

LIS 686
Information Literacy and Learning Resources
Spring 2013
(Course is cross-listed as EDCS 686/ETEC 686)

Spring 2013: Meets Wednesdays starting January 9, 5:00 to 7:40 p.m., in HL 3G.

Instructors:

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Course Description

The course emphasizes a process approach to information search and use. It also focuses on the integration of information literacy instruction with content area studies at the elementary and secondary grade levels. Students examine and discuss theories and practices embedded in effective instructional design. They create integrated units of study for K-12 students and also evaluate various print, multimedia/electronic and community resources that support classroom curriculum units. Required course for students in the school library media specialization.

Prerequisite: None.

Student Learning Outcomes Addressed

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1a) Apply LIS theory and principles to diverse information contexts
- 1c) Develop and apply critical thinking skills in preparation for professional practice

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

- 2c) Develop, manage, and assess information services for specific users and communities

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats

- 3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
- 3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

- 4b) Integrate emerging technologies into professional practice
- 4c) Apply current research findings to professional practice

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social and cultural context of information services and systems

Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>

Course Objectives

The student will be able to

- Demonstrate an understanding of a process approach to information literacy by designing lessons that integrate the retrieval, evaluation, and use of information into a classroom unit of study.
- Demonstrate understanding of an inquiry approach to learning by drafting unit outlines that embrace a thematic or problem-centered approach.
- Develop competence in using various instructional strategies that involve cooperative learning techniques, integration of technology, and higher order thinking skills.
- Demonstrate ability to incorporate the Common Core State Standards, Hawaii content standards, and the *Standards for the 21st-Century Learner* in instruction
- Demonstrate the ability to select and evaluate appropriate learning resources by creating a pathfinder of print, electronic/multimedia and community resources to accompany a unit of study.
- Demonstrate knowledge of related research and literature focusing on theories and models of instructional design and information literacy by interpreting and communicating their implications in discussions and products.
- Display understanding of the collaborative role library media specialists and teachers assume in instruction by discussing the topic and modeling cooperative planning for class assignments.

Teaching Method

Based on our teaching philosophy that the most effective learning is inquiry-driven, we provide the following types of opportunities for questioning and reflective and interactive discourse and application:

- Discussion in small groups with opportunities for synthesis and reaction by the entire class.
- Modeling and guided work sessions.
- Collaborative planning and problem solving.
- Buddy critiquing (critical friends) sessions.
- Teaching demonstrations.
- Guest speakers augmented with follow-up discussions led by instructors and/or students.

Research Methods

This course focuses on elements of instructional design as a systematic process incorporating models or theories to develop lessons that enhance the possibility of learning and encourage the engagement of learners to gain deeper levels of understanding. The emphasis is placed on the design and analysis of organizational strategies (how a lesson is arranged and sequenced), delivery strategies (means by which information is communicated to the student), and management strategies (methods that help the learner interact with the activities). Instructional design requires the analysis of learning needs and the systematic development of learning materials that involve technology and multimedia as tools to enhance instruction. It also involves the creation of tools and strategies to assess for student performance.

Course Assignments and Scoring

| Assignments | Points | Date due |
|--|-----------|--------------|
| Introduce yourself in Lualaba (Forum X) | No points | 1/11 1/13 |
| Respond to a peer's posting | | |
| Unit outline – draft (Forum 1) | 5 pts. | 1/30 |

| | | |
|---|--|-------------------|
| Unit outline – critique (Forum 2) | 3 pts. | 2/6 |
| Big idea presentations | 10 pts. | 2/13 and 2/20 |
| Lesson 1 – draft (Forum 3) | 5 pts. | 2/27 |
| Lesson 1 – critique (Forum 4) | 3 pts. | 3/6 |
| Lesson 2 – draft (Forum 5) | 5 pts. | 3/13 |
| Lesson 2 – critique (Forum 6) | 3 pts. | 3/20 |
| Lesson 3 – draft (Forum 7) | 5 pts. | 4/3 |
| Lesson 3 – critique (Forum 8) | 3 pts. | 4/10 |
| Lesson demonstrations | 10 pts. | 4/17 and 4/24 |
| Unit portfolio to include: (Forum 9) Revised unit outline Unit timeline Revised lessons 1, 2, 3 New lesson 4 Pathfinder | Total of 40 pts: 5 pts. 5 pts. 5 for each lesson=15 pts. 5 pts. 10 pts. | 5/1 |
| Attendance/participation | 5 pts. | Throughout course |
| Total points possible | 97 pts. | |

Letter Grades

| | |
|---------------|---------------|
| A+ = 95 to 97 | B+ = 86 to 88 |
| A = 92 to 94 | B = 83 to 85 |
| A- = 89 to 91 | B- = 80 to 82 |

Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, the instructors will decide on the action to be taken after consultation with the individual student.

Required Texts

Eisenberg, Michael B., and Robert E. Berkowitz. (1990). *Information Problem Solving: The Big Six Skills Approach to Library and Information Skills Instruction*. Worthington, OH: Linworth Publishing.

Harada, Violet H., and Joan M. Yoshina. (2010). *Assessing for Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited.

Harada, Violet H., and Joan M. Yoshina. (2004). *Inquiry Learning Through Librarian-Teacher Partnerships*. Worthington, OH: Linworth Publishing.

American Association of School Librarians. (2009). *Standards for the 21st Century Learner in Action*. Chicago: Author.

Optional Texts

Kuhlthau, Carol C., Leslie K. Maniotes, and Ann K. Caspari. (2012). *Guided Inquiry Design: A Framework for Inquiry in Your School*. Santa Barbara, CA: Libraries Unlimited.

Small, Ruth V., Marilyn P. Arnone, Barbara K. Stripling, and Pam Berger. (2011). *Teaching for Inquiry: Engaging the Learner Within*. New York: Neal Schuman.

Online Access to Standards

Common Core State Standards <<http://standardstoolkit.k12.hi.us/index.html>>

Hawaii Content and Performance Standards III <<http://standardstoolkit.k12.hi.us/index.html>>

Standards for the 21st-Century Learner

<<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>>

Technology Integration and Requirements

In this course, you will be expected to accomplish the following:

- Conduct online searches to develop content for presentations and instructional plans.
- Create multimedia presentations using PowerPoint or other presentation applications.
- Post work online using the UHM Lulima system and engage in peer critiquing sessions using the same system.
- Evaluate a range of current technology applications that might be appropriate for K-12 students and incorporate them into the learning environment.
- Laptops for work in class highly encouraged.

GUIDELINES FOR ASSIGNMENTS

BIG IDEA PRESENTATION

We define “big ideas” as concepts or principles that have been major forces in curriculum reform efforts during the last several decades. As school library media specialists, we are educators, who must have working knowledge of these critical concepts to be key partners in teaching and learning.

Objectives

- Demonstrate the ability to synthesize theoretical concepts and principles that are critical in today’s curriculum reform movement and vital to effective teaching and learning,
- Communicate their implications for actual classroom and library practices.

Scenario

You belong to the Curriculum Committee at your school. As part of a year-long effort to share important ideas about ways to improve teaching and learning, you have introduced concepts from various readings to the faculty. You have decided on the following “big idea” for the next session.

Note: The time allotted for this assignment will be determined after the first session. It will depend on the size of our class.

Tasks

- Work individually or with a partner.
- Select one of the “big ideas” suggested by the instructors. The alternative is to come up with a topic of your own choice—we ask that you first discuss the topic with us.
- Locate and retrieve information about your “idea” both in print and online.
- Include the following in your session:
 - Define the topic.
 - Provide a brief history or background about it.
 - Identify its key features or major points.
 - Present concrete examples of how the topic is relevant to teaching in a library setting.
- Incorporate opportunities for colleagues to interact during the session.
- Prepare and distribute a one-page handout that outlines your presentation.
- Append to your handout a list of references consulted for your presentation.

Criteria for assessment

It is important to use the following criteria as you plan your work. We will also use the same criteria in assessing your presentations. You are able to

1. Clearly define the “big idea.”
2. Clearly summarize key features or major points.
3. Concretely demonstrate how the “idea” might be applied to teaching in the library setting.
4. Devise meaningful ways to involve the audience in the session.
5. Effectively use visual support (slides, charts, artifacts, etc.) to augment your presentation.
6. Prepare a handout that clearly presents the major points.
7. Provide a list of references that includes a total of at least 5 print and online resources.
8. Present information and activities in a logical, connected manner.
9. Be mindful of the targeted audience, i.e., teachers at your school.
10. Watch your timing and pacing.

Scoring

| | |
|------------------------------------|------------------------------------|
| 10 points = meets all 10 criteria | 5 points = meets 5 of the criteria |
| 9 points = meets 9 of the criteria | 4 points = meets 4 of the criteria |
| 8 points = meets 8 of the criteria | 3 points = meets 3 of the criteria |
| 7 points = meets 7 of the criteria | 2 points = meets 2 of the criteria |
| 6 points = meets 6 of the criteria | 1 point = meets only 1 criterion |

UNIT OUTLINE

Objectives

Demonstrate the ability to devise a unit outline that

- Incorporates state content standards for student learning. The current version of Hawaii's Content and Performance Standards (HCPS III) is available at <http://standardstoolkit.k12.hi.us/index.html>
- Incorporates the Common Core Standards (for language arts) also available at <http://standardstoolkit.k12.hi.us/index.html>
- Integrates *Standards for the 21st-Century Learner* with content area study.
- Focuses on a problem, an issue, or a theme.
- Defines the criteria to assess students' demonstration of achievement.

There are three phases to this assignment--

- Phase 1: draft a unit outline (no word limit). Also include a time line for the unit that identifies the sequence of lessons and whether the teacher or librarian will be assuming the lead for each lesson.
- Phase 2: serve as a critical friend and critique someone else's outline (minimum of 200 to 300 words).
- Phase 3: revise your draft based on suggestions from your critical friend and from me.

Scenario

You are the library media specialist at a school where the teachers are wrestling with building standards-based units that promote higher levels of thinking. Up till now, they have relied heavily on their textbooks and their packaged curriculum kits to determine what students will learn. They have been frustrated because students plagiarize the texts and are not motivated to engage in deeper studies.

As the librarian, you inform teachers that you are willing to be a partner if they want to

- Co-plan a unit that deals with a relevant issue or theme that will motivate the students.
- Incorporate lessons that require students to be critical users of information.
- Identify a variety of resources that students might use in their assignments.

One teacher takes you up on your offer. Your adventure begins!

Tasks

You are encouraged (but not required) to work in pairs on this unit outline and the accompanying lessons. Partnering would allow you to practice collaborative work strategies and to brainstorm ideas with a colleague. In producing the unit outline

- Identify a problem or theme as the unit's focus.
- Articulate at least one essential or overarching question related to the unit's focus.
- Identify at least one relevant content standard. Also incorporate a Common Core standard in language arts.
- Identify at least one standard from the *Standards for the 21st-Century Learner*.
- Briefly (one paragraph) describe the major activities planned.
- Describe the culminating product. The product should be one that involves the use of a technology tool (e.g., digital poster, wiki, blog).
- Articulate the criteria used to assess the process as well as the culminating product.
- Describe the assessment tool(s) used to conduct the assessment.

There is no word limit for this assignment.

Format for unit outline

The outline should include the following—

1. Unit title.
2. Essential question(s).
3. Primary content area(s).

4. Grade level(s).
5. Unit duration (approximate).
6. Description of unit: purpose, student activities planned, and final product.
7. Content standards directly addressed.
8. Common Core standards directly addressed.
9. *Standards for the 21st-Century Learner* directly addressed.
10. Criteria to assess student work based on standards.
11. Assessment instruments.

See example of a unit outline below.

EXAMPLE (Modified from work originally prepared by Linda Kim and Janet Iwahori, Mililani Waena Elementary)

1. Unit title: Water quality in Mililani.
2. Essential questions:
 - How clean is our water?
 - What should we do about improving the quality of our water?
3. Primary content area: Science.
4. Grade level: 6.
5. Unit duration: Four weeks
6. Description of unit:

(Purpose)

Stewardship for our land and its resources begins with an enlightened citizenry. This unit presents students with a real life opportunity to study an issue that directly impacts their lives. It also allows them to collaborate with colleagues in their investigations and to present their findings to a community audience.

(Student activities planned)

Students will investigate the quality of the water supply in the Mililani community. Working in teams, they will examine the characteristics of water and study various means of conducting water analyses. They will perform experiments, collect data on field trips to streams and wells, and implement a neighborhood survey focusing on community awareness of water issues.

(Final product)

Ultimately, they will produce multimedia presentations that synthesize their findings. Students will present recommendations for improving water quality in Mililani at an environmental summit meeting being planned by the neighborhood board.
7. Content standards directly addressed: (Science) go to benchmark level
 - a. Standard 1: Scientific process: scientific investigation: Discover, invent, and investigate using the skills necessary to engage in the scientific process.
 - b. Standard 3: Life and environmental sciences: Organisms and the environment: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.
8. Common Core standards directly addressed (Language Arts)
 - a. Reading science and technical: Key ideas and details 6-8 RST.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
 - b. Reading science and technical: Integration of knowledge and ideas 6-8 RST.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with

that gained from reading a text on the same topic.

9. *Standards for the 21st-Century Learner* directly addressed: go to indicator level

c. Standard 1: Inquire, think critically, and gain knowledge.

- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1.2 Organize knowledge so that it is useful.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.

10. Assessment criteria based on standards: I can

- Predict what I will discover as I study water samples.
- Perform experiments showing proper use of tools.
- Gather data accurately regarding the quality of the water samples.
- Organize my findings so that my main points are supported with clear details.
- Present my findings to the neighborhood board so their members understand my main points.
- Contribute my fair share to all group work.

11. Assessment methods used:

- Individual learning logs to describe and reflect on self-progress from initial prediction activities to final presentations for the neighborhood board. Students will write in their logbooks several times a week. The teacher and library media specialist will read and provide written feedback.
- Cooperative learning checklists to periodically check on how well students are working in their groups. Teacher and students will use the checklists.
- Rubrics to assess the quality of inquiry learning. The rubrics will focus on the following criteria: predicting, conducting experiments, collecting and reporting data, organizing and preparing presentations, and communicating information. For each criterion, specific behaviors that demonstrate “exceeds,” “meets,” “approaches,” and “does not meet” will be described. Students as well as the teacher and library media specialist will use the rubrics.

Criteria for assessment

Use the following criteria to assess your work and your peers’ drafts. We will apply the same criteria in scoring your drafts and revised products. You are able to

1. Articulate an essential question that is the focus for this unit.
2. Identify appropriate standards for this unit.
3. Describe the purpose, major activities, and final product.
4. Articulate the criteria used to assess student work.
5. Identify possible methods for assessing both process and product.
6. Create a time line for the unit that identifies the sequence of lessons and whether the teacher or librarian takes the lead for each lesson.
7. Complete all aspects of the unit outline using the suggested format.

Scoring for drafts of unit outlines

5 points = meets 6 or 7 of the criteria

4 points = meets 4 or 5 of the criteria

3 points = meets 3 of the criteria
2 points = meets 2 of the criteria
1 point = meets only 1 criterion

Scoring for critiquing drafts

3 points = feedback is constructive and substantive (provides detailed suggestions or examples to support evaluative statements)
2 points = feedback is constructive but needs more explanation
1 point = feedback is positive but too general

Scoring for revisions of unit outlines

5 points = meets all 7 criteria
4 points = meets 6 of the criteria
3 points = meets 5 of the criteria
2 points = meets 4 of the criteria
1 point = meets 3 or fewer of the criteria

LESSON PLANS

Objectives

Demonstrate your ability to

- Integrate the Common Core State Standards and the *Standards for the 21st-Century Learner* in a unit of study.
- Incorporate various instructional strategies that involve cooperative learning techniques, technology applications, and higher order thinking skills.
- Align assessment with clearly defined learning goals.
- Plan a sequence of instruction that includes (1) clear statement of goals to students, (2) strategies to introduce and model concepts and skills, (3) practice and feedback, and (4) opportunities for student self-assessment.
- Write a plan that has sufficient detail for someone else to teach it.

There are three phases to each lesson assignment--

- Phase 1: draft your lesson (no word limit).
- Phase 2: serve as a critical friend and critique someone else's lesson – comments may be done as tracked changes.
- Phase 3: revise your draft based on suggestions from your critical friend and from me.

Design the following 4 lessons that would be part of your unit:

Lesson 1: Task definition. Select one of these lesson options that would help students:

- A. Understand the purpose and scope of the unit by introducing the theme or problem for this unit
- B. Generate meaningful questions for this unit

Lesson 2: Location and access. Select one of these lesson options that would help students identify the main ideas and retrieve supporting details from a specific source. The lesson would focus on critical reading, listening, and/or viewing for information from one of the following:

- A. Textual material (e.g., books, encyclopedias, magazines, primary documents)
- B. Visual material (e.g., photographs, graphs and charts, editorial cartoons)
- C. Multimedia (e.g., videos)
- D. Online material (e.g., specific sources in a database such as a journal article)
- E. Other (e.g., interviews)

Lesson 3: Use/synthesis of information. Select one of these lesson options that would help students exercise critical thinking and organize information:

- A. Evaluate accuracy of information in a specific resource
- B. Distinguish between fact and opinion in one or more specific resources
- C. Compare and contrast ideas from two or more sources on a particular topic
- D. Summarize or generalize information from two or more sources on a particular topic

Lesson 4: Communication of new knowledge. Select a lesson option that would help the students pull together the information collected to produce a coherent and compelling product that incorporates the use of technology. Examples—teach students the use of technology to create:

- A. Digital stories
- B. Infographics
- C. Multimedia presentations
- D. Digital posters
- E. Videos
- F. Blogs
- G. Wikis

There are no word limits for the lesson plans.

For consistency, assume that each lesson is scheduled for 45 to 60 minutes.

Format for lessons

Each lesson should be comprised of the following:

1. Header with unit title and grade level.
2. Lesson title. Example: Lesson 1: Task definition—Generating questions.
3. Standards—minimally, include at least one indicator for one of the standards.
4. Lesson goals for the learner.
5. Criteria to assess student achievement of goals.
6. Assessment instrument(s).
7. Resources used.
8. Roles of teacher and library media specialist.
9. Procedure for lesson—
 - a. Introduce purpose of the lesson/motivate curiosity.
 - b. Present/model new concept/skill.
 - c. Allow for practice and feedback.
 - d. Assess for learning.
10. Activity sheets, graphic organizers, etc. used in the lesson. Important: create a student work sample for each item for the final unit portfolio.

See example of a lesson below.

EXAMPLE (Modified from a lesson originally developed by Joan Yoshina, Mililani Uka Elementary)

1. Unit title and grade: Ancient Civilizations-Grade 6
2. Lesson title: Task definition – Introducing theme
3. *Standards for the 21st Century Learner*
Standard 1: Inquire, think critically, and gain knowledge.
Indicator: Skills 1.1.2 Use prior and background knowledge as context for new learning.

Common Core State Standards
Reading Informational-Integration of Knowledge and Ideas. 6.RI.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
4. Goals for learner:
To develop a broader view of the topic/issue before selecting a specific focus by browsing and viewing a range of sources.
5. Criteria to assess student achievement of goals:
I can
 - Describe at least three things I found out about ancient civilizations that we still use or practice today.
 - Identify 1) where I found the information and 2) what additional information I want to learn in my learning log.
6. Assessment instrument:
Learning log with prompts created by the teacher and library media specialist.
7. Resources used:
 - Miscellaneous library books on civilizations of Ancient Greece, Rome, China, and Egypt. [Include at least two specific examples]
Newman, Sandra. *Ancient Greece*. New York: Children’s Press, 2010.
Pistone, Nicholas. *Art and Culture of Ancient Rome*. New York: Rosen Central, 2010.

- *World Book* (print and online versions).
- *Daily Life in Ancient Civilizations* <<http://ancienthistory.mrdonn.org/indexlife.html>>
- Popplet <<http://www.popplet.com>> Popplet is on-line tool to create webs of information.

8. Roles of teacher and library media specialist (lms):

This lesson is best taught in the library media center. The lms gathers and organizes the resources, including the culture boxes (described below). The teacher leads most of the introductory portion of the lesson with the lms recording student responses. When it is time to model the browsing and skimming skills, the lms takes the lead. During the practice and feedback session, both of them circulate and help the students.

9. Procedure:

Note: Prior to the session, create “culture boxes”: boxes with 2 or 3 different artifacts from various cultures. Place a box in the center of each table. Seat 4 to 5 students at each table.

a. Introduce purpose/motivate curiosity

- Post today’s purpose on chart paper or on a whiteboard: “By the end of the lesson, I will describe 3 things I found out about ancient civilizations that we still use/practice today.”
- Create a web using Popplet, an online tool to create idea webs. Place a rectangle in the center of the web that says “Ancient Civilizations.” Then create 4 rectangles connected on the center rectangle. Type the names of the 4 ancient civilizations, one in each rectangle (Greece, Rome, China, Egypt).
- Hook interest:
 - Define the term “artifact.”
 - Invite each table of students to open their box and to guess 1) what the artifacts might be used for, and 2) to which of the 4 civilizations they might belong.
 - Allow 5 minutes for table discussions.
 - Have students share the artifacts and their guesses with the whole class. Provide feedback.

b. Present new concept

- Link the culture box activity to the new unit. Ask students the following: “After looking at these artifacts, what questions might you have about the people who created and used them?”
- Record responses on chart paper or whiteboard.
- Introduce the unit’s essential question: ARE ANCIENT CIVILIZATIONS STILL ALIVE IN THINGS WE DO TODAY? HOW CAN WE FIND OUT? Post the question on chart paper or whiteboard for reference later in the session.
- For today, inform students that they will be “information detectives” searching through different information resources to identify things that show how ancient civilizations are still alive today.

c. Model/demonstrate concept

- Have 4 different information stations set up prior to the session—one each for books, online resources, print encyclopedias, and magazines.
- Have students work in pairs. Repeat the assignment: Identify 3 things from an ancient civilization that we still use or practice today.
- Demonstrate how each pair should work on this assignment. Go to one of the stations. While browsing through one of the resources at a station, use a think aloud process to explain how you are skimming through the source. Jot down things that relate to the assignment—use chart paper to record your jottings so that students can see what you are doing. Students will record on note paper.
- Ask for questions. Clarify the procedure as necessary.
- When you are sure that students understand the assignment, begin the practice session.

d. Allow for practice and feedback

- Assign pairs so that they are evenly distributed among the stations. Alert them that they must visit 3 of the stations and that they have 10 minutes at each station. You will call time.
- As pairs work, circulate to watch for the following: problems with skimming, confusion over the assignment, traffic flow among the stations, staying on-task, cooperation between team members.

- Provide feedback and help as appropriate.
- e. Assess for learning
- Re-assemble the class. Have each pair share at least one thing they discovered.
 - As pairs share, add their contributions to the Popplet web created earlier. Example: if students share an item for Rome, add a rectangle with their response and connect it to Ancient Rome.
 - Comment on student’s progress today. Have them complete their learning logs.
 - Inform students that the Popplet web will be used in the next session where they will be discussing possible foci for further investigation.

10. Assessment tools, handouts

Students are given the following prompts for their learning logs—[also need to provide an example of a completed student log]

My task today was to:

I learned that we still use or practice:

I found this information in:

I want to find out more about:

Criteria for assessment: Use the following criteria to assess your work and your peers’ drafts. We will apply the same criteria in scoring your drafts and revised work. You are able to

1. State the learning goals in student-friendly language.
2. Include the standard(s) for the lesson.
3. Identify measurable criteria for assessing student achievement of the goals.
4. Include appropriate resources for this lesson.
5. Create an introduction that will motivate curiosity in the students.
6. Present and demonstrate the concept or skill being introduced in detail.
7. Allow for practice and feedback.
8. Assess for learning.
9. Allow for teacher and library media specialist to team-teach the lesson wherever appropriate.
10. Create purposeful and clear activity sheets, graphic organizers, journal prompts, and/or assessment instruments that would be used in this lesson. Provide a sample of what a student might produce for each item.

Scoring for drafts of lessons 1, 2, and 3

5 points = meets 9 or all 10 of the criteria.

4 points = meets 7 or 8 of the criteria.

3 points = meets 5 or 6 of the criteria.

2 points = meets 3 or 4 of the criteria

1 point = meets only 1 or 2 of the criteria.

Scoring for critiquing drafts

3 points = feedback is constructive and substantive (provides detailed suggestions or examples to support evaluative statements)

2 points = feedback is constructive but needs more explanation

1 point = feedback is positive but too general

Scoring for lesson plans in final folder (revised lessons 1, 2, 3 and new lesson 4)

5 points = meets 9 or all 10 of the criteria

4 points = meets 7 or 8 of the criteria

3 points = meets 5 or 6 of the criteria

2 points = meets 3 or 4 of the criteria

1 point = meets 1 or 2 of the criteria

LESSON DEMONSTRATION

Objective

- Demonstrate knowledge of effective instructional delivery by “teaching” one of the lessons you have created.

Tasks

- Our class will role-play being your students.
- Teach a portion of one lesson you have created.
- The time allocation will be determined after the first class session. It will depend on the size of the class.

Tips for presentation

- Decide which lesson is the most feasible given the resources you need and the time allotted for the presentation.
- Determine which parts of it to talk us through and which parts could be interactive and hands-on.
- Make efficient use of your time by having all your resources and supplies for the lesson ready before class starts.
- Rehearse your presentation.
- Be prepared with a contingency plan in case you have last-minute glitches with the technology.

Criteria for assessment

Use the following criteria to assess your own presentation. We will apply the same criteria in scoring them. You are able to

1. Conduct the demo portion of your presentation with the student in mind.
2. State the purpose of the lesson in language that will be understood by the targeted grade level.
3. Introduce the lesson in an engaging and purposeful manner.
4. Model the major skill or concept in a clear and effective manner.
5. Sequence the lesson so that students easily move from one part to the next.
6. Use resources and visual aids effectively.
7. Incorporate assessment into the lesson.
8. Stay within your time allocation.
9. Show evidence that you have rehearsed your demonstration.
10. Show evidence that you are able to respond to students’ needs and questions.

Scoring for presentations

10 points = meets all 10 criteria

9 points = meets 9 of the criteria



1 point = satisfactorily meets 1 criterion

PATHFINDER

Librarians have traditionally prepared pathfinders to guide patrons in locating resources needed to answer their research questions. With the advent of the Internet and other online resources, pathfinders are no longer limited to print resources. In a school setting, a pathfinder is a guide that is intended to help students conduct an investigation on a particular topic using resources available in the community, in the library, and online. It is important for students to know that the resources suggested in a pathfinder are intended as a starting point; they are not the only resources available.

Objectives

- Demonstrate the ability to evaluate a range of informational resources for a specific unit of study and a particular age group.
- Analyze print and online resources based on levels of text complexity.
- Organize these resources to assist the users in conducting a meaningful and fruitful search for information related to their needs.

Tasks

Develop a pathfinder that includes the following:

- Brief introduction (focus of the pathfinder)
- Keywords and subject headings
- Dewey call numbers
- Suggested search engines
- Provide brief descriptions and analyses of text complexity for resources that include
 - Print resources (e.g., books and periodicals)
 - Online resources (e.g., Web pages)
- Also consider including the following types of resources. Analysis of text complexity would not be applicable for these resources.
 - Community resources (provide brief descriptions of purpose, availability, contact information, location, etc.)
 - Nonprint resources (e.g., videos, artifacts, maps).

Additional instructions

- You may use any style manual of your choice to create the various citations.
- You must include a minimum of 10 resources.
- Five of the resources must be text-based for print and/or on-line resources.
- Sources must represent a minimum of two different formats (e.g., print and multimedia).
- You may design this as a web-based pathfinder. Be sure to provide us with the URL.

Assessment criteria and scoring for pathfinder

Use the following criteria to assess your own pathfinders. We will apply the same criteria in scoring them. Your pathfinder includes the following:

| Assessment Criteria | Scoring |
|--|---------|
| 1. Brief introduction describing the focus of the pathfinder. | 1 |
| 2. Appropriate keywords, subject headings, Dewey numbers, and search engines (no limits on numbers). | 1 |
| 3. A minimum of 10 sources representing at least two different formats. | 1 |
| 4. Complete citations. | 1 |
| 5. Clear and succinct descriptions of the resources. | 3 |
| 6. Analysis of text complexity for print and/or online resources. | 3 |
| Total | 10 |

COURSE SCHEDULE

Inquiry = Inquiry Learning Through Librarian-Teacher Partnerships

Big 6 = Information Problem-Solving: The Big Six Skills Approach

Assess = Assessing for Learning: Librarians and Teachers as Partners

Standards = Standards for the 21st-Century Learner in Action

| # | Date | Topics/Assignments | Assignments |
|---|------|---|--|
| 1 | 1/9 | <p>21st CENTURY LEARNERS: Who are they? What are they like?</p> <ul style="list-style-type: none"> Describe the 21st century learner. Discuss needs of the 21st century learner. Examine our course in light of the 21st century learner. Introduce assignment: Big Idea Presentations. Get acquainted with Laulima. | <p>Due: Introduce yourself 1/11 Due: Response to peer's posting 1/13 (Post in Laulima Forum X)</p> |
| 2 | 1/16 | <p>RESEARCH MODELS</p> <ul style="list-style-type: none"> Analyze information process models. Focus on Big6 model. Align <i>Standards for the 21st-Century Learner</i> with Hawaii Content Standards and Common Core Standards. Create kid-friendly learning objectives. | <p><i>Big 6:</i> Foreword, Introduction, ch. 1-4 <i>Standards:</i> ch. 1-5 <i>Inquiry:</i> ch. 6 Instructor handouts on information search models</p> |
| 3 | 1/23 | <p>INQUIRY-FOCUSED UNITS</p> <ul style="list-style-type: none"> Introduce constructivism. Discuss inquiry-based learning. Introduce concept of backward mapping in developing unit outlines. Begin work on unit outline. Discuss creation of a timeline for the unit. <p>BIG IDEA SAMPLE PRESENTATION</p> <ul style="list-style-type: none"> Model a Big Idea sample presentation. Prepare for work session next time. | <p><i>Inquiry:</i> Introduction, ch. 1-4 <i>Standards:</i> ch. 6 <i>Assess:</i> ch. 1-2</p> |
| 4 | 1/30 | <p>LESSON 1: TASK DEFINITION</p> <ul style="list-style-type: none"> Go over lesson format. Identify skills involved in task definition. Brainstorm instructional strategies. Brainstorm assessment strategies. <p>BIG IDEA WORK SESSION</p> <ul style="list-style-type: none"> Allow for in-class work on presentation. Engage in sharing exchanges for feedback and questions. | <p>Due: drafts of unit outlines (Post in Laulima Forum 1) <i>Big 6:</i> ch. 5-6 <i>Inquiry:</i> ch. 4, 7-9 <i>Standards:</i> 6</p> |
| 5 | 2/6 | <p>FIELD TRIP: ALIAMANU ELEMENTARY WITH PATTY LOUIS</p> <p>ASSESSING FOR LEARNING</p> <ul style="list-style-type: none"> Identify rationale for assessment. Identify elements for effective assessment. Review different tools for assessment. | <p>Due: critiques of unit outlines (post in Laulima forum 2) <i>Assess:</i> ch. 3-5, 7-12 <i>Standards:</i> ch. 5</p> |

| | | | |
|----|------|--|---|
| 6 | 2/13 | BIG IDEA PRESENTATIONS: GROUP 1 | |
| 7 | 2/20 | BIG IDEA PRESENTATIONS: GROUP 2 | |
| 8 | 2/27 | LESSON 2: LOCATION AND ACCESS <ul style="list-style-type: none"> Identify key skills involved in locating and retrieving information from resources. Brainstorm instructional strategies. Brainstorm assessment strategies | Due: drafts of lesson 1 (Post in Laulima Forum 3) <i>Big6: ch. 4-6</i> <i>Inquiry: ch. 7-9</i> <i>Assess: ch. 3-5, 7-12</i> <i>Standards: ch. 6</i> |
| 9 | 3/6 | INTEGRATING TECH TOOLS FOR LEARNING | Due: critiques of lesson 1 (Post in Laulima Forum 4) <i>Assess: ch. 9</i> |
| 10 | 3/13 | COLLABORATION <ul style="list-style-type: none"> Gain an understanding about collaborative instructional planning. Discuss enabling and inhibiting factors to collaboration in school settings. PATHFINDERS FOR UNITS <ul style="list-style-type: none"> Discuss organization of pathfinders. Share possible resources being considered for the units. Introduce analyzing resources for levels of text complexity. | Due: drafts of lesson 2 (Post in Laulima Forum 5) <i>Inquiry: ch. 3</i> <i>Assess: ch. 13</i> |
| 11 | 3/20 | LESSON 3: USE/SYNTHESIS OF INFORMATION <ul style="list-style-type: none"> Identify key skills involved in critical use and synthesis of information. Brainstorm instructional strategies. Brainstorm assessment strategies. TIMELINES <ul style="list-style-type: none"> Work on timelines. Critique one another's drafts. | Due: critiques of lesson 2 (Post in Laulima Forum 6) <i>Big6: ch. 4-6</i> <i>Inquiry: ch. 7-9</i> <i>Assess: ch. 3-5, 7-12</i> <i>Standards: ch. 6</i> |
| | 3/27 | SPRING BREAK | |
| 12 | 4/3 | FIELD TRIP: KAPOLEI HIGH WITH SANDY YAMAMOTO PROJECT BASED LEARNING <ul style="list-style-type: none"> Gain background knowledge on PBL and the importance of collaborative planning and teaching. Get acquainted with examples of PBL in action. Connect PBL to 686 units. | Due: drafts of lesson 3 (Post in Laulima Forum 7) <i>Assess: ch. 13</i> <i>Inquiry: ch. 3</i> |
| 13 | 4/10 | LESSON 4: COMMUNICATING NEW KNOWLEDGE <ul style="list-style-type: none"> Identify key skills involved in using technology to | Due: critiques of lesson 3 (Post in Laulima Forum 8) <i>Big6: ch. 4-6</i> |

| | | | |
|-----|------|--|---|
| | | <p>create a final product.</p> <ul style="list-style-type: none"> • Brainstorm instructional strategies. • Brainstorm assessment strategies. | <p><i>Inquiry:</i> ch. 7-9 <i>Assess:</i> ch. 3-5, 7-12 <i>Standards:</i> ch. 6</p> |
| 14 | 4/17 | LESSON DEMONSTRATIONS: GROUP 1 | |
| 15 | 4/24 | LESSON DEMONSTRATIONS: GROUP 2 REFLECTING ON LEARNING | |
| --- | 5/1 | <p>No formal class. Work on final posting in Laulima by midnight.</p> <p>UNIT PORTFOLIOS (POST IN LAULIMA FORUM 9)</p> <ul style="list-style-type: none"> • Unit outline • Unit timeline • Revised lessons 1, 2, and 3 • New lesson 4 • Pathfinder <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> 1. Compile all documents as one folder with all pages in one continuous sequence. 2. We will send our comments and scores to you via email. | |