MLIS 9152: Mondays, 9:00 – 11:50am

Room: FNB 2230

Instructor: Leeanne Romane, BA, MLIS

Email: lromane@uwo.ca

Office Hour: By appointment

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

Enrollment in this course is restricted to graduate students in the Faculty of Information and Media Studies.

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 will involve lectures, article discussions, activities, individual and group work. Students are expected to prepare themselves for class by reading posted lectures, reading

assigned articles, by investigating the literature and listservs. Class preparation and participation are expected and are key to successful completion of this course.

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%
Assignment #1: Microteach	25%
Assignment #2: Instruction Reflection	10%
Assignment #3: 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 emergencysituation arises which prevents you from attending class or submitting your work on time.

Students will notify the instructor if they need to be absent from class due to inclement weather, conference attendance, serious illness, family emergencies or co-op or other job interviews. If the situation involves more than one absence, particularly in more than one course, the student should contact FIMS Graduate Student Services at 519-661-2111 Ext. 88494 or e-mail bborman@uwo.ca. Attendance requirements also include punctual arrival at classes. Late arrivals are discourteous, disruptive and unprofessional.

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.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

 Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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:

Association of College and Research Libraries. *Objectives for information literacy
   instruction: a model statement for academic librarians.*

Association of College and Research Libraries. (2000). *Information literacy competence
   standards for higher education.* Chicago: Association of College and Research Libraries.
   Z675.U5A725 2000

Burkhardt, J.M. (2016). *Teaching information literacy reframed: 50+ framework-based
   exercises for creating information-literate learners.* Chicago: Neal-Shuman.
   ZA3075.B95 2016

Cook, D., & Sittler, R.L. (2008). *Practical pedagogy for library instructors: 17 innovative
   strategies to improve student learning.* Chicago: Association of College and Research
   Libraries. Z711.25.C65P72 2008

Cox, C.N. & Blakesley Lindsey, E. (2008). *Information literacy instruction handbook.* Chicago:
   Association of College and Research Libraries. ZA3075.I536 2008

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.

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

Week 1 – May 9 – Introduction
- Overview of the course
- What is library instruction and Information Literacy?

Sample, A. (2020). Historical development of definitions of information literacy: A literature
   review of selected resources. *The Journal of Academic Librarianship*, *46*(2), 102116.

https://doi.org/10.1016/j.acalib.2020.102116

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

Hammons, J. (2020). Teaching the teachers to teach information literacy: A literature review. *The Journal of Academic Librarianship*, *46*(5), 102196.

Week 2 – May 16 –Information Literacy Standards, and Frameworks. Learning and Teaching Styles and Theories.

https://www.ala.org/acrl/standards

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

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

Week 3 - May 23 – Statutory Holiday (no class)

Week 4 – May 30 – Instructional Design
- Needs assessment and SWOT
- Taxonomies and standards
- Lesson Plans and Learning Outcomes
- Instructional methods

Week 5 – June 6 – Information Literacy Environments and Integrating Information Literacy
- Information literacy in different libraries and environments
- Collaborating with faculty

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.

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 6* – June 13 – 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.

Oakleaf, M., & Kaske, N. (2009). Guiding questions for assessing information literacy in
higher education. *portal: Libraries and the Academy*, *9*(2), 273-286.

Week 7 – June 20 –Accessibility and Universal Design;
- Instructional design for an inclusive classroom
- **Microteaching #1 and #2**

Week 8 – June 27 – Reading week – No classes
- **Assignment #2 due**

Week 9* – July 11 – Online Instruction/Literacies

- Theories and practice in online instruction
- **Microteaching #3 and #4**

Courtney, M. & Wilhoite-Mathews, S. (2015). *From Distance Education to Online Learning:*
    Practical Approaches to Information Literacy Instruction and Collaborative Learning in Online
    Environments. Journal of Library Administration, 55:4, 261-277,
    DOI: 10.1080/01930826.2015.1038924

Week 10 – July 18 – Group work day

Week 11 – July 26 – Microteaching #5

Week 12* – August 1 – Statutory Holiday – No classes

Week 13* – August 8 – Information Literacy Program Presentations
    Assignment #3 due

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

Assignment #1: Microteach Sessions   [25%]
Due: June 20 – July 26, 2022

Assignment #2: Instruction Reflection   [10%]
Due: June 27, 2022

Assignment #3: Information Literacy Program   [55%]
Due: August 8, 2022
- Written Program Proposal [80%]
- Oral Presentation [15%]

Participation 10%