IIST 649: Information Literacy Instruction: Theory and Technique (7919)

Spring 2012

Instructor:
Deborah Bernnard

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email: dbernnard@uamail.albany.edu

Office Hours: By appointment. I will generally be available at the Dewey Library on Monday mornings and Tuesday afternoons.

Class Hours: Wednesday, 4:15-7:05 in Husted 302, January 18-May 2, 2011.


Class meetings: The course will meet 15 times. Class will not be held on March 14. I may decide to cancel class in the event of inclement weather. If that happens, I will email each of you individually and through the department listserv well in advance of the start time for the class.

Required Reading: The articles noted on the course outline 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 information sheets, through the University’s Electronic Reserve (eres) system at http://eres.ulib.albany.edu/ The password for this course is: infolit. I may add articles to the required readings throughout the course. If I do, I will announce it in class and post it to eres in plenty of time for you to read it.

ILI-L Discussion List: Please subscribe to the ILI-L list, and check your messages regularly (at least before class each week). Here is the Web page address in which you can subscribe to the listserv. http://lists.ala.org/wws/info/ili-l.
Class Webpage:  [http://libguides.library.albany.edu/informationliteracy](http://libguides.library.albany.edu/informationliteracy)
This page contains the syllabus, information literacy instruction online resources, power point lectures and assignments.

**Course Description:** This course is an introduction to information literacy instruction in a variety of types of libraries, with a concentration on academic libraries. An exploration of theoretical issues in the field, instructional program development, and teaching techniques will 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 concepts and issues associated with information literacy.
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 familiarize students with essential lesson planning skills.
6. To facilitate conceptualization of how instructional needs relate to the design, implementation, evaluation, and revision of an instructional program.

**Student Outcomes:**

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

1. Describe and explain concepts, principles, and techniques related to information literacy.
2. Identify an instructional need.
3. Select among a variety of instructional methodologies to design, implement, evaluate, and revise instructional solutions to fit identified needs.
4. Discuss and apply learning theory competently to arrive at solutions to varied instructional scenarios.

5. Obtain experience designing and delivering an information literacy session.

**Instructional Methods:**

This class will incorporate active learning techniques and will require a high level of student participation. Students will be involved in debates or other oral presentations, including teaching a 30 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. A portion of each class will be devoted to individual or group exercise with a whole class discussion following the exercise. Attendance of each class session is required. Please discuss any conflicts with me before the scheduled class session. Students will also be responsible for leading and facilitating each week’s discussion. Specific students will be responsible for one topic discussion during the course. This involves the student becoming familiar with assigned readings, finding additional readings on the topic and developing a discussion question or active learning activity based on the assigned topic. A signup sheet will be distributed in class in order for students to choose the topic they will facilitate.

**Grading and Course Requirements:**

**In class work [15%]**

We will be spending a portion of our class time creating goals and objectives, lesson plans, assessment tools and active learning exercises. Much of this will be done in groups. Your active participation, as an individual, in the group’s work will be graded. The work of the group as a whole will also be graded.

**Class Discussion Leadership [25%]**

Individuals or small groups of students will be responsible for directing discussion during a portion of some class sessions. You should prepare by finding, in the literature, a description of a library that is or has grappled with some aspect of the topic. Describe the libraries program/solution/dilemma and use this as a springboard to leading a class discussion on one or more aspects of the day’s topic. The purpose is to understand ways in which theory is put into practice and 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.

**Evaluation of an online tutorial [15%]**

Select an online tutorial, created by a librarian or team of librarians, either from the University Libraries or from another library of your choice. Evaluate the efficacy of the tutorial. Examine the tutorial for evidence that the creator tied content with established instructional practice. Look for evidence of learning theories that we have covered in class. Tutorials offered by vendors, such as Lexis or EBSCO are not to be used for this assignment. (3-5 pages)

**Evaluation of an information delivery technology [15%]**

Pick one information delivery technology to evaluate. Examples are: Streaming Media, PowerPoint, Clickers, Captivate, Course Management Software, Blogs, Wikis, Software programs such as Inspiration, etc. If you are evaluating an information delivery technology that is not mentioned above, check with me before you start. Evaluate in terms of cost, ease of use for both instructor and student, ability to foster learning in X situation. Pay attention to ways in which you would assess instruction using this technology. (3-5 pages)

**Instruction Session (Final Project) [30%]**

For a final project, you will present a 30 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](http://library.albany.edu/usered/plagiarism/index.html).

### Course Outline as of (subject to revision)

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>2/1</td>
<td>Information Literacy Standards</td>
<td>AASL Standards for the 21st century learner <a href="http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm">http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm</a> ACRL Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians</td>
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<tr>
<td>Date</td>
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| 2/8  | Taxonomies, Needs Assessment, Goals and Objectives | Grassian and Kaplowitz, Chapter 7.  
Atherton, J. S. Learning and Teaching; Bloom's taxonomy [http://www.learningandteaching.info/learning/bloombtax.htm](http://www.learningandteaching.info/learning/bloombtax.htm)  
| 2/15 | Teaching, Lesson Plans, Team Based Learning | Grassian and Kaplowitz, Chapter 12  
Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators  
Ten common teaching mistakes TAs (and verterns) make. *The Teaching Professor.* 16  
Michaelsen, L. K., Getting Started with Team Learning [https://www.med.illinois.edu/FacultyDev/Classroom/InteractiveMethods/Michaelson.pdf](https://www.med.illinois.edu/FacultyDev/Classroom/InteractiveMethods/Michaelson.pdf) |
| 2/22 | Critical Thinking, Active Learning to Promote Critical Thinking | Grassian and Kaplowitz, Chapter 6  
| 2/29 | Diversity | Grassian and Kaplowitz, Chapter 13.  
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| 3/7  | Teaching with Technology I | Grassian and Kaplowitz, Chapter 15  
***This class will meet in the uptown library's smart classroom in room B48. (Basement of the library)*** |
| 3/14 | Spring Break- No Class |
| 3/28 | Program Management | Cox and Lindsay, Chapter 6: Program Management (available on erez)  
<p>| 3/28 | Assignment: | Evaluating an information delivery technology |</p>
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<th>Description</th>
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<tr>
<td>4/4</td>
<td>Distance Online Learning Assessment</td>
<td>Mulherrin, E., Kelley, K.B., Fishman, D. and Orr, G. (2004). Information literacy and the distant student: One university’s experience developing, delivering, and maintaining an online, required information literacy course. Internet Reference Services Quarterly. 9 (1/2): 21-36</td>
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<tr>
<td>4/11</td>
<td>Trends</td>
<td>Grassian and Kaplowitz-Chapter 17</td>
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<tr>
<td>4/18</td>
<td>Presentations</td>
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<td>4/25</td>
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<td>5/2</td>
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