

LIS 665 Teaching Information Technology Literacy

Spring 2013: Class meets Thursdays 1:00-3:40 in HL2K and online

Instructor: Dr. Diane Nahl

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Course Web Sites:

Syllabus and Assignment Instructions: <http://www2.hawaii.edu/~nahl/courses665.html>

LIS 665 prior models: <http://www2.hawaii.edu/~nahl/studentwork.html>

LIS 665 Google Group: <https://groups.google.com/a/hawaii.edu/d/forum/lis665-teachinginfolit-grp>

Group email: lis665-teachinginfolit-grp@hawaii.edu

The Information Literacy Channel: <http://www.youtube.com/user/DrNahl>

Online Team Teaching Assignments and Schedule:

<https://docs.google.com/a/hawaii.edu/spreadsheet/ccc?key=0AmBMrZ1avctdE84dTNDM2pLMUVJZmpkZTYyZlg5MVVE>

Office Hours: Email for appointment.

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 action research methods. Introduces program design, administration, and evaluation. Provides practical experience in systematic instructional design, online instruction, and standards-based outcomes assessment. Requires a team-based field research component where student teams design instruction for and teach an online class for upper-division psychology seminars, assess student learning outcomes (SLOs), write an assessment report, and present findings in an information literacy poster conference during the final class meeting.

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 online instruction for upper-division undergraduates.
3. Appreciate the benefits to student users of advocating for and providing information research and online identity instruction.
4. Develop a personal philosophy of user-based instructional service.

5. Take the perspective of users and instructional faculty in order to create pertinent instruction.
6. Be willing to incorporate learning theory principles 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 online course-integrated information literacy instruction.
5. Examine the status of and develop strategies for facilitating librarian-teaching faculty collaboration.
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 graduated levels of instruction.
8. Determine appropriate methods of instruction for specific information settings and types of users.
9. Collaborate, conceptualize, develop, teach, and evaluate a complete online 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, online 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 instructional 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

The 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 identity, 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 approach 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 any professional environment. 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, accommodate disciplinary faculty instructional needs, acquire professional instructional and collaboration skills, acquire the ability to design online standards-based user-oriented instruction, conduct user-based assessment of learning, and advocate for IL to academic administrators within a cooperative 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 LIS profession promotes ethical and behavioral standards in public service and dealings with colleagues. **Be aware these behaviors are easily observed and evident to faculty who write references for scholarships, internships, and job applications.** LIS students are expected to adopt professional values and enact them in their interactions with fellow students, faculty, staff and professionals. Please read the UH LIS Graduate Students Professional Expectations Notice: <http://www.hawaii.edu/lis/students.php?page=profexp>

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

Teaching Method

Lecture, demonstration, team work, problem-solving exercises, instructional design and assessment workshops, student oral presentations, online and offline collaborative work, guest presentations, online 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 information needs, implement instruction, and assess learning outcomes; *Action Research method* to study student interaction within the online instructional environment; *Content Analysis* method to analyze qualitative narrative responses; *Descriptive Statistics* to analyze quantitative data; *Participant-Observer method* to study live teaching by instruction librarians.

Requirements

Required Texts:

1. Jacobson, 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

Google Group postings on readings	5
Class participation/exercises	5
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 and how well you collaborate in your design team. Please post all assignments on your UH website, share Google docs with nahl@hawaii.edu, and submit final assignments as Word attachments. Please do not submit alternate attachments including PDF and .txt.

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 listed on the course schedule. Late assignments are assessed one point per day.

Participation Requirements

Attendance, discussing assigned readings, class exercises, fieldwork, teamwork and active class participation are required. Students must be available to teach information literacy online during the weeks of **March 11-17 or March 18-24**. Teaching Teams construct online instruction that upper-division Psychology students will complete during one of the two weeks. Your instruction session should be posted by Monday of the week psychology students will work on it. Make their work due at midnight on Sunday of that week. Teaching team members make themselves available online to respond to questions during that instructional week.

Technology Requirements

Lab Account: This course requires you to obtain an ICS Lab account and use a computer to produce all written assignments. You may bring computers to class if you **bring your own extension cord**. You must have the ICS Lab account for some in-class exercises. If you lose the login and password you must email ics327@yahoo.com to request that information as policy dictates instructors cannot do it for students. **To avoid untold delays please do not lose it. Your ICS lab account must be renewed annually and you must bring it to class each week.**

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 subscribe to and use the **LIS 665 Google Group** for communication, online discussion, and updated course information: <https://groups.google.com/a/hawaii.edu/d/forum/lis665-teachinginfolit-grp>

Productivity: Students will use **Google Documents** to work collaboratively and share draft assignments electronically, and **Google+ Circles** and **Hangouts** to work collaboratively and to teach online. Students will use a **Google Form** to conduct online needs assessment prior to instruction, and include relevant online technologies in instructional design, teaching, and assessment of SLOs.

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** for assignments. Students are strongly encouraged to post their assignments in an e-portfolio on a personal UH Web site to demonstrate technical, design, and professional skills.

Please post all assignments on your UH website, share Google docs with nahl@hawaii.edu, and submit assignments electronically via **Google Documents** and **Word attachments**. Please do not submit alternate attachments including PDF and .txt.

LIS 665 SPRING 2013 COURSE SCHEDULE

(Subject to change)

Session	Date	Topics	Assignments & Due Dates
(1)	JAN 10	Professional Responsibility for Instruction in Academic Libraries Instruction Observation Instruction Unit Needs Assessment Professional Collaboration	Head ; Head & Eisenberg ; Radcliff Ch 4 Exercise: Needs Assessment Exercise: Professional Collaboration DUE: Google Group Posts on readings
(2)	JAN 17	Instructional Design and Strategic Planning Meet at 1:00 in HL Room 113 Guest instructors: Dave Brier & Vicky Lebbin, Instruction Librarians, HL	Ch 1 & 2 ; ACRL competencies & outcomes; Pemberton ; Grassian & Kaplowitz ch 7; Handouts pp. 2-7; Assigs. pp. 5-9 •DUE: Needs assessment questions; Overall Teaching Goal
(3)	JAN 24	Instruction Methods Teaching Information Literacy Online Integrated Affective and Cognitive Learning Outcomes Guest Instructor: Sean Thibadeaux, Instruction Librarian, HPU	Ch 3 ; Gerwitz ; Simpson ; Mestre ; Grassian & Kaplowitz ch 10; Handouts pp. 9-17 •DUE: Draft Google Form Needs Assessment questions all teams Exercise: Usability testing the Google Form Exercise: One ACS-SPIO SLO
(4)	JAN 31	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; Google Form Final Exercise: Usability testing SLOs; Exercise: Usability testing the Google Form
(5)	FEB 7	Active, Collaborative, Resource and Problem-based Learning Models Information Literacy Assessment	Ch 5 ; Radcliff Ch 1, 2, 3 ; Yarmey ; Oakleaf •DUE: Instruction Unit: Revised Learning Outcomes; Draft Active learning Exercise Exercise: Usability testing SLOs
(6)	FEB 14	Authentic Assessment	Ch 7 ; Radcliff Ch 4, 5 ; Asher et al. Schroeder & Cahoy •DUE: Instruction Unit: Active Learning Exercise Exercise: Usability testing Exercises, Test and Evaluation

(7)	FEB 21	Critical Thinking About Information	Ch 6 ; Burkhardt et al. • DUE : Instruction Unit: Learning Assessment & Evaluation Items; Final revision: Instructional Sequence Exercise : Usability testing Exercises
(8)	FEB 28	Developing Librarian-Teaching Faculty Partnerships	Emmons et al. ; Mackey et al. • DUE : Drafts for all teaching teams Exercise : Usability testing Exercises
(9)	MAR 7	Generational Assessment	Ch 7 ; Radcliff Ch 11 ; Rosen ; Hillyer et al. • DUE : Final drafts for all teaching teams Exercise : Usability testing Exercises
(10) Teach	MAR 14	Assessment Data Analysis	Radcliff Ch 13 , Bodemer
(11) Teach	MAR 21	Blended Librarianship	Radcliff 14 ; ACRL-03 ; ACRL-07 ; IL IQ ;
	MAR 28	Spring Recess	
(12)	APR 4	Digital Literacy Mandates	Ch 8 ; CSTB report ; Mackey & Jacobson ; • DUE : Instruction Unit Parts I & II
(13)	APR 11	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
(14)	APR 18	Future of Information Instruction Immersive Learning Guest instructor: Dave Brier, HL Instruction Librarian	Detmering & Sproles ; Kammer & Thompson ; Waelchli Course evaluation
(15)	APR 25	Information Literacy Poster Mini-Conference	• DUE : Instruction Unit & Outcomes Assessment Poster Presentations Last day of instruction
(16) finals week	MAY 2	Last day to turn in assignments	• DUE : Outcomes Assessment Report; All assignments