COURSE SYLLABUS—DRAFT

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.

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LIS Student Learning Outcome
SLO 4: Evaluate and apply information technologies.

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., online tutorial, videotaped mini-presentation).
• Provide critical feedback to colleagues throughout the development process.

Textbooks/Resources
There is no required text. Online resources will be suggested. 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.12 or later)
• Office productivity software (e.g., Microsoft Office, Google Docs etc.)
• Adobe Flash Player
• FireFox browser
• Additional tools will be introduced during the course

Teaching Philosophy

I believe that learning is most effectively achieved when the instructor creates various opportunities for inquiry, interactive study, application of theory to practice, and reflective thinking about lessons learned. In this course, I use some of the following strategies:
• scenario-based projects,
• opportunities for application and reflection,
• peers serving as critical friends,
• guest community resource persons, and
• 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

My 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,
• must be resourceful in locating and retrieving the information needed to complete assignments, and
• must be thoughtful and respectful in your communication with peers, instructors, and resource people.

Draft Schedule and Assignments

Forum 1. Introducing LIS 665 and Getting acquainted. Week 1. Assignment 1: Post a short (2 to 3 minutes) video introduction and post a response to someone else.

Forum 2. Evolving times, evolving roles: Librarians in the digital age! Week 2. Assignment 2: Choose and carefully read selections, write a summary and analysis, and post a response to your buddy.

Forum 3. What’s good teaching? Week 3 and 4. Assignment 3: Choose and carefully read selections, write a summary and analysis, and post a response to your buddy.

Forum 4. Designing instruction: Using the ADDIE model. Week 5. Assignment 4: Select the type of library for your project, a specific audience, and the learning need; post a response to your buddy.

Forum 5. Applying ADDIE: Analyze your goal and audience. Week 6 and 7. Assignment 5: Study any related readings and complete the Analysis Template; post a response to your buddy.

Forum 6. Applying ADDIE: Instructional plan. Week 8 - 10. Assignment 6: Draft a Design Template to include performance objectives, learning activity, and tech tools; post a response to your buddy.
Forum 7. Applying ADDIE: Develop/create the learning activity. Week 11 and 12. Assignment 7: Create and post a link to your learning activity; post a response to your buddy.


Forum 9. Create your portfolio. Week 14 and 15. Assignment 9: Place the following items in your portfolio: revised versions of your Analysis Template, Design Template, and Learning Activity.