

**LSC 527 Information Literacy Instruction
Graduate School of Library and Information Studies
University of Rhode Island**

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I. SECTION ONE: PURPOSE AND OUTCOMES

1. Detailed Course Description: Graduate students will apply ACRL Information Literacy Competency Standards to design instructional activities to mentor undergraduate students in conjunction with WMS 150 Women's Studies course as part of an Information Literacy Instruction project to create educated communities of information literate students. Graduate students will be grounded in theory and application in teaching undergraduate students how to research and use information resources and new technologies more efficiently, effectively, and honestly. In addition, graduate students will participate in an evaluation of Information Literacy Instruction (ILI) by assessing both their progress as teachers and mentors as well as the undergraduate students' progress in becoming more effective users of library resources.

2. Course Methodology: Information Literacy Instruction will include two-hour seminars scheduled on Wednesday morning along with one hour to instruct or tutor undergraduate learners in WMS150 Women's Studies. Graduate students will learn how to create effective lessons to teach information problem-solving and research strategies to undergraduate library users especially in academic libraries. Students will read, discuss, and become grounded in the history, theory, cognitive methodologies, conceptual frameworks, design, presentation, and evaluation of information literacy instruction. The emphasis will be using Association of College and Research Libraries (ACRL) Information Literacy Competency Standards and problem solving case studies in various types of libraries. Students will create, implement, and evaluate exercises for URI undergraduate learners in Professor Karen Stein's Women's Studies course, WMS150. Students will evaluate current ILI research articles and websites by analyzing both the research and ILI websites used in other academic libraries.

Moreover, the inquiry method will be used, whereby, and students will engage in essential questions and discussions of the text readings, exercises, articles, websites and information literacy standards. Students will be asked to discuss, to question, to reflect, and to write responses in the mentor's journal or log by responding to issues raised in instruction sessions, in class, in the text, in the research and in websites. Students will keep a journal/log incorporating their responses to the instruction exercises and do a self-assessment of both the mentor's and the mentee's progress. The class will devise an overall assessment tool. The instructor will present lectures and lead seminar discussions with questions and exercises. Students will create and adapt exercises for the undergraduate learners to enable them to succeed with their research assignments in

WMS150. In addition, students will present brief scenarios of ILI case studies and discuss the resolution of the ILI problems. Students will assess research articles on ILI and critique information literacy instruction websites and present a demonstration of one of the best ILI websites and their findings to the whole class. The instructor will introduce theories of instruction and model cognitive methodologies, which students will demonstrate during their presentation of information literacy skills.

WEBCT Site is available as a supplement to this course at <http://www.uri.edu/webct> Click on LSC 527 ILI. Please check the WEBCT site weekly to post and for messages.

Online Resources: Use the GSLIS Webpage <http://www.uri.edu/artsci/lsc> to locate useful web resources including Library Blogs and Wikis. Use the URI and HELIN catalog and databases for your research and inquiry. In addition to the URI and HELIN databases, GSLIS students have access to WilsonWeb for Wilson Databases including Library Literature. Go to:

<http://hwwilsonweb.com/login>

Wilson provides access to all Wilson Databases for use by GSLIS students only. Use the Library Literature database to locate library research articles.

User ID: gslis

Password: horse

3.LSC 527 INFORMATION LITERACY INSTRUCTION COURSE OUTCOMES:

Students will demonstrate mastery of the following outcomes:

1. To define information literacy and other related literacies in effective library use.
2. To discuss learning theories and cognitive methodologies as they apply to library instruction environments.
3. To evaluate information literacy instruction websites for academic/school libraries.
4. To analyze, problem solve, and present a case study analysis in information literacy application for an academic library and freshmen or first year learning situation.
5. To present and demonstrate the best ILI websites by analyzing, evaluating, and comparing information literacy instruction websites from either two academic libraries or two school libraries.
6. To create five lessons or exercises using all six of the ACRL Information Literacy Competency Standards or the AASL Information Literacy Standards and to teach ONE formal information literacy lesson with an interactive exercise to enable students to successfully complete an assignment.
7. To reflect on your progress as an ILI mentor and your mentees' progress by keeping a journal/log and writing a reflection journal.
8. To participate in an evaluation of this ILI project and your success in integrating ACRL Information Literacy Competency Standards or AASL Information Literacy Standards into curriculum assignments.

4. INFORMATION LITERACY INSTRUCTION CERTIFICATE: This course is the capstone course for the ILIC certificate and students will demonstrate mastery of the following GSLIS Educational Outcomes to earn the certificate.

GSLIS EDUCATIONAL OUTCOMES: Students will demonstrate proficiency in the GSLIS educational outcomes number 5 and 6:

#5. Knowledge Dissemination: Service: 5a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users. **5b.** Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

#6. Knowledge Accumulation: Education and Lifelong Learning: 6a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources. **6b.** Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies. **6c.** Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

II. SECTION TWO: STANDARDS

1. INFORMATION LITERACY STANDARDS

In 1988 the American Association of School Librarians (AASL) created a national mission for school library media programs, “to ensure that students and staff are effective users of ideas and information” (AASL 1988:). A decade later in 1998, AASL reaffirmed this mission and incorporated information literacy standards in *Information Power: Building Partnerships for Learning* (AASL 1998) and also provided separate guidelines for implementing these information literacy standards K-12. (AASL 1998a) In addition, AASL identified four roles for library media specialists as teacher, information specialist, instructional partner, and program administrator (AASL 1998). AASL challenges library media specialists (LMSs) to build partnerships and collaborate with teachers, thereby, ensuring that all students are information literate and life-long learners. An information literate person is one who has “the ability to know when there is a need for information, to identify information for that need, and to be able to locate, evaluate and effectively use that information.” (ALA 1989, 1).

2. AASL INFORMATION LITERACY STANDARDS (1998):

Information Literacy: The student who is information literate

Standard 1: accesses information efficiently and effectively.

Standard 2: evaluates information critically and competently.³

Standard 3: uses information accurately and creatively.

Independent Learning: The student who is an independent learner is information literate and:

Standard 4: pursues information related to personal interests.

Standard 5: appreciates literature and other creative expressions of information.

Standard 6: strives for excellence in information seeking and knowledge generation.

Social Responsibility: The student who contributes positively to the learning community and to society is information literate and:

Standard 7: recognizes the importance of information to a democratic society.

Standard 8: practices ethical behavior in regard to information and information technology.

Standard 9: participates effectively in groups to pursue and generate information.

3. ACRL INFORMATION LITERACY COMPETENCY STANDARDS (2000)

In 2000 the Association of College and Research Libraries (ACRL) adopted six information literacy standards for college students as a continuum from the K-12 AASL Standards. The Information Literacy Competency Standards define an information literate individual as one who is able to:

1. Determine the extent of information needed
2. Access the needed information effectively and efficiently \
3. Evaluate information and its sources critically
4. Incorporate selected information into one's knowledge base and Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.”

4. School Library Media Certification Students: Demonstrate commitment to meet the Eleven RHODE ISLAND BEGINNING TEACHER STANDARDS: (RIBTS)

Standard 1. Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2. Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7. Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard 9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11. Teachers maintain professional standards guided by legal and ethical principles.

2. School of Education Graduate Themes:

The following School of Education Graduate Themes are embedded in assignments and rubrics for school library media candidates for assessment and are incorporated into TrueOutcomes e-folio. All students in LSC 520 School Library Media or LSC 527 Information Literacy Instruction will post their instructional unit to <http://www.trueoutcomes.net>.

All students in LSC 596 Practicum and Seminar in School Library Media will post to <http://www.trueoutcomes.net> their 11 rationale statements to support each of the 11 RIBTS or INTASC standards or 9 NBPTS for certified teachers.

The Graduate Program Themes are:

1. Content Based Knowledge
2. Leadership
3. Commitment to all students in Diverse Learning Communities
4. Research
5. Professional Development
6. Professional Practice

3. Disability Statement:

"Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098."

III. SECTION THREE: REQUIREMENTS

1. REQUIRED TEXTS:

Grassian, Esther S. and Kaplowitz, Joan R. Information Literacy Instruction. New York: Schuman Publishers, Inc. 2001.

Burkhardt, Joanna M., MacDonald, Mary C., Rathemacher, Andree. Teaching Information Literacy: 35 Practical Standards-based Exercises for College Students. Chicago: ALA, 2003.

2. ADDITIONAL REQUIRED READINGS: Abstracts and Website evaluations:

In addition to the required texts, each student will be responsible for writing a minimum of 2 abstracts of two recent research articles (2000-present) on ILI and for evaluating a minimum of 2 websites on information literacy instruction in school, academic or public libraries. Abstracts will be shared in class as well as a demonstration of one of your website evaluations. Use the rubrics as guides for written evaluations.

IV. SECTION FOUR: ASSIGNMENTS AND ASSESSMENTS:

1. Evaluation of 2 Websites and demonstration of one website:

Evaluate and compare current websites on information literacy instruction in school or academic libraries and write an evaluation based on established criteria. Follow the assessment tool for websites. Each student will review and write 2 website evaluations. Your web site evaluations will be discussed and presented in class as you identify your

best site and explain why. Optional assignment: In lieu of evaluating 2 websites, the student may create his/her own ILI website and share that site in class.

2. Abstract of 2 research articles on ILI:

Select two recent research articles (2000 – present) on ILI in either school, academic, or public libraries. Select two research based articles. Your abstract should be no longer than one page with 2 paragraphs highlighting the purpose of the research and identifying how ILI was used and concluding with an assessment on the value of the ILI project for the intended audience. Use your rubric as a guide.

Both Website evaluations and two abstracts = 10%

3. Case Study: Analyze and present one case study with a partner using the problem solving approach to analyze the problem. Create one memo for resolving the problem in your scenario by focusing on ILI instruction/Instruction in an academic library. Present your scenario in a role playing situation and use a problem solving approach. Each student will be responsible for one class presentation with a partner. You and your partner will be assigned to lead the discussion of his/her case and will prepare an abstract of the case and begin the session by selecting the major ILI problem in the form of a question: What would you do about ... (identify the ILI problem)?..or How should one proceed to solve (identify the ILI problem...? You should develop and choose the alternative that YOU believe is BEST and give a rationale explaining WHY. Prepare a written memo to resolve your problem. Address your stakeholders in the memo.

Use the problem solving model by also presenting issues to investigate as well as other problems, issues or assignments of concern by raising questions for class discussion. Engage the class in the discussion by asking for approaches to address the remaining issues or areas of concern. You will be graded on your effectiveness in both problem solving and in your presentation and leading a class discussion based on your questions. Put yourself in the shoes of the individual with the major problem and present the case from the first person point of view. Plan 15-minute case study presentation with questions for discussion. Use the rubrics for Case Study presentation and memo.

3. Case Study and Written Memo = 10%

4. Information Literacy Instructional Unit with Five Exercises (FIVE Lessons):

You will be required to prepare ONE formal lesson to teach undergraduates in WMS 150 Women's Studies based on your assigned topic for their research assignments. You will prepare a unit overview and a series of **FIVE** interactive lessons/exercises/activities using information literacy instruction for your assigned topic to enable undergraduates to use the URI Library Resources. Each lesson or exercises should focus on at least one of the Information Literacy Competency Standards for Academic libraries (ACRL) and be integrated with their research assignments for WMS 150 Women's Studies course. You should strive to integrate at least one cognitive strategy with a framework such as the Big6 Skills or Multiple Intelligences into your lessons, activities, or exercises. You may decide to create a web-based tutorial of exercises. The learner must be the focus of your lessons/exercises by answering the following questions stated as learner outcomes and using the infinitive form of an action verb:

1. What do you want the learner to know? (i.e. concepts or subject area content)

2. **What do you expect the learner to be able to do?** (i.e. identify which information literacy skill or standard);
3. **What do you want the learner to value** (i.e. social skills, attitudes, culture, diversity).

Sample learner outcomes for an assignment to research a woman from another country:
 A Sample: WMS 150 Assignment: In Her Shoes: Women from another culture/country as related to your assigned topics, i.e. Developing 15 Research Questions.

Upon completion of this information literacy unit and research on women from another country, the student will be able:

1. To identify women from another country and research 15 significant contributions in culture, education, economy, family, village, society or country based on 15 research questions.
2. To locate, use, and evaluate at least three sources including one research article from the reference databases from the URI Library.
3. To create a narrative about women from another country in order to value women's contributions to culture and society.

Create a unit plan overview with five separate lesson plans using the format provided on WebCT. Include title, cover sheet, lessons, handouts, pathfinders, and bibliography/webliography.

4. Formal Unit Overview including 5 lesson plans = 30%

5. Oral Presentation of ONE of your five lessons/exercises using ILI:

From the five lessons/exercises you created for your ILI unit, you will present only **ONE** of your lessons/exercises to the whole class of undergraduates. You will adapt your lessons/exercises to mentor your undergraduate learners. Your oral presentation will follow your lesson plan for a class of undergraduates in WMS 150 Women's Studies course. You will demonstrate at least **one** teaching strategy introduced in this course to demonstrate mastery such as cooperative learning, active learning, shared inquiry, interpretive questions, critical or creative thinking skills, multiple intelligences, while using an information literacy framework such as the Big Six Skills approach. Your grade for presentation will reflect how effective you are in meeting your stated outcomes as well as the style of your delivery. Thus, both content and performance are important. See rubric for presentation of ILI lesson. The presentation lesson should be an interactive activity and focus on one of the topics for the WMS 150 Women's Studies' assignment, In Her Shoes. Experience is the best teacher so practice to feel comfortable and confident.

5. Oral Presentation of lesson: 20%

6. Information Literacy Instruction & Reflection of Project in Mentor Log:

The emphasis of this course is on Instruction of undergraduate learners to teach information literacy standards to enable undergraduates to succeed with their research assignments. Your primary focus will be on meeting the course outcomes as well as GSLIS educational outcome for teaching information literacy skills. The emphasis will be on using ACRL Information Literacy Competency standards by designing lessons to use the URI Library efficiently and effectively and complete assignments honestly. You will identify how the learner will meet the ACRL standards and the specific and measurable learner outcomes for each lesson/exercise/activity. You will

reflect on your progress as an ILI Mentor as well as the Mentees progress in learning the IL process and meeting the ACRL standards by writing weekly entries in your journal as well as assess the success of this project in a final assessment.

6. Reflection in Log and evaluation of your role as mentor=20%

GRADING: Grading of assignments will be based upon the rubrics for each.

Your grade will be assessed according to the following assessments:

1. Evaluation of 2 Websites & Demo and 2 Abstracts of ILI articles	10%
2. Case Study presentation & written memo	10%
3. Formal Unit Plan with 5 lessons/exercises or Web Tutorial	30%
4. Present ILI lesson	20%
5. Reflections in your weekly Log and final assessment of project	20%
6. Weekly Class Participation	<u>10%</u>
	100%

LSC 527 Information Literacy Instruction Calendar and Weekly Topics

Prof. Cheryl A. McCarthy

V. SECTION FIVE: CLASS SCHEDULE: The weekly class meetings for seminar are required as well as weekly mentoring of undergraduate students. Seminar class sessions will be discussions of our assigned readings and teaching strategies for the topics of the day including designing and presenting lessons for undergraduates. Instruction sessions for undergraduates will depend on WMS 150 course schedule or agreed upon time to work face-to-face or online with undergraduate learners (mentees). Mentors should be available to schedule additional time either online or face-to-face in the library to guide mentees to research effectively, efficiently, and honestly using the URI Library resources to assist mentees to complete their WMS 150 research assignments.

COURSE OUTLINE OF TOPICS AND REQUIRED READINGS:

Read the assigned Chapters for Grassian and Kaplowitz as identified below in (parentheses).

Use the Exercises in Burkhardt, MacDonald, and Rathemacher as samples.

The listings in italics are proposed topics to teach undergraduates.

TEXT PART I: INFORMATION LITERACY INSTRUCTION BACKGROUND:

WEEK 1: 1. Introduction and Definitions, History and Philosophy of Information Literacy (**Chapters 1 & 2**)

LSC 527 Assigned Seminar Classroom

Week 1: Introductions/Syllabus Meet undergraduate learners in WMS 150

Week 2: 2. ACRL Information Literacy Competency Standards and integrating instruction into WMS 150, Women's Studies undergraduate course, with collaboration and planned projects in the URI Library using library resources.

TEXT: Chapter 7

Week 2: Orientation and Tour of University Library

TEXT: PART II ILI BUILDING BLOCKS:

Week 3: 3. Cognitive Learning Styles & Theories & Multiple Intelligences (**Chapters 3 & 4**) 3. Blooms Taxonomy, Critical Thinking, Active Learning & Big6 Skills (**Chapter 5 & 6**)

Week 3: Introduction to HELIN library catalog and location of resources using LC classification

TEXT: PART III PLANNING & DEVELOPING ILI

Week 4: Diversity Week at URI

Week 4: 4. Selecting Modes of Instruction & Creating Web Based Instruction & Selecting & Evaluating Web Resources (**Chapter 8 & 9**)

Week 4: GSLIS Diversity Week Program Opportunity to Participate: Participate in Diversity Week by facilitating book discussion of **Ding Ling's *I Myself Am A Woman: Selected Writings*** at MCC Hardge Forum from **4:00- 5:30 pm** for Diversity Week Celebration.

Week 5: 5. Designing instructional units and other creative ILI activities

(Chapter 10, & 11) 5. Assessing and evaluating information literacy instructional programs in academic, libraries **(Chapter 12)**

Week 5: Create a Concept Map or Web of Ideas to brainstorm possible topics to research.

DUE WEEK 5: TWO Abstracts of two research articles DUE TODAY!

TEXT: PART IV: DELIVERING INFORMATION LITERACY INSTRUCTION

Week 6: 6. Teaching: Presenting Information Literacy Instruction programs with passion **(Chapter 13)**

Week 6: Write 15 Higher Order Thinking Research Questions using ideas from the concept map or web of ideas.

Week 7: 7. Information Literacy Instruction accommodating the needs of diverse populations **(Chapter 14)**

Week 7: Introduce Reference materials and print resources to answer 15 research questions.

Week 8: 8. Demonstration and Presentation of One website per person:

Week 8: Use periodical literature and databases to find information to answer 15 questions.. Know the difference between scholarly and popular journals.

DUE WEEK 8: TWO WEBSITE Evaluations DUE TODAY and DEMO ONE!

Week 9: 9. Delivering ILI in Various Environments K-16 **(Chapter 15)**

Week 9: Use and evaluate Web resources effectively including government sites and statistical information to answer 15 research questions.

TEXT: PART V: THE FUTURE OF ILI

Week 10: 10. Technology: Teaching it to faculty and co-workers and using it to teach **(Chapters 16 & 17)**

Week 10: Introduce citation of sources using MLA and APA formats and discuss the integrity of using and citing sources both in text and in the bibliography so as not to plagiarize.

Week 11: WMS 150 Students' First Draft Papers DUE to Mentor online.

Week 11: In Her Shoes DRAFT due to Mentor and mentor assesses first draft using rubric.

Week 12: WMS 150 students' first drafts returned to students with comments either online or face-to-face before Thanksgiving vacation no seminar meeting.

Week 12: Return DRAFT with comments and rubric to mentees either online or face-to-face before Thanksgiving vacation.

Week 13: LAST CLASS: Assessment of ILI Project and Mentor's reflections and logs due. Vision for Future of ILI. (Chapter 18)

Week 13: Wrap up and Assessment of ILI project

DUE: ALL Mentor Logs/Reflections/ And Final Assessment Due in class.