

LIS 686 Information Literacy & Learning Resources - Meera Garud

Primary Student Learning Outcome: SLO1 Services (Not core-eligible)

Prerequisites: None

Last ran: Spring 2020

Meeting days and location: Thursdays, 5:00-7:30pm; HL 003G

Course objectives:

- 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 the *AASL National School Library Standards for Learners*, the *ACRL Framework for Information Literacy for Higher Education*, and the *Common Core State Standards* in instruction as appropriate
- 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

Required texts:

- No textbook
- Readings posted in Laulima, but you are not restricted to these

Required technology:

- Computer with a reliable internet-connection or mobile device with a high-speed connection, at least one up-to-date modern browser, and office productivity software
- Bring laptop or mobile device with headphones or an audio headset to class. We will use collaborative apps to enhance discussion.
- Access to Word or Google Docs and multimedia presentations using Powerpoint or other presentation applications
- Use of Laulima

Teaching methods:

- Discussions to wrestle with major ideas and concepts
- Modeling and guided work sessions
- Collaborative planning and problem solving
- Peers serving as collaborative partners and critical friends
- Teaching demonstrations
- Guest presentations augmented with follow-up discussions

Research methods:

- Instructional design analysis as a systematic process

Major assignments:

- Reading journals
- Big idea presentation
- Learning unit drafts and peer critique
- Teaching demonstration
- Final learning unit, pathfinder and reflection

ePortfolio-eligible assignment: Final learning unit, pathfinder and reflection [Individual project]