LIS 694
Planning and Developing Digital Library Instruction
Summer 2014

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Course Description
The course introduces relevant principles and guidelines for instructional design that influence digital instruction in various library settings. Students develop an instructional plan for a specific library context and patron need. They also create a digital learning activity to implement the plan. The activities may focus on a range of user needs including refining information search strategies, promoting literacy, accessing specific databases, dealing with key aspects of the research process, or assisting with on-demand reference services.

Student Learning Outcomes
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   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.
   3b) Organize, create, archive and manage collections of information resources following
   professional standards
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

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/

Course Learning Objectives
The student will be able to:
- Identify key aspects of effective instructional design and apply them in developing an instructional plan for a specific library context and patron need.

- Design an instructional plan for a learning activity that clearly defines a specific learning goal and measurable criteria to determine achievement of the goal.

- Develop an instructional sequence within the plan that is based on research-based techniques and approaches to engage users in a meaningful learning experience.

- Develop a digital (video) learning activity that is integral to implementing the plan (e.g., on-line tutorial, videotaped mini-presentation).

- Provide critical feedback to colleagues throughout the development process.

Required Textbooks/Resources
There is no required text. On-line resources are suggested from which students select readings they feel are appropriate and relevant for their needs.

Technical requirements
Hardware
- Headset
- Web cam
- Broadband Internet connection

Software
- PC (Windows 7 or later) or Mac (OS X.7 or later)
- Office productivity software (e.g., Microsoft Office, LibreOffice delete etc.)
- Adobe Flash Player
- FireFox browser
- Additional tools will be introduced during the course

Teaching Philosophy
We believe that inquiry-driven learning is most effectively achieved when the instructors create various opportunities for interactive study, application of theory to actual practice, and reflective thinking about lessons learned. In our course, we use some of the following strategies:
- scenario-based projects
- opportunities for application and reflection
- peers serving as critical friends
- guest community resource persons
- hands-on experiences with digital tools for learning

Research Methods
The following research and evaluative method is incorporated in assignments: instructional design analysis.

Instructional design involves students in creating plans that examine instruction in terms of the audience's characteristics, the goals of learning and their connection to standards, and effective methods for delivering instruction. It involves assessing the context for the learning and identifying the most appropriate strategies to structure and facilitate learning.

Assignments and Grading

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcomed. As members of this community, you will be responsible for establishing your own work schedules and personal deadlines. You must be resourceful in locating and retrieving the information needed to complete assignments. Importantly, you must be thoughtful and respectful in your communication with peers, instructors, and resource people.

Points will be awarded for the following assignments. All written work must be posted in Laulima. Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, the instructors will decide on the action to be taken after consultation with the individual student.

Forum/Assignment	Due Date	Points
FORUM 1a Course overview **FORUM 1b Getting acquainted** Assignment 1. Create and post self introduction	Self intro Wed 7/9	Self intro 3 points
FORUM 2 Define our instructional role in the digital age Assignment 2.1. Write a response on librarian's role in the digital age Assignment 2.2. Comment on your assigned buddy's work	Response Fri 7/11 Buddy comment Mon 7/14	Response 10 points Buddy comment 5 points
FORUM 3 Identify what contributes to best instructional practices No assignment	---	---
FORUM 4a Introduce instructional design and the ADDIE model **FORUM 4b Analyze goal and audience** Assignment 4. Draft your Analysis Template	Analysis Template Fri 7/18	Analysis 10 points
FORUMS 5a-5c Develop an instructional plan: performance objectives, details of the learning activity Assignment 5.1. Draft your Design Template Assignment 5.2. Critique your assigned buddy's template	Design Template Fri 7/25 Buddy critique Wed 7/30	Design 20 points Buddy critique 5 points
FORUM 6 Build your learning activity Assignment 6.1. Draft your learning activity Assignment 6.2. Critique your assigned buddy's activity	Learning activity Wed 8/6 Buddy critique Fri 8/8	Learning activity 15 points Buddy critique 3 points
FORUM 7 Finalize and present completed work Assignment 7. Assemble and post your completed work in a portfolio—final versions of analysis, plan, and learning activity	Portfolio Thurs 8/14	Portfolio 45 points
FORUM 8 Reflect on your experience in this course Assignment 8. Reflect on what you've learned	Reflection Fri 8/15	Reflection 5 points
TOTAL POINTS		121

The points will be converted to the following letter grades:

A+ = 118 to 121	B+ = 106 to 109
A = 114 to 117	B = 102 to 105
A- = 110 to 113	B- = 98 to 101

<div align="center">**ASSIGNMENTS**</div>

Note: We organized the course work in a sequence of forums that you will find in the LIS 694 Laulima site. In this section of the syllabus, we explain the purpose for each forum and encourage you to ask us questions and seek our help at any point in the course.

<div align="center">**Forum 1a. Introducing LIS 694**</div>

Purpose: The slide presentation gives an overview of the course and expectations for it. Please be sure to view it and also study this syllabus. There are no assignments to be turned in for Forum 1a.

<div align="center">**Forum 1b. Let's get acquainted**</div>

Purpose: We want everyone to get to know one another and to also practice some tech skills!

Assignment 1: View the Forum 1b slide presentation and create and post a short (2 to 3 minutes) video of yourself.
Address some of the following questions in your video:
- What you enjoy doing in your free time
- Your past/current work experiences
- Type of library you hope to work in (or are already working in)
- Your experience (or not) with on-line courses
- What you want to take away from this course

Help: Not sure how to create the video? Please check out the screencast on *Creating Video Introductions* in Laulima.
Due date: Post your self-introduction by midnight Wed. 7/9/14.
Maximum points: Everyone automatically gets 3 points for posting by deadline. ☺

<div align="center">**Forum 2. Evolving times, evolving roles: Librarians in the digital age!**</div>

Purpose: Roles are changing rapidly as technology presents new opportunities and challenges. In this forum, we invite you to compare traditional and emerging roles for the digital age librarian. The changes form the basis for this course.

Assignment 2.1: View the Forum 2 slide presentation, choose and carefully read selections, and create a response (minimum 500 words) that answers the following questions:
- How should my role as a librarian change in the digital age? Why so?
- In line with this change, what are examples of what I must do?

Due date: Post your work in Laulima by midnight Fri. 7/11/14.
Maximum points: 10 points.
Criteria to assess your work:
- Did you respond to the big questions posed?
- Did you provide evidence to support your statements?
- Did you acknowledge and cite your sources?
- Did you organize your response so that it was logical and easy to follow?
- Did you proofread carefully to avoid errors?
- Did you meet the minimum word length of at least 500 words?

Assignment 2.2: Respond to your assigned buddy's statements (no word length). You might comment on the following in responding to your buddy:
- What were your buddy's main points?
- Did you agree with the evidence used to support those points?
- What questions did you have? Where did you need more information?

- How did your buddy's overall response compare with your own? Where were they similar? Different?

Due date: Post your response in Laulima by midnight Mon. 7/14/14.
Maximum points: 5 points.
Criteria to assess your work:
- Did you demonstrate understanding of your buddy's main points?
- Did you raise thoughtful questions or ask for more information where things were not clear?
- Did you compare and contrast your buddy's response with your own response?

Forum 3. What's good teaching?

Purpose: A critical part of delivering effective instruction is to know something about the theories that frame good teaching and the important elements involved in planning for meaningful instruction. Forum 3 provides an overview of some of the critical elements to consider. We urge you to do additional readings in this area.

Assignment: There is no assignment for Forum 3; however, you will have an opportunity to demonstrate your understanding of effective practices by incorporating ideas from this presentation, your readings, and personal experiences in the instructional plan (i.e., Design Template) that you will develop and the learning activity that you will create.

Forum 4a. Designing instruction: Using the ADDIE model

Purpose: The slide presentation in Forum 4a gets you started in understanding the concept of instructional design. We introduce one of the models that planners frequently use to develop instruction: the ADDIE model. In this presentation, we give you an overview of the model—more details follow in the subsequent forums. For your 694 projects, you will be developing a detailed instructional plan in the Design Template provided and creating a digital (video) learning activity based on your plan. There is no assignment for Forum 4a; however, it is crucial that you should start thinking about the type of library for your project, a specific audience, and the learning need you want to address for the targeted audience. We encourage you to select a type of library (school, public, etc.) in line with your career goal. Some of you have school library practicum and internships and might wish to contact your library supervisors for ideas.
We also taped interviews with several academic and public librarians—you might build your plans and activities on their expressed needs.

Forum 4b. Applying ADDIE: Analyze your goal and audience

Purpose: This forum gets you started on your project! The first major step is analyzing your instructional goal (what you want to achieve with your patrons) and knowing your targeted audience. This slide presentation provides key questions to consider as you complete an Analysis Template for your project.

Assignment 4: View the Forum 4b slide presentation, study any related readings that might be helpful, and complete the Analysis Template. The template is available in the course site in Laulima.
Help: We also have two completed examples in Laulima. Important: they are intended as examples only.
Due date: Post your completed draft of the Analysis Template by midnight Fri. 7/18/14.
Maximum points: 10 points.
Criteria to assess your work:
- Did you clearly identify your targeted audience?
- Did you describe what they need and why they need this?
- Did you select relevant general characteristics in profiling your patrons?
- Did you identify the entry level or prior skills they should have for this activity?
- Did you identify the specific skills you will address in this learning activity?
- Did you also describe the tech access they will need to participate in this activity?

| Forum 5a. Applying ADDIE: Write performance objectives |
| Forum 5b. Applying ADDIE: Design learning activities |
| Forum 5c. Applying ADDIE: Develop/create learning activities |

Purpose: These 3 forums are inter-related. You need to include performance objectives and details for the learning activities in your Design Template. Taken together, these 3 presentations walk you through how to
- 5a. draft performance objectives that identify the audience (who), behavior (what), and condition (how) for your learning activity.
- 5b. plan and map out the learning activity so that it is organized to engage the audience and take them sequentially through the activity.
- 5c. identify the tech tools you will use to develop your learning activity.

Task 5.1: View the slide presentations for 5a through 5c, study any related readings that might be helpful, and complete the Design Template. The template is available in the course site in Laulima.
Help: We also have two completed examples in Laulima. Important: they are intended as examples only.
Due date: Post your completed draft of the Design Template by midnight Fri. 7/25/14.
Maximum points: 20 points.
Criteria to assess your work:
Part A
- Did you link to standards appropriate for school and academic libraries (not required for other types of libraries)?
- Did you clearly articulate performance objectives using the ABC format?
- Did you identify an acceptable level of performance for each objective?
- Did you identify a method to collect evaluation information?
- Did you determine how you will measure whether or not targeted patrons achieve performance objectives?

Part B
- Did your learning activity
   a. introduce the activity so that it gains the patron's attention?
   b. link to patrons' prior knowledge?
   c. stimulate patrons to think about the present activity?
   d. explain the performance objective for the learning activity?
   e. introduce and demonstrate the major steps in the learning activity?
   f. allow for practice and application?
   g. allow for self-assessment?
   h. include a memorable closing section?

Part C
- Did you select a tool that is appropriate for your learning activity?
- Did you describe your proficiency with the tool?
- Did you also identify the skills you need to develop in using the tool?

Task 5.2: Respond to an assigned buddy's statements (no word length). You might comment on the following in responding to your buddy.
- What needs more details?
- What needs greater clarity?

Due date: Post your critique in Laulima by midnight Wed. 7/30/14.
Maximum points: 5 points.
Criteria to assess your work:
- Did you clearly identify the types of details needed to improve the plan?
- Did you explain what needs more clarity and suggest ways to make things clearer?

Forum 6. Applying ADDIE: Develop/create the learning activity

Purpose: You have carefully planned the learning activity in Assignment 5.1. In Forum 6, you have the opportunity to use tech tools to create your learning activity that includes an evaluation that might be used for self-assessment. View the slide presentation for this forum; in addition, we urge you to contact us with any questions you might have as you build your activity.
Assignment 6: Post a link to your learning activity in Laulima.
Help: We plan to schedule a voluntary face2face session; we will also be available for individual consultations by email or Skype.
Due date: Post the link to your learning activity by midnight Wed. 8/6/14.
Maximum points: 15 points.
Criteria to assess your work:
- Is your audio clear and understandable?
- Is the content easy to see and read?
- Do visuals match and enhance the content?
- Is the activity limited to no more than 5 minutes?
- Does the video have an attention-getting introduction?
- Is the performance objective clearly stated?
- Does the video include explanations and/or demonstrations?
- Does the video allow for practice and self-assessment?
- Does it have an appropriate closing?

Task 6.2: Respond to an assigned buddy's statements (no word length). You might comment on the following in responding to your buddy.
- What needs more details?
- What needs greater clarity?

Due date: Post your critique in Laulima by midnight Fri. 8/8/14.
Maximum points: 3 points.
Criteria to assess your work:
- Did you clearly identify the types of details needed to improve the plan?
- Did you explain what needs more clarity and suggest ways to make things clearer?

Forum 7. Create your portfolio

Purpose: This is an opportunity to refine your earlier drafts and collect your finished work in a portfolio! We hope this will give you a sense of satisfaction that you were able to complete the tasks for your project and that it will also strengthen your confidence in creating digital instruction.
Task 7: Refer to the Forum 7 slide presentation and place the following items in your portfolio: revised versions of your Analysis Template, Design Template, and Learning Activity.
Due date: Post your portfolio in Laulima by midnight Thurs. 8/14/14.
Maximum points: 45 points.
Criteria to assess your work: Refer to the checklists provided in earlier forums for the templates and learning activity. Please use these criteria in assessing your completed work.

Forum 8. What your personal takeaway?

Purpose: A critical component of any learning experience is to step away for a minute and consider how that experience has impacted you. We are keenly interested in knowing about your takeaway from this course. Be sure to refer to the Forum 8 slide presentation.

Task 8: In preparing your takeaway, consider some of the following questions.

- What was your proudest achievement? Why so?
- What was a fresh insight for you?
- How has this experience made you a stronger future librarian?
- What are you eager to learn more about?

Due date: Post your reflection in Laulima by midnight 8/15/14.

Maximum points: 5 points.

Criteria to assess your work: Everyone automatically gets 5 points for posting by deadline. ☺

LIS 694 SCHEDULE (Tentative)

Forum/Assignment	Due Date
FORUM 1a Course overview **FORUM 1b Getting acquainted** Assignment 1. Create and post self introduction	Self intro Wed 7/9 midnight
FORUM 2 Define our instructional role in the digital age Assignment 2.1. Write a response on librarian's role in the digital age Assignment 2.2. Comment on your assigned buddy's work	Response Fri 7/11 midnight Buddy comment Mon 7/14 midnight
FORUM 3 Identify what contributes to best instructional practices No assignment	---
Coffee chat via Halawai: Analysis Template	Thurs 7/17, 6 to 7 pm
FORUM 4a Introduce instructional design and the ADDIE model **FORUM 4b Analyze goal and audience** Assignment 4. Draft your Analysis Template	Analysis Template Fri 7/18 midnight
Coffee chat via Halawai: Design Template	Tues 7/22, 6 to 7 pm
FORUMS 5a-5c Develop an instructional plan: performance objectives, details of the learning activity Assignment 5.1. Draft your Design Template Assignment 5.2. Critique your assigned buddy's template	Design Template Fri 7/25 midnight Buddy critique Wed 7/30 midnight
Tech clinic (face2face session): hands on time with your specific area of need for your learning activity. Bring your own laptops.	Thurs 7/31, 6 to 7 pm POST 318 B
FORUM 6 Build your learning activity Assignment 6.1. Draft your learning activity Assignment 6.2. Critique your assigned buddy's activity	Learning activity Wed 8/6 midnight Buddy critique Fri 8/8 midnight
FORUM 7 Finalize and present completed work Assignment 7. Assemble and post your completed work in a portfolio—final versions of analysis, plan, and learning activity	Portfolio Thurs 8/14 midnight
FORUM 8 Reflect on your experience in this course Assignment 8. Reflect on what you've learned	Reflection Fri 8/15 midnight

Bibliography: Recommended Readings

Forum 2: Librarians in the Digital Age

- Gould, E., & Gomez, R. (2010). New challenges for libraries in the information age: A comparative study of ICT in public libraries in 25 countries. *Information Development, 26*(2), 166-176.

- Hamilton, B. J. (2009). Transforming information literacy for nowgen students. *Knowledge Quest, 37(*5), 48-53.

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- Lankes, R. D. (2012). Joining the conversation: School librarians as facilitators of learning. *Teacher Librarian, 39(*3), 8-12.

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- University Leadership Council. (2011). *Refining the Academy Library: Managing the Migration to Digital Information Services*. Washington, DC: The Advisory Board Company. http://www.clir.org/pubs/reports/pub108/digital.html

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- Zickuhr, K., Rainie, L., & Purcell, K. (2013). *Library Services in the Digital Age. Pew Research Center's Internet & American Life Project*. http://libraries.pewinternet.org/2013/01/22/library-services/

Forum 3: Effective Teaching Strategies

- Allen, M. (2007). *Designing Successful E-learning: Forget What You Know About Instructional Design and Do Something Interesting.* San Francisco: Pfeiffer/Wiley.

- DeBonis, R., Miller, R., & Pomea, N. (2013). *Keep it Streamlined for Students: Designing Library Instruction for the Online Learner.* Presented at ACRL Conference April 10-13, 2013, Indianapolis, IN.

- Hanover Research Council. (2009). *Best Practices in Online Teaching Strategies.* Washington, DC: Hanover Research Council.

- Hutchison, A., & Woodward, L. (2014). A planning cycle for integrating digital technology into literacy instruction. *The Reading Teacher, 67*(6), 455-464.

- Mestre, L. S. (2006). Accommodating diverse learning styles in an online environment. *Reference & User Services Quarterly, 46(*2), 27-32.

- Mestre, L. S., Baures, L., Niedbala, M., Bishop, C., Cantrell, S., Perez, A., & Silfen, K. (2012). Learning objects as tools for teaching information literacy online: A survey of librarian usage. *College and Research Libraries, 72(3),* 236-252.

- Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation, 65(*4), 539-560.

- Reece, G. J. (2007). Critical thinking and cognitive transfer: Implications for the development of online information literacy tutorials. *Research Strategies, 20,* 482-493.

- Small, R. V., Zakari, N., & El-Figuigui, H. (2004). Motivational aspects of information literacy skills instruction in community college libraries. *College & Research Libraries, 65(*2), 96-121.

- Stern, C., & Kaur, T. (2010). Developing theory-based, practical information literacy training for adults. *International Information & Library Review, 42(2),* 69-74.

- Stiwinter, K. (2013). Using an interactive online tutorial to expand library instruction. *Internet Reference Quarterly, 18(*1), 15-41.

- Su, S.F., & Kuo, J. (2010). Design and development of web-based information literacy tutorials. *Journal of Academic Librarianship, 35(*4),320-328.
- Zanin-Yost, A., & Crow, R. (2012). From traditional to non-traditional: An adaptive procedure for assessing the instruction librarian. *The Reference Librarian, 53(2),* 206-218.

[Theories]

- Behaviorism http://epltt.coe.uga.edu/index.php?title=Behaviorism

- Cognitive load http://www.southalabama.edu/oll/mobile/theory_workbook/cognitive_load_theory.htm

- Information processing http://epltt.coe.uga.edu/index.php?title=Information_processing

- Motivation http://psychology.about.com/od/psychologytopics/tp/theories-of-motivation.htm

- Motivation: ARCS model http://edweb.sdsu.edu/courses/edtec670/archives/cases-F02/edtec540/ARCSModelHandout.pdf

Forum 4: Instructional Design

- Clark, D. (N.D.). *ADDIE Model*. Retrieved from http://www.nwlink.com/~donclark/history_isd/addie.html.

- Davis, A. L. (2013). Using instructional design principles to develop effective information literacy instruction. *College & Research Libraries News*, *74*(4), 205-207.

- Dewald, N., Scholz-Crane, A., Booth, A., & Levine, C. (2000). Information literacy at a distance: Instructional design issues. *Journal Of Academic Librarianship*, *26*(1), 33.

- Dick, W., & Carey, L. (1985). *The systematic design of instruction*. Boston: Pearson/Allyn & Bacon.

- Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation, 65*(4), 539-560.

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- Swanson, T. A. (2006). ADDIE in the library. *Community & Junior College Libraries, 13*(2), 51-61.

Forum 5: Performance Objectives, Learning Activity

- Clark, D. (N.D.). *ADDIE Model*. Retrieved from http://www.nwlink.com/~donclark/history_isd/addie.html.

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Forums 5/6: Digital Tools

- Camtasia Studio Tutorials (for Mac). Retrieved from http://www.techsmith.com/tutorial-camtasia-mac.html.

- Camtasia Studio Tutorials (for Windows). Retrieved from http://www.techsmith.com/tutorial-camtasia.html.

- Getting started with Windows Movie Maker. Retrieved from http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker.

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- Jing. Retrieved from http://www.techsmith.com/tutorial-jing.html.

- Mac Basics: QuickTime Player creates, plays, edits, and shares video and audio files. Retrieved from http://support.apple.com/kb/ht4024.

- Screencast-O-Matic start recording. Retrieved from http://www.screencast-o-matic.com/u/h/start-recording.

- Turn your presentation into a video (PowerPoint). Retrieved from http://office.microsoft.com/en-us/powerpoint-help/turn-your-presentation-into-a-video-HA010336763.aspx.