MLIS 9152: Online

Instructor: Leeanne Romane, BA, MLIS
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Office Hour: By appointment

Live class sessions (Zoom): Mondays 10-11:30am.

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 delivered synchronously via OWL, and will involve posted lectures, class discussions, activities, individual and group work. 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.htmcontains complete details of the program policies. Please contact us as soon as possible if an emergencysituation 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

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

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

Week 3 - May 24 – Learning and Teaching styles and theories (NO ZOOM SESSION)
- 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

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

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 - No class Week of June 28 - July 2: MLIS Research Week

Week 9 – July 5- Online Instruction/Literacies

> 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**

Week 10 – July 12 – Microteaching #3

Week 11 – July 19 – Microteaching #4

Week 12 – July 26 – Microteaching #5

Week 13 – August 2 – Wrap up
- Wrap Up, Group work time
  Assignment #1 due

Week 14 – 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, 2021

Assignment #2: Instruction Reflection   [10%]
Due: August 3, 2021

Final Assignment: Information Literacy Program   [55%]
Due: August 9, 2021
- Written Program Proposal [80%]
- Oral Presentation [15%]

Participation 10%