

**RESOURCES & INSTRUCTIONS
for ASSIGNMENTS**

LIS 665 Teaching Information Technology Literacy
Fall 2011

University of Hawaii at Manoa
Library and Information Science Program

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INFORMATION LITERACY INTERNET RESOURCES

- **Listserv, Blogs, & Wikis**

ILI-L Information Literacy Instruction (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/ala/mgrps/divs/acrl/about/sections/is/ilil.cfm>

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/ala/mgrps/divs/acrl/issues/infolit/index.cfm>

ACRL Instruction Section (IS): Standards & Guidelines

IL Competencies

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

2003. Characteristics of Programs of Information Literacy that Illustrate Best Practices

<http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm>

PRIMO: Peer Reviewed Instructional Materials Online

<http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/projpubs/primosite/index.cfm>

Institute for Information Literacy

<http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/welcome.cfm>

The First Year Experience and Academic Libraries: An Annotated Select Bibliography

<http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/projpubs/tmcfyebib.cfm>

Information Literacy for Faculty and Administrators

<http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/overview/faculty/faculty.cfm>

AASL: Standards for the 21st Century Learner (high school students are similar to college freshmen in preparation)

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

ALA/Library Instruction Round Table (LIRT)

<http://www.ala.org/ala/mgrps/rts/lirt/index.cfm>

National Forum on Information Literacy

<http://infolit.org/sites-and-programs/>

LILI Lifelong Information Literacy Web site & Blog

<http://www2.library.ucla.edu/libraries/college/10645.cfm>

<http://lifelonginfoliteracy.blogspot.com/>

LOEX Clearinghouse for Library Instruction.

<http://www.emich.edu/public/loex/loex.html>

UK Information Literacy & Seven Pillars of Information Literacy

<http://www.informationliteracy.org.uk/>

http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html

<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: *i-Critical Thinking*

- **Teaching Critical Evaluation of Web Information Sources**

<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/1998/jul/teachingundergrads.cfm>
<http://lib.nmsu.edu/instruction/evalcrit.html>

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

Web Video Instruction

LION: Library Information Literacy Online Network

<http://liontv.blip.tv/>

YouTube Information Literacy Instruction Channel

<http://www.youtube.com/user/DrNahl>

Web 2.0 Technologies for Teaching

http://ipl.ci.fsu.edu/community/wiki/index.php/IPL_15_Things

Online Interactive Information Literacy Games

LC Call Number Game

<http://www.pitt.edu/~ford29/SatchLCall/COMPLETE/quizonly.html>

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

Information Literacy in Second Life <http://infolit-week-in-sl.ning.com/>

LibGuide for Second Life Orientation

<http://chaminade.libguides.com/content.php?pid=213873&sid=1779529>

Tutorials

Assessments of Information Literacy Available Online (links to many tutorials, etc.)

<http://jonathan.mueller.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>

How to create Web lessons and course materials

<http://www.umuc.edu/virtualteaching/>

- **General Education Reform with Information Literacy Required**

University of Hawaii

<http://www.hawaii.edu/gened/foundations.htm> - found_Hallmarks

California State Universities: Integration of Learning Outcomes page provides links to information literacy language in subject disciplines and for academic levels.

<http://www.calstate.edu/LS/Outcomes.shtml>

- **IL Assessment Reports**

<http://libweb.hawaii.edu/intranet/instruction/instruction.html>

<http://www.minneapolis.edu/Library/courses/infs1000/support.htm>

Teaching Information Technology Literacy to Upper-Division Psychology Majors

Teams of LIS 665 student-instructors plan, teach, and assess student learning in a 90-minute workshop covering one of the following topics for one of two psychology senior seminars:

PSY 409a Driving Psychology Research Assignment Instructions

Driving Psychology, meets in the MAC Lab in Saunders 342

Instructor: Dr. Leon James

Report 1 Instructions: <http://www.soc.hawaii.edu/leonj/leonj/leonpsy33/g33-409a-report1.htm>

Schedule: <http://www.soc.hawaii.edu/leonj/leonj/leonpsy33/409a-g33-schedule-weekly-activities.htm>

Workshop on Google Search Techniques: Week 7: Monday October 3, 2011

Workshop on Databases Search Techniques: Week 8: Monday October 10, 2011

Workshop on Managing Your Online Identity: Week 9: Monday October 17, 2011

PSY 409b Marriage Psychology Research Assignment Instructions

Marriage Psychology, meets in the MAC Lab in Saunders 342

Instructor: Dr. Leon James

Report 1 Instructions:

Schedule: <http://www.soc.hawaii.edu/leonj/leonj/leonpsy/409b-g33-schedule-weekly-activities.htm>

Workshop on Managing Your Online Identity: Week 7: Monday October 4, 2011

Workshop on Google Search Techniques: Week 8: Monday October 11, 2011

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 some team members to visit the seminar early in the term prior to the scheduled teaching session to observe and gather information about the learners to help in the design of instruction. Teaching Teams will also submit a set of survey questions for learners 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 will volunteer to compile, standardize and edit the questions submitted by the teams. The volunteer may have assistance but best if one person finalizes so there are no surprises for the Teams. Several questions are shared such as gender, age, academic status, experience with databases, etc., while others are pertinent to the content of a session (Google, databases, online privacy). Teams are responsible for checking the questions in their final version on the Form to be sure they are as intended before students fill it out.

Due: Finalized team questions due **September 1**; operational Google Form due **September 8** for online delivery to the seminar students. Send the final Form link to Dr. Nahl and Dr. Leon James <mailto:licujames@gmail.com>

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 a 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 and improving collaboration skills.

You will work in teams of three to design, prepare, teach and assess a complete **90-minute session** in a course for psychology majors on “driving psychology” or “marriage psychology” (scheduled **October 3 through October 17**), on a particular system in a seminar that partially takes place in the virtual world Second Life and uses Facebook. Your teaching team will use Google Documents to collaborate throughout the instructional design process, materials creation, scheduling, teaching, and Google Forms and Google Spreadsheet for assessment. Your collaborative design documents must be **Shared** with Dr. Nahl nahl@hawaii.edu. This collaborative software includes 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 +, Google Circles and Google Hangout may also be used in online collaborative work.

The psychology professor requested several sessions for two seminars including relevant HL databases and advanced Google to enable students to obtain relevant materials for an assignment. He also requested a session for both seminars on managing online identity. In general, instruction units cover aspects of the use of technology for research or for controlling access to information. Teams will select a session focus from the schedule (PsychInfo+, Google, Managing Your Online Identity), consult the psychology assignment instructions, co-develop a needs assessment using Google Forms and obtain student responses, then determine how to teach a 90' session and evaluate student learning.

To facilitate this assignment, each week class time will be devoted to working with your Team in **Instructional Design Workshops**. Teams will usability test each other's instructions before teaching. An electronic response card system for students is available for use in your instructional sessions. Your sessions will be taught in the PC lab in Saunders 339 that has an instructor's computer as well as individual workstations for 20 students. The enrollment is 20 per seminar.

REQUIREMENTS: The instruction unit includes the following components:

- I. **This part 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.

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 that are not cited in the text. Do not discuss here specific results from exercises or evaluations—that data will be 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 they 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. Answer **each** of these questions: **(a)** How did working with a live 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. What is your favorite teaching technique? Which teaching technique do you feel is most effective for this particular instruction situation?
5. 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 classroom management, and stimulating student engagement. Discuss your personal learning, what you got out of this teaching project, and give advice to future students.
6. Evaluate the unit as a whole. Discuss any refinements you would incorporate in revising it and teaching it the next time. What was the value to you as a future academic librarian of producing and teaching a standards-based unit?
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 strengths and limitations in 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 a Team on your standards-based unit?

II. Place these parts of the unit in one packet with the names of all members on a cover page: (20 points)

1. Title page with names, course, semester-year, and instructor, and Table of Contents page of 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 (Standards, Performance Indicators, and Outcomes SPIOs).
3. List the **skills** you assume the students have prior to the lesson, skills indicated by the needs assessment Google Form and skills you observed in their classroom. 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. Mark areas that could be skipped. Include a listing of **equipment, props, and/or materials** needed in the lesson.
4. Include the handouts, hands-on exercises, worksheets, or visual aids (e.g., links to Web sites) needed to teach it. The content of these materials must be clearly marked, 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/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, and 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](http://www.hawaii.edu/gened/foundations.htm#foundhallmarks) (Foundation Writing Requirement, Written Communication 4.) <http://www.hawaii.edu/gened/foundations.htm#foundhallmarks>; the [UH Strategic Plan](http://manoa.hawaii.edu/vision/pdf/DOD_English.pdf) http://manoa.hawaii.edu/vision/pdf/DOD_English.pdf; and the [HL Strategic Plan and Mission](http://libweb.hawaii.edu/uhmlib/libinfo/strategic_plan.pdf) http://libweb.hawaii.edu/uhmlib/libinfo/strategic_plan.pdf; HL instruction mission http://library.manoa.hawaii.edu/services/instruction/intro_info_lit.htm
8. Teams will present parts of the lesson and outcomes assessment in class (**December 1**). (20-25 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).

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 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 watch two [YouTube videos](#) or [LION videos](#) from Dr. Nahl's Information Literacy Channel. You may arrange to observe sessions or attend those announced in class. During the IL classes make notes for a 3 page typed 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 September 1 session we will have in class for this observation report.

Use these 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, 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 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, exercises).
6. **Outline** of lesson (overview, introduction, objectives, summary, etc.).
7. **Error prevention** techniques (alerting, pointing out, scenarios, reminding, etc.).
8. **New content** area knowledge (concepts, sources, etc.).
9. 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.
10. **Evaluation** of the session by the students. Video: NA
11. 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.

12. 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
13. What specific **feedback** could help student learning? Suggest possible instructional devices to enhance involvement.
14. 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 fff?
15. 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 information environments through:

1. Designing outcomes assessment tools for a PSY 409a or PSY 409b course assignment.
2. Designing pilot projects to study learners in information settings.
3. Using research concepts, methods, and 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 through 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 their graduates are information literate via measuring SLOs.

Instruction Unit Teams will gather and analyze learner data from your teaching session to extract useful information for instructional decision-making and improvement. These pilot study projects are conducted in an Assessment Workshop environment with 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 used for open-ended responses. Teams may use a Response Card system, printed worksheets, and 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.
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 the following aspects of teaching **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 and the instrument(s) 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 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, 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 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), double-spaced. Use a standard citation style for the field (prefer APA). **Extra credit: a one-page PowerPoint slide** consisting of the Title, Name, Date, Course, Abstract and a graphic of major results to make into a poster.

2. Writing order varies with people, the order below often works in science writing. Organize the paper under the following sub-titles:

WRITING ORDER ORDER for REPORT SUB-TITLES

First, revise last	Title (Fully describes the project)
Last	Abstract (Briefly summarizes problem, method and results)
Fourth	Introduction (States the research problem and reviews relevant literature.)
Second	Methodology (Describes the research design and all procedures followed.)
Third	Results and Discussion (Presents analyses, charts, graphs, tables and interpretations of data, cites related literature.)
Fifth	Conclusion (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.)
From the beginning & throughout	References (Use standard style)
Prior to writing	Appendices (Data gathering instruments, handouts, spreadsheets with scores, content analysis clusters and coding, etc.)

3. Teams make a 20-25 minute oral presentation of your unit and this study to the class (to be scheduled in class on **Dec 1**). Award for Best Outcomes Assessment paper will be posted Dec 15. The written report is due **Dec 8**.

Grading Criteria: Following instructions; technical accuracy (sub-headings, grammar, spell-checking, typos, pagination, consistency in citation/reference style); coherent synthesis of data; relevant integration of research literature; evidence of critical thinking; application of seminar concepts, theories and models.

REQUIRED READINGS

Most of the articles are available as [pdf documents in LIS 665 Electronic Reserves](#). Some have [direct links to electronic journal or association sites](#). Many are also available as full text in 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 the readings in each of your written assignments, as much of the material will be applied directly to your projects. Everyone is expected to respond in a timely manner to weekly questions based on readings and course activities posted on the 665 Google Group.

Often the questions will ask you to describe the best or most significant take away from the readings (e.g., key concepts, useful methods or techniques, insightful examples, something you can apply to your teaching unit, something hard to grasp or accept, something challenging or surprising, etc.). Process the readings through discussion and application:

- Comment on some benefits and advantages derived from the readings, as well as limitations
- Comment on 'take aways' from the readings to use in projects

Session 1: Read this report and the chapter and be prepared for a discussion exercise at the first class session. What findings and conclusions in this report impressed you?

Head, Alison J. and Michael B. Eisenberg. 2010. Truth Be Told: How College Students Evaluate and Use Information in the Digital Age. The Information School, University of Washington. http://projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf

TEXT: Radcliff, Chapter 4. Informal Assessment Techniques.

Session 2:

TEXT: Chapters 1 & 2

ACRL. 2000. Information Literacy Competency Standards for Higher Education. Introduction; Standards, Performance Indicators, and Outcomes. <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
[Read the entire page.]

Grassian, Esther S. & Joan R. Kaplowitz. 2009. Planning for Information Literacy Instruction. Ch. 7 in *Information Literacy Instruction: Theory and Practice*, 2nd Ed. New York: Neal-Schuman: 111-127. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Nahl_LIS665_3_GrassianKaplowitz_Chapter_7_Planning.pdf

Rockman, Ilene. 2002. Strengthening Connections Between Information Literacy, General Education, and Assessment Efforts. *Library Trends* 51(2): Fall. <http://www.mwcc.mass.edu/HTML/Library/subjectpages/IL/rockman.pdf>

Session 3:

TEXT: Chapter 3

Julian, Suzanne and Kimball Benson. 2008. Clicking Your Way to Library Instruction Assessment. *C&RL News* 69(5): 258-260. <http://crln.acrl.org/content/69/5/258.full.pdf+html>

Grassian, Esther S. and Joan R. Kaplowitz. 2009. Designing Instructional Modes and Materials. Chapter 10 in *Information Literacy Instruction: Theory and Practice*, 2nd Ed. New York: Neal-Schuman: 173-198. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Nahl_LIS665_2_GrassianKaplowitz_Chapter_10_Designing.pdf

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

Kaplowitz, Joan R. 2008. The Psychology of Learning: Connecting Theory to Practice. Chap. 2 in Eds., Christopher N. Cox and Elizabeth Blakesley Lindsay, *Information Literacy Instruction Handbook*. Chicago: Association of College and Research Libraries, pp. 26-49. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Nahl_LIS665_33_Kaplowitz_Ch2PsychologyOfLearningConnectingTheoryToPractice.pdf

Nahl-Jakobovits, Diane and Leon A. Jakobovits. 1993. Bibliographic Instructional Design for Information Literacy: Integrating Affective and Cognitive Objectives. *Research Strategies* 11(2) (Spring): 73-88. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Nahl_LIS665_7_NahlJakobovits_Jakobovits_BibliographicInstructionalDesignForInformationLiteracy.pdf

Neely, Teresa Y. and Katy Sullivan. 2006. Integrating the ACRL Standards. Chap. 2 in Ed., Teresa Neely, *Information Literacy Assessment: Standards-Based Tools and Assignments*, Chicago: American Library Association, pp. 6-18. http://www.sinclair.hawaii.edu/auth/auth.php?fn=Nahl_LIS665_32_NeelySullivan_Ch2IntegratingTheACRLStandards.pdf

Optional: **Buskist**, William. 2009. Lessons Learned in 60 Years of Teaching, Research and Learning. An Interview with William McKeachie. *Association for Psychological Science* (November) 22(9): 23-6. http://www.psychologicalscience.org/observer/digital_edition/nov_09/25.html

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]**

Yarmey, Kristen. 2011. Student Information Literacy in the Mobile Environment. *Educause Quarterly Magazine* 34(1) <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/StudentInformationLiteracyinth/225860>

IPL 15 Things http://ipl.ci.fsu.edu/community/wiki/index.php/IPL_15_Things

Session 6:

TEXT: Chapter 7

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

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