LSC 644 Information Literacy and Instruction

Day and Time: Thursday, 7:00 - 9:30 p.m.

Class Location: Marist Hall Room 131

Instructor: Joan Weeks, MLIS, M.Ed., MA Int. Rel.

Office: Marist Hall Room 131

Hours: Mon., Tues., Wed. 6:30-9:00 p.m.

Phone: (d) 202-707-3657 (e) 202-319-6129

Email: weeks@cua.edu

Course Description:

This course combines theory and practice to give students the foundation they need to design, manage and teach information literacy programs that will give citizens lifelong learning skills to find, evaluate and use information effectively to solve problems and make decisions. The course emphasizes the practical aspects of creating instructional material (including web tutorials), in designing electronic classrooms to include assistive technologies, in providing "virtual" instruction via the web, as well as in-person to a multicultural audience, and in managing an instruction program within a larger organizational setting.

Course Goals:

Course Objectives:

With successful completion of this course students will be able to:

- Define the scope and content of information literacy instruction in libraries within the guidelines of the ACRL Information Literacy Competency Standards
- Explain and apply major learning theories to instructional design and teaching
- Structure instructional programs to meet diverse learning styles and multiple intelligences in students at all levels
• Design an instructional plan for a large organization covering many diverse audiences, courses and a budget
• Design and produce instructional materials that give learners clear, well-organized content that can be applied in a variety of settings
• Apply web technology including simulations, graphics and web conferencing to online instruction
• Develop, produce and load on a server an online module of information literacy instruction including banners, clear navigation, images, and graphics
• Apply evaluation methodology to instruments to measure and assess learning outcomes
• Conduct an interactive teaching experience in a classroom setting
• Deliver synchronous web conferencing and asynchronous web-based instruction using the online module produced in the course.

Professional Standards Addressed:

The course addresses the Curriculum standards stated in Section II of the Standards for Accreditation of Master’s Programs in Library & Information Studies, 1992:

• It is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use.
• It fosters development of library and information professionals who will assume an assertive role in providing services.
• It emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.
• It responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.
• It responds to the needs of a rapidly changing technological and global society.
• It provides direction for future development of the field.
• It promotes commitment to continuous professional growth.

Specifically, the course focuses on competencies identified in the American Library Association Statement of Core Competences (2009). URL:

http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf

1. Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
4. Technological Knowledge and Skills

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Instructional Methods:

The instructor will model and the students will engage a variety of instructional methods in order that they may apply the best methodology for their own future Information Literacy instruction to include:

- Hands-on computer instruction
- Interactive presentations and discussions
- Collaborative team activities
- Synchronous and asynchronous online discussion and instruction using Adobe Connect Pro Meeting and Blackboard Discussion Forum
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>9/1</td>
<td>Assessment of technology skills, overview of class projects, information literacy competency standards and coverage.</td>
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<tr>
<td>9/8</td>
<td>Learning theories and styles, including behaviorism, constructionism, multiple intelligences and critical thinking skills. Teaching information literacy to those with special needs. Universal Design Assignment 1 distributed &amp; discussed <em>(due 9/22)</em> Assignment 2 Research paper distributed &amp; discussed <em>(topic due 9/15 paper due 10/13)</em> Project 1 Course Materials distributed &amp; discussed <em>(topic due 9/15 Project 1 due 10/6)</em> <em>(Adobe Connect Pro Meeting Synchronous Session)</em></td>
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<td>9/15</td>
<td>Instruction program planning, Instructional design, creating useable materials. Use of Assistive software for special needs.</td>
<td>Project 1 Classroom instructional materials topic and Assignment 2 research paper topic due in class</td>
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<td>9/22</td>
<td>Effective teaching styles, classroom management <em>(Adobe Connect Pro Meeting Synchronous Session)</em></td>
<td>Assignment 1 Instructional Management Plan due in BB</td>
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<tr>
<td>9/29</td>
<td>Assessment of IL programs, students and evaluation of learning outcomes. Practice classroom presentations Assignment 3 distributed &amp; discussed <em>(due 10/6)</em></td>
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<td>10/6</td>
<td>Classroom presentations using course materials</td>
<td>Project 1 Course Materials &amp; Assignment 3 Eval. Form due in class</td>
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<td>Date</td>
<td>Topic</td>
<td>Due Date/Detail</td>
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<tr>
<td>10/13</td>
<td>Evaluating Online Instructional Modules</td>
<td>Assignment 2 Research paper due in BB</td>
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<td>Assignment 4 distributed &amp; discussed (due 10/27)</td>
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<td>Project 2 distributed &amp; discussed (due 11/17)</td>
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<td></td>
<td>(Adobe Connect Pro Meeting Synchronous Session)</td>
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<td>10/20</td>
<td>Storyboards, learning sequences, object management for online instruction</td>
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<td>10/27</td>
<td>Dreamweaver, Captivate and Jing for information literacy online instruction</td>
<td>Assignment 4 Storyboards loaded in BB by 11:59 p.m.</td>
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<td>11/3</td>
<td>Design of graphics and images. Putting content from storyboards into Dreamweaver, Captivate or Jing and organizing web pages.</td>
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<td>11/10</td>
<td>Online learning management systems, Wikis, Podcasts, Blogs, loading online courses on the server Blackboard Asynchronous Session</td>
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<td>11/17</td>
<td>Testing and troubleshooting online instructional module Online Instruction techniques and pitfalls. Using Synchronous and asynchronous tools in teaching online</td>
<td>Project 2 Online Tutorial due loaded on the server by the end of class</td>
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<td>11/24</td>
<td>Thanksgiving Holiday - No class</td>
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<tr>
<td>12/1</td>
<td>Online presentations using Adobe Connect Pro Meeting (Adobe Connect Pro Meeting Synchronous Session)</td>
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<td>12/8</td>
<td>Holiday – Feast of the Immaculate Conception- No class</td>
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<td>12/15</td>
<td>Final exam in class</td>
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**Course Readings:** The readings are centered on the topics we will cover in class on a given date and therefore should be read prior to the class so that you will be able to participate fully in the discussions and gain the most benefit from the instruction.
Required texts available through publisher Neil Schuman or campus bookstore:


Course Reserves available through Mullen Library:


Online via ALADIN, in Blackboard or on the web: Each reading has the source noted. (Please activate your electronic library privileges in Mullen Library.)

Readings by Date

9/1 Course introduction, assessment of technology skills, overview of class projects, information literacy competency standards and coverage


Grassian, Esther S. Information Literacy Instruction. Chapters 1-2.


9/8 Learning theories and styles, including behaviorism, constructionism, multiple intelligences and critical thinking skills, teaching information literacy those with special needs


Grassian, Esther S. Information Literacy Instruction. Chapter 3-4, 6, 13

Grassian, Esther S. Learning to lead ..., Chapter 1

Schunk Chapters 6-7 (Available online in Blackboard in the Course Documents section under Info. Lit. Readings.)

9/15 Instruction program planning, Instructional design, creating useable materials.

Crow, Kevin L.” Four Types of Disabilities: Their Impact on Online Learning”. TechTrends: Linking Research & Practice to Improve Learning, Jan 2008, Vol. 52 Issue 1, p51-55, available via ALADIN

Eisenberg, Chapters 5-7 for K-12 or Chapter 8 for Higher Ed. depending on your desired level of instruction. (Course reserves)

Grassian. Information Literacy Instruction Chapters 7,8

Grassian. Learning to Lead.... Chapter 6 and CD-ROM (text)

9/22 Effective teaching styles, classroom management, teaching resources


Grassian. Information Literacy Instruction. Chapter 6

Grassian. Learning to Lead.... Chapters 2-4,
9/29 Assessment of students and evaluation of learning outcomes


Grassian. Information Literacy Instruction Chapter 11

Grassian. Learning to Lead... Chapter 5


10/6 Classroom Presentations

10/12 Evaluating Online Instructional Modules - we will not meet in class but will have an online class via Adobe Connect Pro


Grassian. Information Literacy Instruction Chapter 10


10/20 Storyboards, learning sequences, object management for online instruction


Grassian. Information Literacy Instruction Chapters 10, 14-15

Horton. Chapter 5 pgs. 135-189. (Available online in Blackboard in the Course Documents section under Info. Lit. Readings.)

10/27 Dreamweaver, Captivate or Jing for information literacy online instruction

11/3 Design of graphics and images. Putting content from storyboards into Dreamweaver and organizing web site.


11/10 Online learning management systems, Wikis and Blogs, loading online courses on the server


11/17 Testing and troubleshooting online instructional module Online Instruction techniques and pitfalls, Using Synchronous and asynchronous tools in teaching online


Grassian. Information Literacy Instruction Chapter 16-17


11/24 Thanksgiving Holiday - No class

12/1 Online presentations using Adobe Connect Pro Meeting
12/15 Final exam in class

Assignments, Projects and Grading

The following assignments and presentations are due on the dates indicated on the syllabus and will count for 85 points out of 100 for your final grade. The final essay exam will count for 15 points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Assignment 1</td>
<td>Information Literacy instructional management plan for a large organization covering budget, grant writing, diverse audiences and multiple sessions.</td>
<td>10</td>
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<tr>
<td>2. Assignment 2</td>
<td>Research paper on information literacy problem 5 -6pgs.</td>
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<td>3. Assignment 3</td>
<td>Evaluation instrument to be used during presentation</td>
<td>5</td>
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<tr>
<td>4. Project 1</td>
<td>Unit of instructional materials for an information literacy topic for either K-12 or higher education audience.</td>
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<tr>
<td>5. Instructor-led presentation using evaluation instrument and instructional materials.</td>
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<tr>
<td>6. Assignment 4</td>
<td>Storyboards for online module of instruction</td>
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<tr>
<td>7. Project 2</td>
<td>Online unit of information literacy instruction loaded on the server</td>
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<td>8. Online teaching experience using Adobe Connect Pro Meeting</td>
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<tr>
<td>9. Class participation in discussions of readings and presentations</td>
<td>5</td>
<td></td>
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<tr>
<td>10. Final Exam in class</td>
<td>15</td>
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Grading

Grading Scale Points
A (100-94)
A- (93-90)
B+ (89-87)
B (86-83)
B- (82-80)
C (79-70)
F (69-0)

Course Policies:

ACADEMIC HONESTY: You'll find the CUA policies on “Student Academic Dishonesty” on the web at: http://policies.cua.edu/academicundergrad/integrity.cfm. You are held responsible for adhering to these policies. Incidences of academic dishonesty, defined by the University as “failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating” will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean for possible further action (including failure in the course and/or dismissal from the academic program). Talk with me, if you have questions about what is involved in such offenses. Plagiarism, which includes "[1] intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; [2] failure to attribute any of the following:
quotations, paraphrases, or borrowed information from print sources or websites; [3] buying completed papers from other to use as one's own work", will not be tolerated. For more on what constitutes plagiarism and how to avoid it, please read (carefully) Margaret Proctor's "How to Avoid Plagiarism" (http://www.utoronto.ca/writing/plagsep.html).

**ADA ACCOMODATION:** Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211) email cua-disabilityservices@cua.edu, web http://disabilitysupport.cua.edu/). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

**TIMELY SUBMISSION OF ASSIGNMENTS.** Assignments are due on the dates indicated in the syllabus and each assignment handout. Late assignments will be penalized with loss of one point per day.