LIS 625
Instructional Services
Spring 2013

Instructor       Alice Wasielewski
Office Hours     By appointment
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Email            alice.was@uky.edu

Class Meetings  Thursdays 5:30 – 8:30pm Room 312

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.

Required Text


Other required readings will be assigned.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Tutorial Project</td>
<td>30%</td>
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<tr>
<td>Instructional Unit Paper/Presentation</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td>1/17</td>
<td>Educational Philosophy Information Literacy</td>
<td>Dewey Chapter 4 &amp; 10, Hansen Chapter 4, Palmer Chapter 2, G &amp; K Chapter 1</td>
<td>Student Survey</td>
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<tr>
<td>1/24</td>
<td>No Class</td>
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<tr>
<td>1/31</td>
<td>Information Literacy Educational Theory</td>
<td>*IL Documents Steinburg Chapter 1 Langer &amp; Moldoveanu</td>
<td>Turn in tutorial basic idea Sign up for paper topics</td>
</tr>
<tr>
<td>2/7</td>
<td>Educational Theory Learning Styles</td>
<td>G &amp; K Chapters 3 &amp; 4 Wilson &amp; Peterson</td>
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<tr>
<td>2/14</td>
<td>Active Learning Critical Thinking Instructional Design</td>
<td>G &amp; K Chapters 5 &amp; 6 Keller</td>
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<tr>
<td>2/21</td>
<td>Instructional Design Instructional Materials</td>
<td>Branch G &amp; K Chapters 7, 8, 9</td>
<td>Paper abstract and bibliography due</td>
</tr>
<tr>
<td>2/28</td>
<td>Creating Assessment</td>
<td>G &amp; K Chapter 11</td>
<td>Tutorial draft planning document due</td>
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<tr>
<td>3/7</td>
<td>Creating Assessment</td>
<td></td>
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<tr>
<td>3/14</td>
<td>Have a great spring break!</td>
<td></td>
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<tr>
<td>3/21</td>
<td>Technology &amp; Online Instruction</td>
<td>G &amp; K Chapters 15 &amp; 16 Dewald</td>
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<tr>
<td>3/28</td>
<td>Preparing for Teaching Managing your Class</td>
<td>G &amp; K Chapter 10 &amp; 12 Khandelwal</td>
<td>Tutorials due Tutorial presentations</td>
</tr>
<tr>
<td>4/4</td>
<td>Diversity Diverse Environments</td>
<td>G &amp; K Chapter 13 &amp; 14</td>
<td>Instructional unit papers due Instructional unit presentations</td>
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<tr>
<td>4/11</td>
<td>Program Management</td>
<td>ACRL Best Practices and Guidelines Documents</td>
<td>Instructional unit presentations</td>
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<tr>
<td>4/18</td>
<td>Program Management Classroom Facilities Design</td>
<td>Woodard &amp; Hinchliffe Litten</td>
<td>Instructional unit presentations</td>
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<tr>
<td>4/25</td>
<td>The Profession/ The Future</td>
<td>G &amp; K Chapters 2 &amp; 17</td>
<td>Instructional unit presentations</td>
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<td>4/30</td>
<td>Final Exam 5:30 PM TUESDAY</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
http://big6.com/pages/about/big6-skills-overview.php
An alternative conceptualization of information literacy widely used in k-12 and young adult settings.

ACRL’s 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.


Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline http://www.ala.org/ala/mgrps/divs/acrl/standards CHARACTERISTICS.CFM

Guidelines for Instruction Programs in Academic Libraries http://www.ala.org/acrl/standards/guidelinesinstruction
