University of Kentucky
School of Library & Information Science

LIS 625
Information Literacy Instruction

Instructor

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Office Hours

Monday & Wednesday 1:00 – 3:00
(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 601or 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

McCroskey, J.C., and Richmond, V.P. (2005). *An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training.* Pearson Publishing: ISBN: 0205396151.

Branch, R.M. (2009). *Instructional Design: The ADDIE Approach*. ISBN: 0-387-09505-5. (Ebook available through InfoKat). (We will access parts of this online.)

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

Assignments must be turned in on time. Overdue assignments will be penalized 10% per day they are late.

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.

Marketing/Outreach Plan (15%): 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.

Class Participation (20%): 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 to go beyond simple discussion: to engage in small group activities, prepare and deliver mini-presentations to your small group and otherwise engage in the material. 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 for the semester..

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.

COURSE OUTLINE

Block/ Dates	Topic	Readings	Assignments Due**
1	Educational Philosophy Monday is a holiday!	Dewey, Hansen & Palmer	
2	What Does It Mean to be Information Literate?	Webber, S., & Johnston, B. (2000). Conceptions of information literacy: New perspectives and implications. *Journal Of Information Science*, *26*(6), 381 -397. Kuhlthau, c. C. (2008). From information to meaning: confronting challenges of the twenty-first century. *Libri: International Journal of Libraries & Information Services*, *58*(2), 66-73*.* *(If you have read Kuhlthau for other courses, you can skip this.).*	
	Alternative Conceptualizations of Information Literacy	Pawley, c. (2003). Information literacy: a contradictory coupling. *Library Quarterly*, *73*(4), 422-452. Andersen, J. (2006). The public sphere and discursive activities: information literacy as sociopolitical skills. *Journal Of Documentation*, *62*(2), 213-288. [Optional: For Public Library Interests] Hall, R. (2010). Public Praxis: A Vision for Critical Information Literacy in Public Libraries. *Public Library Quarterly*, *29*(2), 162-175. [Optional: For School Interests] Chapter One: Students as Researchers: Critical Visions; Emancipatory Insights. In Steinberg, Shirley R., Kincheloe, Joe L.(1998) *Students As Researchers: Creating Classrooms That Matter*. Falmer Press Teachers' Library Series ; 15. (E-book available through InfoKat (Netlibrary). [Optional] Langer, E. J., & Moldoveanu, M. (2000). The Construct of Mindfulness. *Journal of Social Issues*, 56(1), 1. Retrieved from EBSCO*host*.	

	Related Literacies: Media and Digital Literacy	Hobbs, R. (2011). Empowering learners with digital and media literacy. *Knowledge Quest*, *39*(5), 12-17. Mihailidis, P., & Diggs, V. (2010). From Information Reserve to Media Literacy Learning Commons: Revisiting the 21st Century Library as the Home for Media Literacy Education. *Public Library Quarterly*, *29*(4), 279-292.	
3	Pedagogy	Assaf, M. A. (2009). Teaching and Thinking: A Literature Review of the Teaching of Thinking Skills. (online through ERIC). [Optional] Ku, K.Y.L., and Ho, T. (2010). Metacognitive Strategies that Enhance Critical Thinking. *Metacognition Learning*, 5, p, 251 – 267. (Available online through ERIC). Jacobs, H. M. (2008). Information Literacy and Reflective Pedagogical Praxis. *Journal Of Academic Librarianship*, *34*(3), 256-262. Macklin, A. (2008). A PBL Approach for Teaching Complex Information and Communication Technology (ICT) Skills in Higher Education. *Community & Junior College Libraries*, 14(4), 233-249.	Draft Proposal for Instructional Unit
4	Introduction to Instructional Communication	McCroskey & Richmond Chapters 1 & 2 Estrin, J. (1998). Instructional communication as a core service competency: a call for curricular change in professional library education. *Katharine Sharp Review.* http://alexia.lis.uiuc.edu/review/6/estrin%5Finst.html Nussbaum, J. F., & Friedrich, G. (2005). Instructional/Developmental Communication: Current Theory, Research, and Future Trends. *Journal Of Communication*, *55*(3), 578-593.	

5	Systematic Instructional Design: Analyze and Design	Branch, Chapters 1 - 3 McCroskey & Richmond Chapter 5 & 6	IL Philosophy (Part of the Teaching Portfolio)
6	Systematic Instructional Design: Develop & Implement	Branch, Chapters 4 & 5	Teaching Philosophy (Part of the Portfolio)
7	Classroom Teaching	McCroskey & Richmond Chapters 6 – 7;	Planning Documents
8	Students, Power and Diversity	McCroskey & Richmond Chapters 8 Mortimore, J. M., & Wall, A. (2009). Motivating African-American Students Through Information Literacy Instruction: Exploring the Link Between Encouragement and Academic Self-Concept. *Reference Librarian*, *50*(1), 29-42.	
	Communication in and outside of the Classroom	McCroskey & Richmond Chapters 9 - 14	
	Happy Spring Break!		
9	Computer-aided Instruction	Farkas, M. (2012). Participatory technologies, pedagogy 2.0 and information literacy. *Library Hi Tech*, *30*(1), 82-94. Rand, A. (2013). A Model for Designing Library Instruction for Distance Learning. *Journal Of Library & Information Services In Distance Learning*, *7*(1/2), 84-92. Battles, J., Glenn, V., & Shedd, L. (2011). Rethinking the Library Game: Creating an Alternate Reality with Social Media. *Journal Of Web Librarianship*, *5*(2), 114-131.	Teaching Project
10	Assessing IL Learning	Branch, Chapter 6 Schilling, K., & Applegate, R. (2012). Best methods for evaluating educational	

		impact: a comparison of the efficacy of commonly used measures of library instruction. *Journal Of The Medical Library Association*, *100*(4), 258-269. Whitlock, B., & Nanavati, J. (2013). A systematic approach to performative and authentic assessment. *Reference Services Review*, *41*(1), 32-48.	
11	Assessing IL Programs	Oakleaf, M., & Kaske, N. (2009). Guiding Questions for Assessing Information Literacy in Higher Education. *Portal: Libraries & The Academy*, *9*(2), 273-286. Lindauer, B., Arp, L., & Woodard, B. S. (2004). The Three Arenas of Information Literacy Assessment. *Reference & User Services Quarterly*, *44*(2), 122-129.	
12	Social Marketing for Information Literacy Programs	Wejnert, B. (2002). Integrating models of diffusion of innovations: A Conceptual Framework. *Annual Review Of Sociology*, *28*(1), 297-326 O'Connor, L., & Lundstrom, K. (2011). The Impact of Social Marketing Strategies on the Information Seeking Behaviors of College Students. *Reference & User Services Quarterly*, *50*(4), 351-365 Ardis, S. B. (2005). Instruction: Teaching or Marketing?. *Issues In Science & Technology Librarianship*, (42)	Computer-aided Instruction Project
13	Creating Persuasive IL Messages	Farmer, L. J. (2007). I See, I Do: Persuasive Messages and Visual Literacy. *Multimedia & Internet@Schools*, *14*(4), 30-33. Immroth, B., & Lukenbill, W. (2007). Promoting Information Literacy & Teacher-Librarian Collaboration through Social Marketing Strategies: A Human Information Behavior Study. *Texas Library Journal*, *83*(2), 62-67.	

14	Managing IL Programs	Corrall, S. (2008). Information literacy strategy development in higher education: An exploratory study. *International Journal Of Information Management*, *28*(1), 26-37. 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/ala/acrl/guides/guiis.html	Marketing/ Outreach Plan
15	Continuous Improvement & Professional Development (Finals week; we will not have a final exam, but we will use this week to engage in wrap up discussion).	Westbrock, T., & Fabian, S. (2010). Proficiencies for Instruction Librarians: Is There Still a Disconnect Between Professional Education and Professional Responsibilities?. *College & Research Libraries*, *71*(6), 569-590. Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal Of Documentation*, *65*(4), 539-560.	Final Draft of 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 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&llib_id=16

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/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.

Criteria	Unacceptable E Level	Acceptable C level	Good B Level	Excellent A Level
Frequency 55%	Consistently participates less than 2 times per week.	Participates 2 times and/or postings are on the same day.	Participates 3 times but postings are not distributed throughout week.	Participates 3 or more times throughout the week.
Initial Topic Posting 10%	Posts lack thought and preparation.	Posts adequate topic discussion with basic thought and preparation; and/or doesn't address the topic fully.	Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.	Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.
Follow-Up Postings 10%	Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.	Posts basic follow-up responses and makes a moderate contribution to discussion	Elaborates on existing postings with further comment or observation, enriching the discussion.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution 10%	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support 10%	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Etiquette	Posts are rude, inappropriate, and lack respect.			Postings are collegial, respectful and appropriate.