LIS 665 Teaching Information Technology Literacy

FALL 2011: Class meets Thursdays 1:00-3:40 in HL2K
Instructor: Dr. Diane Nahl
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Course Web Sites:
http://www2.hawaii.edu/~nahl/studentwork.html
http://www2.hawaii.edu/~nahl/courses665.html
The Information Literacy Channel: http://www.youtube.com/user/DrNahl
LIS 665 Google Group: http://groups.google.com/group/lis-665-titl-fall2011?hl=en
Group email: lis-665-titl-fall2011@googlegroups.com
Office Hours: Tuesday 4-4:30 p.m.; Thursday 4-4:30 p.m.; by appt.

Expanded Course Description
Introduction to the history, rationale, theories, principles and concepts of library and information technology literacy instruction, including, information literacy models, learning theories and user-based research methods. Introduces program design, administration, and evaluation. Provides practical experience in systematic instructional design, implementation, and standards-based outcomes assessment. Requires a team-based field research component where student teams design instruction for and teach a class in upper-division psychology seminars, assess student learning outcomes (SLOs), and write an assessment report.

Prerequisite: LIS 601

Program Level Student Learning Outcomes
This course addresses the following learning outcomes of the LIS Program, enabling students to:
1. Understand, apply, and articulate the history, philosophy, principles, and ethics of library and information science and the related professions;
2. Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork, and leadership skills;
3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate resources in a variety of formats;
4. Evaluate and use the latest technologies, research findings, and methods;
5. Engage in projects and assignments dealing with multicultural communities, and representing diverse points of view.

Course Level Learning Outcomes
Because this course focuses on learning and instructional design, these course **outcomes** follow the model used in the assignments.

Affective Learning Outcomes
    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 standards-based instruction for information technology users.
3. Appreciate the benefits to student users of advocating for and 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 academic information settings.

Cognitive Learning Outcomes
    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 course-integrated information literacy 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 outcomes 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. Collaborate, conceptualize, develop, teach and evaluate a complete instructional unit in a team teaching mode.
10. Analyze and evaluate the instructional process to design and revise instruction.
11. Evaluate, compare, and adapt instructional materials.
12. Compare user-based outcomes assessment methods.

Sensorimotor Learning Outcomes
    By the end of the course students will be able to:
1. Provide effective hands-on, interactive, standards-based instruction to learners.
2. Observe information skills of learners and gather, analyze and summarize data on their habits, skills, and errors.
3. Conduct a needs assessment with the target population and use it as a basis for the design.
4. Produce and demonstrate user-centered instructional materials.
5. Complete an assessment of users on some aspect of learning information systems, including assessment instrument design, data gathering, analyses and reporting.
6. Orally present relevant information literacy research findings and lead the class in online discussions.
7. Advocate for information literacy instruction at the organizational level.

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 manage their online information, 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 undergraduate students about solving their information problems.

Collaboration skills are central to team projects in professional environments. The course emphasizes developing professional collaboration skills through the team-based instruction unit and outcomes assessment project. The broad goal of the course is to help students value the

librarian's instructional role, acquire professional instructional and collaboration skills, acquire the ability to design standards-based user-oriented instruction, conduct user-based assessment of learning, and advocate for IL within a cooperative classroom-lab-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. *Be aware that these behaviors are easily observed and evident to faculty who provide references for scholarships, internships and job applications.* 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

Mobile devices: in consideration of all, during class please turn off or set to vibrate.

Teaching Method
Lecture, demonstration, small group and team work, problem-solving exercises, instructional design and assessment workshops, student oral presentations, online and offline collaborative work, guest presentations, team teaching, service learning fieldwork, model assignments, design and evaluation of instructional materials, integrating new technologies to support teaching and learning.

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 outcomes; *Action Research method* to study student interaction within 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.

In addition there are weekly reading and discussion assignments from the instruction literature and relevant Web sites.

Assignments and Grading		
Instruction Observation Report		20
Instruction Unit		40
Outcomes Assessment Study		30
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 post all assignments on your website, submit electronic copies of assignments, share Google docs with nahl@hawaii.edu, and for hard copies 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 are assessed one point per day.

Participation Requirements
Attendance, discussing assigned readings, use of various technologies, class exercises, fieldwork, group work and active class participation are required.

Technology Requirements
Lab Account: This course requires you to sign-up for an ICS lab account and to use a computer to produce all of the written assignments. You may bring machines to class but must have the ICS account to login for some exercises. PCs are available in the open LIS Alcove Lab in HL 3 and during posted hours in HL 2K (first obtain an **ICS student lab account**—application forms available in class and the LIS office HL 2). **Your ICS lab account must be renewed each term**. You must bring your own paper to print in ICS labs and pay for paper in LIS Alcove.
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EMAIL: You are required to use your free **hawaii.edu Gmail** account and subscribe to **lis-stu**, the LIS internal mail list for students.
You are required to have a **separate Gmail account** for this course by **September 1**, and to subscribe to and use the **LIS 665 Google Group** for communication and updated course information: http://groups.google.com/group/lis-665-titl-fall2011?hl=en

Productivity: Students will use **Google Documents** to work collaboratively and submit assignments electronically, and **Google+ Circles** and **Hangouts** to work collaboratively. Students will obtain a **Jing** account to annotate screen captures and images for assignments.

Web: Students are expected to use the **Internet** for information, communication and assignments. This includes subscribing to the **course Google Group** and at least one professional **online instruction discussion list**, and using **Google Documents** and **Google+ Circles** for assignments. Students are strongly encouraged to post their assignments in an e-portfolio on a personal UH Web site to demonstrate their technical and professional skills.

Please post all assignments on your website, share Google docs with nahl@hawaii.edu, submit electronic copies of assignments, and for hard copies please do not use report covers or binders.

LIS 665 FALL 2011 COURSE SCHEDULE

(Subject to change)

Session	Date	Topics	Assignments & Due Dates
(1)	AUG 25	Professional Responsibility for Instruction in Academic Libraries Instruction Observation Instruction Unit Needs Assessment Professional Collaboration	Head & Eisenberg; Radcliff **Ch 4** **Exercise**: Needs Assessment **Exercise**: Professional Collaboration **DUE**: Instruction Unit Topic (no changes after this date)
(2)	SEP 1	Instructional Design and Strategic Planning Guest instructors: HL Room 113 Dave Brier & Vicky Lebbin, Instruction Librarians, HL	**Ch 1 & 2**; ACRL competencies & outcomes; Grassian & Kaplowitz ch 7; Handouts pp. 2-7; Rockman; Assigs. pp. 5-9 •**DUE**: Needs assessment questions; Teaching Goal
(3)	SEP 8	Instruction Methods Guest Workshop instructor: Brett Bodemer, Cal Poly Integrated Affective and Cognitive Learning Outcomes	**Ch 3**; Julian; Grassian & Kaplowitz ch 10; handouts pp. 9-17 •**DUE**: Google Form Needs Assessment; **Exercise**: Usability testing the Google Form **Exercise**: One ACS-SPIO SLO
(4)	SEP 15	Learning Theory and Pedagogy Choosing Instruction Methods Outcomes Assessment Study	**Ch 4**; Kaplowitz; Nahl-J; Neely & Sullivan; Handouts pp. 2-3; 9-21. •**DUE**: Instruction Unit: Learning Outcomes **Exercise**: Usability testing SLOs
(5)	SEP 22	Active, Collaborative, Resource and Problem-based Learning Models Information Literacy Assessment	**Ch 5**; Radcliff **Ch 1, 2, 3**; Yarmey; IPL 15 Things •**DUE**: Instruction Unit: Revised Learning Outcomes; Draft Active learning Exercise **Exercise**: Usability testing SLOs
(6)	SEP 29	Authentic Assessment	**Ch 7**; Radcliff **Ch 4, 5**; Schroeder; •**DUE**: Instruction Unit: Active Learning Exercise **Exercise**: Usability testing Exercises, Test and Evaluation
(7) **teach 10/3 & 10/4**	OCT 6	Critical Thinking About Information	**Ch 6**; Burkhardt; Info Eval links •**DUE**: Instruction Unit: Learning Assessment & Evaluation Items; Final revision: Instructional Sequence for Teams teaching this week and next

			Exercise: Usability testing Exercises
(8) **teach 10/10 & 10/11**	OCT 13	Developing Librarian-Teaching Faculty Partnerships	Emmons; Mackey •**DUE**: Final drafts for teams teaching next week **Exercise**: Usability testing Exercises
(9) **teach 10/17**	OCT 20	Generational Assessment	**Ch 7**; Radcliff **Ch 11**; Rosen; Hillyer
(10)	OCT 27	Assessment Data Analysis	Radcliff **Ch 13,** InfoLit i-School; Bodemer
(11)	NOV 3	Information Literacy Online Blended Librarianship	Radcliff **14;** ACRL-03; ACRL-07; IL IQ; Mestre •**DUE**: Instruction Unit
(12)	NOV 10	Information Fluency Mandates	**Ch 8**; CTSB report; Gibson
(13)	NOV 17	Faculty Status for Academic Librarians	Wesch; ACRL-1; ACRL-2; UHPA Contract; UH Tenure & Promotion: Criteria & Guidelines (L), All Faculty Part 1-3 & 5-9, & Librarian Faculty Part 4. •**DUE**: Instruction Observation Report
	NOV 24	Thanksgiving Holiday	
(14)	DEC 1	Future of Information Instruction Immersive Learning	Kammer; Mackey; Waelchli •**DUE** Outcomes Assessment & Instruction Unit Presentations Course evaluation **Last day of instruction**
(15)	DEC 8	Finals week	•**DUE**: Outcomes Assessment Report
(16) finals week	DEC 15	Last day to turn in assignments	