

LIS 665 Teaching Information Technology Literacy

Spring 2006: Class meets Mondays 4:00-6:40 in Bilger 319

Instructor: Dr. Diane Nahl

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Office Hours: Monday 2:30-3:30 p.m.; Tuesday 3-4:30 p.m.; and by appt.

Course Description

Introduction to the history, rationale, theories, principles and concepts of library and information technology literacy instruction, including, learning theories and user-based research methods. Examines program design, administration, and evaluation. Provides practical experience in instructional design, implementation, and outcomes assessment. Includes field research component.

Prerequisite: LIS 601

Program Learning Objectives

This course addresses the following objectives of the LIS Program, enabling students to:

1. demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology;
3. apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
6. demonstrate theoretical understanding of and basic competencies in retrieval, dissemination, utilization and evaluation of information sources;
7. demonstrate an understanding of the principles of administration applicable to libraries and information centers;
9. demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;

Course Learning Objectives

Because this course focuses on learning and instructional design, these course objectives follow the model used in the assignments.

Affective Learning Objectives

In this course students will endeavor to:

1. value creating opportunities for cooperation between teaching faculty and librarians.
2. be willing to acquire and adopt instructional design principles in creating instruction for information technology users.
3. appreciate the benefits to users of providing information skills instruction.
4. develop a personal philosophy of user-based instructional service.
5. take the perspective of users in order to create relevant instruction.
6. be willing to incorporate principles of learning theory into instruction.
7. consider the consequences of barriers to information literacy.
8. appreciate the need for user-based assessment in information settings.

Cognitive Learning Objectives

By the end of the course students will be able to:

1. critically examine contemporary library instruction, technology instruction, and information seeking theory and research.
2. objectively and analytically examine the information seeking process through observation to identify instructional needs.
3. apply concepts from contemporary learning theory to individuals learning information technology.
4. incorporate principles of instructional design in group or individual course-integrated information instruction.
5. examine the status of, and develop strategies for improving the librarian-teaching faculty relationship.
6. ascertain information needs, assess learning outcomes and evaluate instructional efforts.
7. develop performance objectives for information technology instruction in the affective, cognitive, and sensorimotor behavioral domains, and distinguish between different levels of instruction.
8. determine appropriate methods of instruction for various information settings and types of users.

9. conceptualize, develop, teach and evaluate a complete instructional unit.
10. analyze and evaluate the instructional process to design and revise instruction.
11. evaluate, compare, and adapt instructional materials.
12. compare user-based assessment methods.

Sensorimotor Learning Objectives

By the end of the course students will be able to:

1. provide effective hands-on, interactive instruction to learners.
2. observe information skills of learners and gather, analyze and summarize data on their habits, skills, and errors.
3. produce and demonstrate user-centered instructional materials.
4. orally present relevant information literacy research findings and lead the class in discussion.
5. discuss with library users their on-going information problems.
6. complete an assessment of users on some aspect of learning information systems, including assessment instrument design, data gathering, analyses and reporting.

Course Philosophy

This course emphasizes developing professional knowledge and skills in understanding information seeking and use for the purpose of designing instruction relevant to particular academic user groups. Learning to teach students how to search and how to ask the right questions in pursuit of information requires us to take a no-fault attitude toward errors, and use them as learning opportunities through error analysis. Fieldwork helps us to focus on the intermediary role of librarians as instructors through real world experience teaching students how to solve their information problems. The broad goal of the course is to help students acquire professional instructional skills and the ability to design standards-based user-oriented instruction and conduct user-based assessment of learning in a collaborative, classroom-workshop environment.

Teaching Method

Lecture, small group discussion, problem-solving exercises, instructional design and assessment workshops, student oral presentations, collaborative work, guest presentations, fieldwork, model assignments, design and evaluation of instructional materials.

Requirements

Readings

Required Text: Jacobsen, Trudi E. and Lijuan Xu. 2004. *Motivating Students in Information Literacy Classes*. New York: Neal Schuman.

In addition to the text, there are weekly reading assignments from the instruction literature and relevant Web sites.

Assignments and Grading

Instruction Observation Report	15
Instruction Unit	30
Outcomes Assessment Study	30
LILO Rubrics Report	15
Class participation/exercises	10
	100
Total	

Refer to the written *Assignment Instructions*. Read the instructions for each assignment and follow them closely. Your grades depend on how well you follow written instructions. Please do not use report covers or binders.

Grading Scale: 100-98 A+, 97-94 A, 93-90 A-; 89-87 B+, 86-83 B, 82-80 B-;
79-77 C+, 76-73 C, 72-70 C-; 69-67 D+, 66-63 D, 62-60 D-

Due Dates

Due dates are given on the course schedule. Late assignments will be assessed one point per day.

Participation Requirements

Attendance, discussing assigned readings, class exercises, fieldwork, group work and active class participation are required.

Technology Requirements

This course requires you to use a computer to produce all of the written assignments. PCs and Macs are available in the ICS and other UH computer labs, but you must bring your own paper to print. ICS Labs require you to apply for an account each semester, so fill out the form for this term if you have not done so. You are also required to obtain and use your hawaii.edu email account for course correspondence. Students are expected to use the Internet, subscribe to at least two instruction-oriented listservs, and to locate and study World Wide Web resources pertinent to the course topics. Students are strongly encouraged to post their assignments in an e-portfolio on a personal UH Web site.

LIS 665 SPRING 2006 COURSE SCHEDULE

(Subject to change)

Session	Date	Topics	Assignments & Due Dates
(1)	JAN 9	History of Instruction in Libraries and Professional Associations. Instruction Observation. Instruction Unit.	Rockman
	JAN 16	Holiday: Martin Luther King Day	
(2) observe	JAN 23	Instructional Design and Strategic Planning.	Ch 1 & 2; ACRL competencies & outcomes; Litzinger • DUE: Instruction Unit Topic (no topic changes after this date)
(3) observe	JAN 30	Learning Theory and the Learning Domains. Integrated Affective and Cognitive Learning Outcomes Outcomes Assessment Study.	Ch 3; Nahl-J; Teaching Gen Y
(4) observe	FEB 6	Formats and Methods for Instruction. Guest instructor: Randy Hensley, Information Literacy Librarian, HL	Ch 4; Hensley; Small • DUE: Instruction Unit: Learning Outcomes
(5) observe	FEB 13	Active and Collaborative Learning Models.	Ch 5; Gratch-Lindauer; Keyser; Instruction Librarian Orientation video • DUE: Instruction Unit: Revised Learning Outcomes
	FEB 20	Holiday: President's Day	
(6)	FEB 27	Needs Assessment. Information Literacy Assessment.	Ch 6; Holliday; Hutcherson • DUE: Instruction Unit Hands-on Exercise
(7) teach	MAR 6	Noticing, Appraising and Evaluating Information.	Ch 7; Info Eval links; Teaching as Performance ppt • DUE: Instruction Unit Test &

			Evaluation Items
(8) teach	MAR 13	Developing Librarian-Teaching Faculty Partnerships Guest instructor: Kevin Roddy, Kapiolani CC Instruction Librarian	Curzon; Walter et al.
(9) teach	MAR 20	Developing Rubrics Guest instructor: Dr. Violet Harada, LIS Professor	Churkovich & Oughtred; Using Scoring Rubrics •DUE: Instruction Observation Report
	MAR 27	Spring Break-Kuhio Day	
(10)	APR 3	Being Fluent in IT.	CTSB report ; Hensley
(11)	APR 10	Information Literacy Program Assessment. Gregg Geary, Director, SL	Warner; IL IQ •DUE: Instruction Unit
(12)	APR 17	Future of Information Instruction. Faculty Status.	Ch 8 ; Stoffle ; UHPA & UH Tenure & Promotion
(13)	APR 24	Information Counseling.	Kracker; Kuhlthau; Nahl •DUE: LILO Rubrics Report
(14)	MAY 1	Review and Synthesis	•DUE Outcomes Assessment & Instruction Unit Presentations Course evaluation
(15)	MAY 8	Last day to turn in assignments.	•DUE: Outcomes Assessment Report