Syllabus

LIS 2850: The Library's Role in Teaching and Learning

Summer 2011

Schedule:

Session I	Friday, May 20	6 – 9 p.m.	Saturday, May 21	9 a.m. – 5 p.m.
Session II	Friday, June 3	6 – 9 p.m.	Saturday, June 4	9 a.m. – 5 p.m.
Session III	Friday, June 17	6 – 9 p.m.	Saturday, June 18	9 a.m. – 5 p.m.
Session IV	Friday, July 22	6 – 9 p.m.	Saturday, July 23	9 a.m. – 5 p.m.

FASTTRACK WEEKEND: For FastTrack Students ONLY: Friday and Saturday July 15-16, 2011

Schedule to be posted later

Instructors:

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Guest Lecturer:

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Fast Track Moderator:
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Course Description:

This course will focus on the changing nature of library instruction. Topics will include: teaching and training fundamentals; information literacy; learning styles theories; basics of public speaking; managing large and small instruction programs; designing online library instruction modules; and creating successful library instruction classes in all types of library settings. While the focus of the course is mainly on *academic library instruction*, the skills and information within the class will be applicable in all types of library instruction.

Students who complete this course will be able to:

- Plan, design, implement and manage library instruction for library users and/or library staff members
- Integrate appropriate resources, methodology and technology to promote information literacy;
- Identify instructional needs of particular user groups and create materials and services to meet these needs;
- Apply general learning theory to library instructional programs
- Develop effective presentation and communication skills for program delivery and establishing strategic partnerships within the learning environment.

  In this course you will have multiple presentations:

  3 minute on a topic of your choice
  5 minute on a topic of your choice, but instructional in nature
  15 minute on a library instruction topic of your choice

This year I have contacted former students and fellow librarians to tweet about library instruction using the #LIS2850 as our hashtag. If you are not on twitter that is fine, but you might want to consider signing up.

Let's see what happens.

Calendar:

Session I

Friday, May 20th

Introduction to the Course
Adminitrivia
Review assignments and readings
Introduction to Blackboard CourseWeb and CourseCast

Presentations:

Models of Library Instruction
Instruction to Specific Populations

Saturday, May 21st

Beginning an instruction program with planning/Implementing

Morning Presentations:
- User Needs Assessment
- Instructional Goal Setting and Lesson Plans

In classroom exercise - Population/Users/Instruction Needs/Goals

Lunch

Afternoon Presentations:
- Active Learning, Assignments and Exercises
- Surprise Presentation
- Public Speaking Fundamentals
- Portfolios/Resumes

DUE: **On Saturday June 4 - Each person will do a 3 minute presentation on the topic of your choice in front of the rest of the class. You will be timed.**

FastTrack Students: If you have the capability to record yourself please try to do so, and upload to the CourseWeb site.

DUE: Sat. June 4 is the DRAFT of the Lesson Plan for you final presentation, upload to Courseweb or submit in person. I will email you back my comments/edits/suggestions before the final is due.

Session II

Friday, June 3rd

Reading Discussion & "Reality Check" (discussion of current news/trends in library instruction. Issues that have been discussed on the listserv.)

Presentations:

Creating Effective Handouts
Publicity, Marketing & Outreach

exercise Brainstorm/Publicity/Marketing/Outreach

Saturday, June 4th

Presentations:

Fundamentals of Information Literacy
Developing Critical Thinking Skills in Students
Assessment and Evaluation

Lunch

3 minute speech on Topic of your choice

DUE: **DRAFT of your Handout for your final presentation is due on June 18, submitted via CourseWeb or in person.**

5 minute presentations will be on Saturday June 18, on the topic of your choice, however topic must be instructional in nature but on anything you want. Teach us how to do something you feel comfortable sharing.

Session III

Friday, June 17th

Reading Discussion & "Reality Check" (discussion of current news/trends in library instruction. Issues that have been discussed on the listserv.)

Presentations:

Evaluating Resources/ Web Evaluation
Google Searching compared to library Database searching

Saturday, June 18th

5-minute Instruction Presentations
Lunch

Presentations:

Technology & Instruction
Classroom Management
New Developments in Library Instruction

*exercise" instructional challenges/dilemmas

DUE: Friday and Sat. July 22-23, you will need to turn in your FINAL lesson plan and handout. You will present an instructional session for 15 minutes and you will be timed and everyone in the room will do an evaluation of your presentation.

FastTrack Weekend July 15-16, FastTrack Students you will need to turn in your final lesson plan and handout. You will present an instructional session for 15 minutes and you will be timed and everyone in the room will do an evaluation of your presentation.

Session IV

Friday, July 22nd
Reading Discussion & "Reality Check"
Begin Final presentation to be accompanied by lesson plan and handout

Saturday, July 23rd
Continue Final presentations to be accompanied by lesson plan and handout
Professional Development, Instruction Burnout, & Keeping Up
Future of Library Instruction
Class Wrap-up

FASTTRACKS STUDENTS:
FASTTRACK WEEKEND Friday July 15 and Sat. July 16
Fasttrack students will give their final presentation at this time and will follow the schedule for Session IV (above)

Course Requirements:

Reading, exercises, and class/CourseWeb participation 15%
3-minute presentation…… 10%
5-minute instructional presentation……. 10%

Portfolio:
Handout. . . . …… 15%
Lesson plan and class objectives… 25%
Library Instruction Session Presentation 25%
100%

Readings:

All readings are available will be linked to the Courseweb site.

Recommended: not required books
Veldof, Jerilyn. Creating the One-Shot Library Workshop: A Step-by-Step Guide. Chicago: American Library Association, 2006. ISBN: 0-8389-0913-2.

Grassian, Esther S., and Joan R. Kaplowitz. Information Literacy Instruction: Theory and Practice 2nd edition
New York: Neal Schuman, 2009.

Projects/Presentations/Assignments:

Subscribe to ILI-L Listserv
Join ILI-L listserv and read discussions throughout the course of this class. Although academic in focus, the issues discussed on this listserv relate to instruction in any type of library. You can subscribe to ILI-L at http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/ilil.cfm

3-minute presentation Sat. June 4th
Each student will give a three minute presentation on a topic of their choice. In the past students have talked about everything from childhood stories, embarrassing moments to travel logs.

5-minute instruction presentation Sat. June 18th
Each student will give a five minute instruction presentation teaching your audience some skill. In the past, students have taught their classmates such things as samba dancing, how to make chocolate-dipped strawberries, how to thread a fly fishing rod, and how to use a USB memory stick. If you require any special audio-visual equipment, please let me know and I'll see what I can do.

Lesson plan and class objectives - Draft Due: June 4th
Create a detailed lesson plan including an outline of the class session, the resources to be covered, and the method of evaluation. This project can be designed for presentation in a public, school or academic library setting. The lesson plan will incorporate learning objectives, the handout and an assessment method. Submit the lesson plan as a Word file, and instructors will return it to you with feedback. The student will revise the lesson plan and hand it in to the instructors, along with the revised handout, on the day of presentation.

Handout – Draft due on June 18th
In conjunction with the final project, each student will create a handout or resource handout for their specific presentation. The student will revise the handout, and submit the revised version.

Final Library Instruction Session Presentation - July 22-23rd
You are to design and conduct a 15-minute portion of an instruction session. This session should be geared to the patrons of the type of library in which you plan to work. You must create a lesson plan for the instruction session, and create a pathfinder or handout to accompany the session. You will be graded by your instructor on the presentation introduction, content, your projection/voice, pace, eye contact, body language, and the presentation conclusion. Your peer students will also provide feedback about your presentation. You will turn in your final lesson plan and handout at the final presentation as well.

FASTTRACK Weekend: you will give your final presentations: July 15-16th

Academic Policies:

Attendance and Class Participation
Due to the fast pace of the course, attendance is expected at all scheduled class sessions. Partial absences may be granted for extenuating circumstances but must be requested and cleared with the instructors before the first day of classes. Your participation in class discussions is essential. Students demonstrate understanding and resolve unanswered questions by actively taking part in classroom discussions.

Academic Integrity
Students in this course will be expected to comply with University of Pittsburgh's Policy on Academic Integrity (available full-text at http://www.pitt.edu/~provost/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disabilities
If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the class. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Readings:

1. Goal Setting Guide -- Smart Goal Setting
http://www.goal-setting-guide.com/smart-goals.html

2. University of Texas at Austin – Goals and Objectives
http://www.lib.utexas.edu/services/instruction/tips/cp/cp_goals.html

3. Eduref.org -- Writing a Lesson Plan Guide
http://eduref.org/Virtual/Lessons/Guide.shtml

4.The Lesson Plans Page: 10 Steps To Developing A Quality Lesson Plan
http://www.lessonplanspage.com/WriteLessonPlan.htm

5. *Engaging the Adult Learner: Creating Effective Library Instruction*
portal: Libraries and the Academy - Volume 5, Number 4, October 2005, pp. 467-481
6. Toward A New Paradigm for Library Instruction in the Digital Library
7. *Faculty and Staff Use of Academic Library Resources and Services: A University of Iowa Libraries' Perspective* portal: Libraries and the Academy - Volume 2, Number 4, October 2002, pp. 627-646
8. ToastMasters International
9. Information Literacy Outcomes with Ideas for Active Learning & Assessment

HANDOUTS
"Assigning Inquiry: How Handouts for Research Assignments Guide Today's College Students," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Progress Report, University of Washington's Information School, July 13, 2010
http://projectinfolit.org/pdfs/PIL_Handout_Study_finalvJuly_2010.pdf

INFO LIT

Information Literacy: A Neglected Core Competency
http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/InformationLiteracyANeglectedC/199382

"Truth Be Told: How College Students Evaluate and Use Information in the Digital Age," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Progress Report, University of Washington's Information School, November 1, 2010.
http://projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf

****NOTE This report is huge..skim and focus on the executive summary**

ACRL Info Lit Gateway
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm

Standards
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/standards/standardstoolkit.cfm

Reframing Information Literacy as a Metaliteracy Thomas P. Mackey and Trudi E. Jacobson
http://crl.acrl.org/content/72/1/62.full.pdf+html

The Physics of Designing an Integrated Physics Information Literacy Program. Meghan Gamsby. Science & Technology Libraries Volume 29, Issue 4, 2010, Pages 350 - 361
Article on Blackboard

ASSESSMENT

Oakleaf, Megan. "**The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills."** Journal of Documentation. 65.4. 2009.
http://meganoakleaf.info/iliac.pdf

Angelo and Cross Examples
http://tep.uoregon.edu/resources/newteach/fifty_cats.pdf

Share your Teaching Tool Kit: Best Practices in Library Instruction
http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/eventsconferences/2000mwdiscforumsummary.cfm

Discovering your Teaching Style: Seven Ways to Enhance your Classroom Presence
http://crln.acrl.org/content/65/5/251.full.pdf
C&RL News May, 2004 p251-253, Jeanine Akers

RAILS (Rubrics) http://railsontrack.info/

Kuhlthau Model: http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm

Bloom's
Taxonomy: http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf

Resolving Difficult Situations in Instruction
http://www.lib.utexas.edu/services/instruction/tips/ic/ic_difficult.html

Academic Libraries and Instructional Games
http://lis5313.ci.fsu.edu/wiki/index.php/Academic_Libraries_%26_Instructional_Games

Tools from "Web 2.0 and Libraries: Best Practices for Social Software

http://alatechsource.metapress.com/content/u1086q436601l068/

The Horizon Report 2011
http://wp.nmc.org/horizon2011/