

**MLIS 9152: Fridays, 9:00 – 11:50am**

**Room: FNB 2230**

**Instructor: LEEANNE ROMANE, BA, MLIS**

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**Office Hour: By appointment**

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### **Course Description**

Theoretical and practical issues associated with information literacy instruction. Principles of designing, implementing and evaluating instructional programs to meet the instructional needs of information users. Experience in instruction skills, and the design, delivery and assessment of instructional programs.

Prerequisite: MLIS 9003

### **Course Objectives**

To explore theoretical and practical issues relating to library instruction and information literacy;

To introduce the principles of designing, implementing and evaluating instructional programs to meet the needs of the information user;

To describe and explain learning theories relevant to instruction;

To apply the principles and practices of adult education to instruction programs;

To provide practical experience in instructional skills;

To develop experience in the design, delivery, and evaluation of instruction.

### **Student Outcomes**

Upon successful completion of assignments, readings and class participation, students will be able to:

1. integrate appropriate resources, methodology and technology to promote information literacy
2. identify instructional needs of particular user groups and create materials and services to meet these needs
3. design and implement instructional goals and outcomes based on an understanding of cognitive theories of learning
4. develop effective communication skills for program delivery and establishing strategic partnerships appropriate for the learning environment

### **Learning and Teaching Expectations**

This course is seminar based, and will involve lectures, class discussions, activities, individual and group work, and guest speakers. Class preparation and participation are expected and are key to successful completion of this course. Students are expected to prepare themselves for class discussion by completing weekly readings, and from their own readings of the literature and online listservs and discussion.

### **Assignments and Evaluation**

The following assignments must be completed. These will provide opportunities to research issues in the field, and to develop expertise in designing, delivering and evaluating information literacy instruction.

Class Participation	10%
Microteach	25%
Assignment #1: Instruction Reflection	10%
Finals Assignment: Information Literacy Program Plan	55%
- Proposal	80%
- Presentation	20%

## Course Policies

The *MLIS Graduate Student Handbook* at

<http://intra.fims.uwo.ca/students/handbooks/mlis/index.htm> contains complete details of the program policies. Please contact us as soon as possible if an emergency situation arises which prevents you from attending class or submitting your work on time.

**Attendance** requirements include punctual arrival at classes. As outlined in the handbook, absenteeism and lateness will be penalized

## Preparation and participation

You are expected to read the required readings each week in preparation for discussion of the topic and the readings.

As a guide to participation grading, the instructor will use the following rubric: Consistent, top-quality contributions = 85% or higher; Good level of participation = 75-84%; Spoke but contributed little = 65-74%; Spoke sporadically = 50-64%; Rarely participated = 0-49%.

Class contributions will also be based on the *Guidelines for Participation Grades* in the *MLIS Graduate Student Handbook*.

## Submitting assignments

Due dates for course work are listed on the course outline. Late assignments will not be accepted unless you have discussed the rationale with the Instructor in advance of the due date, and may be subject to a late penalty.

## Style

Please type all assignments and include your name (not your student number), course name and number, assignment title, instructor's name.

Unless otherwise indicated use 11 or 12 point font, single spacing and 1" margins. Marks will be deducted for poor grammar, style or spelling. Please select **one** of the following style manuals and use it consistently, with the author/ date in-text system, not foot notes or endnotes.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed.. New York : Modern Language Association of America, 2003. IMS reference LB 2369.M57 2003  
*Publication Manual of the American Psychological Association*. 5th ed. Washington, DC : American Psychological Association, 2001. IMS reference BF76.7.A46 2001

## Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

## Plagiarism

Individual assignments must be uniquely your own work, and must contain appropriate credit for works cited. Collaborative work is expected for the group report and presentation, and must contain appropriate credit for works cited as well as clear indication of the contributions from team members.

As outlined in the *MLIS Graduate Student Handbook*, plagiarism is a serious scholastic offence which is associated with equally serious consequences for your academic achievements. Western's policies require instructors to remind students of this matter in every course. Additional details are available in the *UWO Graduate Student Calendar* at [http://grad.uwo.ca/section\\_ten.htm](http://grad.uwo.ca/section_ten.htm)

### **Support Services**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **RESOURCE MATERIALS:**

ALA, "Framework for Information Literacy for Higher Education." ACRL, 2016

<http://www.ala.org/acrl/standards/ilframework>

ALA, "Information Literacy Competency Standards for Higher Education." ACRL, 2000.

<http://www.ala.org/acrl/standards/informationliteracycompetency>

ALA, "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians". ACRL, 2001.

<http://www.ala.org/acrl/standards/objectivesinformation>

### **Recommended Resources in GRC Reserves:**

Grassian, E.S., & Kaplowitz, J.R. (2009). *Information literacy instruction: Theory and practice*. (2nd ed.), New York, London: Neal-Schuman Publishers.

Kuhlthau, C. C., Caspari, A. K., & Maniotes, L. K. (2007). *Guided inquiry: Learning in the 21st century*. Westport, CT: Libraries Unlimited Inc.

Neely, Teresa Y. "Information Literacy Assessment: Standards-Based Tools & Assignments". ZA3075.N435x 2006

Shonrock, Diane D. "Evaluating Library Instruction: Sample Questions, Forms & Strategies". Z711.2.E894

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### **Course Schedule**

*NOTE: The topics and/or weeks they will be covered may be subject to change.*

#### **Week 1 – May 10 – Introduction**

- Overview of the course
- What is library instruction and Information Literacy?

Grassian, E. & Kaplowitz, J.R. (2009). History of information literacy instruction. In *Information literacy instruction: Theory and practice* (9-23). New York: Neal-Schuman.

Davis, E.L., Lundstrom, K & Martin, P.N. (2011). Librarian perceptions and information literacy instruction models. *Reference Services Review*, 39(4), 686-702.  
doi: 10.1108/00907321111186695

## **Week 2 – May 17 – ACRL Information Literacy Standards, Framework for Information Literacy for Higher Education**

<http://www.ala.org/acrl/standards/ilframework>

Foasberg, Nancy M. "From Standards to Frameworks for IL: How the ACRL Framework Addresses Critiques of the Standards," originally published in portal: Libraries and the Academy, 2015, accessed in CUNY Academic Works

[https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1014&context=qc\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1014&context=qc_pubs)

## **Week 3 - May 24 – Learning and Teaching styles and theories**

- Learning Theories and styles
- Teaching Theories

Sanderson, H. (2011). Using learning styles in information literacy: critical considerations for librarians. *Journal of Academic Librarianship*, 37(5), 376-385.  
doi: 10.1016/j.acalib.2011.06.002

## **Week 4 – May 31 – Information Literacy Environments and Integrating Information Literacy**

- Information literacy in different libraries and environments
- **Guest Speaker:** Kim McPhee, Head, Teaching & Learning at UWO Libraries

Grassian, E. & Kaplowitz, J.R. (2009). Delivering information literacy instruction in various environments. In *Information literacy instruction: Theory and practice* (267-291). New York: Neal-Schuman.

Hall, R. (2010). Public praxis: A vision for critical information literacy in public libraries. *Public Library Quarterly*. 29(2), 162-175. doi: 10.1080/01616841003776383

Meulemans, Y.N & Carr, A. (2013) Not at your service: Building genuine faculty-librarian partnerships. *Reference Services Review* 41(1), 80-90.  
doi: 10.1108/00907321311300893

## **Week 5 – June 7– Instructional Design**

- Needs assessment and SWOT
- Taxonomies and standards
- Lesson Plans and Learning Outcomes
- Instructional methods

## **Week 6\* – June 14 – Active Learning and Assessment**

- Active Learning
- Assessing learning

Grassian, E. & Kaplowitz, J.R. (2009). Active learning. In *Information literacy instruction: Theory and practice* (94-108). New York: Neal-Schuman.

Chalmers, M. (2008). Lessons from the academy: actuating active mass-class information literacy instruction. *Reference Services Review*, 36(1), 23-38.  
doi: 10.1108/00907320810852005

**Week 7 – June 21 –Accessibility and Universal Design;**

- Instructional design for an inclusive classroom
- **Microteaching #1**

**Week 8 – June 28 - Online Instruction/Literacies**

**Guest Speaker:** Lynne Serviss, Services Librarian, McMaster University

Little, G. (2011). The Revolution Will be Streamed Online: Academic Libraries and Video. *Journal of Academic Librarianship*, 37(1), 70-72. doi:10.1016/j.acalib.2010.10.009

- **Microteaching #2**

**No class Week of July 1 – July 5: MLIS Research Week**

**Week 9\* – July 12 – Microteaching #3**

**Week 10 – July 19 – Microteaching #4**

**Week 11 – July 26 – Microteaching #5**

**Week 12\* – August 2 – Wrap up**

- Wrap Up, Group work time  
**Assignment #1 due**

**Week 13\* – August 9 – Information Literacy Program Presentations**  
**Final Assignment due**

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## Assignments

A detailed description of the assignments will be supplied to students.

**Microteach Session [25%]**

Due: June 21 – July 26, 2019

**Assignment #1: Instruction Reflection [10%]**

Due: August 2, 2019

**Final Assignment: Information Literacy Program [55%]**

Due: August 9, 2019

- Written Program Proposal [80%]
- Oral Presentation [15%]

**Participation 10%**