LIS 686
Information Literacy and Learning Resources
(Course is cross-listed as EDCS 686/LTEC 686)
Spring 2019

Spring 2019: Meets Saturdays starting January 12 and ending April 27, 1:00 to 3:30 pm, in HL 3G.

Co-Instructors
Violet Harada, LIS Professor Emeritus
Email: vharada@hawaii.edu
Office: HL 3-I Office hours: By appointment

Meera Garud, Incoming LIS Instructor
Email: meera@hawaii.edu

Technical and instructional assistance
Michael-Brian Ogawa, ICS Associate Faculty Specialist
Email: ogawam@hawaii.edu

Course Description
Study of a process approach to teaching information search, retrieval, analysis, and use in various library and classroom settings. Emphasizes concepts and practices that are embedded in effective instructional design. Includes evaluation and selection of resources to meet student and curricular needs. Required for Hawai‘i DOE licensure as school librarians.
Prerequisite: None.

LIS Student Learning Outcomes Addressed
SLO 1: Design, provide, and assess information services.

Course Learning Objectives
The student will
• Demonstrate a process approach to information literacy by designing instruction that integrates the retrieval, evaluation, and use of information.
• Model an inquiry approach to learning by drafting instructional units/projects that focus on concepts embedded in themes and issues of study.
• Use various instructional strategies that involve cooperative learning techniques, integration of technology, and higher order thinking skills.
• Incorporate the following learning standards in instruction as appropriate: the AASL National School Library Standards for Learners, the ACRL Framework for Information Literacy for Higher Education, and the Common Core State Standards.
• Evaluate and select appropriate learning resources to accompany the instructional focus.
• Demonstrate knowledge of theories and models of instructional design and information literacy through participation in discussions and creation of instructional plans.
• Display understanding of the collaborative role of librarians and professional colleagues by modeling cooperative planning for instruction.

Teaching Philosophy
We believe that the most effective learning is inquiry-driven and collaborative. You will have ample opportunities for questioning as well as reflective and interactive discourse and application. Activities will include
• Discussions to wrestle with major ideas and concepts.
• Modeling and guided work sessions.
• Collaborative planning and problem solving.
• Buddy critiquing (critical friends) sessions.
• Teaching demonstrations.
• Guest presentations augmented with follow-up discussions led by instructors and/or students.

Professional Expectations
Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: (http://www.hawaii.edu/lis/resources/professional-expectations/) and the Manoa Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which “reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one’s actions and the consequences of such actions.”

Kokua
If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa’s KOKUA program (http://www.hawaii.edu/kokua/). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student’s disability status is considered confidential information and is only disclosed to faculty with the student’s permission.

Support Services
Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.

Research Methods
The course introduces instructional design as a systematic process, which incorporates theories and practices that engage learners in achieving deeper levels of understanding. It emphasizes the design and analysis of organizational strategies (how a lesson or instructional plan is arranged and sequenced), delivery strategies (means by which information is communicated to the learner), 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 materials that involve technology and multimedia as tools to enhance instruction. It also involves the creation of tools and strategies to assess the learner’s performance.

Technology Requirements
If possible, bring laptops to class. You will be expected to do the following in your assignments.
• Conduct online searches to develop content for presentations and instructional plans.
• Create multimedia presentations using PowerPoint or other presentation tools.
• Post work online using the UHM Laulima system and engage in peer critiquing sessions using the same system.
• Evaluate a range of current technology applications that might be appropriate for learners in your library context and incorporate them into your program.
### Course Assignments and Scoring

**Note:** Assignments can be modified depending on the type of library/classroom and the learner targeted. Students need to work closely with the instructor to customize assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Forum 1: Introductions) Introduce yourself in Laulima Respond to a peer’s post</td>
<td>No pts.</td>
<td>Mon 1/14 for your intro Wed 1/16 for response to peer</td>
</tr>
<tr>
<td>(Reading Journal) Posted in Laulima as a Reading Journal “Clog-Collaborative Blog”</td>
<td>20 pts [points awarded for each reading] Suggested reading list is provided online</td>
<td>Check the syllabus for specific deadlines – also in Laulima</td>
</tr>
<tr>
<td>(Forum 2: Unit/Project) Unit/project outline – draft Buddy critique</td>
<td>5 pts. for draft 3 pts. for critique</td>
<td>Mon 2/4 for draft Wed 2/6 for critique</td>
</tr>
<tr>
<td>(Forum 3: Big Ideas) Big idea presentation – post slides and annotated references in Laulima by Monday before presentation</td>
<td>10 pts.</td>
<td>Sat 2/16</td>
</tr>
<tr>
<td>(Forum 4: Lesson 1) Lesson 1 – draft Buddy critique</td>
<td>5 pts. for draft 3 pts. for critique</td>
<td>Mon 2/25 for draft Wed 2/27 for critique</td>
</tr>
<tr>
<td>(Forum 5: Lesson 2) Lesson 2 – draft Buddy critique</td>
<td>5 pts. for draft 3 pts. for critique</td>
<td>Mon 3/11 for draft Wed 3/13 for critique</td>
</tr>
<tr>
<td>(Forum 6: Lesson 3) Lesson 3 – draft Buddy critique</td>
<td>5 pts. for draft 3 pts. for critique</td>
<td>Mon 3/25 for draft Wed 3/27 for critique</td>
</tr>
<tr>
<td>Teaching demonstration</td>
<td>10 pts.</td>
<td>Sat 4/20 and 4/27</td>
</tr>
<tr>
<td>(Forum 7: Portfolio) • Revised unit/project outline with a timeline • Revised lessons 1, 2, 3 • New lesson 4 • Pathfinder</td>
<td>Total 40 pts. - breakdown • 5 pts. for revised unit/project outline • 15 pts. for revised lessons 1, 2, and 3 • 5 pts. for new lesson 4 • 10 pts for pathfinder • 5 pts. for proofreading</td>
<td>Mon 4/29</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>5 pts. based on attendance and participation in class activities</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>117 pts.</td>
<td></td>
</tr>
</tbody>
</table>

### Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>112 to 117</td>
</tr>
<tr>
<td>A</td>
<td>106 to 111</td>
</tr>
<tr>
<td>A-</td>
<td>100 to 105</td>
</tr>
<tr>
<td>B+</td>
<td>94 to 99</td>
</tr>
<tr>
<td>B</td>
<td>88 to 93</td>
</tr>
<tr>
<td>B-</td>
<td>82 to 87</td>
</tr>
<tr>
<td>C+</td>
<td>76 to 81</td>
</tr>
<tr>
<td>C</td>
<td>70 to 75</td>
</tr>
<tr>
<td>C-</td>
<td>64 to 69</td>
</tr>
</tbody>
</table>
Readings
There are no required texts for this course. Instead, there is a list of readings posted in Laulima from which you may select what to read. Most of these articles are available through EBSCOHOST; links are also provided for entries not accessible through EBSCOhost. We ask that you create an online reading journal in Laulima – this is explained in greater detail later in this syllabus. IMPORTANT: you are not restricted to the listed readings; we encourage you to find additional readings that you believe are relevant to the topics covered.
GUIDELINES FOR ASSIGNMENTS

READING JOURNAL

This course has no required texts. Since you will be coming to this class with varied backgrounds and interests in different types of library settings, we wish to honor your diversity and invite you to tailor readings to meet your needs and align them with the course topics. For each of the major sessions, we have suggested readings. The reading list is available online in Laulima both as a complete list (under Course Information) and as readings organized by sessions (under Session Content). The minimum number of readings for each of these sessions is also indicated in the list. Important: You are not limited to the listed readings. we highly encourage you to find relevant readings beyond the ones that we have identified.

Objectives

- Self-select pertinent literature that you find relevant to the topic under discussion.
- Briefly summarize the major points in the article.
- Provide a reflective statement about your personal takeaway from the article.

As part of your course assignments, we ask that you read and reflect on your readings for each of the following sessions. You will be posting your ongoing journal in Laulima in the Reading Journal Clog. Please note the deadlines below and post your entries on time.

<table>
<thead>
<tr>
<th>Deadlines for readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
</tr>
<tr>
<td>Reading clog 1 (learners in a digital age) – minimum of 2 readings</td>
</tr>
<tr>
<td>1/26</td>
</tr>
<tr>
<td>Reading clog 2 (information literacy models) – minimum of 3 readings</td>
</tr>
<tr>
<td>2/2</td>
</tr>
<tr>
<td>Reading clog 3 (guided inquiry) – minimum of 2 readings</td>
</tr>
<tr>
<td>2/9</td>
</tr>
<tr>
<td>Reading clog 4 (defining information tasks) - minimum of 3 readings</td>
</tr>
<tr>
<td>2/16</td>
</tr>
<tr>
<td>No reading journal</td>
</tr>
<tr>
<td>2/23</td>
</tr>
<tr>
<td>Reading clog 5 (assessing for learning) – minimum of 2 readings</td>
</tr>
<tr>
<td>3/9</td>
</tr>
<tr>
<td>Reading clog 6 (locating information) – minimum of 2 readings</td>
</tr>
<tr>
<td>3/16</td>
</tr>
<tr>
<td>No reading journal</td>
</tr>
<tr>
<td>3/23</td>
</tr>
<tr>
<td>Reading clog 7 (use and synthesis of information) – minimum of 2 readings</td>
</tr>
<tr>
<td>3/30</td>
</tr>
<tr>
<td>No reading journal</td>
</tr>
<tr>
<td>4/6</td>
</tr>
<tr>
<td>Reading clog 8 (collaborative planning) – minimum of 2 readings</td>
</tr>
<tr>
<td>4/13 [last clog]</td>
</tr>
<tr>
<td>Reading clog 9 (technology integration)</td>
</tr>
</tbody>
</table>

For each session, create a single Clog with the subject Your first name-Session #. Post the clog to the Reading Journal Clog tool in Laulima. Click here to access a video tutorial on using the Clog tool. If this link does not work, you can access it directly at http://bit.ly/2hpHnCq.
Criteria for assessment
Please use the following criteria as you develop your journal. We will also use the same criteria in assessing your completed journal.

1. Create a succinct summary for an article read (approximately 100 words).
2. Compose a thoughtful reflection on how the article is relevant to the topic being discussed and to your ongoing work in the course (approximately 150 words).
3. Create a single clog entry for the minimum number of readings required for each designated session.
4. Provide appropriate citations for all readings reviewed. You may use any style manual of your choice for the citations; just be consistent.
5. Post by deadlines.

Scoring

| 20 points = all entries include well written summaries and reflections; all entries are properly cited. Entries are posted by the deadline for each designated session. |
| Lesser points will be assigned depending on the quality of the summaries and reflections, the completeness of the citations, and the timeliness of the entries. |
“Big ideas” are concepts or principles that have been major forces in curriculum reform efforts in the last several decades. As librarians, we must have working knowledge of these critical concepts in order 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 library practices.

Tasks

- Work individually or with a partner.
- Select one of the suggested “big ideas.” The alternative is to come up with a topic/issue of your own choice—please discuss this with us before getting started.
- Locate and retrieve information about your “idea” both in print and online.
- Include the following in your presentation:
  - Define the big idea.
  - Provide a brief history or background about it.
  - Identify its key features or major points.
  - Present concrete examples of how the “big idea” is relevant to teaching in a library setting.
- Incorporate opportunities for colleagues to interact during the session.
- Prepare a slide presentation.
- Include a list of references.
- Post your slides with list of references in Laulima (Forum 3) by Saturday before your presentation.

Criteria for assessment

Please use the following criteria as you plan and prepare your work. We will also use the same criteria in assessing your presentations.

1. Define the “big idea.”
2. Articulate your goals for the presentation.
3. Summarize key features or major points.
4. Demonstrate how the “idea” might be applied to teaching in a library setting.
5. Devise meaningful ways to involve the audience in the session.
6. Incorporate visual support (e.g., slides, charts, artifacts) to augment your presentation.
7. Include a list of references that you used for the presentation—at least 5 print and/or online resources.
8. Present information and activities in a logical, connected manner.
9. Be mindful of the targeted audience.
10. Watch your timing and pacing. Note: the maximum time allotted will be decided at the first session.

Scoring

<table>
<thead>
<tr>
<th>10 points = meets all 10 criteria</th>
<th>5 points = meets 5 of the criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 points = meets 9 of the criteria</td>
<td>4 points = meets 4 of the criteria</td>
</tr>
<tr>
<td>8 points = meets 8 of the criteria</td>
<td>3 points = meets 3 of the criteria</td>
</tr>
<tr>
<td>7 points = meets 7 of the criteria</td>
<td>2 points = meets 2 of the criteria</td>
</tr>
<tr>
<td>6 points = meets 6 of the criteria</td>
<td>1 point = meets only 1 criterion</td>
</tr>
</tbody>
</table>
Possible Topics for Big Idea Presentations

In different ways, each topic below deals with concerns and interests that are transforming what we teach and how learners learn in our global community. You may work individually or in pairs on this presentation. **Important:** These are **suggestions only and you are not limited to these topics.** Please see us if you have another topic that might be pertinent for this presentation. We have made this assignment purposely open ended to give you an opportunity to select something that you find personally exciting and relevant. You are expected to find your own readings for this assignment.

- **Active/experiential learning** – this is a way of teaching that engages individuals in the learning process; it’s learning by doing.
- **Citizen science** – this is an exciting wave of community involvement with professional scientists in the collection and analysis of data relating to our natural world.
- **Constructivism** – this view of learning emphasizes people creating their own meanings based on experiencing things and reflecting on them. . .this influences a range of exciting teaching practices.
- **Design based learning** – this is a type of project based learning that centers on individuals developing, building, and evaluating products they have designed.
- **Digital citizenship** – with Bring Your Own Device initiatives and 1-on-1 tablets in our schools, there is a critical need to discuss the responsible and ethical use of information.
- **Digital literacy** – in our digital world, we can assist learners of all ages to use a digital network of devices from smartphones and tablets to desktop PCs.
- **Embedded librarians** – librarians are not confined to the physical library but are moving into settings where they can provide better integrated services to their patrons.
- **Higher order thinking skills (HOTS)** – this refers to thinking skills that go beyond memorization and recitation. . .this is the challenge for deeper learning.
- **Flipped classroom instruction** – this instructional model “flips” things so that learners view lectures and demonstrations before coming to class sessions where time is devoted to exercises and discussions.
- **Learning styles** – we learn differently; find out how styles are defined, classified, and identified.
- **Personalized learning** – embraces several deep concepts including giving students more agency for their learning, differentiating tasks for varying student abilities and interests, and providing real-time feedback.
- **Project based learning** – projects can be powerful experiences if planned and focused on opportunities for deep and rigorous learning.
- **STEM learning** – this is an interdisciplinary approach to learning involving science, technology, engineering, and mathematics and connects the learning to community and global issues and themes.
• Threshold concepts – you will be hearing more about this in academic institutions of higher learning where the focus is grappling with core concepts in the disciplines. . .the new ACRL framework is built on the notion of these concepts.

• Visual literacy – given the explosion of multimedia, learners need to interpret and analyze information that has been created in formats that are not limited to the written or printed text.
UNIT/PROJECT OUTLINE

Scenario options
Option 1: You are a school librarian at either an elementary or secondary school. For elementary, select a grade level teacher to work with on a specific research project (we recommend that you work with learners in grades 3 and up). For secondary, select a teacher from one of the departments to work with on a specific research project.

Option 2: You are an academic instruction librarian. Select a teacher to work with on a specific research project.

Option 3: You are a public librarian. Thanks to Nyla Fujii-Babb, retired public librarian and LIS adjunct instructor, for the following suggestions.

- A teacher from a small private school with no library approaches you to work with her students on a specific research project. It can be at the upper elementary (grades 3 up) or secondary level.
- A homeschooling group approaches you with a specific research project and welcomes your assistance.
- A community group is developing a history of your community and they don’t know where to start or what resources and processes they might use. They approach you for help.
- Young children need their families to inspire a lifelong love of reading. You decide to reach out to parents with a series of reading readiness workshops.
- Senior citizens in your community need a lot of assistance with using computers and you decide to offer a series of computer literacy sessions for them.

Objectives
Demonstrate the ability to devise an outline that
- Incorporates the relevant learning standards as they are appropriate.
- Focuses on a problem, an issue, or a theme.
- Defines the criteria to assess learners’ demonstration of achievement.

There are three phases to this assignment--
- Phase 1: draft a unit/project outline (no word limit).
- Phase 2: serve as a critical friend and critique someone else’s outline.
- Phase 3: revise your draft based on suggestions from your critical friend and from me.

Tasks
You are encouraged (but not required) to work in pairs on this outline and the accompanying lessons. Partnering would allow you to practice collaborative work strategies and to brainstorm ideas with a colleague. In producing the outline:
- Identify a problem or theme as the focus of the unit or project.
- Articulate at least one essential or overarching question related to the focus.
- Identify at least one relevant standard as appropriate.
- 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, video).
- 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/project outline
The outline should include the following:
1. Unit/project title.
2. Essential question(s).
3. Primary discipline(s).
4. Learner being targeted.
5. Unit/project duration (approximate).
6. Description of unit/project: purpose, student activities planned, and final product.
7. Standards addressed as appropriate.
8. Criteria to assess the quality of work.
9. Assessment instruments used.

An example of a unit/project plan is available in Laulima under Course Information. Additional examples are available in Laulima under Session Content (Session 3).

Criteria for assessment
Please 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.
1. Articulate an essential question that is the focus for this unit/project.
2. Identify learning standards as appropriate.
3. Describe the purpose, major activities, and final product.
4. Articulate the criteria used to assess the quality of work completed.
5. Identify possible methods for assessing both process and product.
6. Complete all aspects of the outline using the suggested format.

<table>
<thead>
<tr>
<th>Scoring for drafts of unit/project outlines</th>
<th>5 points = meets at least 5 of the criteria</th>
<th>4 points = meets at least 4 of the criteria</th>
<th>3 points = meets at least 3 of the criteria</th>
<th>2 points = meets at least 2 of the criteria</th>
<th>1 point = meets only 1 criterion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scoring for critiquing drafts</th>
<th>3 points = feedback is constructive and substantive (provides detailed suggestions or examples to support evaluative statements)</th>
<th>2 points = feedback is constructive but needs more explanation</th>
<th>1 point = feedback is positive but too general</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scoring for revisions of unit/project outlines</th>
<th>5 points = meets at least 5 of the criteria</th>
<th>4 points = meets at least 4 of the criteria</th>
<th>3 points = meets at least 3 of the criteria</th>
<th>2 points = meets at least 2 of the criteria</th>
<th>1 point = meets only 1 criterion</th>
</tr>
</thead>
</table>
LESSON PLANS

Objectives
Demonstrate your ability to

- Integrate relevant learning standards in a lesson as they are appropriate.
- 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 learners, (2) strategies to introduce and model concepts and skills, (3) practice and feedback, and (4) opportunities for self-assessment.
- Write a plan with sufficient detail that someone else might be able 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 are part of your unit/project. Important: lessons can be modified depending on the type of library and the learner being targeted. Work closely with us to customize your assignments.

Lesson 1: Define the information task. Select one of these lesson options to help students:

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

Lesson 2: Locate and access information. Select one of these lesson options to help learners identify the main ideas and retrieve supporting details from a specific source. The lesson focuses 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 and synthesize information. Select one of these lesson options to help learners exercise critical thinking and demonstrate cohesive organization of information:

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

Lesson 4: Communicate new knowledge. Select a lesson option to help learners produce a coherent and compelling product that incorporates the use of technology. Examples—teach learners 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 include the following:
1. Header with unit/project title and (if appropriate) grade level.
2. Lesson title. Example: Lesson 1: Define the information task—Generating questions.
3. If appropriate, standards—include sub-points for any standard or standards addressed.
4. Lesson goals for the learner.
5. Criteria to assess achievement of lesson goals.
6. Assessment instrument(s).
7. Resources used.
8. Roles of librarian and professional colleague.
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.

An example of a lesson plan is available in Laulima under Course Information. Additional examples are available in Laulima under Session Content (Session 4).

Criteria for assessment:
Please 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.
1. State the learning goals.
2. Include the standard(s) for the lesson as appropriate.
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 learners.
6. Present and demonstrate the concept or skill being introduced in detail.
7. Allow for practice and feedback.
9. Allow for librarian and professional colleague 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 learner might produce for each item that you include.

<table>
<thead>
<tr>
<th>Scoring for drafts of lessons 1, 2, and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points = meets 9 or all 10 of the criteria.</td>
</tr>
<tr>
<td>4 points = meets 7 or 8 of the criteria.</td>
</tr>
<tr>
<td>3 points = meets 5 or 6 of the criteria.</td>
</tr>
<tr>
<td>2 points = meets 3 or 4 of the criteria</td>
</tr>
<tr>
<td>1 point = meets only 1 or 2 of the criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring for critiquing drafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points = feedback is constructive and substantive (provides detailed suggestions or examples to support evaluative statements)</td>
</tr>
<tr>
<td>2 points = feedback is constructive but needs more explanation</td>
</tr>
</tbody>
</table>
1 point = feedback is positive but too general

<table>
<thead>
<tr>
<th>Scoring for lesson plans in final folder (revised lessons 1, 2, 3 and new lesson 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points = meets 9 or all 10 of the criteria</td>
</tr>
<tr>
<td>4 points = meets 7 or 8 of the criteria</td>
</tr>
<tr>
<td>3 points = meets 5 or 6 of the criteria</td>
</tr>
<tr>
<td>2 points = meets 3 or 4 of the criteria</td>
</tr>
<tr>
<td>1 point = meets 1 or 2 of the criteria</td>
</tr>
</tbody>
</table>
TEACHING DEMONSTRATION

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

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

Tips for demonstration
• Decide which lesson is the most feasible given the resources you need and the time allotted for the demonstration.
• 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.
• Have a contingency plan in case you have last-minute glitches with the technology.

Criteria for assessment
Please use the following criteria to assess your own presentation. We will apply the same criteria in scoring your demonstration.
1. Conduct the demonstration with the learners in mind.
2. State the purpose of the lesson in language that is appropriate for the targeted learners.
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 learners easily move from one segment 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 can respond to learners’ 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 information needs. With the advent of the Internet and various online resources, pathfinders are no longer limited to print materials. A pathfinder is a guide that is intended to help students/patrons conduct an investigation on a particular topic using resources available in the global community.

Objectives

- Select and evaluate a range of resources for a specific unit of study and for a targeted audience.
- 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 or LC designations
- Critical annotations (about 100 words) for each resource.

Additional instructions

- Use any style manual of your choice to create the citations; just be consistent.
- Include a minimum of 10 resources.
- Sources must represent a minimum of two different formats (e.g., print and digital).
- You may design this as a web-based pathfinder. Be sure to provide us with the URL.

Assessment criteria and scoring for pathfinder

Please use the following criteria to assess your own pathfinders. We will apply the same criteria in scoring your work.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brief introduction describing the focus of the pathfinder.</td>
<td>1 pt.</td>
</tr>
<tr>
<td>3. A minimum of 10 sources representing at least two different formats.</td>
<td>1 pt.</td>
</tr>
<tr>
<td>4. Complete citations.</td>
<td>2 pts.</td>
</tr>
<tr>
<td>5. Critical annotations for all resources.</td>
<td>5 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10 pts.</strong></td>
</tr>
</tbody>
</table>
CULMINATING PORTFOLIO

This is a compilation of your work this semester. It must include the following:

- Revised unit/project outline
- Revised lessons 1, 2 and 3
- New lesson 4
- Pathfinder

Instructions for folder
1. Compile all documents as one folder with all pages in one continuous sequence.
2. We will send my comments and scores to you privately via email.

Criteria for assessing the unit/project outline
1. Articulate an essential question that is the focus for this unit/project.
2. Identify standards for this unit/project as appropriate.
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. Complete all aspects of the unit/project outline using the suggested format.

Criteria for assessing the lessons
1. State the purpose of the lesson clearly for the students.
2. Identify the learning goals and standards (as appropriate) for the lessons.
3. Identify the 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 that is the lesson’s focus.
7. Allow for practice and feedback.
9. Allow for collaboration with a colleague/partner in 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 learner might produce for each item that you include.

Criteria for assessing the pathfinder
Your pathfinder includes ...
1. Brief introduction describing the focus of the pathfinder.
2. Appropriate keywords, subject headings, Dewey/LC call numbers.
3. A minimum of 10 sources representing at least two different formats.
4. Complete citations.
5. Critical annotations for all sources.

Scoring for unit/project outlines
5 points = meets at least 5 of the criteria
4 points = meets at least 4 of the criteria
3 points = meets at least 3 of the criteria
2 points = meets at least 2 of the criteria
1 point = meets only 1 criterion

Scoring for each lesson plan
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

**Scoring for pathfinder**
- 10 points if it meets all 5 criteria
- Diminishing points if items are missing or not clearly cited or annotated

**Scoring for proofreading/editing**
- 5 points if the portfolio has been carefully proofed and edited
- Diminishing points for errors or other grammatical problems noted
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1 1-12-19 | LEARNERS IN THE DIGITAL AGE  
- Course overview  
- Needs of 21st century learners  
- Information about Big Idea presentations  
**Assignments**  
- Mon, 1/14: Introduce yourself in Laulima (Forum 1: Introductions).  
- Wed, 1/16: Respond to a peer’s post (Forum 1: Introductions). |
| 2 1-19-19 | MODELS FOR INFORMATION FINDING AND USE  
- Information literacy models: Big6 and Information Search Process  
- Alignment with standards  
- Selection of and discussion about Big Idea presentations  
**Assignments**  
- Sat, 1/19: Post reading clog 1 (learners in digital age). Suggested reading list is available in Laulima - Session Content; also under Course Information. |
| 3 1-26-19 | A GUIDED INQUIRY APPROACH TO INFORMATION LITERACY  
- Inquiry-focused learning  
- Implications for unit/project plan  
- Template for the plan  
**Assignment**  
- Sat, 1/26: Post reading clog 2 (information literacy models). Suggested reading list is available in Laulima - Session Content; also under Course Information. |
| 4 2-2-19 | PEDAGOGY: FOCUS ON DEFINE THE INFORMATION TASK (LESSON 1)  
- Instructional design  
- Format for lessons  
- Strategies to teach task definition  
**Assignment**  
- Sat, 2/2: Post reading clog 3 (guided inquiry). Suggested reading list is available in Laulima - Session Content; also under Course Information. |
| 5 2-9-19 | ASSESSING FOR LEARNING  
- Rationale and benefits for assessment  
- Assessment strategies  
**Assignments**  
- Mon 2/4: Post unit/project drafts (Forum 2: Unit).  
- Wed 2/6: Post peer critiques for unit/project drafts (Forum 2: Unit).  
- Sat, 2/9: Post reading clog 4 (defining information tasks). Suggested reading list is available in Laulima - Session Content; also under Course Information. |
| 6 2-16-19 | PRESENTATIONS ON “BIG IDEAS”  
**Assignment**  
Sat, 2/16: Post Big Idea slides and bibliographies (Forum 3: Big Ideas). |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest</th>
<th>Assignments</th>
<th>Additional topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23-19</td>
<td>INSTRUCTION IN SCHOOL LIBRARIES</td>
<td>Katie MacLean and Alexis Becker</td>
<td>- Sat, 2/23: Post reading clog 5 (assessing for learning). Suggested reading list is available in Laulima - Session Content; also under Course Information.</td>
<td></td>
</tr>
<tr>
<td>2/23-19</td>
<td>PEDAGOGY: FOCUS ON LOCATE AND ACCESS INFORMATION (LESSON 2)</td>
<td></td>
<td>- Strategies for teaching location and retrieval of information&lt;br&gt;- Assessment strategies&lt;br&gt;&lt;br&gt;Assignments:&lt;br&gt;- Mon 2/25: Post lesson 1 drafts (Forum 4: Lesson 1)&lt;br&gt;- Wed 2/27: Post peer critiques for lesson 1 drafts (Forum 4: Lesson 1)</td>
<td></td>
</tr>
<tr>
<td>3/9-19</td>
<td>INSTRUCTION IN ACADEMIC LIBRARIES</td>
<td>Joyce Tokuda</td>
<td>- Sat, 3/9: Post reading clog 6 (locating information). Suggested reading list is available in Laulima - Session Content; also under Course Information.</td>
<td></td>
</tr>
<tr>
<td>3/23-19</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
<td>Assignment:&lt;br&gt;- Sat, 3/23: post reading clog 7 (use/synthesis of information). Suggested reading list is available in Laulima - Session Content; also under Course Information.</td>
<td></td>
</tr>
<tr>
<td>4/6-19</td>
<td>PEDAGOGY: FOCUS ON COMMUNICATE NEW KNOWLEDGE WITH TECH TOOLS (LESSON 4)</td>
<td></td>
<td>- Using tech tools to express and communicate newly found knowledge&lt;br&gt;&lt;br&gt;Assignments:&lt;br&gt;- Sat, 4/6: Post reading clog 8 (collaboration). Suggested reading list is available in Laulima - Session Content; also under Course Information.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 13    | GAMIFYING INSTRUCTION | Guest: Renea Ruark  
Assignments  
- Sat, 4/13: Post reading clog 9 (technology). Suggested reading list is available in Laulima - Session Content; also under Course Information. |
| 14    | LESSON DEMONSTRATIONS BEGIN | |
| 15    | LESSON DEMONSTRATIONS CONT. | Reflections  
Assignment  