# RESOURCES & INSTRUCTIONS for ASSIGNMENTS

LIS 665 Teaching Information Technology Literacy  
Spring 2013

University of Hawaii at Manoa  
Library and Information Science Program

Dr. Diane Nahl

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLABORATION AWARENESS FORM</td>
<td>2</td>
</tr>
<tr>
<td>INTERNET RESOURCES</td>
<td>8</td>
</tr>
<tr>
<td>INSTRUCTION UNIT PROJECT</td>
<td>10</td>
</tr>
<tr>
<td>INSTRUCTION OBSERVATION</td>
<td>14</td>
</tr>
<tr>
<td>OUTCOMES ASSESSMENT STUDY</td>
<td>16</td>
</tr>
<tr>
<td>REQUIRED READINGS</td>
<td>19</td>
</tr>
</tbody>
</table>
Please fill this form out at the specified intervals. As a formative assessment tool it serves to raise awareness of personal collaboration issues and allows individuals to make appropriate behavioral and attitudinal adjustments. You will analyze these forms and write about the results in the Instruction Unit Part I. Individual report.

**My Communication Style**

**Before working with my Team on the LIS 665 teaching project:**

<table>
<thead>
<tr>
<th>My Teamwork Communication Style</th>
<th>Highlight or circle only one phrase in each row that best characterizes you at this time.</th>
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<tbody>
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# My Communication Style

## 2. After the first two weeks working with my Team:

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## My Communication Style

3. After four weeks working with my Team:

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<td>Striving to meet the requirements I set for myself</td>
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<td>Interested in fulfilling all of the assignment requirements</td>
<td>Interested in establishing common ground and fulfilling obligations</td>
</tr>
<tr>
<td>Struggling with members who press for ideas that differ with my approach</td>
<td>Often picking up the slack for members who contribute less to the project</td>
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<td>Standing up for what I think is best</td>
<td>Willing to share and integrate other ideas</td>
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<tr>
<td>Making sure my stuff isn’t changed by others</td>
<td>Respecting members time, input, and effort</td>
</tr>
<tr>
<td>Demonstrating different topics and sources to avoid “doing homework” for students</td>
<td>Matching IL instruction, sources, demos, examples, and exercises to the seminar topics</td>
</tr>
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<td>Interested in having my ideas represented</td>
<td>Interested in working together productively and equitably with mutual collegial respect</td>
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<tr>
<td>Demonstrating my independence</td>
<td>Demonstrating my collegiality</td>
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My Communication Style

4. After six weeks working with my Team:

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<td>Establishing ground rules and order</td>
<td>Reconciling differences and compromising</td>
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<td>Striving to meet the requirements I set for myself</td>
<td>Respecting team members in all interactions and obligations</td>
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**My Communication Style**

5. After eight weeks working with my Team:

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# My Communication Style

## 6. After the teaching was completed:

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INFORMATION LITERACY INTERNET RESOURCES

- Listserv, Blogs, & Wikis

ILI-L Information Literacy Instruction Section site (listserv for academic instruction librarians. Subscribe using the address below, see the Web site to subscribe and for instructions on joining and leaving the list, setting digests, etc.)
http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite

Information Literacy Land of Confusion (links to related blogs and IL news)
http://www.information-literacy.net/

- Professional Associations, Research, and Learning Outcomes for IL Instruction

ALA/ACRL: Information Literacy Gateway
http://www.ala.org/acrl/issues/infolit

ACRL Instruction Section (IS): Standards & Guidelines
IL Competencies
http://www.ala.org/acrl/standards/informationliteracycompetency

Characteristics of Programs of Information Literacy that Illustrate Best Practices
http://www.ala.org/acrl/standards/characteristics

PRIMO: Peer Reviewed Instructional Materials Online
http://www.ala.org/CFApps/Primo/public/search2.cfm

Institute for Information Literacy
http://www.ala.org/acrl/issues/infolit/professactivity/iil/welcome

The First Year Experience and Academic Libraries: An Annotated Select Bibliography
http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/tmcfyebib

Information Literacy for Faculty and Administrators
http://www.ala.org/acrl/issues/infolit/overview/faculty/faculty

AASL: Standards for the 21st Century Learner (high school students are similar to college freshmen in preparation)
http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards

ALA/Library Instruction Round Table (LIRT)
http://www.ala.org/lirt/front

National Forum on Information Literacy
http://www.infolit.org

LILI Lifelong Information Literacy Web site & Blog
http://lifelonginfoliteracy.blogspot.com/

LOEX Clearinghouse for Library Instruction
http://www.emich.edu/public/loex/loex.html
UK Information Literacy & the Seven Pillars of Information Literacy
http://www.informationliteracy.org.uk/
http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf
http://www.infolitglobal.info/logo/en/download (International IL symbol)

US government Teaching Digital Literacy http://www.digitalliteracy.gov/content/educator

- **Assessment Instruments (scoring rubrics, quizzes, performance tests)**
  Assessments of Information Literacy Available Online (links to many tests, rubrics, etc.)
  http://jonathan.mueller.faculty.noctrl.edu/infolitassessments.htm

ETS information literacy standardized test:  *iSkills Assessment*

- **Teaching Critical Evaluation of Web Information Sources**
  http://lib.nmsu.edu/instruction/evalcrit.html

- **Teaching on the Web and in Second Life**

LION: Library Information Literacy Online Network
http://liontv.blip.tv/

Information Literacy Instruction Channel
http://www.youtube.com/user/DrNahl

Tutorials and training at Lynda.com with some free video instruction within courses:
http://www.lynda.com/allcourses

LibGuide for Second Life Orientation
http://chaminade.libguides.com/secondlife

Tutorials
Assessments of Information Literacy Available Online (links to many tutorials, etc.)
http://jfmueller.faculty.noctrl.edu/infolitassessments.htm

ANTS: Animated Tutorial Sharing Project (open source sharing of IL tutorials)
http://ants.wetpaint.com/

Screencast.com for ANTS users
http://www.screencast.com/users/ANTS

- **General Education Reform with Information Literacy Required**
  University of Hawaii
  http://www.hawaii.edu/gened/foundations.htm - found_Hallmarks
Teaching Information Literacy to Upper-Division Psychology Majors

Teams of LIS 665 student-instructors plan, teach, and assess student learning in an online workshop covering one of two requested topics for one of three psychology senior seminars:

**PSY 409a Driving Psychology** meets asynchronously online  
Instructor: Dr. Leon James

**Schedule:** http://www.soc.hawaii.edu/leonj/leonj/leonpsy36/weekly9to17-409a-g36.htm

Workshop on Managing Your Online Identity: Week 10: March 11-17  
Workshop on Google Search Techniques: Week 11: March 18-24

**PSY 409b Marriage Psychology** meets asynchronously online  
Instructor: Dr. Leon James

**Schedule:** http://www.soc.hawaii.edu/leonj/leonj/leonpsy36/weekly-9to17-409b-g36.htm

Workshop on Managing Your Online Identity: Week 10: March 11-17

**PSY 459 Cyber Psychology** meets asynchronously online  
Instructor: Dr. Leon James

**Schedule:** http://www.soc.hawaii.edu/leonj/leonj/leonpsy36/weekly9to17-459-g36.htm

Workshop on Managing Your Online Identity: Week 10: March 11-17  
Workshop on Google Search Techniques: Week 11: March 18-24

**Instructional Design Stage 1: Needs Assessment** to discover what learners already know, what they don’t know, their experience with information technology, searching, college level research, etc.

The initial needs assessment stage requires that Teaching Team members create and submit a set of online survey questions for learners in order to gather systematic information to inform design.

Teams will submit 3-4 questions to be compiled into a single Google Form needs assessment instrument. One person with an assistant will volunteer to compile, standardize and edit the questions submitted by the teams. Several questions are shared such as gender, age, academic status, course, experience with databases, etc., while others are pertinent to the content of a session (Google, managing online identity). Teams are responsible for checking and testing the questions in their final version on the Form to be sure they are as intended before students fill it out online.

**Due:** Finalized team questions due **January 24**; operational Google Form due **January 31** for online delivery to the seminar students. Share the final Form link with Dr. Nahl and Dr. Leon James [leon@hawaii.edu](mailto:leon@hawaii.edu)
INFORMATION LITERACY INSTRUCTION UNIT PROJECT

The purpose of this assignment is to enable students to obtain experience in:

1. Applying instructional design principles to create and teach an information literacy unit supporting upper division disciplinary coursework.
2. Identifying pertinent affective, cognitive, and sensorimotor information skills.
3. Evaluating student learning through measuring learning outcomes.
4. Analyzing your teaching style for professional development.
5. Valuing applying professional standards in designing instruction.
6. Using collaborative technology to work with teaching partners.
7. Using professional collaboration skills to work with colleagues and teaching faculty in designing IL instruction.
8. Tracking, reflecting on, analyzing, reporting, and improving collaboration skills.
9. Developing a prototype online ACRL standards-based information literacy unit.

You will work in teams of three to design, prepare, teach, and assess a complete online session in a course for psychology majors on “driving psychology” or “marriage psychology” or “cyber psychology” (scheduled March 11-17 or March 18-24), on a particular system in a seminar that partially takes place in the virtual world Second Life as well as Google Plus and Facebook.

Teaching teams use Google Documents to collaborate throughout the instructional design process, teaching materials creation, scheduling, and Google Forms and Google Spreadsheet for assessment. Your collaborative design documents must be Shared with Dr. Nahl nahl@hawaii.edu. This collaborative software has Revision History. I consult RH throughout the process and in course grading because it shows the amount, timing and type of input of each contributor, plus one can always view an earlier version so nothing is lost. Google+ Circles and Google+ Hangout may also be used in online collaborative work.

The psychology professor requested two sessions for three seminars. In general, instruction units cover aspects of the use of technology for research or for controlling access to personal information. Teams will be assigned and scheduled (Google or Managing Your Online Identity), will consult the psychology course assignment instructions for that week, co-develop a needs assessment using Google Form and obtain student responses, then determine how to teach an online session and evaluate student learning.

To facilitate this assignment, each week significant class time is devoted to working with your Team in Instructional Design Workshops. Teams will usability test other Team’s instructions before posting for the psychology students. Your sessions will be taught online in a format agreed upon by each Team. The enrollment is 20 students per seminar.

REQUIREMENTS: The information literacy instruction unit includes the following components:

I. This section of the assignment is written by each person individually and turned in separately. (20 points)
1. An introduction to the lesson giving an overview of the topic, justifying the need for the lesson by the target learners, justifying the presentation modes and methods, and integrating and citing relevant references from the instruction literature, including, the ARCS model, the ACS Taxonomy of Library Skills, and the ACRL Information Literacy Competencies. [Do not repeat your ACRL outcomes in this section as they are presented fully in Part II.]

Cite literature to illustrate specifically how you applied concepts from the 665 readings to the design of your instructional unit, i.e., present a literature review from the instruction literature and relevant Web resources that you used to create the unit. Team members may share the same references. Cite these references in the text using a standard format. Do not list items not cited in the text. Do not discuss here specific results from exercises or evaluations—those data are presented in your Outcomes Assessment Study assignment.

2. Present some learning objectives you set for yourself at the beginning of the project, and describe how your objectives were met through your experiences. Discuss and evaluate your teaching style.

3. Discuss the parts you worked on personally, and the process you went through to complete it. Respond to each of these questions: (a) How did working with an online asynchronous IL class help? (b) How did the Instructional Design Workshops help? (c) How did the ARCS model help? (d) How did the ACS Taxonomy help? (e) How did the ACRL Information Literacy Competencies help? (f) How did learning theory concepts help?

4. Discuss the teaching portion from your point of view. Discuss how well the techniques you selected worked, how you knew whether students learned what you intended, issues with online management, and stimulating student engagement. What was your favorite teaching technique?

5. Discuss your personal learning, what you got out of this teaching project, and give advice to future students. What was the value to you as a future academic librarian of producing and teaching a standards-based unit?

6. Evaluate the unit as a whole. Discuss any refinements you would incorporate in revising and teaching it the next time.

7. Evaluate your collaborative communication process using the six My Communication Style forms filled out throughout the project. Discuss your initial collaboration style perspectives and whether they changed and how. Discuss your own communication and collaborative strengths and limitations within the project.

8. Evaluate the Team's collaborative work process including communication in all modes and using collaborative software. What collaborative strengths and limitations did the Team exhibit? How were limitations addressed? Discuss any refinements you would incorporate in your own collaboration process. What was the value to you as a future academic librarian of working with an instruction Team on your standards-based unit?
II. Place these parts of the unit in one packet with the names of all members on the title page: (20 points)

1. **Title page** with content title of the instruction unit, team member names, course, semester-year, and instructor, and Table of Contents page for sub-headings with pagination.

2. **Summarize the purpose and specific goals** of the lesson, including **results of the needs assessment**. Present the affective, cognitive and sensorimotor learning outcomes for each instructional part of the overall lesson. Label outcomes clearly and indicate their level on the ACS Taxonomy. **Minimum of 1 instructional goal** (overall learning objective), **3 performance indicators**, with attendant affective, cognitive, and sensorimotor **outcomes** for each (9 measurable outcomes). **Key each outcome** to the ACRL competencies in terms of Standards, Performance Indicators, and Outcomes [SPIOs]. Specify the grading criteria mapped to each outcome.

3. List the **skills** you assumed the students had prior to the lesson, their skills as indicated by the Needs Assessment Google Form, and skills you observed in their online responses. Provide an **instructional sequence of the lesson**, including a step-by-step outline of content and procedures. This is not a script, but a detailed linear timeline outline in the order of the session. Include an estimate of timing for each section of the lesson. Include a listing of **elements, software, and materials** needed in the lesson.

4. Include the online handouts, hands-on exercises, worksheets, or visual aids (e.g., links to Web sites) needed to teach. The content of these materials must be clearly marked, and mapped showing how they address each of your outcomes.

5. Test/exercise response items (and a separate key to the answers) on content and procedures that are **keyed** to the specified learning outcomes. **Minimum of 1 test question or hands-on exercise item for each outcome**.

6. A **learner’s session evaluation form** assessing perceptions of knowledge, performance, and attitude keyed to all of the stated learning outcomes. [Similar to course evaluation forms.]

7. A **memo to the administration** justifying the need for and purposes of the lesson advocating for IL on campus. Outline how it fits into the missions and strategic plans of both the institution and the library. Include findings from outcomes assessment and evaluation. Sell it! Include tie-ins to the **UH General Education Hallmark for information literacy** (Foundation Writing Requirement, Written Communication 4.), the **UHM Strategic Plan** and the UHM libraries instructional mission [http://library.manoa.hawaii.edu/services/instruction/intro_info_lit.htm](http://library.manoa.hawaii.edu/services/instruction/intro_info_lit.htm)

8. Teams present parts of the lesson and outcomes assessment during class **(April 25)** for the **Information Literacy Poster Mini-Conference** (25 minutes max.). Awards for Best Instruction Unit will be presented.

Grading Criteria: Following instructions; user-friendliness of materials for instructor and student; creativity; use of sub-headings throughout text; accuracy; relevant citations; logical instructional sequence; useful instructional goals and outcomes, tests, evaluation instruments; evidence of tracking own collaboration data; technical accuracy (spell checking, pagination, typos, links).
InformatioN Literacy Instruction Observation Report

The purpose of this assignment is to enable students to obtain experience in needs assessment and instructional design through:

1. Making classroom and/or video observations of instructors and learners as a participant-observer.
2. Identifying affective, cognitive, and sensorimotor information skills and errors.
3. Identifying instructional design components and processes.
4. Valuing the use of observation methods for understanding learning, learners, instructional environments, and instructional techniques.

Requirements

Attend one instruction session and analyze two YouTube videos from Dr. Nahl’s Information Literacy Channel or LION videos. You may arrange to observe particular sessions or attend those announced in class. During the IL classes make notes for a 3 page report of what you observed about each point below. Include your recommendations for enhancements in student learning. Please do not identify instructors by name in the report. You may use the January 17 session we will have in class for this observation report.

Use the following items as sub-headings and comment on whether and how instructors made use of each of the following:

1. **Student participation** (hands-on exercises, asking questions, hands-on practice with sources and/or systems, working in small groups, answering instructor’s questions, etc.). Video: Note whether students are part of the presentation.

2. **Visual aids** (handouts, transparencies, blackboard, computer and Web projection, interface demonstration, etc.). Video: Note the quality of visual tools used within the presentation.

3. **Library or ICT terminology** (definitions, explanations, examples, etc.).

4. Did the instruction librarian give any assignments or reminders about work to be done after the session or before the next session (field exercises, looking things up, researching a topic, writing a paper, essay, bibliography, review, or other product, etc.)? Video: NA

5. **Testing** of library skills (pre/post-tests, quizzes, forms or worksheets, exercises).

6. **Outline** of lesson (overview, introduction, objectives, summary, etc.).

7. **Error prevention** techniques (alerting, pointing out, scenarios, reminding, etc.).

8. Teaching and presentation **techniques** (voice, eye contact, gestures, pacing, posture, facial expressions, tone, small group work, hands-on exercises, classroom management skills, etc.). Video: Note camera techniques, animation of processes, etc.

9. **Evaluation** of the session by the students. Video: NA
10. What **outcomes** or objectives (explicit or implicit) did the instructor/presenter have for the sessions? Describe any methods used to determine whether the objectives were met.

11. What is your impression of the level of **students' involvement** in the sessions? At which points were students most alive to, engaged with, and involved in the content? Video: NA

12. What specific **feedback** could help student learning? Suggest possible instructional devices to enhance involvement.

13. Give **several examples** of affective, cognitive, and sensorimotor skills you observed in the student(s) or instructor. E.g., in what ways were the videos more or less engaging than FTF instruction?

14. In your conclusion, discuss the **value** of observing academic IL instruction and what you gained from this perspective. What will you take with you in designing your session? Video: What were the strengths and limitations of video?

Grading criteria: Following instructions; use of specified sub-headings throughout the text; technical accuracy (spell-check, pagination, typos, grammar); evidence of analysis using the ACS Taxonomy; informative of the learning situation; helpful recommendations.
OUTCOMES ASSESSMENT STUDY

The purpose of this assignment is to enable students to gain skill in assessing the stages and effectiveness of learning in online information environments through:

1. Designing outcomes assessment instruments for PSY 409a, PASY 409b, or PSY 409b course assignments.
2. Designing pilot projects to study learners in online information settings.
3. Using research concepts, methods, and descriptive statistics to analyze learner data and make useful recommendations for redesign and improvement in learning outcomes.
4. Applying multiple research methods including participant-observation, action research, instructional design, statistical and content analyses.
5. Valuing assessment as a useful tool for supporting learners by improving instruction.

Instruction librarians are frequently called upon to produce data and evidence for decision-making about services to users. Strategic planning models used by institutions and accrediting bodies require librarians to focus on assessing or measuring outcomes to show the degree to which services, including instruction, are effective, meet strategic goals of the institution, and how instruction could be improved. Accrediting bodies such as WASC require academic institutions to provide evidence graduates are information literate via measuring SLOs.

Instruction Unit Teams will gather and analyze learner data from your online teaching session to extract useful information for instructional decision-making and improvement. These pilot study projects are conducted in an Assessment Workshop environment with significant time set aside in class to work on design, analyses, and reporting. Statistical analyses will be kept simple, but teams work with Google Spreadsheets for the raw data analysis of scores and other numerical data. Content analysis is applied to open-ended responses. Teams may use online polling, online worksheets, and other online tools such as Google Forms to obtain systematic assessment data.

REQUIREMENTS

Writing the Report

Although this is a team project, reports are written individually using the format for published research articles. Members may share the same Title, Abstract, References and Methodology sections (or write their own). Each person will write individual Introduction, Results, and Conclusion sections. You may choose to focus on particular aspects of the data in your individual write-up, in which case your Title may differ.

A. Describe the research project in the Introduction, including relevant features:

1. The information skills learning environment and its components.
2. The role and typical activities of learners in that environment.
3. What you chose to assess and why, i.e., how it relates to needs assessment data.
4. Cite research in a literature review and discuss its relevance to your study. Include information found in the required readings as well as other user studies. Include tie-ins to each of the following aspects of online teaching of upper-division undergraduate majors,
learning theory, the ACS Taxonomy, the ARCS model, and ACRL Information Literacy Competencies.

B. Describe the research design and methodology, including:

1. The instructional setting, student learning goals and outcomes, and the participants (number [n=], gender, age, academic status, ICT and research experience).

2. Your hypotheses (your expectations of what you'll find after observing the class, before teaching, and before gathering or analyzing any data).

3. The type of data gathered including the instrument(s) and software used to gather the data. (What did you have them do or fill-out? Systematic observations, pre-post test/quiz results, performance exercise results, interview, questionnaire, structured report, log files, ratings, rubrics, etc.).

4. The exact procedures you followed while gathering and analyzing the data (so that it could be followed and replicated by another).

5. Identify any potential confounding variables or limitations that might interfere with making a correct interpretation of the data or in generalizing it.

C. Discuss the findings, the results of your analysis, including:

1. What the data reveal about the instruction-information system dynamic (use tables, charts, and/or graphs to represent data). Label each table, chart and graph with a number and descriptive title. Place them within the text, mention them by number and discuss each (they do not stand alone, in this case a picture is not worth a thousand words). Make sentences from data in tables and graphs to explain your results, e.g., explain what contributed to the size of a pre-post test difference.

2. Discuss implications for learners, for instructional design, online teaching, and outcomes assessment. Tie-in to research literature to relate your findings to other studies, to relevant aspects of upper-division majors, learning theory, the ACS Taxonomy, the ARCS Model, and ACRL Information Literacy Competencies.

3. Conclude with suggestions for future studies, information services, instructional practice and system design.

4. Make final remarks to future 665 students about the research process and what you learned from this assignment.

D. Format

1. Reports should be accessible on the Web, about 8-10 pages (including graphics, instruments and references). Use a standard citation style for the field (prefer APA). A one-page PowerPoint slide consisting of the Title, Name, Date, Course, Abstract and a graphic of major results to make into a poster, or the Team poster for the poster conference on April 25.
2. Writing order varies with individuals; the order below often works in science writing. Organize the paper under the following sub-titles:

<table>
<thead>
<tr>
<th>WRITING ORDER</th>
<th>ORDER for REPORT SUB-TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, revise last</td>
<td><strong>Title</strong> (Fully describes the project)</td>
</tr>
<tr>
<td>Last</td>
<td><strong>Abstract</strong> (Briefly summarizes problem, method and results)</td>
</tr>
<tr>
<td>Fourth</td>
<td><strong>Introduction</strong> (States the research problem and reviews relevant literature.)</td>
</tr>
<tr>
<td>Second</td>
<td><strong>Methodology</strong> (Describes the research design and all procedures followed.)</td>
</tr>
<tr>
<td>Third</td>
<td><strong>Results and Discussion</strong> (Presents analyses, charts, graphs, tables and interpretations of data, cites related literature.)</td>
</tr>
<tr>
<td>Fifth</td>
<td><strong>Conclusion</strong> (Summarizes the important findings and makes recommendations for future research and for practice. In a separate paragraph, make comments to future students on what you value about doing this research project.)</td>
</tr>
<tr>
<td>From the beginning &amp; throughout</td>
<td><strong>References</strong> (Use standard style)</td>
</tr>
<tr>
<td>Prior to writing</td>
<td><strong>Appendices</strong> (Data gathering instruments, handouts, spreadsheets with scores, content analysis clusters and coding, etc.)</td>
</tr>
</tbody>
</table>

3. Teams make a 25 minute oral presentation of your unit and this study to the class on April 25 during the Information Literacy Poster Mini-Conference. Award for Best Outcomes Assessment paper will be posted May 9. The written report is due May 2.

Grading Criteria: Following instructions; technical accuracy (sub-headings, grammar, spell-checking, typos, pagination, consistency in citation/reference style); coherent synthesis of data; clearly marked tables, graphs, figures, images, and/or and charts; integrated discussion and explanation in text of all graphic representations; relevant integration of research literature; evidence of critical thinking; application of seminar concepts, theories, and models.
REQUIRED READINGS

Some of the articles are available as pdf documents as LIS 665 Electronic Reserves. Some have direct links to electronic journal or association sites. Many are also available as full text in Emerald, EbscoHost and other HL databases. Links are live on the syllabus schedule page as well as these Required Readings pages.

Class Participation: Prepare well for online discussions on these readings because you will use information from these in each of your written assignments, and much of this material will be directly applied to projects. Everyone is expected to post on the 665 Google Group by each Thursday before class on relevant content in weekly readings.

Team members can split up weekly readings to ensure your team posts on all of the readings each week on the Google Group. Individuals will benefit most by reading all of the assigned material. All textbook chapters (Jacobson & Xu; Radcliff et al.) are mandatory reading.

- Comment on some benefits and advantages derived from the readings as well as limitations.
- Comment on ‘take aways’ from the readings to use in your teaching project.

Session 1: Please read at least one of these reports and the book chapter and be prepared for a discussion exercise at the first class session. What findings and conclusions in the report(s) impressed you and why?


TEXT: Radcliff, Chapter 4. Informal Assessment Techniques.

Session 2:

TEXT: Chapters 1 & 2

[Read the entire page, mandatory for all students.]


Session 3:

TEXT: Chapter 3


**Exercise:** Use the Nahl taxonomy below to write one integrated (ACS) objective for your teaching project. See Handouts pp. 9-10 for illustrations. Map your ACS integrated objective to the ACRL SPIO(s) it represents.

Session 4:

TEXT: Chapter 4


**Session 5:**

**TEXT: Chapter 5**

**TEXT:** **Radcliff Chapter 1.** Introduction, **Chapter 2.** A Brief Look at Assessment **Chapter 3.** How to Choose the Right Assessment Tool, (pp. 1-22). [See Chapters 5, 9-11 for active learning exercises for your instruction unit]


**Session 6:**

**TEXT: Chapter 7**

**TEXT:** **Radcliff Chapter 4.** Informal Assessment Techniques, **Chapter 5.** Classroom Assessment Techniques


**Session 7:**

**TEXT: Chapter 6**

Teaching Critical Evaluation of Web Information Sources
http://lib.nmsu.edu/instruction/evalcrit.html

Session 8:

http://rusa.metapress.com/content/g8927765x05h3772/fulltext.pdf


Session 9:

TEXT: Chapter 7, Rubrics section pp. 108-113

Radcliff Chapter 11, Rubrics section pp. 124-128


Session 10:

Radcliff Chapter 13. Analyzing the Data


Session 11:

Radcliff Chapter 14. Working with the Results


Institutional Information Literacy IQ
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/immersion/igtest.cfm

Session 12:

TEXT: Chapter 8

http://crl.acrl.org/content/72/1/62.full.pdf+html?sid=7869169f-ba25-45d4-83a7-3840d6c86642


Session 13:

Rethinking Education: A New Michael Wesch Video. 2011.

ACRL. 2007. Standards for Faculty Status for College and University Librarians
http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsfaculty.cfm

ACRL. 2007. Joint Statement on Faculty Status of College and University Librarians
http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm

UHPA/BOR Collective Bargaining Agreement

UH Tenure & Promotion Guidelines (criteria for librarians p. 6, 10-11).
http://www.manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/

Appendix B - Supplemental Guidelines for Librarians, Specialists, or Extension Agents
http://www.manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/doc/Appendix_B.doc

Session 14:

http://crl.acrl.org/content/73/6/543.full.pdf+html?sid=9fd9468b-9009-4694-97e5-53e73e096828


Waelchli, Paul. 2009. ACRL Standards and Gaming.
http://www.gamesinlibraries.org/course/?p=62