

7640w10: Syllabus

LIS 7640 G01 & G02: Library User Instruction, Winter 2010

St. Catherine University
Master of Library and Information Science Program
(As of 1/23/10)

Credit hours: 3

Time: Sundays, 12:15-5:15pm, CDC Room 5

Instructor: Joyce Yukawa

Office: CDC 050; Hours: before/after class & by appointment

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I. Course Description

An introduction to the principles of information literacy with two emphases:

1. Developing a conceptual framework for library user education, including an overview of learning theory, teaching methods, instructional design, and assessment.
2. Applying the theory in practical library teaching/learning situations.

Prerequisites: 7010, 7040

II. Learning Objectives

MLIS Program Student Learning Objectives

Students will be able to:

- Identify and analyze information needs and opportunities of individuals and organizations, both within the traditional information service areas and the broader information sector. (SLO 1)
- Develop and apply critical thinking to solve information problems by integrating relevant models, theories, research and practices. (SLO 3)
- Demonstrate information technology competency. (SLO 5)
- Promote information literacy by teaching others to identify, analyze, organize, and use information. (SLO 9)

Course Student Learning Outcomes

By successfully completing this course, students will be able to:

1. Explain concepts of information literacy as foundations for user education.
2. Apply learning theory and incorporate critical thinking strategies into user education.

3. Understand different methods of user education and their applicability in different types of libraries.
4. Understand the planning process and distinguish among forms of assessment (program, teaching, student).
5. Review the literature for evidence of best practices in user education for a chosen setting.
6. Design and implement user education sessions appropriate to the learning needs of diverse users.

III. Texts

Required

Comprehensive, general coverage of all aspects of designing and implementing information literacy programs. **Please read Chs. 1-2 before the first class session.**

Grassian, E. S. & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice* (2nd ed). New York: Neal-Schuman.

Recommended

Zmuda & Harada is geared toward school library media specialists, but the espoused principles are broadly applicable.

Zmuda, A. & Harada, V. H. (2008). *Librarians as learning specialists: Meeting the learning imperative for the 21st century*. Westport, CT: Libraries Unlimited, 2008. Paperback. ISBN: 978-1-59158-679-1. ON RESERVE.

IV. Course Philosophy & Learning Strategies

The approach taken in this class is inquiry and project/problem-based learning, described as:

- Student-driven
- Focused on exploration, questioning, critical thinking, and reflection
- Goes beyond information accumulation in a quest for knowledge that favors depth over breadth
- Seeks solutions, not answers
- Collaborative learning using diverse expertise to teach each other
- Peer- and self-assessment

This is a broad framework for class activities. We will work on fleshing this out together here in our class wiki.

Building Bridges to Professional Settings

Classroom Learning	Bridges	Learning in Professional Settings
Build on your ideas of <u>information literacy</u> through experience, exposure to the ideas of others, observations, collaboration, and reflection	Negotiate meaning and expertise related to information literacy through individual and group work, supported by our Class Wiki; readings	Develop metaphors, models, and expertise related to information literacy through experience, collaboration, and reflection
Build on your ideas of <u>teaching and learning</u> through experience, exposure to the ideas of others, observations, collaboration, and reflection	Negotiate meaning and expertise related to teaching and learning through individual and group work, supported by our Class Wiki; readings; Mini-Lessons; Teaching Demonstration and Best Practices Paper	Develop metaphors, models, and expertise related to teaching and learning through experience, collaboration, and reflection
Build on your ideas of <u>program design and assessment</u> through experience, exposure to the ideas of others, observations, collaboration, and reflection	Negotiate meaning and expertise related to planning and assessment through individual and group work, supported by our Class Wiki; readings; Teaching Demonstration and Best Practices Paper	Develop metaphors, models, and expertise related to program planning and assessment through experience, collaboration, and reflection
<u>Teamwork and leadership</u> in class	Negotiate professional identity and leadership through participation and interaction	Teamwork and leadership in professional settings

Resources we bring to the learning:

- Knowledge of and experience with information seeking
- Knowledge of and experience with teaching and learning
- Knowledge of and experience with critical thinking and research
- Teamwork and leadership in social and professional settings
- Motivation

V. Assignments & Course Requirements

Citation style: Preferred style is APA. For more information on style, refer to the citation style guides at [MLIS Portable Resources](#).

Core Readings and Focus Questions (25%)

Readings for the course include material from the textbook, journal articles, and website materials. Readings (weekly during the first half of the semester) provide information that you will draw from to answer nine sets of focus questions which target different aspects of background knowledge that build toward your Teaching Demonstration. Your writings will also form the basis for class discussions.

Mini-Lesson (10%)

The Mini-Lesson is a brief instruction orientation (5-7 minutes) to a reference source or an information service available at a library or information center. Ideally, it will be aimed at the same audience and setting of your Teaching Demonstration. Refer to the Mini-Lesson Guidelines for evaluation criteria and additional information. A short paper (1 page, single-spaced) will be posted on this wiki on the day of the presentation describing audience, objectives, and learning styles being addressed. These presentations will be scheduled on February 28.

Best Practices Paper (30%)

The Best Practices Paper consists of two parts: (1) a literature review that addresses the learners, expected learning outcomes, and instructional methods relevant to your Teaching Demonstration, and (2) a description of the lesson you will demonstrate. The Best Practices paper will be done in two stages - a first draft that is essentially a literature review and a final paper that includes additional information about your Teaching Demonstration: purpose, learning goals, assessment criteria for student achievement, and description of resources and instruments used in the demonstration.

First Draft: Literature Review

Conduct a focused literature search on the topic, and then analyze, compare, and synthesize your readings in a 10-12 page paper. Your paper should address the learners, expected learning outcomes, and instructional methods. Attach a bibliography of your sources. Refer to the [guidelines \(/Best-Practices-Paper\)](#) for the evaluation criteria and additional information. The first draft of your paper is due March 21.

Final Paper

After you complete the planning for your Teaching Demonstration, you will add to your draft with details about your Teaching Demonstration and planned evaluation methods. The additional portion of the paper should be 3-4 pages. The final paper with literature review, description of teaching demonstration, and evaluation plans is due May 2.

Teaching Demonstration (30%)

The major project is a Teaching Demonstration in which you will put into practice your knowledge of effective instructional delivery by "teaching" a particular type of user instruction (e.g., orientation, course-related, subject specific, online catalog, databases, the internet) in a specific setting. The Teaching Demonstration can be done individually or in teams. Individuals will present a 20-minute instruction session. If you work in teams, each individual in the team will be responsible for a 20-minute segment of the entire presentation. Refer to the [guidelines \(/Teaching-Demonstration\)](#) for evaluation criteria and additional information. Your specific topic must be approved by Feb 14. Please submit a one paragraph session description specifying lab requirements. These presentations will be scheduled on April 18 and May 2.

The presentations will be recorded so that you can observe and critique your instruction. The recording will be provided to you by SCU Media Services.

Critique of Teaching Demonstration (5%)

After completing your Teaching Demonstration, review your videotaped presentations and [peer assessments](#), and prepare a critique in which you highlight and summarize the strengths and weaknesses of your presentation (i.e., delivery, organization, and content). Your critique is due one week after your instruction session, or one week after you receive the DVD of your presentation, whichever comes later. Those presenting on the last day of class will submit their critiques by May 9, or one week after receiving their DVD.

Site Visits (optional)

It will be advantageous if you can arrange for site visits, to visit one or more instructional sessions at a library or do informational interviews with an instructional librarian.

Assignment Due Dates

All assignments will be due at the beginning of the class period. Late assignments will be accepted for up to 3 days after they are due, with a 5% reduction in grade per day late.

Sometimes emergency or other understandable circumstances prevent students from turning in assignments on time. In these cases, assignments more than 3 days late may be accepted on consultation with the instructor.

Professionalism and Academic integrity

Regular attendance is very important. It is very difficult to keep up without attending every class. If you will miss class, you should notify the instructor in advance.

You are responsible for checking your St. Kate's email account for messages from me. Check your email at least once a day.

St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Appropriate credit must be given to original creators of all works used. Major violations are cheating and plagiarism. Cheating includes copying others' works, collaborating without authorization, and accessing others' computer files without authorization. Plagiarism includes intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. Please see the St.

Catherine University Academic Integrity Policy

http://minerva.stkate.edu/gradcatalog.nsf/web_retrieve/mgsn-7amlvf?OpenDocument

Special Needs

Special needs can include, but are not limited to, factors influencing the learning process in and out of the classroom, such as mobility, physical, learning, and cognitive challenges. Students with special needs are invited to contact the Disability Services office so that accommodations can be provided. Please also inform me if you have special needs.

Emergency Situations

The H1N1 flu (swine flu) has been labeled a pandemic by the World Health Organization. The Centers for Disease Control has published a [Q & A about H1N1](#), which has helpful advice for taking proper precautions. St. Kate's also has an [H1N1 Emergency Preparedness](#) page. We hope no one will be infected, but if you are, we will make every effort to allow you to complete the course without physically attending class.

Since St. Catherine University is committed to the healthy wellbeing of our community, we support The Centers for Disease Control's following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self isolation recommendation, they

should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness.

VI. Assessment

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D	F
94-100	90-93	86-89	82-85	78-81	74-77	70-73	65-69	60-64	0-59

Assignments & Grading

Assignment	Points
Mini-Lesson	10%
Best Practices Paper	30%
Teaching Demonstration	30%
Critique of Teaching Demonstration	5%
Core Readings & Focus Questions	25%
Total	100%

7640w10: Calendar

As of 1/17/10 (subject to change)

Session & Date	Topics	Readings Due	Focus Questions	Assignments Due
<u>Session 1</u> Jan 31	<ul style="list-style-type: none"> Information & information literacy Examples of IL education Working with the IL Standards 	Information Behavior and Literacy - Grassian & Kaplowitz, Chs. 1-2	<ul style="list-style-type: none"> What is information literacy? What is the role of the librarian in IL user instruction in diverse settings? 	<ul style="list-style-type: none"> Prior to Session 1, consider your target audience and what types of information literacy instruction they need. Focus Questions 1 will be done on class Questionnaire
Feb 7	Interweek	Learning Theories and Styles (/2-Learning-Theories-and-Styles-(readings))	<ul style="list-style-type: none"> What is your general philosophy about teaching and learning? How have your previous educational experiences affected your philosophy? What is your learning style? How do you think this will influence your teaching/facilitation? 	<ul style="list-style-type: none"> Focus Questions 2
<u>Session 2</u> Feb 14	<ul style="list-style-type: none"> Approaches to teaching/learning Examples of different approaches 	Critical Thinking - Active Learning	<ul style="list-style-type: none"> What is your model of user instruction, for what setting, and for what purposes? What is critical thinking? What is active learning? What is problem-based learning? How can these approaches be incorporated into user education? 	<ul style="list-style-type: none"> Focus Questions 3 Topic for Best Practices Paper & Teaching Demonstration
Feb 21	Interweek	Planning - Goals, Outcomes, Needs Assessment (/4+Planning+-+Goals%2C+Outcomes%2C+Assessment+(readings))	<ul style="list-style-type: none"> What are the essential considerations of the planning process? What are the differences between program, teaching, and student assessments? 	<ul style="list-style-type: none"> Focus Questions 4
<u>Session 3</u> Feb 28	<ul style="list-style-type: none"> Program planning Mini-Lessons & peer feedback 	Evidence-Based Practice (/5+Evidence-Based+Practice+(readings))	<ul style="list-style-type: none"> Why is evidence-based librarianship important? What are its advantages and disadvantages? 	<ul style="list-style-type: none"> Focus Questions 5 Mini-Lessons
<u>Session 4</u> Mar 7	<ul style="list-style-type: none"> Learning strategies & tools Instructional design with technology 	Learning Strategies and Tools (/6-Learning-Strategies-and-Tools-(readings))	<ul style="list-style-type: none"> What are the characteristics of good teaching? What are some types of online instruction? What are some characteristics of effective online instruction? Compare the advantages/disadvantages of online & face-to-face instruction? 	<ul style="list-style-type: none"> Focus Questions 6 Temperature Check (in class)

Mar 14	Interweek			
<u>Session 5</u> Mar 21	<ul style="list-style-type: none"> Evaluation 	<u>Evaluating Learning and Teaching (7-Evaluating-Learning-and-Teaching-(readings))</u>	<ul style="list-style-type: none"> What methods are used to evaluate teaching and learning? Which do you believe are the most effective and why? 	<ul style="list-style-type: none"> <u>Best Practices Paper - Draft</u> <u>Focus Questions 7</u>
Mar 28	Interweek			
Apr 4	SPRING BREAK			
<u>Session 6</u> Apr 11	<ul style="list-style-type: none"> Collaboration and partnerships 	<u>Collaboration and Partnerships (8-Collaboration-and-Partnerships-(readings))</u>	<ul style="list-style-type: none"> What are different types of librarian-faculty collaboration? What are the benefits and costs of such collaboration? 	<ul style="list-style-type: none"> <u>Focus Questions 8</u>
<u>Session 7</u> Apr 18	<ul style="list-style-type: none"> Teaching Demonstrations 1 & peer feedback 			<ul style="list-style-type: none"> <u>Teaching Demonstrations #1</u>
Apr 25	Interweek			<ul style="list-style-type: none"> <u>Critique of Demonstrations #1</u>
<u>Session 8</u> May 2	<ul style="list-style-type: none"> Teaching Demonstrations 2 & peer feedback 	<u>New Roles for Teaching Librarians (9-New-Roles-for-Teaching-Librarians-(readings))</u>	<ul style="list-style-type: none"> What trends do you see in the future for teaching librarians? 	<ul style="list-style-type: none"> <u>Focus Question 9</u> <u>Teaching Demonstrations #2</u> <u>Best Practices Paper - Final</u>
One week after receiving DVDs.	Last presenters should submit their Critique of Demonstrations.			<ul style="list-style-type: none"> <u>Critique of Demonstrations #2</u>