**ISP 649, Information Literacy Instruction: Theory and Technique**

**Spring 2008**

**Basics:**

Instructor: Deborah Bernnard

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Office: Dewey Library

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Office Hours: By appointment

**Course:**

ISP 649: User Education: Theory and Technique, Call #8848

Day and Time: Monday, January 28-May 5, 2008- 4:15 - 7:05 pm

Location: Draper Hall, Room 246

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 at Mary Jane Books, 215 Western Ave. Albany.

(518) 465-2238. You can use their Web site to determine if the books are in stock. <http://www.maryjanebooks.com>. Amazon has some used copies, but they aren’t that much cheaper.

**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: **infolit**

**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. An Exploration of 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 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. 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.

**Grading and Course Requirements:**

**In class work** **[25%]**

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 [15%]**

Individuals or small groups of students will be responsible for directing discussion during a portion of some 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.

#**Evaluation of an online tutorial or print tutorial [15%] Due Feb. 25**.

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 venders, such as Lexis or EBSCO are not to be used for this assignment. (3-5 pages) Please include a copy of the print tutorial or a link to the online tutorial in your completed assignment

**#Evaluation of an information delivery technology [15%] Due April 7**

Streaming Media, Power Point, Clickers, Captivate, Course Management Software, Blogs, Wikis, Software programs such as Inspiration.etc. Evaluate in terms of cost, ease of use for both instructor and student, ability to foster learning in X situation. Include ways in which you would assess instruction using this technology. (3-5 pages) Your evaluation should include consideration of reviews by experts in the field. These can usually be found in library and information science and education journals. Use APA citation style for this assignment.

**#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 28**

**Topics:**

Jobs

Definitions

Professional Organizations

Literature & State of the Field

History /Background

Readings: Information Literacy as a Liberal Art

Alternative Models of Knowledge Production: A step forward in Information as a liberal art.

 **February 4**

**Topics:**

Learning Theory

Learning Styles

 Benoit mind set http://www.beloit.edu/~pubaff/mindset/

 Studying Students –the Undergraduate Research Project at the University of Rochester

 <http://www.acrl.org/ala/acrl/acrlpubs/downloadables/Foster-Gibbons_cmpd.pdf> p.1-15

Disabled Students

Motivating students

**Readings**:

Grassian & Kaplowitz, Chapters 3 & 4

Jacobson & Xu, *Motivating Students in Credit-based Information Literacy Courses: Theories and Practice*

Holmes, Thomas-*The Hero’s Journey*

 Okam, Will *None*

Keller, John M. “Strategies for Stimulating the Motivation to Learn.” Performance &

Instruction 26 (October 1987): 1-7.

Standards for Proficiencies for Instruction Librarians and Coordinators

**February 11**

Topics:

Taxonomies-Bloom’s and beyond

Needs Assessment

Goals & Objectives

Intended Audience

Instruction Needs

Readings:

Grassian & Kaplowitz, Chapters 7 & 5

Information Literacy Standards for Student Learning

Marzano, R. & Kendall, J. *The Need for a Revision of Bloom’s Taxonomy* in The New Taxonomy of Educational Objectives

**February 18 No Class Winter Break**

**February 25 Tutorial Evaluation Due**

Teaching

Inquiry Based Learning

Lesson Plans

Teaching Tips/Humor

Teaching as Performance-http://www3.baylor.edu/LIRT/antonelli/

Readings:

Grassian and Kaplowitz- Chapter 13

 Bruce, C., Edwards, S. and Lupton M. (2006) Six frames for information literacy education; A conceptual framework for interpreting the relationships between theory and practice. *ITALICS.* 5 (1) retrieved on 1/24/08 from http://www.ics.heacademy.ac.uk/italics/vol5-1/pdf/sixframes\_final%20\_1\_.pdf

Ten Common Teaching Mistakes TAs (and Veterans) Make

**March 3**

**Topics:**

Critical Thinking

Active Learning to promote critical thinking

 Collaboration

 Readings:

Grassian & Kaplowitz, Chapter 6

 (Critical Thinking and Active Learning)

Meyers, Chet. Teaching Students to Think Critically. San Francisco: Jossey-Bass, 1986.

Chapter One: “What Critical Thinking Means Across the Disciplines”

**March 10**

Administrative Concerns

Program Planning

Budgeting

Politics

Technological Support

Administrative Support

Topics:

Instruction programs-coordinating and leading/Trudi Jacobson guest speaker

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 17**

Topics:

Instruction Formats

 One shot

 Course related

 Course embedded

 Stand alone credit course

Readings:

Grassian and Kaplowitz-Chapter 8

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 Stephena 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 24-No Class Spring Break**

**March 31**

Meet in LI B48 (Uptown Campus)

Topics:

Teaching Technology/Electronic Environment

Distance Learners/Remote Instruction

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 7** -Information Delivery Technology Evaluation Due.

Assessment

Topics:

Diversity

Of Populations

Of Libraries/Settings

Guest Speakers:

Mary Ratzer, School Library Media Specialist,

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 14**

Presentations

Topics:

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 21 No Class**

**April 28**

Presentations

**May 5**

Presentations

 Meet in LI B15 (Uptown Campus)