an understanding of learning theory.
4. To familiarize students with various teaching methods.
5. To facilitate conceptualization of how instructional needs relate to the design, implementation, evaluation, and revision of an instructional program.
6. To provide an understanding of the development, purpose, and functions of professional organizations relevant to user education/library instruction.

Student Outcomes:

By the end of the course, students will be able to:

1. Describe and explain concepts, principles, and techniques related to user education.
2. Identify an instructional need.
3. Select among a variety of instructional methodologies and design, implement, evaluate, and revise instructional solutions to fit identified needs.
4. Discuss and apply learning theory competently in arriving at solutions to instructional problems.

Instructional Methods:

This class will incorporate active learning techniques and will require a high level of student participation. Students will be responsible for directing class discussions during a portion of each class period, and will be involved in debates or other oral presentations, including teaching a 15-20 minute session on the topic of their choice (the session length depends on the number of students in the course). Some work will be done in small groups.

Grading and Course Requirements:

#Readings/Following ILI-L discussion/Class participation [25%]

The background knowledge gained through the required readings is crucial. I will expect that all students will come to class having read the assigned readings for that class. Our discussions will build upon that knowledge. I will also expect you to follow the discussion on ILI-L regularly. Evidence of familiarity with the readings and ILI-L discussion will be apparent through active class

participation. I take it very seriously that students attend the last few classes when others are doing their presentations. Unexcused absences for these classes will result in the lowering of your grade.

#Class Discussion Leadership [15%]

Individuals or small groups of students will be responsible for directing discussion during a portion of most class sessions. You should prepare by doing **2-3 additional readings** on the topics of the day and by selecting significant points to highlight. However, the purpose is to engage the class in discussion and even debate, and not to make a presentation. Effective creativity will be rewarded. **Please provide me with a bibliography of the additional readings you did to prepare for your class discussion leadership.**

#Observation and Critique of an Instruction Session [15%]

Observe and critique an instruction session at the library of your choice. It is crucial that you obtain, in advance, the permission of the instructor to attend and critique the class. I will facilitate attendance at instruction sessions at the University Library, and if you are interested in this option, please see me ASAP. Make sure you describe the session, analyze it based on topics we had covered in class, and suggest possible improvements. Critiques should not name the librarian doing the instruction. Additional details are provided on the assignment guidelines sheet. **Due March 15.**

#Evaluation of Printed or Web-Based Guide [15%]

Select a printed or web-based **instructional guide**, either from the University Libraries or from another library of your choice. If you select a web-based guide, **make sure it is indeed an instructional or how-to guide.** If in doubt, check with me. **Due April 5.**

#Instruction Session (Final Project) [30%]

For a final project, you will present a 15-20 minute instruction session on the topic of your choice, for the audience of your choice. These sessions will occur during the last three or four class periods. Because of the brevity of the allotted time, it will be important to narrow your selection, so that you don't attempt to cover too much. You will need to provide supporting materials at the time of your instruction session, including a description of the audience and setting; a brief outline of the content of the session; goals with objectives for the session; a pathfinder or guide; a bibliography of sources you consulted in developing your session (sources relating both to the topic you are teaching and the teaching methods you chose to use); and a 2 page self-evaluation of the process. Further details are provided on the assignment guidelines sheet.

All assignments are due on the date specified. Written assignments turned in late will be penalized. Grades will be dropped for late assignments. Extensions will be granted in extenuating circumstances only if you petition me before the class session at which the assignment is due. Discussion leaders and presenters of instruction sessions will not be granted extensions, due to the nature of the obligation.

Due to the nature of key assignments in this course, incompletes will **not** be given for the course.

Plagiarism and other academic dishonesty will result in a lowered or failing grade, and will be reported to the Office of Graduate Studies. For more information on what constitutes plagiarism, see <http://library.albany.edu/usered/plagiarism/index.html>

Course Outline:

January 25

Topics:

Background

Definitions

www.ucalgary.ca/library/ILG/litdef.html

Pro vs. Con

Literature & State of the Field

Professional Organizations

Discussion Evaluation Checklist Development

February 1

Topics:

History

Administrative Concerns

Program Planning

Budgeting

Politics

Technological Support

Administrative Support

Readings:

Grassian & Kaplowitz, Chapters 1, 2, and 8

(Information Literacy Instruction: What Is It?; History of Information Literacy Instruction; Selecting Modes of Instruction)

O'Sullivan, Carmel. "Is Information Literacy Relevant in the Real World?" *Reference Services Review* 30 (February 2002): 7-14.

February 8

Topics:

Needs Assessment

Intended Audience

Instruction Needs

Goals & Objectives

Program

Session

Readings:

Grassian & Kaplowitz, Chapters 7 & 5

(ILI Program Planning; Library Anxiety, Mental Models, and Conceptual Frameworks)

Fister, Barbara. "The Research Processes of Undergraduate Students." *Journal of Academic Librarianship* 18 (July 1992): 163-9.

Information Literacy Competency Standards for Higher Education. Chicago: Association of College and Research Libraries (available at: <http://www.ala.org/acrl/ilcomstan.html>).

February 15

Topics:

Learning Theory
Personality Factors

Readings:

Grassian & Kaplowitz, Chapters 3 & 4
(A Brief Introduction to Learning Theory; An Overview of Learning Styles)
Keller, John M. "Strategies for Stimulating the Motivation to Learn." *Performance & Instruction* 26 (October 1987): 1-7.

March 1

Topics:

Critical Thinking

Readings:

Grassian & Kaplowitz, Chapter 6
(Critical Thinking and Active Learning)
MacAdam, Barbara and Barbara Kemp. "Bibliographic Instruction and Critical Inquiry in the Undergraduate Curriculum" in *Integrating Library Use Skills into the General Education Curriculum*, eds. Maureen Pastine and Bill Katz. New York: Haworth, 1989, pp. 233-44.
Meyers, Chet. *Teaching Students to Think Critically*. San Francisco: Jossey-Bass, 1986.
Chapter One: "What Critical Thinking Means Across the Disciplines" and Chapter Five: "Structuring Classes to Promote Critical Thinking," pp. 1-10, 54-68.
Newmann, Fred M. and Gary G. Wehlage. "Five Standards of Authentic Instruction." *Educational Leadership* 50 (April 1993): 8-12.

March 8

Topics:

Modes of Instruction (Presentation Skills)
Instructional Materials

Readings:

Grassian & Kaplowitz, Chapters 9, 10, 11 & 13
(The Instructional Menu; Basic Copyright and Design Issues; Designing Instructional Modes and Materials; Teaching: Preparation, Performance and Passion)
Svinicki, Marilla D. and Dixon, Nancy M. "The Kolb Model Modified for Classroom Activities." *College Teaching* 35 (Fall 1987): 141-6.
Ridgeway, Trish. "Integrating Active Learning Techniques into the One-Hour Bibliographic Instruction Lecture" in *Coping with Information Illiteracy*. Ann Arbor: Pierien, 1989, pp. 33-42.
"Ten Common Teaching Mistakes TAs (and Veterans) Make." *The Teaching Professor* 16 (February 2002): 6.

March 15

Topics:

Program Marketing
Working with Faculty/Teachers
Credit-Bearing Information Literacy Courses

Assignment Due: Session Critique

Readings:

Nims, Julia K. "Marketing Library Instruction Services: Changes and Trends." *Reference Services Review* 27.3 (1999): 249-253.

Leckie, Gloria J. "Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process." *Journal of Academic Librarianship* 22 (May 1996): 201-208.

Thompson, Helen and Susan Henley. "Implementing a Schoolwide Information Literacy Program." *School Libraries Media Activities Monthly* 17 (February 2001): 24-25, 27.

Gresham, Keith. "Creating an Electronic Information Literacy Course" in *Teaching Electronic Information Literacy: A How-To-Do-It Manual*, ed. Donald A. Barclay. New York: Neal-Schuman, 1995, pp. 121-46.

Young, Rosemary M. and Stephen Harmony. Chapter Five: "Full Credit Information Literacy Courses" in *Working with Faculty to Design Undergraduate Information Literacy Programs*. New York: Neal-Schuman, 1999, pp. 57-72.

Frantz, Paul. "A Scenario-Based Approach to Credit Course Instruction." *Reference Services Review* 30 (February 2002): 37-42 (recommended)

Jacobson, Trudi. Syllabus for UNL 205.

http://library.albany.edu/usered/unl205/jacobson_syllabus.htm (recommended)

March 29

Meet in LI B15 (Uptown Campus)

Topics:

Teaching Technology/Electronic Environment
Distance Learners/Remote Instruction

Guest Speaker: Carol Anne Germain, Networked Resources Education Librarian

Readings:

Grassian & Kaplowitz, Chapters 16 & 17

(Teaching Technology and Using Technology to Teach)

Dewald, Nancy H. "Transporting Good Library Instruction Practices into the Web Environment: An Analysis of Online Tutorials." *Journal of Academic Librarianship* 25 (January 1999): 26-32.

Masie, Elliott and Rebekah. *The Computer Training Handbook: How to Teach People to User Computers*. Raquette Lake, NY: National Training & Computers Project, 1989. Chapter Ten: AThe Sagamore Design Model, @ pp.76-83.

April 5

Topics:

Diversity

Of Populations

Of Libraries/Settings

Guest Speakers:

Sheila DiMaggio, School Library Media Specialist, Farnsworth Middle School

Katie Quinn, Reference Services Librarian & Computer Center Coordinator, Albany Public Library

Assignment Due: Evaluation of Printed or Web-Based Guide

Readings:

Grassian & Kaplowitz, Chapters 14 & 15

(Designing ILI Programs for Diverse Populations; Delivering ILI in Various Environments)

Gross, June and Susan Kientz. "Collaborating for Authentic Learning." *Teacher Librarian* 27 (October 1999): 21-25.

Hall, Patrick Andrew. "The Role of Affectivity in Instructing People of Color: Some Implications for Bibliographic Instruction." *Library Trends* 39 (Winter 1991): 316-26.

April 12

Topics:

Evaluation

Program Evaluation

Evaluation of Instruction

Presentations (if extra slot needed)

Readings:

Grassian & Kaplowitz, Chapters 12 & 18

(Assessing, Evaluating, and Revising ILI Programs; Visions of the Future: Two Perspectives)

LaGuardia, Cheryl, et al. "Tinker, Tailor, Itinerant Teacher" in *Teaching the New Library: A How-To-Do-It Manual for Planning and Designing Instructional Programs*. New York: Neal-Schuman, 1996, pp. 155-57.

April 19

Presentations

April 26

Presentations

Meet in LI B15 (Uptown Campus)

May 3

Presentations

Meet in LI B15 (Uptown Campus)

January 10, 2005