

LIS 665 Teaching Information Technology Literacy

Fall 2008: Class meets Thursdays 1:00-3:40 in Bilger 319

Instructor: Dr. Diane Nahl

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Office Hours: Tuesday 3-4:30 p.m.; Thursday 4-5:00 p.m.; by appt.

Course Description

Introduction to the history, rationale, theories, principles and concepts of library and information technology literacy instruction, including, learning theories and user-based research methods. Examines program design, administration, and evaluation. Provides practical experience in instructional design, implementation, and outcomes assessment. Includes field research component.

Prerequisite: LIS 601

Professional Core Competencies

1. Professional Ethics
3. Knowledge Organization
4. Technological Knowledge [P]
5. Knowledge Dissemination—Service [P]
6. Knowledge Accumulation--Education and Lifelong Learning [P]
7. Knowledge Inquiry—Research [P]
8. Institution Management

For a fuller description of each core competency, see the LIS Program site

<http://www.hawaii.edu/lis/program.php?page=corecomp>

Program Learning Objectives

This course addresses the following objectives of the LIS Program, enabling students to:

1. demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology;
3. apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
6. demonstrate theoretical understanding of and basic competencies in retrieval, dissemination, utilization and evaluation of information;
7. demonstrate an understanding of the principles of administration applicable to libraries, archives, and information centers;
8. demonstrate basic competencies required for instructional program development in particular information environments;
9. demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;

11. Demonstrate basic competencies in the latest specialized information technologies.

Course Learning Objectives

Because this course focuses on learning and instructional design, these course objectives follow the model used in the assignments.

Affective Learning Objectives

In this course students will endeavor to:

1. value creating opportunities for cooperation between teaching faculty and librarians.
2. be willing to acquire and adopt instructional design principles in creating instruction for information technology users.
3. appreciate the benefits to users of providing information skills instruction.
4. develop a personal philosophy of user-based instructional service.
5. take the perspective of users in order to create relevant instruction.
6. be willing to incorporate principles of learning theory into instruction.
7. consider the consequences of barriers to information literacy.
8. appreciate the need for standards-based and user-based assessment in information settings.

Cognitive Learning Objectives

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

1. critically examine contemporary library instruction, technology instruction, and information seeking theory and research.
2. objectively and analytically examine the information seeking process through observation to identify instructional needs.
3. apply concepts from contemporary learning theory to individuals learning information technology.
4. incorporate principles of instructional design in group or individual course-integrated information instruction.
5. examine the status of, and develop strategies for improving the librarian-teaching faculty relationship.
6. ascertain information needs, assess learning outcomes and evaluate instructional efforts.
7. develop performance objectives for information technology instruction in the affective, cognitive, and sensorimotor behavioral domains, and distinguish between different levels of instruction.

8. determine appropriate methods of instruction for various information settings and types of users.
9. conceptualize, develop, teach and evaluate a complete instructional unit.
10. analyze and evaluate the instructional process to design and revise instruction.
11. evaluate, compare, and adapt instructional materials.
12. compare user-based assessment methods.

Sensorimotor Learning Objectives

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

1. provide effective hands-on, interactive instruction to learners.
2. observe information skills of learners and gather, analyze and summarize data on their habits, skills, and errors.
3. produce and demonstrate user-centered instructional materials.
4. orally present relevant information literacy research findings and lead the class in discussion.
5. discuss with library users their on-going information problems.
6. complete an assessment of users on some aspect of learning information systems, including assessment instrument design, data gathering, analyses and reporting.

Course Philosophy

This course emphasizes developing professional knowledge and skills in understanding information seeking and use for the purpose of designing instruction relevant to particular academic user groups. Learning to teach students how to search, how to ask productive questions, and how to evaluate and ethically use information, requires us to treat errors as learning opportunities. Fieldwork with a service learning focus helps us to focus on the intermediary role of librarians as instructors through real world experience teaching other students about solving their information problems. The broad goal of the course is to help students value the librarian's instructional role, acquire professional instructional skills, acquire the ability to design standards-based user-oriented instruction, and conduct user-based assessment of learning within a collaborative, classroom-workshop environment.

Professional Expectations

LIS graduate students are responsible for observing the highest standards of intellectual and personal integrity in every aspect of their careers at the University of Hawaii. The profession promotes ethical and behavioral standards in public service and dealings with colleagues. LIS students are expected to adopt these values and enact them in their interactions with fellow students, faculty, staff and professionals. Please read the Professional Expectations Notice for LIS Graduate Students at UH: <http://www.hawaii.edu/slis/students/profexp.html>

In consideration of all, please turn off cell phones and pagers during class.

Teaching Method

Lecture, small group discussion, problem-solving exercises, instructional design and assessment workshops, student oral presentations, collaborative work, guest presentations, service learning fieldwork, model assignments, design and evaluation of instructional materials.

Research Methods

Students will learn and use the following research methods in course assignments: *Instructional Design* method to systematically analyze learner needs, implement instruction, and assess learning; *Action Research method* to study student interaction with the instructional environment; *Participant-Observer method* to study live teaching by instruction librarians.

Requirements**Required Texts:**

1. Jacobsen, Trudi E. and Lijuan Xu. 2004. *Motivating Students in Information Literacy Classes*. New York: Neal Schuman.
2. Radcliff, Carolyn J., Mary Lee Jensen, Joseph A. Salem Jr., Kenneth J. Burhanna, and Julie A. Gedeon. 2007. *A Practical Guide to Information Literacy Assessment for Academic Librarians*. Westport, CN: Libraries Unlimited.

Optional Text:

3. Behen, Linda D. 2006. *Using Pop Culture to Teach Information Literacy: Methods to Engage a New Generation*. Westport, CN: Libraries Unlimited.

There are weekly reading assignments from the instruction literature and relevant Web sites.

Assignments and Grading

Instruction Observation Report	10
Instruction Unit	30
Outcomes Assessment Study	30
LILO Rubrics Assessment Report	20
Class participation/exercises	10
Total	100

Refer to the written *Assignment Instructions*. Read the instructions for each assignment and follow them closely. Your grades depend on how well you follow written instructions. Please do not use report covers or binders.

Grading Scale: 100-98 A+, 97-94 A, 93-90 A-; 89-87 B+, 86-83 B, 82-80 B-; 79-77 C+, 76-73 C, 72-70 C-; 69-67 D+, 66-63 D, 62-60 D-

Due Dates

Due dates are given on the course schedule. Late assignments will be assessed one point per day.

Participation Requirements

Attendance, discussing assigned readings, class exercises, fieldwork, group work and active class participation are required.

Technology Requirements

This course requires you to use a computer to produce all of the written assignments. PCs and Macs are available in ICS and other UH computer labs, but you must bring your own paper to print. ICS Labs require you to apply for an account each semester, so submit the form for this term. You are also required to obtain and use your hawaii.edu UH email account for course correspondence. Students are expected to use the Internet and to locate and study World Wide Web resources pertinent to the course topics. Students are strongly encouraged to post their assignments in an e-portfolio on a personal UH Web site.

LIS 665 FALL 2008 COURSE SCHEDULE

(Subject to change)

Session	Date	Topics	Assignments & Due Dates
(1)	AUG 28	Professional Responsibility for Instruction in Academic Libraries Instruction Observation Instruction Unit	Hensley , 2006; Rockman
(2) observe	SEP 4	Instructional Design and Strategic Planning Guest instructor: Randy Hensley, Student Learning Programs & Services Librarian, SL	Ch 1 & 2; ACRL competencies & outcomes; Litzinger • DUE: Instruction Unit Topic (no topic changes after this date)
(3) observe	SEP 11	Learning Theory and Pedagogy. Integrated Affective and Cognitive Learning Outcomes Outcomes Assessment Study Guest instructor: Margot Hanson, Librarian, West Oahu College	Ch 3; Kaplowitz ; Nahl-J ; Neely & Sullivan • DUE: Teaching Goal
(4) observe	SEP 18	Instruction Methods Guest instructor: Randy Hensley, Student Learning Programs & Services Librarian, SL	Ch 4; Emmons ; Julian ; Hensley , 1993 • DUE: Instruction Unit: Learning Outcomes
(5) observe	SEP 25	Active, Collaborative, Problem-based Learning Models Information Literacy Assessment	Ch 5; Radcliff Ch 1, 2, 3; Teaching as Performance ppt • DUE: Instruction Unit: Revised Learning Outcomes
(6)	OCT 2	Needs Assessment	Ch 7; Radcliff Ch 4, 5 • DUE: Instruction Unit Active Exercise
(7) teach	OCT 9	Noticing, Appraising, and Evaluating Information	Ch 6; Burkhardt ; Info Eval links • DUE: Instruction Unit Learning Assessment & Evaluation Items
(8) teach	OCT 16	Developing Librarian-Teaching Faculty Partnerships	Grassian & Kaplowitz ; Mackey • DUE: Final revision Instruction Unit Instructional Sequence
(9) teach	OCT 23	Rubrics in Assessment	Ch 7; Radcliff Ch 11; Sullivan • DUE: Instruction Observation Report
(10)	OCT 30	Information Counseling Assessment Data Analysis	Radcliff Ch 13, 14; Kracker ; Nahl
(11)	NOV	Information Literacy Program	Warner ; ACRL-1 ; ACRL-2 ; IL IQ

	6	Assessment Gregg Geary, Director, SL	• DUE : Instruction Unit
(12)	NOV 13	Information Fluency Mandates	Ch 8 ; CTSB report ; Gibson
(13)	NOV 20	Faculty Status (UH Information Fluency Symposium Nov. 17-21)	ACRL-1 ; ACRL-2 ; UHPA Contract ; UH Tenure & Promotion ; Librarians Appendix • DUE : LILO Rubrics Assessment Report
	NOV 27	Holiday: Thanksgiving Day	
(14)	DEC 4	Future of Information Instruction	Swanson • DUE Outcomes Assessment & Instruction Unit Presentations Course evaluation
(15)	DEC 11	Last day to turn in assignments	• DUE : Outcomes Assessment Report