Instructor
Lisa O’Connor
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859.257.5679
Twitter: DrOatUK

Office Hours
Monday & Wednesday 1:30 – 3:30
(In person and via Adobe Connect)

COURSE INFORMATION

Course Description
This course examines the theory and practice of instruction provided in information organizations to develop clients’ abilities to effectively locate, evaluate, select and use information. Attention is given to the nature of information literacy, systematic instructional design, needs assessment, methods of instruction, teaching and learning preferences, and the evaluation of learning and programs. This course is interdisciplinary and draws on theory from Library & Information Science, Instructional Communication, Education and Cognitive Psychology. We will examine and criticize various instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various information agency contexts, with a special emphasis on those in academic settings.

Prerequisites: LIS 601 or consent of instructor.

Course Objectives
This course will enable students to:

- Demonstrate an advanced understanding of information literacy theory
- Apply systematic instructional design processes to the planning and delivery of instruction.
- Apply research from multiple disciplines to instructional practice.
- Deliver instruction in a variety of contexts (e.g., face-to-face, computer mediated)
- Utilize current instructional technologies to develop content.
- Apply instructional strategies and communication to point-of-need contexts
Develop marketing strategies and develop persuasive messages for information literacy initiatives
Describe the major challenges faced in implementing and managing information literacy programs
Demonstrate an advanced knowledge of current trends and options for assessing information literacy learning outcomes and programs

Required Texts


Readings from scholarly and professional literature are assigned in the course schedule below. These readings are available online and will not require the use of print reserves.

STUDENT EVALUATION

Grading Scale

- [90% – 100%] = A (Exceptional Achievement)
- [80% – 89%] = B (High Achievement)
- [70% – 79%] = C (Average Achievement)
- [0% – 69%] = E (Failing)

Student Assessments

Computer-aided Instruction Project (30%): Using a systematic instructional design process, students will plan for and create a computer-aided instructional unit.

Teaching Project (25%): Students will prepare a 25-30 minute instructional unit. Each unit will be and presented to and critiqued by the group in terms of clarity, creativity, and the learning cycle. Students will turn in a 1-3 page, typed, double-spaced lesson plan. The lesson plan must include a goal statement, rationale statement, content statements (i.e. material covered), and process statements (pedagogy). Each lesson will also be captured. Students will view their own lesson, review class critiques, and submit a brief reflection on their performance.

Marketing/Outreach Plan (20%): You will create a plan for developing, integrating and marketing a new IL initiative into an existing information organization.

Teaching Portfolio (10%): Students will complete a teaching portfolio including a philosophy, syllabus, sample lesson plans, sample exams, and sample activities. Each
of these should demonstrate understanding and application of course materials, discussions, and readings.

Class Participation (15%): As you will notice, participation accounts for a significant portion of your grade for the course. Partially this is because your input is critical to the course’s success and your learning. It is also because I will ask you repeatedly to prepare and deliver mini-presentations to your small group. This is a means for getting you comfortable teaching in a group context. I take the assignment of this grade very seriously. I have included a rubric at the end of this syllabus that will be used to assess your overall participation during asynchronous weeks for the semester. No BB-based discussion is expected during synchronous weeks, though I may post forums for optional discussion. It should be used as guidance, rather than as a set of rules.

Participation also includes credit for the following:

1) If you are an asynchronous only student, you must meet with the instructor at LEAST three times during the semester: once during the first two weeks of class, at midterm, and, later, in preparation for the final project.
2) Create video introductions and other video-oriented postings as requested.
3) Responding to the instructor’s emails in a prompt manner.

As instructor, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors. Otherwise, students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Absences/Attendance
Attendance in an online environment is critical to the overall success of the course. Online attendance is measured by attendance at synchronous online meetings and logins to Blackboard and by participation in the discussion forums. An average of 2.5 hours per week should be spent engaged in this activity. Our week is officially defined as Monday - Sunday. One absence is constituted by a lack of activity for a week. Unexcused absences for online attendance will affect your grade for class participation. Unexcused absences in excess of 15% of the course “meetings” will lower your maximum possible grade for the course to a C. 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.

The Challenges of the Online Environment
While learning in an online environment may be convenient, it presents a number of unique challenges. You will need to prepare yourself for them.

Technological challenges: You know the old adage: what can go wrong will go wrong.
Expect it and plan for it. Never put off things until the last minute because technology may fail you. Give yourself plenty of time to work around technological bumps in the road. Technological failure is not an acceptable excuse for late work. You’ll also need patience and a sense of humor to work through the inevitable glitches.

**Self-discipline:** Because we will not be meeting every week, it can be surprisingly easy to forget about your online course. If you are like me, time whizzes by without my realizing how quickly it has gone. I highly recommend scheduling yourself for several regular times a week to “meet” with the class. Treat these meetings just as you would face-to-face meetings – only missing them in an emergency – and you will find it much easier to keep up with the course. I recommend the use of IStudiez (or comparable Android based apps) to help you keep up, as well.

**Reading:** This is an advanced, graduate-level seminar course. That means you will be learning primarily through reading and discussion. Thus, the reading load is much heavier than it might be in a traditional setting. Your class “discussions,” “course content,” instructions for assignments, and supplemental readings are often text-based. For some of you, this will be challenging and will require patience and tenacity. I am always here to help you and happy to answer any questions you have. I only ask that you carefully read instructions, notes, texts, and assignments thoroughly before asking for clarification. I also recommend that you make some real-time connections with a few of your classmates who live near you.
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<tr>
<th>Block/Dates</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1 1/21 –</td>
<td>Educational Philosophy</td>
<td>Dewey, Hansen &amp; Palmer</td>
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<td>1/27</td>
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<td></td>
<td>Information Literacy</td>
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| 4 | Introduction to Instructional Communication | McCroskey & Richmond Chapters 1 & 2
| 5 | Systematic Instructional Design: Analyze and Design | Branch, Chapters 1 - 3 | McCroskey & Richmond Chapter 5 & 6 | Draft IL Philosophy (Part of the Teaching Portfolio) |
| 6 | Systematic Instructional Design: Develop & Implement | Branch, Chapters 4 & 5 | | |
| 7 | Classroom Teaching | McCroskey & Richmond Chapters 6 – 7; | | |
| --- | --- | --- |
| 16 | Final Exam Week | Teaching Portfolio |
TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
  http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lhub_id=16

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: http://www.uky.edu/CIS/SLIS/academics/policies.pdf
Rubric for Discussion Participation

Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. The following rubric will be used to assess the overall quality of and assign a grade to your discussion contributions during the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable E Level</th>
<th>Acceptable C level</th>
<th>Good B Level</th>
<th>Excellent A Level</th>
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<td>Frequency</td>
<td>Consistently participates less than 2 times per week.</td>
<td>Participates 2 times and/or postings are on the same day.</td>
<td>Participates 3 times but postings are not distributed throughout week.</td>
<td>Participates 3 or more times throughout the week.</td>
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<td>Initial Topic Posting</td>
<td>Posts lack thought and preparation.</td>
<td>Posts adequate topic discussion with basic thought and preparation; and/or doesn’t address the topic fully.</td>
<td>Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.</td>
<td>Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.</td>
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<td>Follow-Up Postings</td>
<td>Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.</td>
<td>Posts basic follow-up responses and makes a moderate contribution to discussion.</td>
<td>Elaborates on existing postings with further comment or observation, enriching the discussion.</td>
<td>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</td>
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<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
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<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
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<td>Etiquette, Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in courteously but with occasional lack of clarity and/or some errors mechanics.</td>
<td>Communicates clearly and collegially with only minor mechanics errors.</td>
<td>Postings are collegial, clear, concise and free of mechanics errors.</td>
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