

LIS 665 COURSE SYLLABUS

Course Description

Core. This 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. Students 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.

- Instructor: Meera Garud (meera@hawaii.edu and 808-956-5807)
- Office: Hamilton 2F. Office hours: Tuesdays 2:00-4:00 pm and by appointment.

Goals

Primary LIS Student Learning Outcome

SLO 4 Technologies: Evaluate and apply information technologies. Discuss, research, and apply to practice how to evaluate, choose, and use technologies to address specific audience learning needs.

ePortfolio-Eligible Assignment

The 665 Final Portfolio is eligible as an artifact from a core course for SLO 4 for the culminating LIS program ePortfolio. The reflective essay for this course is designed to be a base for the LIS Program's ePortfolio accompanying reflective essay requirement.

Course 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.

Expectations

Professional Expectations

All students are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students/professional-expectations-notice/>.

Course Expectations

I hope 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.

I strive to provide feedback on submitted assignments with enough time for you to use that feedback for future assignments. Your colleagues will also be giving you feedback and will be relying on your feedback. Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, I will decide on the action to be taken after consultation with the individual student.

Textbooks/Resources

There is no required text. Online resources will be suggested. Students select readings they feel are appropriate and relevant for their needs.

Technology Requirements

Hardware

- Headset (this is essential for good audio quality)
- Web cam
- Broadband Internet connection

Software

- PC (Windows 7 or later) or Mac (OS X.14 or later)
- Office productivity software (e.g., Microsoft Office, Google Docs etc.)
- Adobe Flash Player
- Firefox browser (this is the browser recommended by Laulima)
- Additional video-editing tools (free and student pricing) will be introduced during the course

Technical Skills

- Conduct online searches to identify resources and develop content for course projects
- Create multimedia presentations using PowerPoint or other presentation applications
- Have a growth mindset approach to learning additional technical skills

Teaching Method

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

I incorporate instructional design analysis as a research and evaluation method for this course. This involves creating plans that examine instruction in terms of the audience's characteristics, context for learning, goals of learning and connection to standards, effective and appropriate strategies for delivering instruction, and evaluating learning outcomes.

Campus Resources and Services

KOKUA

A student who may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services. <https://www.hawaii.edu/kokua/>

Counseling Services

Confidential student counseling and support services are available at the Counseling and Student Development Center (CSDC), (808) 956-7927, or in room 312 of Queen Lili'uokalani Center for Student Services. <http://manoa.hawaii.edu/counseling/>

UH Manoa Office of Title IX

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The 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. <http://manoa.hawaii.edu/titleix/>

Assignments, Deadlines, and Grading

Assignments and Deadlines

Coursework and assignments are organized in a sequence of forums posted on the LIS 665 Lulima site. This section of the syllabus explains the purpose for each forum and short instructions for each assignment. All assignments must be posted on Lulima, either directly, as an attachment to a post, or with a URL. See assignment instructions (posted on Lulima) for specific assignment instructions. All assignment deadlines are 11:59 pm on the date listed. Important: Feel free to send me any questions at any time, even if detailed instructions are not yet posted—the earlier, the better!

Forum 1: Introductions

Get to know the course, get to know each other, and practice some tech skills.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
1.0 Watch Videos			<ul style="list-style-type: none"> • Video 1a Introducing LIS 665 (10 mins) • Video 1b Let’s Get Acquainted (3 mins)
1.1 Self-Introduction	9/4	3	<ul style="list-style-type: none"> • Record a 2 to 3 minute video self-introduction
1.2 Response	9/6	1	<ul style="list-style-type: none"> • Write an informal response to a classmate’s intro

Forum 2. Librarians in the Digital Age

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

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
2.0 Watch Videos			<ul style="list-style-type: none"> • Video 2a Libraries and Change (10 mins) • Video 2b Course Resources (3 mins)
2.1 Reading Response Essay	9/11	7	<ul style="list-style-type: none"> • Choose and carefully read selections • Write essay on the librarian’s role in the digital age
2.2 Buddy Response	9/16	3	<ul style="list-style-type: none"> • Comment on your assigned buddy’s essay

Forum 3. What’s Good Teaching?

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. You will review some of the critical elements to consider, explore additional self-selected readings, critique short video-editing tutorials, and record a short video essay integrating what you have learned.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
3.0 Watch Videos			<ul style="list-style-type: none"> • Video 3a Learning Theories and Teaching (10 mins) • Video 3b Tutorial Assignment (3 mins)
3.1 Review a Tutorial	9/20	3	<ul style="list-style-type: none"> • Choose and watch a tutorial for video software • Post a brief review
3.2 Reading Response Video	9/23	7	<ul style="list-style-type: none"> • Choose and carefully read selections • Record a short (2 to 3 mins) video post about good teaching
3.3 Buddy Response	9/30	3	<ul style="list-style-type: none"> • Comment on your assigned buddy’s video

Forum 4. Instructional Design and Using the ADDIE Model

Get started in understanding and applying the concept of instructional design. I introduce one of the models that planners frequently use to develop instruction: the ADDIE model. For your 665 project, you will be developing a detailed instructional plan and creating a digital (video) learning activity based on your plan. In this forum you 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. You will select a type of library (school, public, etc.), ideally in line with your career goal. Some of you have a school library practicum, internship, or a position in a library or other information setting. If so, you may wish to contact your supervisor for ideas. Courtesy of Dr. Harada and Dr. Ogawa, I have posted taped interviews with academic and public librarians—you might build your plans and activities on these scenarios.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
4.0 Watch Videos			<ul style="list-style-type: none"> • Video 4a ADDIE Overview, Project Ideas (15 mins) • Video 4b Analyze Your Goal and Audience (5 mins)

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
			<ul style="list-style-type: none"> As needed, taped interviews for project ideas (3 mins)
4.1 Analysis Template	10/2	10	<ul style="list-style-type: none"> Draft your Analysis Template
4.2 Buddy Response	10/7	3	<ul style="list-style-type: none"> Critique your assigned buddy's Analysis Template

Forum 5. Apply ADDIE: Design Instructional Plan

Here you will go in depth into the design phase of the ADDIE model. You will draft performance objectives for your learning activity, use a storyboard to design a learning activity that addresses these performance objectives, and you will choose a digital tool that you will use to make the learning activity.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
5.0 Watch Videos			<ul style="list-style-type: none"> Video 5a Write Performance Objectives (30 mins) Video 5b Design Learning Activity (Content) (15 mins) Video 5c Design Learning Activity (Tools) (10 mins)
5.1 Design Template A	10/14	10	<ul style="list-style-type: none"> Draft your Design Template Part A
5.2 Buddy Response A	10/18	2	<ul style="list-style-type: none"> Critique your buddy's Design Template Part A
5.3 Design Template B/C	10/25	20	<ul style="list-style-type: none"> Draft your Design Template Part B and C
5.4 Buddy Response B/C	10/30	3	<ul style="list-style-type: none"> Critique your buddy's Design Template Part B and C

Forum 6. Apply ADDIE: Build Your Learning Activity

You have carefully planned the learning activity, chosen digital tool(s), given and received feedback, and are ready to create your learning activity. Use digital tools to create your learning activity that includes an evaluation that can be used for self-assessment.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
6.0 Watch Video			<ul style="list-style-type: none"> Video 6 Tech Tips for Learning Activity (10 mins)
6.1 Rough Draft	11/6	2	<ul style="list-style-type: none"> Post video progress for your learning activity
6.2 Learning Activity	11/20	15	<ul style="list-style-type: none"> Post learning activity with brief summary of library setting and audience

Forum 7: Apply ADDIE: Implement and Evaluate

Bust out the popcorn! You will watch or take several of your classmates' learning activities. You will provide specific feedback to help each other fine-tune and adjust the learning activity. Based on feedback received, you will describe what you will adjust in your instructional plan and learning activity.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
7.0 Watch Video			<ul style="list-style-type: none"> Video 7 Evaluation Template (10 mins)
7.1 Peer Feedback	11/25	5	<ul style="list-style-type: none"> Critique your group's learning activities (Groups TBD)
7.2 Evaluation Template	12/2	5	<ul style="list-style-type: none"> Based on feedback and data collected, complete the Evaluation Template to describe what you will adjust

Forum 8: Finalize and Present Completed Work

This is an opportunity to refine your earlier drafts, reflect on the process and what you learned regarding SLO 4, and collect your finished work in a portfolio! I 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.

ASSIGNMENT	DATE	PTS	SHORT INSTRUCTIONS
8.0 Watch Videos			<ul style="list-style-type: none"> Video 8a Assemble Portfolio (2 mins) Video 8b Reflection (10 mins)
8.1 Revised Activity and Templates	12/16	50	<ul style="list-style-type: none"> Assemble and post your revised work—final versions of Analysis Template, Design Template, Evaluation Template, and learning activity
8.2 Reflective Essay	12/17	10	<ul style="list-style-type: none"> Write a reflective essay

Grading

Points will be converted to the following letter grades:

A+ = 158 to 162	A = 152 to 157	A- = 145 to 151
B+ = 141 to 144	B = 135 to 140	B- = 129 to 134
C+ = 123 to 128	C = 118 to 122	