LIS 526: Instructional Practices in Library and Information Services

Course Outline

Spring/Summer 2017

Instructors: Norene Erickson & Dr. Joanne Rodger

Email: njames@ualberta.ca & joanne.rodger@ualberta.ca

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, students will be able to:

1. Articulate where information literacy fits in the related historical, social, cultural, economic, and political contexts of Library and Information Studies.
2. Articulate the various theories, from education and library and information studies, which underpin exemplary practice in information literacy instruction.
3. Discuss information literacy standards as practiced in library and information settings.
4. Discuss approaches to planning, managing, and evaluating instruction in various organizational settings.
5. Select information literacy instruction appropriate to the learning needs of clientele in various library and information settings (e.g., academic/school/public/special libraries).
6. Plan and deliver an effective, engaging virtual tutorial to support the learning of an information literacy standard for a specified audience.
7. Consider trends and issues associated with information literacy and the provision of library instruction.
8. Synthesize research and professional literature of information literacy
9. Articulate the roles and responsibilities of information literacy librarians in a variety of library and information settings.
Measurable Student Learning Outcomes (SLOs):

The measurable Student Learning Objectives for this class are:

- After critical reading of *Guided Inquiry: Learning in the 21st Century*, students will examine their own information literacy practices and reflect on the implications for library and information settings through weekly scholarly contributions, small group discussions, activities, and a written assignment (PLO 1).
- After critical readings and listening to guest speakers, students will demonstrate an understanding of information literacy standards and practices through scholarly contributions and small group discussions, activities, and a multimedia presentation. (PLO 3, PLO 8).
- After critical examination of information literacy (and related) literature and interactions with guest speakers, students will create a digital tutorial with support resources to meet a specific information literacy standard (PLO 9).
- After critical readings and interacting with guest speakers, students will demonstrate an understanding of the role of information literacy and digital literacy librarians through scholarly contributions, small group discussions, and activities (PLO 2).
- After critical examination of information literacy (and related) literature, students will identify and analyze major issues and trends through scholarly contributions and small group discussions (PLO 2).
- After critical examination of information and instructional (and related) scholarly literature and interactions with guest speakers, students working in small groups will create a virtual seminar presentation with supporting website for a specific library and information user group (PLO 5).
- 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 Program Level Learning Outcomes (PLOO 3 and 5)
- Drawing on theories of information practice and learning including Kuhlthau’s Guided Inquiry, students will be able to assess how various learning theories can inform and improve the design and delivery of instructional sessions (linked to PLLO 3 and 8)
- After lectures, readings and a presentation, students will be able to prepare short presentations to engage library users on relevant library services. (linked to PLLO 5 and 10)

Content:

History of library instruction, literacy and new literacies, learning theory, theories of information seeking behaviour, lesson planning and assessment, lifelong learning, open
education and open educational resources, speaking and presenting, engaging audiences and colleagues, online/distance education, information literacy, digital literacy and the information society

Methods:
Written and oral introductions to topics, readings, weekly scholarly contributions and small group discussions, written assignment, pair project and group project, presentations, and guest speakers.

Course Relationships: 501 and 503 are pre-requisites

Required Texts:


Additional readings will be provided in eClass and/or available through the UofA library databases.

Assignments and Weighting:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Contributions</td>
<td>(7 activities) 85 points</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>Information Literacy Session Proposal 50 points</td>
</tr>
<tr>
<td>Assignment 2a</td>
<td>Virtual Seminar and Presentation 40 points</td>
</tr>
<tr>
<td>Assignment 2b</td>
<td>Participation in Virtual Seminars 10 points</td>
</tr>
</tbody>
</table>

Details of the assignments including assessment criteria will be posted on eClass.

All assignments should be submitted to eClass by the date and time indicated on the course schedule. Late assignments will be subject to a penalty of 10% per day (including weekends) to a maximum of 4 days. If an extension is required, please contact the instructor in advance of the deadline to make those arrangements. Normally, extensions are only given for serious illness or a death in the family.

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/](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.

Students should also be mindful of the SLIS Copyright Policy ([http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPoliciesandDocuments/SLIS_Copyright_Policy.pdf](http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPoliciesandDocuments/SLIS_Copyright_Policy.pdf)).

**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.