

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 221 Planning and Delivering Information Literacy Programs

Bulletin Description: [25 words maximum]

Drawing on theory as well as practice, this course aims to provide the foundation needed to design, manage, and deliver information literacy programs.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives:

1. Design and develop an information literacy instruction program that align with the ACRL Framework for Information Literacy for Higher Education, and which will include “threshold concepts” for a specific library context and patron need.
2. Effectively apply major learning theories to instructional design and program delivery
3. Create instructional materials that provide clear well-organized content that can be utilized in a variety of learning environments.
4. Implement/ Deliver an information literacy instructional lesson plan.
5. Demonstrate understanding of the advantages and limitations of various information and technology resources, services, and tools for locating information for a given purpose.
6. Demonstrate knowledge of methods for locating, gathering, and selecting relevant information and strategies for promoting students’ proficiency in these skills.
7. Develop instructional materials that provide clear well-organized content that can be utilized in a variety of learning environments.
8. Apply evaluation methodology to learning outcomes and to assess the effectiveness of an information literacy instruction program.
9. Apply knowledge of skills for working effectively and collaboratively with others, including sharing information, contributing questions and ideas during discussions, and respecting the differing interests and experiences of others, and strategies for helping students develop these skills.

Program Goals and Outcomes:

- 5B) Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.
- 5C) Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.
- 7A) Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

7B) Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Units of Instruction:

Unit	Topics
1	Introduction to Information Literacy (IL)
2	IL & Instruction Overview/History
3	Psychology of Learning
4	Planning For Information Literacy Instruction Critical Thinking & Active Learning Needs Assessment
5	Backwards Design of Information Literacy Instruction Learning & Teaching Theories
6	Instructional Menu & Assessment Instructional Goals & Understandings
7	Learner Centered Teaching & Delivering IL in Various Environments
8	Copyright & Designing Instructional Materials
9	Using Technology to Support Pedagogy
10	Teaching in a Diverse World
11	Instructional Planning
12	Teaching Online Tools & Resources
13	Vision for Future Expanding Roles
14	Wrap-Up & Discussion of Capstone

Learning Activities

This course is designed to help students learn and practice how to design, create and implement information literacy instruction. Students will learn the history of information literacy and current day standards and trends of information literacy instruction. They will learn how to conduct a needs assessment of the population they will provide instruction for. Students will learn how to design and write appropriate goals and objectives and assessments as well as designing an appropriate instructional (lesson) plan for their information literacy instructional program. They will also practice delivering an information literacy instructional unit to their peers and instructor.

There will be ongoing online discussions using VoiceThread, blog posting, formative individual projects, peer feedback and teaching, and a summative individual project to facilitate learning the key concepts and practices that comprise planning and delivering information literacy instruction.

One individual project will focus on the design of a short lesson that effectively utilizes a technology to teach information literacy concepts. Students will individually engage in the full design of a detailed and more extensive information literacy instruction unit as a capstone. Students will engage throughout the semester in a collaborative information literacy instruction focused course blog through writing posts and commenting on peer writing.

Assessment

1. Course-Level Assessment
 - a) The online discussions and individual projects mentioned in the Learning Activities section will be designed to reinforce one or more of the course objectives listed above.
 - b) The Information Literacy Instructional Lesson Plan will be designed to apply to all course objectives, although some objectives may have a greater emphasis depending on the feedback from the earlier assignments. A sample rubric used for the assessment of the Information Literacy Instructional Lesson Plan is appended to this syllabus (Appendix A).
2. Program-Level Assessment. The MS LIS program is re-accredited every seven years by the American Library Association (ALA). The program was last re-accredited in Fall 2011. As part of this accreditation process, all constituents (students, faculty, alumni, and employers) participate in ongoing assessments providing continuous feedback, which is applied towards improving the MS LIS program. The following two assessments apply.
 - a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed to determine how well students are learning the program goals related to the course's content. For each course, faculty will select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of learning the course's related program goals. At the end of the course, the faculty member writes a report describing the class' performance, reviewing the artifact's role as a measure, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are provided for the ALA-CoA External Review Panel (ERP) visit. A template for the report is appended to this syllabus (Appendix B). In LIS 221 Planning and Delivering Information Literacy Programs, the Information Literacy Instructional Lesson Plan will be

designed to cover the program goals and outcomes listed in the aforementioned section of the syllabus. This artifact will be used to assess the course. The instructor may elect to include additional artifacts in the assessment.

- b) Student-Selected Assessment. Throughout their program of study, students select artifacts (assignments, discussion posts, projects, etc.) from their coursework to include in their e-portfolios. The ePortfolio is the end-of-program assessment for the MS LIS. Students include artifacts and write explanatory reflections as evidence of satisfying each of the eight program goals of the MS LIS. The eight program goals are based on the eight core competencies of the American Library Association (ALA). Each reflection explains how the artifact/s relate to the respective program goal and describes the artifact/s impact on their learning. In LIS 221 Planning and Delivering Information Literacy Programs, the Information Literacy Instructional Lesson Plan will be designed to cover the program goals and outcomes listed in the aforementioned section of the syllabus. Students may include this project in their e-portfolio as evidence of satisfying the program goals in LIS 221's syllabus. The rubric used for assessment is posted for the students (http://campusguides.stjohns.edu/ld.php?content_id=14727403).

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Online Discussion (25%)
- b) Blog Posts (15%)
- c) Teach Mini-Lesson (10%)
- d) Capstone Project Total (50%)
 - Needs Assessment – 8%
 - Program Goals & Objectives – 8%
 - Assessment Plan – 8%
 - Design of Instructional Plan – 8%
 - Implement Instructional Plan – 8%
 - ID Process Paper – 5%
 - Self-Reflection Paper – 3%
 - Peer Evaluation Forms – 2%

Bibliography:

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Berrio Matamoros, A. (2016). Differentiated Instruction in Information Literacy Courses in Urban Universities: How Flipping the Classroom Can Transform a Course and Help Reach All Students. *Browser Download This Paper*.

Chodock, T., & Dolinger, E. (2009). Applying universal design to information literacy: Teaching students who learn differently at Landmark College. *Reference & User Services Quarterly*, 49(1), 24-32.

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Oakleaf, M. (2014). A roadmap for assessing student learning using the new framework for information literacy for higher education. *The journal of academic librarianship*, 5(40), 510-514.

Townsend, L., Brunetti, K., & Hofer, A. R. (2011). Threshold concepts and information literacy. *portal: Libraries and the Academy*, 11(3), 853-869.

Walsh, A. (2009). Information literacy assessment: where do we start?. *Journal of Librarianship and Information Science*, 41(1), 19-28.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

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Williams, J. L. (2000). Creativity in assessment of library instruction. *Reference Services Review*, 28(4), 323-335.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)