LIS 625
Instructional Services
Spring 2011

Instructor  Lisa G. O’Connor, Assistant Professor, Ph.D., M.L.I.S.
Office Hours Tuesday 1:00 – 3:00
Wednesday 1:00 – 3:00
Or by Appointment
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Course Description

LIS625, Instructional Services, examines instructional services that libraries and other information-related organizations offer their clients to provide them with the knowledge and skills they need to effectively use information resources. Attention is given to the nature of instructional services, the instructional needs of clients, information literacy, methods of instruction, teaching and learning styles, instructional design and the evaluation of students and instruction.

Instructional Objectives:

1. To provide information professionals with the basic knowledge and skills they need to develop effective instructional services in libraries and other information agencies.

2. To relate the different learning styles of library clients or patrons, and their information needs, to a range of instructional methods available to the information professional.

3. To understand the role of evaluation in the development and delivery of effective information services in libraries.

4. To understand the environmental circumstances that have contributed to the development of instructional services in libraries over the last 30 years.

Assignments/Grading

Web tutorial Project  25%
Instructional Unit/Wiki  35%
Web 2.0 Assignment  10%
Final Exam  20%
Participation  10%
Texts


**Grading and Attendance Policy:**

All grading is comparative, that is projects are assigned grades in comparison with each other, based on quality of thought, content and of writing style, thoroughness of research and of originality. Only exceptional work will receive an "A" grade. Projects that are received after the due date will be assigned a lower grade than would otherwise be earned.

It is assumed that each student will come to class prepared (having thoughtfully read course material) and participate actively in discussions -- the equivalent of a "B" grade for "participation." Failing to participate will lower the grade; exceptionally _informed and engaged_ participation will raise the grade.

Acceptable reasons for non participation include illness or bereavement; it is the school’s policy NOT to grant incompletes (I) for reasons other than these. Unexcused Absences in excess of 20% of the class meetings will automatically result in a maximum C grade.

**Academic Honesty**

The highest standards of academic honesty and integrity are expected; cheating and plagiarism are simply unacceptable. Any student found guilty of cheating or plagiarism on any class assignment or test will be given a grade of E for the course. Definitions and details of the university policy on academic honesty can be found in the Student Rights and Responsibilities Handbook (http://www.uky.edu/StudentAffais/Code/) in part II, sections 6.3.0, 6.3.1 and 6.3.2 or in section 6.3 of the University Senate Rules (http://www.uky.edu/USC/Section_VI.pdf). All work completed for this course must be completed specifically and only for this for this course; i.e. you may not use work completed for previous courses even if it fulfills the assignment requirements.

**Students with Disabilities**

Students with any documented disabilities should make contact me to discuss any special accommodations in the course assignments and/or delivery that must be made to enable you to participate fully in the course. For help with documentation or other assistance, please contact the Disability Resource Center, Room 2, Alumni Gym, (859) 257-2754.
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<th>Topic</th>
<th>Reading/Assignment</th>
<th>Due Dates</th>
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<td>1/18</td>
<td>Introduction to Course</td>
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<td>1/25</td>
<td>Educational Philosophy</td>
<td>Dewey, Hansen, Palmer</td>
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<td>Information Literacy</td>
<td>*IL Documents</td>
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<td>Steinburg Chapter</td>
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<td>Langer &amp; Moldoveanu</td>
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<td>2/8</td>
<td>Educational Theory/Learning Styles</td>
<td>Wilson &amp; Peterson</td>
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<td>Cassidy</td>
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<td>2/15</td>
<td>Instructional Design</td>
<td>Branch</td>
<td>Web 2.0 Assignment Begins</td>
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<td>2/22</td>
<td>Active Learning Critical Thinking</td>
<td>Ku &amp; Ho Macklin (scan Ch.4, read 5) Assaf (optional resource with excellent theoretical overview)</td>
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<td>Instructional Materials</td>
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<td>Preparing for Teaching</td>
<td>Khandelwal</td>
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<td>Managing your Class</td>
<td>Pineau</td>
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<td>3/15</td>
<td>Have a great spring break!</td>
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<td>3/22</td>
<td>Creating Assessment Camtasia</td>
<td>Dick &amp; Carey</td>
<td>Draft Planning Documents</td>
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<td>3/29</td>
<td>Creating Assessment</td>
<td>Angelo &amp; Cross</td>
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<td>4/5</td>
<td>Technology &amp; Online Instruction</td>
<td>Dewald</td>
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<td>4/12</td>
<td>Diversity Diverse Environments</td>
<td>Assigned Ch from Jacobson &amp; Williams Public Library Readings</td>
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<td>Program Management Classroom Facilities Design</td>
<td>Best Practices and Guidelines Documents</td>
<td>Tutorials</td>
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<td>Instructional Units (4)</td>
<td>Woodard &amp; Hinchliffe</td>
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<td>Final Exam</td>
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<td>Web 2.0 Journals</td>
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Readings

Information Literacy Documents

Standards for the 21st-Century Learner
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

Standards for the 21st-Century Learner offer vision for teaching and learning to both guide and beckon our profession as education leaders.

The Big Six

An alternative conceptualization of information literacy widely used in k-12 and young adult settings.

ACRL’s Nine Standards and Objectives for Information Literacy Instruction
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm
http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm

This is the information literacy framework most commonly accepted by academic libraries.

Information Seeking Process
http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm (See also the Powerpoint presentation the link for which is at the top of this page.)
This is an alternative framework for understanding what makes someone information literate. It is process based and widely used by K - 16 and public libraries to understand what students need to know to make it through the information seeking process.

Seven Faces of Information Literacy by Bruce
An innovative qualitative approach to understanding information literacy. Accepted primarily at the academic level.
http://sky.fit.qut.edu.au/~bruce/il/faces.jsp


Wilson, Suzanne M. and Penelope L. Peterson. (2006). Theories of Learning and Teaching: What do they Mean for Educators? Washington, DC: NEA. (This working paper is available online through ERIC).


Guidelines for Instruction Programs in Academic Libraries http://www.ala.org/ala/acrl/guides/guiis.html
