LIS 526 Instructional Practices in Library and Information Services

Course Outline

Fall 2018, Monday 1:00-3:50pm, ED 177 (Education South)

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Office hours: Mondays 11:00am-12:00pm, Wednesdays 12:00-1:00pm, or by appointment

Calendar Description:

Theory and practice related to the teaching roles of the librarian or information professional. Includes planning, implementation and evaluation of pedagogical approaches for the design of effective information literacy and professional development instructional sessions.

Course Objectives: At the completion of this course, the students will be able to:

1. Articulate the various theories, from education and library and information studies, which underpin exemplary practice in information literacy instruction.
2. Select information literacy instruction models appropriate to the learning needs of clientele in various library and information settings (e.g., academic/school/public/special libraries).
3. Plan and deliver an effective, engaging learning experience for a specified audience.
4. Discuss approaches to planning, managing, and evaluating instruction in various organizational settings.
5. Consider problems and issues associated with information literacy and the provision of library instruction.

Measurable Student Learning Outcomes (SLOs):

Through in class discussion and exercises, readings and presentations, students will be able to develop, deliver, assess and improve instructional sessions in a variety of library and information settings. (Linked to PLOs 3 and 5)

Drawing on theories of information practice and learning, students will be able to assess how various learning theories can inform and improve the design and delivery of instructional sessions. (Linked to PLOs 3 and 5)

After lectures, readings and a presentation, students will be able to prepare short presentations to engage library users on relevant library services. (Linked to PLOs 3 and 5)
Relevant Program Level Learning Outcomes (PLOs):

3. Demonstrate critical thinking, analytical capacities, and problem-solving skills.
   Objective: students will possess the skills and theoretical knowledge necessary to evaluate and improve library and information systems and services.

5. Communicate effectively and professionally.
   Objective: students will be prepared to flexibly articulate and adapt their education and ongoing contributions to different environments, (e.g., global/national level bodies, provincial/district level institutions, grassroots community groups) in line with principles, norms, and practices governing professional communication in the field.

Content: History of library instruction, literacy and new literacies, learning theory, theories of information seeking behaviour, lesson planning and assessment, online/distance education, critical information literacy, games and learning

Methods: Lectures, readings, in class discussions, a guest speaker, presentations, and assignments.

Course Relationships: Pre-Requisites (PRE): LIS 501 and 503.

Required Texts: None.

Assignments and Weighting:

- Learning Theories Application Assignment 25% – Due Oct. 1
- Library Introduction and Awareness Presentation 15% – On Oct. 15
- Individual Instruction Session 45% – On Oct. 29, Nov. 5, 19, 26
- Peer Evaluation 5% – Starting Oct. 29
- Class Participation and Instructional Session Attendance 10% - Ongoing throughout the term

School of Library and Information Studies Grading Statement:

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.
Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services.

**Recording of Lectures:**

Recording of lectures is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Policy about course outlines can be found in [Section 23.4(2)] of the University Calendar.