SP15 LIS 686: Information Literacy and Learning Resources
(Cross-listed as EDCS 686/ETEC 686)
Mondays 5 - 7:40pm in HL 3G

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BRIEF DESCRIPTION
Topics include theories, models, standards, design, planning, instruction, learning guides, learning technology, assessment, and collaboration. Readings, discussions, activities, and assignments emphasize concepts and practices of effective instructional design applicable in a variety of settings. Required course for students in the school library media specialization. Prerequisite: None.

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/professional-expectations-notice/

STUDENT LEARNING OUTCOMES
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 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 standards (e.g. - Common Core State Standards, AASL Standards for the 21st-Century Learner, ACRL Information Literacy Competency Standards) 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.

APPROACH TO TEACHING
Based on a teaching philosophy that the most effective learning is inquiry-driven, students engage the following types of opportunities:
- Discussion in small groups
- Modeling and guided work sessions
- Collaborative planning and problem solving
- Peer critiquing (critical friends) sessions
- Teaching demonstrations
- Guest speakers

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.
ASSIGNMENTS

1. Big Idea Presentation (10 points)

*Big ideas* are concepts or principles that have been major forces in curriculum reform efforts during the last several decades. As educators, we 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 organization. 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.

Tasks
- Work individually or with a partner.
- Select one of the “big ideas” suggested by the instructor. The alternative is to come up with a topic of your own choice. Please discuss options with the instructor.
- 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
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.
10. Watch your timing and pacing.

2. Unit Outline (20 points)

Objectives
- Demonstrate the ability to devise a unit outline that incorporates standards for student learning.
- 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 peer reviewer and critique someone else’s outline (minimum of 200 to 300 words).
Phase 3: Revise your draft based on feedback.

Scenario
You are the librarian at an institution where faculty are wrestling with building standards-based units that promote higher levels of thinking. Up till now, they have relied heavily on textbook and 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 faculty member 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 standard.
- 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:
1. Unit title.
2. Essential question(s).
3. Primary content area(s).
4. Curriculum level(s).
5. Unit duration (approximate).
6. Description of unit: purpose, student activities planned, and final product.
7. Standard(s) directly addressed.
8. Criteria to assess student work based on standards.
9. Assessment instruments.

Criteria for assessment
Use the following criteria to assess your work and your peers’ drafts. The instructor will apply the same criteria in scoring your drafts and revised products.
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/instructor or librarian takes the lead for each lesson.
7. Complete all aspects of the unit outline using the suggested format.

3. Lesson Plans (12 points each – 48 total)

Objectives
- Demonstrate your ability to integrate standards into 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 peer reviewer and critique someone else’s lesson – comments may be done as tracked changes.
Phase 3: Revise your draft based on suggestions from your peer review.

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

Format
Each lesson should be comprised of the following:
1. Header with unit title and curriculum level.
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/instructor and librarian.
9. Procedure:
   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.

Criteria for assessment
Use the following criteria to assess your work and your peers’ drafts:
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.
9. Allow for teacher/instructor and librarian 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.

There are no word limits for the lesson plans. For consistency, create plans scheduled for a set amount of time – appropriate for the level of instruction.

4. Lesson Demonstration (12 points)

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 classes begin. 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.

Criteria for assessment
1. Conduct the demo portion of your presentation with the student in mind.
2. State the purpose of the lesson in language that is understood by the target audience.
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.

5. **Pathfinder (10 points)**

Librarians have traditionally prepared pathfinders to guide patrons in locating resources needed to answer their research questions. In educational settings, 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.
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
- Call numbers
- Print resources
- Online resources
- Community resources
- 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.
- Provide a URL for your pathfinder.

**GRADES**
Late assignments should be avoided. Cases will be considered on an individual basis with instructor discretion.

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C
READINGS


**ADDITIONAL RESOURCES**

*AASL Learning Standards & Program Guidelines*  [http://www.alaa.org/aasl/standards-guidelines#standards](http://www.alaa.org/aasl/standards-guidelines#standards)


*ACRL Information Literacy Competency Standards for Higher Education*  [http://www.alaa.org/acrl/standards/informationliteracycompetency](http://www.alaa.org/acrl/standards/informationliteracycompetency)


Bloom’s Taxonomy http://www.nwlink.com/~donclark/hrd/bloom.html


HIDOE Standards Toolkit http://standardstoolkit.k12.hi.us


*ISTE Standards*  http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf


