Spring 2017: Meets Saturdays starting January 14 and ending April 29, 1:00 to 3:40 pm, in HL 3G.

Instructor
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Office: HL 3-I Office hours: By appointment only

Technical and Instructional Facilitator
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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: 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

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 learning standards in instruction as appropriate (e.g., the Common Core State Standards, the AASL Standards for the 21st-Century Learner, the ACRL Framework for Information Literacy for Higher Education).
• 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
I 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 speakers 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 Hawai‘i, 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.”

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 for the learner’s performance.

Technology Requirements
If possible, bring laptops to class. You will be expected to do the following
• 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.
Support Services
A student is encouraged to explore the services of UH Manoa’s KOKUA program (http://www.hawaii.edu/kokua/) for reasonable accommodations to complete coursework because of the impact of a documented disability. 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. Other confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Liliʻuokalani 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/.

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</th>
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</thead>
<tbody>
<tr>
<td>Introduce yourself in Laulima (Forum X)</td>
<td>No pts.</td>
<td>Your post by Wed, 1-18 Response to a peer by Fri, 1-20</td>
</tr>
<tr>
<td>Respond to a peer’s post</td>
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<tr>
<td>Reading journal Posted in Laulima as a Reading Journal Blog</td>
<td>10 pts.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Big idea presentation – post slides and annotated references on Friday before presentation (Forum XX)</td>
<td>10 pts.</td>
<td>Sat, 2-4 or 2-11</td>
</tr>
<tr>
<td>Unit/project outline – draft (Forum 1)</td>
<td>5 pts.</td>
<td>Wed, 2-15</td>
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<tr>
<td>Unit/project outline – critique (Forum 2)</td>
<td>3 pts.</td>
<td>Fri, 2-17</td>
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<tr>
<td>Lesson 1 – draft (Forum 3)</td>
<td>5 pts.</td>
<td>Wed, 3-1</td>
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<tr>
<td>Lesson 1 – critique (Forum 4)</td>
<td>3 pts.</td>
<td>Fri, 3-3</td>
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<tr>
<td>Lesson 2 – draft (Forum 5)</td>
<td>5 pts.</td>
<td>Wed, 3-15</td>
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<tr>
<td>Lesson 2 – critique (Forum 6)</td>
<td>3 pts.</td>
<td>Fri, 3-17</td>
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<tr>
<td>Lesson 3 – draft (Forum 7)</td>
<td>5 pts.</td>
<td>Wed, 3-29</td>
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<tr>
<td>Lesson 3 – critique (Forum 8)</td>
<td>3 pts.</td>
<td>Fri, 3-31</td>
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<tr>
<td>Teaching demonstration</td>
<td>10 pts.</td>
<td>Sat, 4-15, 4-22, or 4-29</td>
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<tr>
<td>Culminating portfolio (Forum 9)</td>
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<tr>
<td>• Revised unit/project outline</td>
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<td>Total of 40 pts:</td>
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<tr>
<td>Revised unit/project outline</td>
<td>10 pts.</td>
<td>Sat, 5-6</td>
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with a timeline
- Revised lessons 1, 2, 3
- New lesson 4
- Pathfinder

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<tr>
<th>5 for each lesson=15 pts.</th>
<th>5 pts.</th>
<th>10 pts.</th>
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Attendance/participation 5 pts. ---

Total points possible 107 pts.

**Letter Grades**

<table>
<thead>
<tr>
<th>A+ = 102 to 107</th>
<th>B+ = 84 to 89</th>
<th>C+ = 66 to 71</th>
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<tbody>
<tr>
<td>A = 96 to 101</td>
<td>B = 78 to 83</td>
<td>C = 60 to 65</td>
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<tr>
<td>A- = 90 to 95</td>
<td>B- = 72 to 77</td>
<td>C- = 54 to 59</td>
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**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 a few entries. I ask that you create a reading journal (explained in greater detail in this syllabus). You are not restricted to the listed readings but are encouraged to find additional readings that you feel 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, I 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, I have suggested readings. The reading list is available in Laulima as a complete list (under Course Information) and also as readings organized by sessions (under Session Resources). The minimum number of readings for each of these sessions is also indicated in the list. Important: You are not limited to those readings. In fact, I highly encourage you to find readings beyond the ones that I 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, I 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 Blog. I highly recommend that you complete the readings by the designated session dates rather than waiting till a later time to add them to your journal.
- Session 1: Learners in the digital age
- Session 2: Models for information finding and use
- Session 3: A guided inquiry approach to information literacy
- Session 6: Focus on task definition (Lesson 1)
- Session 7: Assessing for learning
- Session 8: Focus on locating and finding information (Lesson 2)
- Session 10: Focus on use/synthesis of information (Lesson 3)
- Session 11: Communicating new knowledge with tech tools for learning (Lesson 4)
- Session 13: Developing partnerships in teaching

Note: For sessions 4, 5, 9, 12, 14, and 15 there are no suggested readings since these will be sessions where you will be doing presentations or we will be having guest librarians joining us.

Criteria for assessment
It is important to use the following criteria as you develop your journal. I will also use the same criteria in assessing your completed journal. You can
1. Create succinct summaries for articles read (approximately 100 words).
2. Compose thoughtful reflections on how the article is relevant to the topic being discussed and to your ongoing work in the course (approximately 150 words).
3. Create entries 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.

Scoring
10 points = includes more than the minimum number of required readings for half or more of the sessions; all entries include well written summaries and reflections; all entries are properly cited. Entries are posted in a timely fashion for each designated session.

Lesser points will be assigned depending on the quality of the summaries and reflections, the completeness of the citations, the number of readings entered in the journal, 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 educators, 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 classroom and 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 me before getting started.
- Locate and retrieve information about your “idea” both in print and online.
- Include the following in your presentation:
  - Define the topic/issue.
  - 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 or classroom setting.
- Incorporate opportunities for colleagues to interact during the session.
- Prepare a slide presentation.
- Create a list of references consulted with short annotations (approximately 100 words).
- Post your slides and list of references in Laulima (Forum XX) by Friday before your presentation.

Criteria for assessment
It is important to use the following criteria as you plan and prepare your work. I will also use the same criteria in assessing your presentations. You are able to
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 the library or classroom 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 references that you used for the presentation—at least 5 print and online resources with annotations.
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 class session.*

Scoring
<table>
<thead>
<tr>
<th>10 points = meets all 10 criteria</th>
<th>5 points = meets 5 of the criteria</th>
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<tr>
<td>9 points = meets 9 of the criteria</td>
<td>4 points = meets 4 of the criteria</td>
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<td>8 points = meets 8 of the criteria</td>
<td>3 points = meets 3 of the criteria</td>
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<td>7 points = meets 7 of the criteria</td>
<td>2 points = meets 2 of the criteria</td>
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<tr>
<td>6 points = meets 6 of the criteria</td>
<td>1 point = meets only 1 criterion</td>
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</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 me if you have another topic that might be pertinent for this presentation. I 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 students 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 number of exciting teaching practices.
- **Design based learning** – this is a type of project based learning that centers on students 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 analytics** – librarians should learn more about data mining, i.e., the measurement, collection, analysis and reporting of data and how it might be applied to learning outcomes.
- **Learning styles** – we learn differently; find out how styles are defined, classified, and identified.
- **Place based learning** – this may also be called community-based education and frequently focuses on environmental education.
- **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 that involves 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 (I 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 from a department 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.
  • You realize that 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 if 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 if 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 directly addressed if 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.

Criteria for assessment
Use the following criteria to assess your work and your peers’ drafts. I 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/project.
2. Identify learning standards if 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.

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<thead>
<tr>
<th>Scoring for drafts of unit/project outlines</th>
<th>5 points = meets all 6 criteria</th>
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<tbody>
<tr>
<td>4 points = meets 5 of the criteria</td>
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<tr>
<td>3 points = meets 4 of the criteria</td>
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<td>2 points = meets 3 of the criteria</td>
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<tr>
<td>1 point = meets 1 or 2 criteria</td>
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<tr>
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<th>3 points = feedback is constructive and substantive (provides detailed suggestions or examples to support evaluative statements)</th>
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<tbody>
<tr>
<td>2 points = feedback is constructive but needs more explanation</td>
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<tr>
<td>1 point = feedback is positive but too general</td>
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<tr>
<th>Scoring for revisions of unit/project outlines</th>
<th>5 points = meets all 6 criteria</th>
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<tr>
<td>4 points = meets 5 of the criteria</td>
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<tr>
<td>1 point = meets 1 or 2 criteria</td>
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</table>
LESSON PLANS

Objectives
Demonstrate your ability to
- Integrate relevant learning standards in a unit or project if it is 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 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 are part of your unit/project:
Important: Lessons can be modified depending on the type of library/classroom and the learner targeted. Work closely with me to customize your assignments.

Lesson 1: Task definition. Select one of these lesson options that would 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: Location and access. Select one of these lesson options that would 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/synthesis of information. Select one of these lesson options that would 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 from two or more sources on a particular topic

Lesson 4: Communication of new knowledge. Select a lesson option that would help the learners pull together the information collected to 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.
3. If appropriate, standards—minimally, include at least one indicator 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.

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

<table>
<thead>
<tr>
<th>Scoring for drafts of lessons 1, 2, and 3</th>
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<tbody>
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<tr>
<td>Scoring for lesson plans in final folder (revised lessons 1, 2, 3 and new lesson 4)</td>
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<td>---------------------------------------------------------------------------------</td>
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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.
- 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.
- Have 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. I will apply the same criteria in scoring your demonstration. You can
1. Conduct the demo portion of your presentation 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. Note: the maximum time allotted will be decided at the first class session.
9. Show evidence that you have rehearsed your demonstration.
10. Show evidence that you are able to respond to learners’ needs and questions.

<table>
<thead>
<tr>
<th>Scoring for presentations</th>
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</thead>
<tbody>
<tr>
<td>10 points = meets all 10 criteria</td>
</tr>
<tr>
<td>9 points = meets 9 of the criteria</td>
</tr>
<tr>
<td>1 point = satisfactorily meets 1 criterion</td>
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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 various online resources, pathfinders are no longer limited to print materials. A pathfinder is a guide that is intended to help students conduct an investigation on a particular topic using resources available in the global community.

Objectives
- Demonstrate the ability to evaluate a range of resources for a specific unit of study and a particular 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
- Provide brief critical annotations (100 words) for each resource.

Additional instructions
- You may use any style manual of your choice to create the citations.
- You must 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
Use the following criteria to assess your own pathfinders. I will apply the same criteria in scoring your work. Your pathfinder includes the following:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Scoring</th>
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<tbody>
<tr>
<td>1. Brief introduction describing the focus of the pathfinder.</td>
<td>1 pt.</td>
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<tr>
<td>3. A minimum of 10 sources representing at least two different formats.</td>
<td>1 pt.</td>
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<tr>
<td>4. Complete citations.</td>
<td>2 pts.</td>
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<td>5. Critical annotations for all resources.</td>
<td>5 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td>10 pts.</td>
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<tr>
<td>Session</td>
<td>Topics</td>
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| 1 1-14-17 | **LEARNERS IN THE DIGITAL AGE**  
  - Course overview  
  - Needs of 21st century learners  
  - Information about Big Idea presentations  
**Assignments**  
  - Reading journal - suggested reading list is available in Laulima - Session Resources and also under Course Information  
  - Wed, 1-18: Introduce yourself in Laulima (Forum X)  
  - Fri, 1-20: Respond to a peer’s post |
| 2 1-21-17 | **MODELS FOR INFORMATION FINDING AND USE**  
  - Information literacy models: Big6 and Information Search Process  
  - Alignment with standards  
  - More discussion about Big Idea presentations  
**Assignments**  
  - Reading journal - suggested reading list is available in Laulima - Session Resources and also under Course Information |
| 3 1-28-17 | **A GUIDED INQUIRY APPROACH TO INFORMATION LITERACY**  
  - Inquiry-focused learning  
  - Implications for unit/project plan  
  - Template for the plan  
  - Continued discussion about Big Idea presentations  
**Assignments**  
  - Reading journal - suggested reading list is available in Laulima - Session Resources and also under Course Information |
| 4 2-4-17 | **PRESENTATIONS ON “BIG IDEAS“**  
**Assignments**  
  - Fri, 2-3: (Forum XX) Presenters for 2-4 post your slides and annotated bibliography |
| 5 2-11-17 | **PRESENTATIONS ON “BIG IDEAS“ CONT.**  
**Assignments**  
  - Fri, 2-10: (Forum XX) Presenters for 2-11 post your slides and annotated bibliography  
  - Wed, 2-15: (Forum 1) Unit/project drafts  
  - Fri, 2-17: (Forum 2) Peer critiques for drafts |
| 6 2-18-16 | **PEDAGOGY: FOCUS ON TASK DEFINITION (LESSON 1)**  
  - Instructional design  
  - Format for lessons  
  - Strategies to teach task definition  
**Assignments**  
  - Reading journal - suggested reading list is available in Laulima - Session Resources and  
  - ...
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>7 2-25-17</td>
<td>ASSESSING FOR LEARNING</td>
<td>- Rationale and benefits for assessment</td>
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<td></td>
<td>- Assessment strategies</td>
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<td></td>
<td><strong>Assignments</strong></td>
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<tr>
<td></td>
<td>- Reading journal - suggested reading list is available in Laulima</td>
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<td></td>
<td>- Wed, 3-1: (Forum 3) Lesson 1 drafts</td>
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<td>- Fri, 3-3: (Forum 4) Peer critiques for drafts</td>
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<td>8 3-4-17</td>
<td>PEDAGOGY: FOCUS ON LOCATING AND FINDING INFORMATION (LESSON 2)</td>
<td>- Strategies for teaching location and retrieval of information</td>
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<td></td>
<td></td>
<td>- Assessment strategies</td>
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<tr>
<td>9 3-11-17</td>
<td>GUESTS DISCUSSING AND DEMONSTRATING INFORMATION LITERACY INSTRUCTION</td>
<td>- Liz Teoli, Windward Community College</td>
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<td>- Reading journal - suggested reading list is available in Laulima -</td>
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<td>also under Course Information</td>
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<tr>
<td>10 3-18-17</td>
<td>PEDAGOGY: FOCUS ON USE/SYNTHESIS OF INFORMATION (LESSON 3)</td>
<td>- Strategies for teaching use/synthesis of information</td>
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<td></td>
<td></td>
<td>- Assessment strategies</td>
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<td><strong>Assignments</strong></td>
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<td></td>
<td>- Reading journal - suggested reading list is available in Laulima</td>
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<td></td>
<td>- Wed, 3-15: (Forum 5) Lesson 2 drafts</td>
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<td>- Fri, 3-17: (Forum 6) Peer critiques for drafts</td>
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<td>3-25-17</td>
<td>NO CLASS – SPRING BREAK</td>
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<td><strong>Assignments</strong></td>
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<td></td>
<td>- Wed, 3-29: (Forum 7) Lesson 3 drafts</td>
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<td></td>
<td>- Fri, 3-31: (Forum 8) Peer critiques for drafts</td>
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<tr>
<td>11 4-1-17</td>
<td>PEDAGOGY: FOCUS ON COMMUNICATING NEW KNOWLEDGE WITH TECH TOOLS FOR</td>
<td>- Using tech tools for expressing and communicating new knowledge</td>
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<td></td>
<td>LEARNING (LESSON 4)</td>
<td>- Tech playground</td>
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<td>- Fri, 3-31: (Forum 8) Peer critiques for drafts</td>
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<tr>
<td>12 4-8-17</td>
<td>GUESTS DISCUSSING AND DEMONSTRATING INFORMATION LITERACY INSTRUCTION</td>
<td>- Junie Hayashi, Leeward Community College</td>
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- Second guest TBA

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<thead>
<tr>
<th>Date</th>
<th>Topic and Assignments</th>
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</thead>
</table>
| 4-15-17| DEVELOPING PARTNERSHIPS IN TEACHING  
- Collaborative scenarios  
- Pathfinders  
Assignments  
- Reading journal - suggested reading list is available in Laulima - Session Resources and also under Course Information  |
| 4-22-17| LESSON DEMONSTRATIONS CONT.  |
| 4-29-17| LESSON DEMONSTRATIONS CONT.  
COURSE REFLECTIONS  |
| 5-6-17 | NO CLASS - PORTFOLIOS DUE  |