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Office hours: On-line via email and Halawai

Course Description
The course introduces relevant principles and guidelines for instructional design that influence digital instruction in various library settings. Students develop an instructional plan for a specific library context and patron need. They also create a digital learning activity to implement the plan. The activities may focus on a range of user needs including refining information search strategies, promoting literacy, accessing specific databases, dealing with key aspects of the research process, or assisting with on-demand reference services.

Student Learning Outcomes
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
   1c) Develop and apply critical thinking skills in preparation for professional practice
SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2c) Develop, manage, and assess information services for specific users and communities
SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   3b) Organize, create, archive and manage collections of information resources following professional standards
SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   4b) Integrate emerging technologies into professional practice
   4c) Apply current research findings to professional practice
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
   5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
**Professional Expectations**

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/

**Course Learning Objectives**

The student will be able to:

- Identify key aspects of effective instructional design and apply them in developing an instructional plan for a specific library context and patron need.

- Design an instructional plan for a learning activity that clearly defines a specific learning goal and measurable criteria to determine achievement of the goal.

- Develop an instructional sequence within the plan that is based on research-based techniques and approaches to engage users in a meaningful learning experience.

- Develop a digital (video) learning activity that is integral to implementing the plan (e.g., on-line tutorial, videotaped mini-presentation).

- Provide critical feedback to colleagues throughout the development process.

**Required Textbooks/Resources**

There is no required text. On-line resources are suggested from which students select readings they feel are appropriate and relevant for their needs.

**Technical requirements**

**Hardware**

- Headset
- Web cam
- Broadband Internet connection

**Software**

- PC (Windows 7 or later) or Mac (OS X.7 or later)
- Office productivity software (e.g., Microsoft Office, LibreOffice etc.)
- Adobe Flash Player
- FireFox browser
- Additional tools will be introduced during the course

**Teaching Philosophy**

We believe that inquiry-driven learning is most effectively achieved when the instructors create various opportunities for interactive study, application of theory to actual practice, and reflective thinking about lessons learned. In our course, we use some of the following strategies:

- scenario-based projects
- opportunities for application and reflection
- peers serving as critical friends
- guest community resource persons
- hands-on experiences with digital tools for learning

**Research Methods**

The following research and evaluative method is incorporated in assignments: instructional design analysis.

Instructional design involves students in creating plans that examine instruction in terms of the audience’s characteristics, the goals of learning and their connection to standards, and effective methods for delivering instruction. It involves assessing the context for the learning and identifying the most appropriate strategies to structure and facilitate learning.
Assignments and Grading

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcomed. As members of this community, you will be responsible for establishing your own work schedules and personal deadlines. You must be resourceful in locating and retrieving the information needed to complete assignments. Importantly, you must be thoughtful and respectful in your communication with peers, instructors, and resource people.

Points will be awarded for the following assignments. All written work must be posted in Laulima. Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, the instructors will decide on the action to be taken after consultation with the individual student.

<table>
<thead>
<tr>
<th>Forum/Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>FORUM 1a Course overview</td>
<td>Self intro Wed 7/8</td>
<td>Self intro 3 points</td>
</tr>
<tr>
<td>FORUM 1b Getting acquainted</td>
<td>Assignment 1. Create and post self introduction</td>
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<tr>
<td>FORUM 2 Define our instructional role in the digital age</td>
<td>Response Fri 7/10</td>
<td>Response 10 points</td>
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<tr>
<td>Assignment 2.1. Write a response on librarian’s role in the digital age</td>
<td>Buddy comment Mon 7/13</td>
<td>Buddy comment 5 points</td>
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<tr>
<td>Assignment 2.2. Comment on your assigned buddy’s work</td>
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<tr>
<td>FORUM 3 Identify what contributes to best instructional practices</td>
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<tr>
<td>No assignment</td>
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<tr>
<td>FORUM 4a Introduce instructional design and the ADDIE model</td>
<td>Analysis Template Fri 7/17</td>
<td>Analysis 10 points</td>
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<tr>
<td>FORUM 4b Analyze goal and audience</td>
<td>Assignment 4. Draft your Analysis Template</td>
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<tr>
<td>FORUMS 5a-5c Develop an instructional plan: performance objectives, details of the learning activity</td>
<td>Design Template parts A, B, and C Fri 7/24</td>
<td>Design 30 points</td>
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<tr>
<td>Assignment 5.1. Draft your Design Template</td>
<td>Buddy critique Wed 7/29</td>
<td>Buddy critique 5 points</td>
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<tr>
<td>Assignment 5.2. Critique your assigned buddy’s template</td>
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<tr>
<td>FORUM 6 Build your learning activity</td>
<td>Learning activity Wed 8/5</td>
<td>Learning activity 15 points</td>
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<tr>
<td>Assignment 6.1. Draft your learning activity</td>
<td>Buddy critique Fri 8/7</td>
<td>Buddy critique 3 points</td>
</tr>
<tr>
<td>Assignment 6.2. Critique your assigned buddy’s activity</td>
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<tr>
<td>FORUM 7 Finalize and present completed work</td>
<td>Portfolio Thurs 8/13</td>
<td>Portfolio 45 points</td>
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<tr>
<td>Assignment 7. Assemble and post your completed work in a portfolio—final versions of analysis, plan, and learning activity</td>
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<tr>
<td>FORUM 8 Reflect on your experience in this course</td>
<td>Reflection Fri 8/14</td>
<td>Reflection 5 points</td>
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<tr>
<td>Assignment 8. Reflect on what you’ve learned</td>
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TOTAL POINTS 131
The points will be converted to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>128 to 131</td>
</tr>
<tr>
<td>B+</td>
<td>114 to 117</td>
</tr>
<tr>
<td>A</td>
<td>123 to 127</td>
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<tr>
<td>B</td>
<td>109 to 113</td>
</tr>
<tr>
<td>A-</td>
<td>118 to 122</td>
</tr>
<tr>
<td>B-</td>
<td>104 to 108</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

Note: We organized the course work in a sequence of forums that you will find in the LIS 694 Laulima site. In this section of the syllabus, we explain the purpose for each forum and encourage you to ask us questions and seek our help at any point in the course.

Forum 1a. Introducing LIS 694

**Purpose:** The slide presentation gives an overview of the course and expectations for it. Please be sure to view it and also study this syllabus. There are no assignments to be turned in for Forum 1a.

Forum 1b. Let’s get acquainted

**Purpose:** We want everyone to get to know one another and to also practice some tech skills!

**Assignment 1:** View the Forum 1b slide presentation and create and post a short (2 to 3 minutes) video of yourself. Address some of the following questions in your video:
- What you enjoy doing in your free time
- Your past/current work experiences
- Type of library you hope to work in (or are already working in)
- Your experience (or not) with on-line courses
- What you want to take away from this course

**Help:** Not sure how to create the video? Please check out the screencast on *Creating Video Introductions* in Laulima.

**Due date:** Post your self-introduction by midnight Wed. 7/8/15.

**Maximum points:** Everyone automatically gets 3 points for posting by deadline. 😊

Forum 2. Evolving times, evolving roles: Librarians in the digital age!

**Purpose:** Roles are changing rapidly as technology presents new opportunities and challenges. In this forum, we invite you to compare traditional and emerging roles for the digital age librarian. The changes form the basis for this course.

**Assignment 2.1:** View the Forum 2 slide presentation, choose and carefully read selections, and create a response (minimum 500 words) that answers the following questions:
- How should my role as a librarian change in the digital age? Why so?
- In line with this change, what are examples of what I must do?

**Due date:** Post your work in Laulima by midnight Fri. 7/10/15.

**Maximum points:** 10 points.

**Criteria to assess your work:**
- Did you respond to the big questions posed?
- Did you provide evidence to support your statements?
- Did you acknowledge and cite your sources?
- Did you organize your response so that it was logical and easy to follow?
- Did you proofread carefully to avoid errors?
- Did you meet the minimum word length of at least 500 words?

**Assignment 2.2:** Respond to your assigned buddy’s statements (no word length). You might comment on the following in responding to your buddy:
- What were your buddy’s main points?
- Did you agree with the evidence used to support those points?
- What questions did you have? Where did you need more information?
• How did your buddy’s overall response compare with your own? Where were they similar? Different?

Due date: Post your response in Laulima by midnight Mon. 7/13/15.

Maximum points: 5 points.

Criteria to assess your work:
• Did you demonstrate understanding of your buddy’s main points?
• Did you raise thoughtful questions or ask for more information where things were not clear?
• Did you compare and contrast your buddy’s response with your own response?

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**Forum 3. What’s good teaching?**

**Purpose:** A critical part of delivering effective instruction is to know something about the theories that frame good teaching and the important elements involved in planning for meaningful instruction. Forum 3 provides an overview of some of the critical elements to consider. We urge you to do additional readings in this area.

**Assignment:** There is no assignment for Forum 3; however, you will have an opportunity to demonstrate your understanding of effective practices by incorporating ideas from this presentation, your readings, and personal experiences in the instructional plan (i.e., Design Template) that you will develop and the learning activity that you will create.

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**Forum 4a. Designing instruction: Using the ADDIE model**

**Purpose:** The slide presentation in Forum 4a gets you started in understanding the concept of instructional design. We introduce one of the models that planners frequently use to develop instruction: the ADDIE model. In this presentation, we give you an overview of the model—more details follow in the subsequent forums. For your 694 projects, you will be developing a detailed instructional plan in the Design Template provided and creating a digital (video) learning activity based on your plan. There is no assignment for Forum 4a; however, it is crucial that you should start thinking about the type of library for your project, a specific audience, and the learning need you want to address for the targeted audience. We encourage you to select a type of library (school, public, etc.) in line with your career goal. Some of you have school library practicums and internships and might wish to contact your library supervisors for ideas. We also taped interviews with several academic and public librarians—you might build your plans and activities on their expressed needs.

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**Forum 4b. Applying ADDIE: Analyze your goal and audience**

**Purpose:** This forum gets you started on your project! The first major step is analyzing your instructional goal (what you want to achieve with your patrons) and knowing your targeted audience. This slide presentation provides key questions to consider as you complete an Analysis Template for your project.

**Assignment 4:** View the Forum 4b slide presentation, study any related readings that might be helpful, and complete the Analysis Template. The template is available in the course site in Laulima.

**Help:** We also have completed examples in Laulima. Important: they are intended as examples only.

**Due date:** Post your completed draft of the Analysis Template by midnight Fri. 7/17/15.

**Maximum points:** 10 points.

**Criteria to assess your work:**
• Did you clearly identify your targeted audience?
• Did you describe what they need and why they need this?
• Did you select relevant general characteristics in profiling your patrons?
• Did you identify the entry level or prior skills they should have for this activity?
• Did you identify the specific skills you will address in this learning activity?
• Did you also describe the tech access they will need to participate in this activity?
Forum 5a. Applying ADDIE: Write performance objectives
Forum 5b. Applying ADDIE: Design learning activities
Forum 5c. Applying ADDIE: Develop/create learning activities

**Purpose:** These 3 forums are inter-related. You need to include performance objectives and details for the learning activities in your Design Template. Taken together, these 3 presentations walk you through how to

- 5a. draft performance objectives that identify the audience (who), behavior (what), and condition (how) for your learning activity.
- 5b. plan and map out the learning activity so that it is organized to engage the audience and take them sequentially through the activity.
- 5c. identify the tech tools you will use to develop your learning activity.

**Task 5.1:** View the slide presentations for 5a through 5c, study any related readings that might be helpful, and complete the Design Template. The template is available in the course site in Laulima.

**Help:** We also have completed examples in Laulima. Important: they are intended as examples only.

**Due date:** Post your completed draft of the Design Template Parts A, B, and C by midnight Fri. 7/24/15.

**Maximum points:** 30 points.

**Criteria to assess your work:**

**Part A (10 points)**
- Did you link to standards appropriate for school and academic libraries (not required for other types of libraries)?
- Did you clearly articulate performance objectives using the ABC format?
- Did you identify an acceptable level of performance for each objective?
- Did you identify a method to collect evaluation information?
- Did you determine how you will measure whether or not targeted patrons achieve performance objectives?

**Part B (15 points)**
- Did your learning activity
  a. introduce the activity so that it gains the patron’s attention?
  b. link to patrons’ prior knowledge?
  c. stimulate patrons to think about the present activity?
  d. explain the performance objective for the learning activity?
  e. introduce and demonstrate the major steps in the learning activity?
  f. allow for practice and application?
  g. allow for self-assessment?
  h. include a memorable closing section?

**Part C (5 points)**
- Did you select a tool that is appropriate for your learning activity?
- Did you describe your proficiency with the tool?
- Did you also identify the skills you need to develop in using the tool?

**Task 5.2:** Respond to an assigned buddy’s statements (no word length). You might comment on the following in responding to your buddy.

- What needs more details?
- What needs greater clarity?

**Due date:** Post your critique in Laulima by midnight Wed. 7/29/15.

**Maximum points:** 5 points.

**Criteria to assess your work:**
- Did you clearly identify the types of details needed to improve the plan?
- Did you explain what needs more clarity and suggest ways to make things clearer?
Forum 6. Applying ADDIE: Develop/create the learning activity

**Purpose:** You have carefully planned the learning activity in Assignment 5.1. In Forum 6, you have the opportunity to use tech tools to create your learning activity that includes an evaluation that might be used for self-assessment. View the slide presentation for this forum; in addition, we urge you to contact us with any questions you might have as you build your activity.

**Assignment 6:** Post a link to your learning activity in Laulima.

**Help:** We plan to schedule a voluntary face2face session; we will also be available for individual consultations by email or Skype.

**Due date:** Post the link to your learning activity by midnight Wed. 8/5/15.

**Maximum points:** 15 points.

**Criteria to assess your work:**
- Is your audio clear and understandable?
- Is the content easy to see and read?
- Do visuals match and enhance the content?
- Is the activity limited to no more than 5 minutes?
- Does the video have an attention-getting introduction?
- Is the performance objective clearly stated?
- Does the video include explanations and/or demonstrations?
- Does the video allow for practice and self-assessment?
- Does it have an appropriate closing?

**Task 6.2:** Respond to an assigned buddy’s statements (no word length). You might comment on the following in responding to your buddy.
- What needs more details?
- What needs greater clarity?

**Due date:** Post your critique in Laulima by midnight Fri. 8/7/15.

**Maximum points:** 3 points.

**Criteria to assess your work:**
- Did you clearly identify the types of details needed to improve the plan?
- Did you explain what needs more clarity and suggest ways to make things clearer?

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Forum 7. Create your portfolio

**Purpose:** This is an opportunity to refine your earlier drafts and collect your finished work in a portfolio! We hope this will give you a sense of satisfaction that you were able to complete the tasks for your project and that it will also strengthen your confidence in creating digital instruction.

**Task 7:** Refer to the Forum 7 slide presentation and place the following items in your portfolio: revised versions of your Analysis Template, Design Template, and Learning Activity.

**Due date:** Post your portfolio in Laulima by midnight Thurs. 8/13/15.

**Maximum points:** 45 points.

**Criteria to assess your work:** Refer to the checklists provided in earlier forums for the templates and learning activity. Please use these criteria in assessing your completed work.
Forum 8. What your personal takeaway?

Purpose: A critical component of any learning experience is to step away for a minute and consider how that experience has impacted you. We are keenly interested in knowing about your takeaway from this course. Be sure to refer to the Forum 8 slide presentation.

Task 8: In preparing your takeaway, consider some of the following questions.
  • What was your proudest achievement? Why so?
  • What was a fresh insight for you?
  • How has this experience made you a stronger future librarian?
  • What are you eager to learn more about?

Due date: Post your reflection in Laulima by midnight 8/14/15.

Maximum points: 5 points.

Criteria to assess your work: Everyone automatically gets 5 points for posting by deadline. ☺
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<thead>
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| **FORUM 1a Course overview**  
**FORUM 1b Getting acquainted**  
Assignment 1. Create and post self introduction | Self intro  
Wed 7/8 midnight |
| **FORUM 2 Define our instructional role in the digital age**  
Assignment 2.1. Write a response on librarian’s role in the digital age  
Assignment 2.2. Comment on your assigned buddy’s work | Response  
Fri 7/10 midnight  
Buddy comment  
Mon 7/13 midnight |
| **FORUM 3 Identify what contributes to best instructional practices**  
No assignment | --- |
| Coffee chat via Halawai: Analysis Template | Thurs 7/16, 6 to 7 pm |
| **FORUM 4a Introduce instructional design and the ADDIE model**  
**FORUM 4b Analyze goal and audience**  
Assignment 4. Draft your Analysis Template | Analysis Template  
Fri 7/17 midnight |
| Coffee chat via Halawai: Design Template | Mon 7/20, 6 to 7 pm |
| **FORUMS 5a-5c Develop an instructional plan: performance objectives, details of the learning activity**  
Assignment 5.1. Draft your Design Template  
Assignment 5.2. Critique your assigned buddy’s template | Design Template parts  
A, B, and C  
Fri 7/24  
Buddy critique  
Wed 7/29 midnight |
| Tech clinic (face2face session): hands on time with your specific area of need for your learning activity. Bring your own laptops. | Thurs 7/30, 6 to 7 pm  
POST 318 B |
| **FORUM 6 Build your learning activity**  
Assignment 6.1. Draft your learning activity  
Assignment 6.2. Critique your assigned buddy’s activity | Learning activity  
Wed 8/5 midnight  
Buddy critique  
Fri 8/7 midnight |
| **FORUM 7 Finalize and present completed work**  
Assignment 7. Assemble and post your completed work in a portfolio—final versions of analysis, plan, and learning activity | Portfolio  
Thurs 8/13 midnight |
| **FORUM 8 Reflect on your experience in this course**  
Assignment 8. Reflect on what you’ve learned | Reflection  
Fri 8/14 midnight |
Bibliography: Recommended Readings

Forum 2: Librarians in the Digital Age


**Forum 3: Effective Teaching Strategies**


*Theories*


- Cognitive load [http://www.southalabama.edu/coe/bset/dempsey/courses/id_history/ideas/cognitive.htm](http://www.southalabama.edu/coe/bset/dempsey/courses/id_history/ideas/cognitive.htm)


• Motivation: ARCS model
  http://courses.washington.edu/mlis560/su09/Module2/Small_Motivation_in_Instructional_Design.pdf

  **Forum 4: Instructional Design**

• Clark, D. (N.D.). *ADDIE Model*. Retrieved from

• Davis, A. L. (2013). Using instructional design principles to develop effective information literacy

• Dewald, N., Scholz-Crane, A., Booth, A., & Levine, C. (2000). Information literacy at a distance:
  Instructional design issues. *Journal Of Academic Librarianship, 26*(1), 33.


  539-560.

• Reinbold, S. (2013). Using the ADDIE model in designing library instruction. *Medical Reference
  Services Quarterly, 32*(3), 244-256.

  Francisco: Pfeiffer.

• Stern, C., & Kaur, T. (2010). Developing theory-based, practical information literacy training for

• Stiwinter, K. (2013). Using an interactive online tutorial to expand library instruction. *Internet
  Reference Services Quarterly, 18*(1), 15-41.


  **Forum 5: Performance Objectives, Learning Activity**

• Clark, D. (N.D.). *ADDIE Model*. Retrieved from

• Davis, A. L. (2013). Using instructional design principles to develop effective information literacy


  of Instructional Development, 10*(3), 2-10.


**Forums 5/6: Digital Tools**


