

Course Description

This course offers an overview of user instruction, including needs assessment, planning, educational strategies, and evaluation of programs in all types of libraries. Students will critically evaluate concepts of information literacy, learning theories, and the goals of user instruction and apply best practices principles in development of user instruction program modules for either oral presentation or online tutorials. Readings, discussion, guest lectures, oral presentations, and a term project may be included. Prerequisite: 12 semester hours. New title and course description approved at April 2004 Faculty Meeting; formerly: LIS 408 - Bibliographic Instruction and Methods (4 semester hours) Identification, description, and critical evaluation of policies and practices for bibliographic instruction and methods currently in use in all types of libraries. Development of a comprehensive program of bibliographic instruction for a posited library, including an analysis of user needs and examples of support materials.

GSLIS Program Learning Outcomes

- Graduates demonstrate critical thinking in their practice of library, archival and information science
- Graduates communicate clearly and effectively in a range of formats to a variety of audiences
- Graduates demonstrate leadership capability in practice and service and in diverse communities

Course Learning Outcomes

Building on the GSLIS program learning outcomes, students in this course will further:

- Analyze and apply basic theories of teaching and learning in a library context.
- Develop a personal teaching philosophy and style
- Deliver instruction effectively in face-to-face and online formats
- Discuss the process of assessment for teaching and learning

Required Text

Grassian, E. S., & Kaplowitz, J. R. (2009). *Information Literacy Instruction: Theory & Practice*. New York, NY: Neal-Schuman.

COURSE OUTLINE

Date	Topic	Readings/Assignments
Introduction		
9/10	Introduction to Course & Syllabus History	Readings: Grassian & Kaplowitz, Chapters 1 & 2
9/17	Librarians as Educators: Identity & Role Theories of Teaching & Learning Developing a Teaching Statement	Assignment: Complete at least one of the learning-style inventories listed at the end of the syllabus, and come to class prepared to discuss.

		<p>Short Talk: You Must be Joking</p> <p>Readings: Grassian & Kaplowitz, Chapter 3 & 4 Columbia University, <i>Writing a Teaching Statement</i> <i>Constructivism</i> <i>Behaviorism</i> <i>Multiple Intelligences</i> Harker, E. <i>Learning about learning</i> Montell, How to Write... Teach Thought. <i>Visual Primer</i></p>
9/24	<p>Instructional Planning Learning Outcomes Backwards Design</p>	<p>Assignment: Teaching Statement</p> <p>Readings: Grassian & Kaplowitz, Chapters 7 & 8</p> <p>Cross & Angelo, <i>Teaching Goals Inventory</i> and/or Pratt, <i>The Teaching Perspectives Inventory</i> Doll, <i>Teaching & Learning</i> Georgia Dept of Ed, <i>Instructional Planning</i> UNC, <i>Teaching at Carolina</i> (p. 5-12: Course Planning). Wiggins & McTighe, <i>What is Backwards Design?</i></p> <p>Check out UMI Teaching pages: http://www.crlt.umich.edu/resources/preparing-teach</p>
10/1	<p>Audience & Setting Diverse Populations</p> <p>Universal Design</p> <p>Guest Speaker: Bernadette Rivard</p>	<p>Short Talk: Two-Minute Module</p> <p>Readings: Grassian & Kaplowitz, Chapters 13 & 14 Gold, <i>Engaging the Adult Learner</i> Knowles' <i>Andragogy...</i> Zhong, <i>Universal Design</i></p>
10/8	<p>Teaching Methods & Models</p> <p>Types of Classes</p> <p>Designing Activities</p> <p>Guest Speaker: Shanti Freundlich</p>	<p>Assignment: Instruction Critique Paper</p> <p>Readings: Grassian & Kaplowitz, Chapters 6 & 12</p> <p>Bobish, <i>Participation & Pedagogy</i> Brookfield, Brown, <i>Interactive Activities</i></p>

		Clough, M. <i>Modeling Teaching</i> Longman, A. <i>Teaching for Success</i> Weir, <i>Don't Ride the Bandwagon</i> UNC, <i>Classroom Activities</i> UNC, <i>Assumptions about Learning</i>
10/15	Teaching with Technology Remote/Distance Learning	Short Talk: On the Spot Readings: Grassian & Kaplowitz, 15 & 16 SJSU, Check out <i>23 Things</i> tutorials Dykman & Davis. <i>Online Education Forum</i> Singh et.al. <i>Bolstering Teaching</i>
10/22 Online	Putting it All Together: Course & Curriculum Mapping	Readings: Grassian & Kaplowitz, Chapters 9 & 10 Kessinger, <i>Integrated Instruction</i> UConn, <i>Assessment Primer: Curriculum Mapping</i>
10/29	Assessment Rubric Design	Assignment: Online Module Readings: Grassian & Kaplowitz, Chapter 11 Andrade. <i>Understanding Rubrics</i> Carnegie Mellon. <i>Using Classroom Assessment</i> Davis et. al. <i>Librarian perceptions</i> Tompkins, E. <i>A Reflective Teaching Journal</i> Whitlock & Nanavanti. <i>A Systematic Approach</i>
11/5	Public Speaking & Presenting Best Practices Ethics	Assignment: Online Module Critique Readings: Auerbach, <i>Preparing for a Speaking Opportunity</i> Brown University, <i>Classroom Communication Techniques</i> NCSL, <i>Tips for Making...</i> Stanford University, <i>An Overview of Effective Speaking</i> USC, <i>Powerpoint Presentations</i> Yale University, <i>Public Speaking for Teachers</i> AAE, <i>Code of Ethics for Educators</i> NEA, <i>Code of Ethics</i>
11/12	Information Literacy Outreach & Partnerships	ACRL <i>Information Literacy Competency Standards for Higher Education</i> Jehlik, <i>Information Literacy and Public Libraries</i> Lloyd. <i>Information Literacy as Socially Enacted</i>

		Townsend et.al. <i>Threshold Concepts</i> Meulemans & Carr. <i>Not at Your Service</i> Saunders, L. <i>Faculty Perspectives</i>
11/19	Instruction Sessions	Assignment: Lesson Plan & Assessment Piece
11/26	Thanksgiving Break	
12/3	Instruction Sessions	Assignment: Lesson Plan & Assessment Piece
12/10	Instruction Sessions	Assignment: Lesson Plan & Assessment Piece
12/17	Moving Forward: Trends Career Opportunities IL as a Human Right	Assignment: Instruction Session Self-Assessment Final Teaching Statement Readings: Hall, <i>Public Praxis</i> Ragains. <i>Reshaping the Role of Information Literacy</i> Sturges, <i>Information Literacy as a Human Right</i> Hall, <i>Beyond the Job Ad</i>

Grading Chart

Score	Grade
96-100	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
Below 60	F

Meaning of Grades

B grade means that satisfactory and meets assignment. **B+** means more than meet the An **A** grade means that

excellent. Anything below a **B** means that there were problems with the assignment

meeting the minimum requirements. To view the grading system at GSLIS, go to:

<http://my.simmons.edu/gslis/resources/forms/policies/shtml#grades>

the work handed in is the requirements of the that you have done minimum requirements. the assignment is

meeting the minimum requirements. To view the grading system at GSLIS, go to:

ASSIGNMENTS

*ALL CITATIONS SHOULD BE IN STANDARD APA FORMAT FOR IN-TEXT CITATION AND BIBLIOGRAPHY***Participation & “Short Talks”****10 points**

Communication in all formats and through various media is crucial to successful teaching. Throughout the semester, students will be given various opportunities both in and out of class to apply best practices and demonstrate high levels of communication. As such, attendance and meaningful participation in class activities and discussions will form an important part of the student’s grade. Questions and debate (civil, of course) are highly encouraged.

There will be many opportunities, both formal and informal to practice oral presentation skills in class, including a number of in-class activities that will result in “short talks,” or brief, informal presentations. Students will not receive separate grades for these talks, but they will receive personalized feedback, and their overall performance will be factored into the final participation grade.

Teaching Statements**5 points**

1. Based on readings and class discussions, develop a brief (500 words or less) teaching statement in which you describe your beliefs about teaching and learning, and how those beliefs inform (or would inform) your teaching practice.
2. Based on readings and class discussions re-write your teaching statement. Include an additional brief (300 words or less) reflection—has your teaching statement changed since your first draft? Why or why not? Did you find value in this exercise? Explain.

Instruction Critique**15 points**

Observe/participate in a face-to-face teaching session in any type of instructional setting. Ideally, you will attend a library workshop, but you may choose any instruction session, including an LIS course, tech lab workshop, continuing education session, etc. At the end of the syllabus, you will find a list of Information Literacy online ‘games’ and a list of information literacy online tutorials. Select one game, and two tutorials (they are short- usually 2-5 minutes each) to review.

Describe/critique the instruction sessions in terms of class discussions and readings.

Consider the following questions:

Who is the target audience and is the approach appropriate to that audience? How well are content and delivery matched to audience?

What are the learning goals? How well would you say the modules achieve those goals?

How do you think the format of the session (f2f, online) impacted effectiveness, if at all?

How well would you rate the overall delivery of the session? For online modules, comment on the usability and design.

What worked well in the sessions, and what improvements could you suggest?

Online Module**20 points**

Using any tool of your choice (for example- but not limited to- VoiceThread, Jing, Tegrity, etc.), design and prepare a 2-5 minute online learning module. The module should have a clearly defined audience and goal, and the presentation should be clear, well-paced, and logically organized. All module must be made available to the class either by submitting them to Moodle, posting them to iTunes, YouTube, or

through your own web page. A one-sheet outline should briefly describe the audience and goals for the module, and a 2-3 sentence overview of how you would assess the effectiveness of the module.

Online Module Critique**5 points**

Watch at least two of your classmates' online modules and offer feedback. What worked well, and what might be improved? How was the overall delivery? How well were goals accomplished? Was the delivery matched well to the intended audience?

Instruction Sessions*Lesson Plan & Assessment Tool***20 points**

Each student will develop a lesson plan and assessment for their 15 minute module. The lesson plan should follow the outline discussed in class, and include an audience overview, learning goals, curriculum, rational, materials (if necessary). The lesson plan should also include any handouts, supplementary materials, or powerpoints/presentation outlines that will be used or distributed during the session.

The lesson plan must include an assessment piece. This should include a brief overview and rationale of how the session would be assessed, and the assessment tool itself (minute paper, test/quiz, etc.).

*Presentation of Teaching Module***20 points**

Each student will develop a 15 minute instruction session on a topic of their choice.

On the day of the presentation, you will conduct your session. Time is strictly limited to 15 minutes, so plan carefully. The purpose of this assignment is to give students practice with in-person instruction and a chance to exercise some of the course planning and teaching method skills learned throughout the semester.

Individual Teaching Module Self-Assessment**5 points**

Briefly (500 words or less) critique your instruction session. What do you feel went well? What would you change next time and why?

You might also consider the following questions:

What was the hardest part?

What was easiest?

What surprises were there?

For Doctoral Students

In addition to the assignments and course work described above, doctoral students enrolled in LIS 408 must complete a research paper on a library instruction or information literacy-related topic, or another related project decided in consultation with the instructor. Roughly 5,000-7,000 words, the paper should be a well-research and well-synthesized compilation of the literature on the topic. The paper should outline the issue, present the various sides or opinions, propose a response or solution to the issue, and consider what the future impact of the issue might be.

Late Policy

All assignments are to be turned in on time. Late submissions are strongly discouraged. If late submission is unavoidable, arrangements should be made with me **in advance**. Without prior arrangement, late assignments will lose one point per day.

Honor Code and Academic Support

Simmons GSLIS expects each of its students to uphold the Honor System (<http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>) and does not tolerate academic or scholastic dishonesty, such as plagiarism, cheating, or academic fraud. Penalties range from failure on the assignment, failure in the course, or dismissal from the program.

Definition of plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; buying completed papers from others to use as one's own work.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Disability Services Office located in the Main College Building Room E108, or via phone at (617)521-2474, early in the semester. See also the web page at <http://my.simmons.edu/academics/caa/> for a list of contacts. Students with disabilities are also encouraged to contact their instructors.

READINGS

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LEARNING STYLE INVENTORIES

Keirsey Myers-Briggs (<http://www.keirsey.com/sorter/register.aspx>)

Gardner (on Moodle)

VARC (<http://www.vark-learn.com/english/page.asp?p=questionnaire>)

ONLINE LIBRARY LEARNING

Games

ASU's Quarantined (<http://asu.edu/lib/game/>)

UIC Doing Research (<http://www.uic.edu/depts/lib/reference/services/tutorials/Tutorial--Final%20Version.swf>)

Baruch College Industry Islands (http://demos.kognito.com/industry_islands/#)

List of Online IL Games (<http://mville.libguides.com/content.php?pid=44589&sid=331099>)

Tutorials

Dalhousie Library Tutorials (http://libraries.dal.ca/using_the_library/online_tutorials.html)

University of Oklahoma Tutorials (<http://libraries.ou.edu/help/tutorials/>)