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, and instructional design
2. Applying the theory in practical library teaching/learning situations

Prerequisites: 7010, 7040

II. Learning Objectives

MLIS Program student learning objectives:

- Identify and analyze information needs and opportunities of individuals and organizations, both within the traditional information service areas and the broader information sector.
- Develop and apply critical thinking to solve information problems by integrating relevant models, theories, research and practices.
- Communicate information and knowledge from library and information studies and related disciplines in a variety of formats, including effective use of oral, written, and technological presentations.
- Promote the professional values of ethical responsibility, intellectual freedom, and universal access to information.
- Demonstrate awareness of the culturally diverse composition of society, and of the responsibility to serve all client groups with respect and understanding.
- Promote information literacy by teaching others to identify, analyze, organize, and use.

Students will:

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. Recommended Texts
There is no required text but there are two recommended texts. Grassian & Kaplowitz is a comprehensive, general introduction to information literacy instruction. Zmuda & Harada is geared toward school library media specialists, but the espoused principles are broadly applicable.


### 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

<table>
<thead>
<tr>
<th>Classroom Learning</th>
<th>Bridges</th>
<th>Learning in Professional Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build on your ideas of <strong>information literacy</strong> through experience, exposure to the ideas of others, observations, collaboration, and reflection</td>
<td>Negotiate meaning and expertise related to information literacy through individual and group work, supported by our Class Wiki; readings</td>
<td>Develop metaphors, models, and expertise related to information literacy through experience, collaboration, and reflection</td>
</tr>
<tr>
<td>Build on your ideas of <strong>teaching and learning</strong> through experience, exposure to the ideas of others, observations, collaboration, and reflection</td>
<td>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</td>
<td>Develop metaphors, models, and expertise related to teaching and learning through experience, collaboration, and reflection</td>
</tr>
<tr>
<td>Build on your ideas of <strong>program design and assessment</strong> through experience, exposure to the ideas of others, observations, collaboration, and reflection</td>
<td>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</td>
<td>Develop metaphors, models, and expertise related to program planning and assessment through experience, collaboration, and reflection</td>
</tr>
</tbody>
</table>
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 (http://www.netvibes.com/jyukawa).

Core Readings and Focus Questions (/2-Core%C2%A0Readings%C2%A0and%C2%A0Focus%C2%A0Questions) (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-Lessons (/4-%C2%A0Mini-Lessons) (10%)

The Mini-Lessons are two brief instruction orientations (5–7 minutes) to a reference source or an information service available at a library or information center. Ideally, these 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 8 and February 22.

Best Practices Paper (/3-%C2%A0BestPractices%C2%A0Paper) (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 February 22.

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 April 19.

**Teaching Demonstration (5-Teaching%20Demonstration) (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 January 25. Please submit a one paragraph session description specifying lab requirements. These presentations will be scheduled on March 22, April 15, and April 19.

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

**Critique of Teaching Demonstration (6-Critique%20of%20Teaching%20Demonstration) (5%)**

After completing your Teaching Demonstration, review your videotaped presentations and peer assessments (/6-Critique%20of%20Teaching%20Demonstration), 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 the week after your instruction session. Those presenting on the last day of class will submit their critiques by April 26.

**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**

The College of St. Catherine 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 College of St. Catherine Student Handbook for the full statement of Academic Integrity.

**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.

VI. Assessment

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–93</td>
</tr>
<tr>
<td>B+</td>
<td>86–89</td>
</tr>
<tr>
<td>B</td>
<td>82–85</td>
</tr>
<tr>
<td>B-</td>
<td>78–81</td>
</tr>
<tr>
<td>C+</td>
<td>74–77</td>
</tr>
<tr>
<td>C</td>
<td>70–73</td>
</tr>
<tr>
<td>C-</td>
<td>65–69</td>
</tr>
<tr>
<td>D</td>
<td>60–64</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
</tr>
</tbody>
</table>

Assignments & Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Lessons</td>
<td>10%</td>
</tr>
<tr>
<td>Best Practices Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Teaching Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Critique of Teaching Demonstration</td>
<td>5%</td>
</tr>
<tr>
<td>Core Readings &amp; Focus Questions</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Comments (0)
<table>
<thead>
<tr>
<th>Session &amp; Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Focus Questions</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1 Jan 11</strong></td>
<td>Information &amp; information literacy, Examples of IL education, Working with the IL Standards</td>
<td>Information Behavior and Literacy - Grassian &amp; Kaplowitz, Chs. 1-2</td>
<td>What is information literacy? What is the role of the librarian in IL user instruction in diverse settings?</td>
<td>Prior to Session 1, consider your target audience and what types of information literacy instruction they need.</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Interweek</td>
<td>Learning Theories and Styles</td>
<td>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?</td>
<td>Focus questions Questionnaire (optional)</td>
</tr>
<tr>
<td><strong>Session 2 Jan 25</strong></td>
<td>Approaches to teaching/learning, Examples of different approaches</td>
<td>Critical Thinking - Active Learning</td>
<td>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?</td>
<td>Focus questions Topic for Best Practices Paper &amp; Teaching Demonstration</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Interweek</td>
<td>Planning - Goals, Objectives, Needs Assessment</td>
<td>What are the essential considerations of the planning process? What are the differences between program, teaching, and student assessments?</td>
<td>Focus questions</td>
</tr>
<tr>
<td><strong>Session 3 Feb 8</strong></td>
<td>Program planning Mini-Lessons &amp; peer feedback #1</td>
<td>Evidence-Based Practice</td>
<td>Why is evidence-based librarianship important? What are its advantages and disadvantages?</td>
<td>Focus questions Mini-Lessons #1</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Interweek</td>
<td>Learning Strategies and Tools</td>
<td>What are the characteristics of good teaching? What are some types of online instruction? What are some characteristics of effective online instruction? Compare the</td>
<td>Focus questions</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4 Feb 22</td>
<td>Instructional design Using technology Mini-Lessons &amp; peer feedback #2</td>
<td>Best Practices Paper - Draft Mini-Lessons #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/1/08</td>
<td>Interweek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Mar 8</td>
<td>Evaluation</td>
<td>Evaluating Learning and Teaching</td>
<td>Focus questions</td>
<td></td>
</tr>
<tr>
<td>6 Mar 22</td>
<td>Session</td>
<td>Collaboration and Partnerships</td>
<td>Focus questions Teaching Demonstrations #1</td>
<td></td>
</tr>
<tr>
<td>6 Mar 22</td>
<td>Interweek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Apr 5</td>
<td>Teaching</td>
<td></td>
<td>Teaching Demonstrations #2</td>
<td></td>
</tr>
<tr>
<td>8 Apr 19</td>
<td>Session</td>
<td>New Roles for Teaching Librarians</td>
<td>Focus question Teaching Demonstrations #3 Best Practices Paper - Final</td>
<td></td>
</tr>
<tr>
<td>26 Apr</td>
<td>Last presenters should submit their Critique of Presentations.</td>
<td>Critique of Demonstrations #3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Introduction to Assignments

Teaching Demonstration

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.

All other assignments are aimed at helping you gain knowledge and experience for the Teaching Demonstration.

Core 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.

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.

The Mini-Lessons are two brief instruction orientations (5-7 minutes) to a reference source or an information service available at a library or information center. Ideally, these will be aimed at the same audience and setting of your Teaching Demonstration.

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.

Individual or team demonstrations

You may do individual or team teaching, depending on your interests. We will negotiate the forming of these teams in class. Class time will be provided for team work, feedback, and troubleshooting.

Key points

- Background and experience that contribute knowledge, expertise, and synergy to the collaboration
- Self knowledge about one's strengths and weaknesses
- Strong mutual interest in the group, setting, and information literacy issues to be answered
- Planning timetable and time management
- Respect for and accountability to each other

First task for teams
• Develop collaboration guidelines for your team and commit to following them.

More information

• Aims Community College. Online Campus: Online collaboration guide (http://www.aims.edu/online/collaboration.htm).
• Balanko-Dickson, G. Mind map collaboration tips (http://www.smallbusinesstransitions.com/mind-map-collaboration-tips/1013/).
• Cochrane Collaboration. Guide to collaborating online (http://www.cochrane.org/resources/guide_to_online_collaboration.htm).
• Slaman, J. 7 tips for project collaboration (http://www.gearfire.net/7-tips-for-project-collaboration/).
• Winona State University. Rubric for team work. PDF (http://www.winona.edu/AIR/resourcelinks/team%20work.pdf).

Comments (0)
2 Core Readings and Focus Questions
Due Dates & Points

Core readings for the course include material from the textbook, journal articles, and website materials. You will draw from these core readings to answer nine sets of focus questions, generally weekly at the beginning of the semester. These writings are aimed at helping you connect your knowledge and experiences with the readings and to form the basis for class discussions.

Points: 25 (25% of grade)

Submitting your answers to focus questions

You can:

- Publish it on a personal page in this wiki.
- Publish it on a blog host like WordPress (http://wordpress.com/) or Blogger (https://www.blogger.com/start) Please post the link on your personal page.
- Send it as an email attachment to Joyce.

Focus Questions 1 (in class 1/11)

- How would you define information literacy for your target audience?
- What are the 3 main IL issues for your target audience?
- What is the role of the librarian in IL instruction for your target audience?

Focus Questions 2 (1/18)

- What is your general philosophy of 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?

Focus Questions 3 (1/25)

- What is critical thinking? Give some examples that fit the information literacy context of your target audience.
- What is active learning? Give some examples that fit the information literacy context of your target audience.
- What is problem-based learning? Give some examples that fit the information literacy context of your target audience.
Focus Questions 4 (2/1)

- What are the essential considerations of the planning process?
- What is the difference between assessing a program, assessing teaching, and assessing students?

Focus Questions 5 (2/8)

- Do you believe evidence-based librarianship is useful? Why or why not?
- What are its advantages and disadvantages?

Focus Questions 6 (2/15)

- What are the characteristics of good teaching?
- What instructional modes, materials, or tools would you like to try using?
- What are some types of online instruction?
- What are some characteristics of effective online instruction?
- What are the advantages and disadvantages of online instruction compared to face-to-face?

Focus Questions 7 (3/8)

- What methods are used to evaluate teaching and learning?
- Which do you believe are the most effective and why?
- Reprise: What is the difference between assessing a program, assessing teaching, and assessing students?

Focus Questions 8 (3/22)

- What are different types of librarian-faculty/teacher collaboration?
- What are the benefits and costs of such collaboration?

Focus Questions 9 (4/19)

- What trends do you see in the future for teaching librarians?

Comments (0)
3 Best Practices Paper
Due Dates & Points

First draft due Feb. 22
Final paper due Apr. 19

Points: 30 (30% of grade)

Introduction

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. An example of a best practices paper is Cecile Bianco, The Design of the Wilson's Library Literature Online Tutorial. (http://www.webpages.uidaho.edu/%7Ebolin/bianco.htm)

Outline for Best Practices Paper

- Description of the institution, target audience, and learning context
- Description of the information literacy issue that your paper and teaching demonstration address
- Literature review that uses relevant information and research on learners, expected learning outcomes, instructional methods, and assessment methods to make a case for your teaching demonstration
- Description of the lesson for your teaching demonstration that addresses instructional objectives, teaching methods and materials, and assessment strategies

First Draft: Literature Review

For the first draft of this paper, you will examine the literature for evidence of best practices in a particular type of user instruction (e.g., orientation, course-related, subject specific, online catalog, databases, the internet). The purpose is to lay the foundation for your Teaching Demonstration.

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.

Stages of the Literature Review:
1. Identify a specific ILI problem in need of attention for a target group of learners in a specific setting (see Suggested Scenarios for the Teaching Demonstration for some ideas).

2. Focus the problem with central questions about the target group, learning outcomes, instructional methods, and assessment methods that will be answered by the Literature Review.

3. Search for the evidence needed to answer the questions.

4. Systematically evaluate the gathered evidence for its usefulness and validity for answering the questions.

5. Use the analysis to make a convincing argument for the need for the type of instruction used in the Teaching Demonstration.

The literature review should include a description of the institution, target audience, and learning context and is due February 22.

**Final Paper with Teaching Demonstration Lesson**

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 lesson for the Teaching Demonstration should:

1. State the purpose of the lesson in language understandable by the learners.
2. Identify the learning goals for the lesson.
3. Identify the criteria for assessing student achievement of the goals.
4. Include appropriate resources for the lesson.
5. Create an introduction that will motivate curiosity in the learners.
6. Present and demonstrate the concept or skill that is the lesson’s focus.
7. Allow for practice and feedback.
9. As appropriate, include purposeful and clear activity sheets, graphic organizers, journal prompts, and/or assessment instruments that will be used in the lesson.

The final paper with literature review and lesson for the teaching demonstration is due April 19.

**APA Citation Style**

Please use APA citation style. Citation style guides are linked on [MLIS Portable Resources](http://www.netvibes.com/jyukawa).
Criteria for Assessment

This paper will be instructor- and self-assessed according to the following criteria.

Literature Review

1. Clearly describes the IL problem and its scope, target learners, and setting.
2. States central questions about the target group, learning outcomes, instructional methods, and assessment methods that will be answered by the Literature Review.
3. Systematically analyzes, compares, and synthesizes the gathered evidence for its usefulness and validity for answering the questions.
4. Uses the analysis to make a convincing argument for the need for the type of instruction used in the Teaching Demonstration.

Lesson for Teaching Demonstration

1. States the purpose of the lesson in language understandable by the learners.
2. Identifies the learning goals for the lesson.
3. Identifies the criteria for assessing learner achievement of the goals.
4. Includes appropriate resources for the lesson.
5. Creates an introduction that will motivate curiosity in the learners.
6. Describes how the concept or skill that is the lesson’s focus is modeled or demonstrated.
7. Describes how the skill will be practiced and how feedback will be given.
8. Describes how learning will be assessed.
9. As appropriate, includes purposeful and clear activity sheets, graphic organizers, journal prompts, and/or assessment instruments that are used in the lesson.

Comments (0)
4 Mini-Lessons
Due Dates & Points

These presentations will be scheduled on February 22 and March 8.
Points: 5 points each for a total of 10 points (10% of grade)

Assignment Description

The two presentations will be brief instruction orientations (5-7 minutes) to a reference source or an information service available at a library or information center. If you are working in teams, each individual will have 5-7 minutes for each Mini-Lesson.

A short paper (1 page, single-spaced) should be posted on this wiki on the day of the presentation describing audience, objectives, and learning styles being addressed. For teams, one short paper can be submitted for the team.

Mini-Lesson Guidelines

Objective

Demonstrate knowledge of effective instructional delivery by “teaching” a brief instruction orientation.

Tasks

- Ideally, this will be aimed at the same audience and setting of your Teaching Demonstration.
- Our class will role-play being your “students.”

Tips for presentation

- Make efficient use of your time by having all your resources and supplies for the lesson ready before class starts.
- Inform the instructor of your equipment needs at least a week in advance. Come early and test your equipment before class starts.
- Rehearse your presentation.
- Be prepared with a contingency plan in case you have last-minute glitches with the technology.
- See also Instruction Session Tips (/Instruction-Session-Tips).

Criteria for Assessment

Use the following criteria to assess your own presentation. These criteria will also be used by 3
peers and the instructor in scoring them. You are able to:

1. State the purpose of the lesson in language that will be understood by the learners.
2. Introduce the lesson in an engaging and purposeful manner.
3. Model the major skill or concept in a clear and effective manner.
4. Use resources and visual aids effectively.
5. Show evidence that you are able to respond to learners’ needs and questions.

Scoring for presentations

5 points: satisfactorily meets all of the criteria
1 point: satisfactorily meets 1 of the criteria

Comments (0)
5 Teaching Demonstration

Due Dates & Points

Your specific topic must be approved by January 25. Please submit a one paragraph session description specifying lab requirements. These presentations will be scheduled on March 22, April 15, and April 19.

Points: 30 (30% of grade)

Assignment Description

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.

For this presentation, you should prepare for a particular type of user instruction (e.g., orientation, course-related, subject specific, online catalog, databases, the internet).

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

Teaching Demonstration Guidelines

Objective

Demonstrate 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.

Suggested Scenarios

Academic Library

You are an academic reference librarian at a college where the faculty are wrestling with students who are used to finding information easily on the internet but are unable to critically evaluate that information or go beyond the internet to authoritative information in the library's collection of print
materials and online databases. You want to help faculty promote higher levels of thinking. They have been frustrated because students plagiarize and are not motivated to engage in deeper studies.

As the librarian, you inform faculty that you are willing to be a partner if they want to:

- Co-plan a set of learning sessions or project that deals with a relevant issue or theme that will motivate the students.
- Incorporate lessons that require students to be critical users of information.
- Identify a variety of resources that students might use in their assignments.
- Your Teaching Demonstration is an example of what you could contribute to such a project.

**School Library**

You are the school library media specialist at a school where the teachers are wrestling with building standards-based units that promote higher levels of thinking. Up till now, they have relied heavily on their textbooks and their packaged curriculum kits to determine what students will learn. They have been frustrated because students plagiarize the texts and are not motivated to engage in deeper studies.

As the librarian, you inform teachers that you are willing to be a partner if they want to:

- Co-plan a unit that deals with a relevant issue or theme that will motivate the students.
- Incorporate lessons that require students to be critical users of information.
- Identify a variety of resources that students might use in their assignments.
- Your Teaching Demonstration is an example of what you could contribute to such a unit.

**Other**

Please discuss with Joyce other options for the target audience and setting.

**Possible Lessons**

These are suggestions for lessons that would be part of your academic librarian's project or school librarian's unit. Other options are possible. These are adapted from the syllabus of LIS 686: Information Literacy and Learning Resources, taught by Violet Harada, University of Hawai‘i LIS Program. School library media folks may be interested in checking out the syllabus for good examples of standards-based unit and lesson planning. Go to her website [here](http://www2.hawaii.edu/~vharada/) and click the link for LIS 686.

**Lesson 1: Information seeking strategies.**

- Create a lesson that helps students develop and use keywords for more effective searches.

**Lesson 2: Location and access.**

- Option 1: Create a lesson that helps students locate resources in the library or on the Internet.
- Option 2: Create a lesson that helps students evaluate a specific resource (e.g., an
Lesson 3: Use of information.

- Create a lesson that helps students retrieve information from a specific resource.

Procedure for lesson

- Introduce purpose of the lesson and motivate curiosity.
- Present and model new concept or skill.
- Allow for practice and feedback.
- Assess for learning.

Tasks

- Our class will role-play being your “students.”
- You have approximately 20 minutes per person. This means that if you are partnering, you have 40 minutes.

Tips for presentation

- Decide which lesson is the most feasible given the resources you need and the time allotted for the presentation.
- If you are working alone, you will not have enough time to demonstrate a lesson in its entirety. Determine which parts of it to “talk us through” and which parts could be hands-on.
- Make efficient use of your time by having all your resources and supplies for the lesson ready before class starts.
- Inform the instructor of your equipment needs at least a week in advance. Come early and test your equipment before class starts.
- Rehearse your presentation.
- Be prepared with a contingency plan in case you have last-minute glitches with the technology.
- See also Instruction Session Tips (/Instruction-Session-Tips).

Criteria for Assessment

These criteria will be used for instructor-, peer-, and self-assessment.

1. State the purpose of the lesson in language that will be understood by the learners.
2. Introduce the lesson in an engaging and purposeful manner.
3. Model the major skill or concept in a clear and effective manner.
4. Sequence the lesson so that learners easily move from one part to the next.
5. Use resources and visual aids effectively.
6. Incorporate assessment into the lesson.
7. Stay within your time allocation. Working alone or working in teams, each person will have
a minimum of 20 minutes and maximum of 25 minutes.
8. Show evidence that you have organized resources beforehand.
9. Show evidence that you have rehearsed your demonstration.
10. Show evidence that you are able to respond to learners’ needs and questions.

Scoring for presentations

- 30 points = satisfactorily all of the criteria
- 27 points = satisfactorily meets 9 of the criteria
- 3 points = satisfactorily meets 1 of the criteria

Comments (0)
6 Critique of Teaching Demonstration
Due Dates & Points

Due: 1 week after your presentation. Those presenting on the last day of class will submit their critiques by April 26.
Points: 5 (5% of grade)

Your Critique

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), guided by the following questions:

1. Was the purpose of the lesson stated in language that will be understood by the learners?
2. Was the lesson introduced in an engaging and purposeful manner?
3. How clearly and effectively did you model the major skill or concept?
4. How well did you sequence the lesson so that learners easily move from one part to the next?
5. How effectively did you use resources and visual aids?
6. How effectively was assessment incorporated into the lesson?
7. How well did you respond to learners’ needs and questions?
8. Was the presentation within the time allocation of 20-25 minutes per person?
9. How effective was your delivery - eye contact, voice, confidence?
10. How sufficiently did you rehearse your demonstration?
11. Other comments:

Peer/Instructor Critique

1. Was the purpose of the lesson stated in language that will be understood by the learners?
2. Was the lesson introduced in an engaging and purposeful manner?
3. How clearly and effectively did the presenter model the major skill or concept?
4. How well did the presenter sequence the lesson so that learners easily move from one part to the next?
5. How effectively did the presenter use resources and visual aids?
6. How effectively was assessment incorporated into the lesson?
7. How well did the presenter respond to learners’ needs and questions?
8. Was the presentation within the time allocation of 20-25 minutes per person?
9. How effective was the presenter's delivery - eye contact, voice, confidence?
10. How sufficiently did the presenter rehearse the demonstration?
11. Other comments: