Z573
Education of Information Users

Time & Location:
Spring 2016
Wednesdays, 9:30a – 12:15p
LI001

Instructor
Courtney McDonald
crgreene@indiana.edu
812-855-4217
Office: Wells Library, W501
Office hours: By appointment

Course Description
Reviews important educational theories for application to secondary school, college, and university settings which provide training and education programs to teach students skills leading to information literacy. Standards from AASL and ACRL are applied to instructional design and practice including lecture, collaboration with faculty, and evaluation of online tutorials.

Course Outcomes
Upon successful completion of this course, students will:
- Recognize the instructional roles librarians play in varying information environments and contexts.
- Develop a general understanding of instructional design principles (e.g. learning outcomes, backward design, instructional scaffolding, and assessment)
- Develop a working knowledge of teaching methods and learning theories which can inform their own instruction of information literacy.
- Gain experience in designing and implementing lesson plans that foster active and reflective learning.
- Discover and develop their own teaching style and philosophy.

Instructor Expectations
- Students are expected to attend every class session and to actively participate in course activities and discussions, online and in class.
- Students should be constructive in their evaluations of others.
- Students should be open to new ideas.
- Students should be prepared to work and learn collaboratively.
- Students should be ready to take risks and have fun!
- Obvious, but important statement: If you do miss a class (whether a planned or unplanned absence) you will be responsible for submitting all assignments due for that day on time, and obtaining notes and any materials from the course site and/or other students.

Course Readings:
A copy of the text will be available on reserve at Wells Library, as well as another text including additional readings.
Additional readings will be made available via the course site.
**Course Schedule**

**Week 1 – January 13**
**Topic:** Introduction to the course
Information Seeking Behavior & Library Instruction

**Assignment:** For week 2, complete the styles assessments as noted at the end of the syllabus and be ready to discuss your results

**Readings:**
- Booth: Introduction
- Head, “Project Information Literacy”

**Week 2 – January 20**
**Topic:** Self as Student, Self as Teacher

**Assignment:** Discussion Board Posting 1

**Readings:**
- Booth: Ch. 1, 2
- Grayling, “What Makes a Good Teacher?”
- Pratt, “Alternative Frames”

**Week 3 – January 27**
**Topic:** Learning Theory
Information Seeking Behavior

**Assignment:** Teaching Statement, Draft 1

**Readings:**
- Strauss on Howard Gardner
- Booth: Ch 4, 5

**Week 4 – February 3**
**Topic:** Instructional Design

**Assignment:** Submit topic for lesson plan
Discussion Board Posting 2

**Readings:**
- Booth: Ch. 7, 8
- Farmer: Ch. 4, 5

**Week 5 – February 10**
**Topic:** Information Literacy: ACRL Standards & Framework

**Assignment:** Discussion Board Posting 3

**Readings:**
- ACRL: *Information Literacy Competency Standards for Higher Education*
- ACRL: *Framework for Information Literacy for Higher Education*
- Beilin, "Beyond the Threshold"
- AASL: *Learning Standards*
- Farmer: “How AASL Learning Standards…”
Week 6 – February 17  
**Topic:** Methods, Models, Delivery  
**Assignment:** Submit draft plan for online instruction module & digital learning object  
**Readings:**  
Booth: Ch. 9, 10

Week 7 – February 24  
**Topics:** Rubrics, Assessment  
**Short Talk #2**  
**Assignments due:** Discussion Board Posting 4  
**Readings:**  
Booth: Ch. 12  
Oakleaf: “Dangers & Opportunities”  
Belanger et al: “Project RAILS”

Week 8 – March 2  
**Topic:** Public Speaking  
e-Learning  
**Assignments due:** Teaching Observation Report  
**Readings:**  
Booth: Ch. 11  
Clark & Mayer: Ch. 1, 2, 17

Week 9 – March 9  
**Topic:** Collaborating with Faculty & Instructors  
**Guest Panel:** Carey Beam, Dina Kellams, Christina Sheley  
**Assignments due:** Submit initial draft of instructional plan for final project  
**Readings:**  
McGuinness, “What Faculty Think”  
♣♣ March 16 – Spring Break – NO CLASS ♣♣

Week 10 – March 23  
**Topic:** Course & Curriculum Mapping  
Ethics  
**Assignments due:** Digital Learning Object  
**Readings:**  
Farmer, Ch. 8  
Heine & O’Connor, “Ethical Consumption”

Week 11 – March 30  
**Topic:** New Models: Metaliteracy, Critical Librarianship  
**Guest speakers:** Annie Pho (UIC) & Emily Drabinski (LIU Brooklyn)  
**Short Talk #3**  
**Assignments due:**  
**Readings:**  
Mackey & Jacobsen, “Developing the Metaliterate Learner”
Drabinski, “Queering the Catalog”  
**Week 12 – April 6**

**Topic:** Reaching Diverse Populations  
**Guest Speaker: Christina Wray**

**Assignments due:** Discussion Board Posting 5

**Readings:**
- Rapp
- Webb & Hoover, “UDL in the Academic Library”

**Week 13 – April 13**

**Topic:** Online Instruction

**Class will be held online**

**Week 14 – April 20**

**No Class**

**Assignment:** Teaching Statement (Draft 2 & Reflection)

**Week 15 – April 27**

**Topic:** Open Educational Resources  
Thinking Ahead

**Readings:**
- Jensen: “Keeping Up With Affordable Course Content”
- DeRosa & Robison: “Pedagogy, Technology & the Example…”

**Week 16 – May 4**

Final Presentations

**Lesson Plan Final Draft due May 3rd by 11:59pm**

**Final Assignment Due:**

**Assignments & Grading**

Course assignments are intended to provide experience in processes and activities commonly undertaken in professional library work, and each assignment builds to the next. Detailed assignment descriptions will be provided.

- **In-class participation & attendance, and Written Reflections & Responses (15 pts)**  
  Throughout the semester you will post a response to a discussion prompt, and will respond to at least two of your classmates’ original posts. This is an opportunity for you to reflect on your learning, to articulate and digest your own ideas and to extend our conversations beyond our in-person meetings. Discussion prompts will be available via the Canvas course site.

- **Teaching Statement (15 pts)**  
  - Based on readings and class discussion, draft a brief statement (500 words or less) in which you describe your beliefs about teaching and learning, and how those beliefs (will) inform your teaching practice.
Later in the semester, you will revisit this statement and rewrite it as appropriate, based on new information or insights you may have had throughout the semester. With this second submission, include a short reflection (approximately a page) addressing the following questions: Has your statement changed since the first draft? Why or why not? Did you find value in this exercise? Explain.

- **Short Talks (15 pts)**
  There will be numerous opportunities to practice oral presentation skills in class, whether formal or informal. Throughout the semester there will be several in-class exercises focused on giving a short, impromptu talk. You will provide brief constructive feedback to your classmates, so everyone will receive feedback from both the instructor and their colleagues.

- **Teaching Observation (15 pts)**
  Observe (and/or participate) in a face-to-face teaching session (library workshop, UITS IT Training, other continuing education session). You may also request to observe an ILS course, with the following conditions: please do not observe any course in which you are currently enrolled as a student; and obtain permission from the instructor at least a week ahead of time.

  Prepare an observation report of approximately 2 pages in which you briefly summarize the topic of the instruction and then address the following questions:
  - Briefly summarize the topic of the instruction, and describe your level of familiarity with the subject prior to attendance.
  - Who is the target audience? How well were the content and delivery matched to that audience?
  - What are the learning goals? Describe how the content and delivery impacted whether those goals were met or not met.
  - Rate the overall delivery of the session, giving special attention to any techniques or approaches of the presenter that were effective.
  - What worked well? What improvements could you suggest?

- **Digital Learning Object (10 pts)**
  Using any tool of your choice (for example, Jing, etc.) design and create a 2-3 minute digital learning object. This object will be used as part of the Online Instruction assignment below, and should support the learning objectives for that module.

- **Online Instruction (10 pts)**
  Present an 5-10 minute online learning module which includes both synchronous (real-time) and asynchronous (the DLO above) components. The module should have a clearly defined audience, context and goal; and the presentation should be clear, well-paced, and logically organized. This online instruction module will be presented online in class on April 13th using IU’s Adobe Connect. A one-page outline should briefly describe the audience and goals for the module, and should include a short overview of how the DLO contributes to those objectives, as well as how you would assess the effectiveness of the module.
**Instruction Session: Lesson Plan & In-class Presentation (20 pts)**

Develop a lesson plan for an in-person session 50 minutes in length. You may select the topic (topic must be approved by the instructor). Your instructional plan must address audience & needs analysis; instructional goals & objectives; any handouts/worksheets/assignments (or why they are not necessary); teaching methods, pacing, timing and learner activities; and a plan for assessing student learning. The plan must include sufficient detail and materials that another person could implement your plan without doing any additional design work. In the final class, you will be required to give a 15 minute version of your session – this will prove valuable when you interview for a job.

**ILS Definitions of Letter Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing. Student may continue in program only with permission of the Dean.</td>
</tr>
</tbody>
</table>

**Policies**

All IU Standards/Policies are in effect, including the Student Code of Rights, Responsibilities & Conduct ([http://studentcode.iu.edu/](http://studentcode.iu.edu/))

Indiana University and School of Information & Library Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the assignment and additional penalties applied at the discretion of the instructor. As a rule of thumb, when in doubt, cite the source!
Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please see me if you have special needs due to a disability so that we can arrange any accommodations you may need. This conversation needs to take place in the first week of class.

Styles Assessments

Required:
- Teaching Perspectives Inventory http://www.teachingperspectives.com/tpi/

Additionally, choose one of the below to complete:
- Myers-Briggs (http://www.16personalities.com/)
- VARK http://vark-learn.com/the-vark-questionnaire/

Bibliography / Readings List

<http://BZ6FJ9FL8E.search.serialssolutions.com/?V=1.0&L=BZ6FJ9FL8E&S=ICs&C=TCC000536137&T=marc> [accessed 15 December 2015]


<http://dx.doi.org/10.1086/669547>

Farmer, Lesley, ‘How AASL Learning Standards Inform ACRL’s Information Literacy Framework’ (presented at the IFLA WLIC 2014, Lyon, France, 2014)


Jensen, Kristi, ‘Keeping Up With… Affordable Course Content’, *ACRL*, 2015


Rapp, Whitney H., 'Universal Design for Learning in Action', in *Universal Design for Learning in Action: 100 Ways to Teach All Learners* (Baltimore, Maryland: Paul H. Brookes Publishing Co, 2014), pp. 2–12. **PDF available in Canvas.**
