

## **Z573—Education of Information Users**

Spring 2018: Wednesdays, 9:30am – 12:15pm

Room: IF 0002

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Office hours: by appointment

### **Course Description**

This course reviews important educational theories and practices that provide the foundation for designing and developing education programs in order to teach information literacy. We will apply standards from professional associations and proven teaching strategies to instructional design and pedagogical practice, in order to learn how to develop and assess learning experiences and environments, both face-to-face and online. Throughout the semester, we will also focus not only on these theories and practices, but also the interpersonal nature of public service librarianship. This is a fluid course – much like the practice of teaching, things may change and librarians must be flexible and adaptable.

### **Course Outcomes**

- Students will understand the instructional role of librarians
- Students will develop a working knowledge of teaching methods and learning theories as they apply to libraries and information literacy education
- Students will develop the knowledge to plan, manage, promote, and assess instruction and information literacy programs
- Students will practice designing and teaching lessons that are active and engaging
- Students will discover and develop their own teaching style
- Students will appreciate the interpersonal and communication skills needed to carry out effective teaching and learning

### **Instructor Expectations**

- Students should be prepared to attend every class and participate in class discussions
- Students should be constructive in their evaluations of others
- Students should be open to new ideas
- Students should be prepared to work and learn collaboratively
- Students should be ready to take risks and have fun!

### **Course Readings**

There is no required textbook for this course. Readings will be available via Canvas and through the IUB Libraries.

## **Course Schedule**

Week 1 - January 10 – Introduction and course goals

Week 2 - January 17 – Educational philosophy

Week 3 - January 24 – Pedagogy and practice

Week 4 - January 31 – Metaliteracy and metacognition

Week 5 - February 7 – Frameworks and standards (ACRL, AASL)

Week 6 - February 14 – Instructional design for face-to-face and online environments

Week 7 - February 21– Public speaking (acting and improv techniques) & mid-term evaluation

Week 8 – February 28 – Student teaching

Week 9 - March 7 – Assessment of teaching and learning

Week 10 - March 14 – Spring Break! (no class)

Week 11 - March 21 – Emerging trends (IL and social justice, transliteracy, etc.)

Week 12 - March 28 – Teaching with primary resources

Week 13 - April 4 – Student teaching

Week 14 - April 11 – Student teaching

Week 15 - April 18 – Professional development and job searching

Week 16 - April 25 – Final reflections

## **Participation**

Your participation will be evaluated based on the quality of your involvement during in-class discussions and your contribution to course readings. Quantity, in terms of class participation, is always considered, but quality is paramount. In addition to easily documented items such as attendance, we will look for engagement, investment, thoughtfulness, creativity, attention, contribution, and preparation.

## **Assignments**

### Teaching Philosophy – 25%

Students will describe their personal philosophy of teaching in a written statement.

### Student Teaching – 20% (each session is 10%)

During this course, students will create/deliver two instructional presentations. One will be co-taught as a team and one will be delivered individually. Session themes may include:

- Demonstrate an instructional technique that could be applied in a library classroom/context
- Design/teach an information literacy concept lesson

[\*Students will also prepare a written statement of reflection following each of the instructional presentations – see below]

### Peer Critique – 20% (each critique is 10%)

Each student will critique a classmate's concept lesson following each of the instructional presentations during the semester.

### Teaching Reflection – 10% (each reflection is 5%)

Students will prepare a written statement of reflection following each of the instructional presentations.

### Participation – 25%

Participation includes in-class discussion and smaller assignments related to readings and activities throughout the course.

## **ILS Definitions of Letter Grades**

<b>A</b>	4.0	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
<b>A-</b>	3.7	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
<b>B+</b>	3.3	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
<b>B</b>	3.0	Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.
<b>B-</b>	2.7	Marginal work. Student performance demonstrates incomplete understanding of course materials.

<b>C+</b> <b>C</b>	2.3 2.0	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
<b>C-</b> <b>D+</b> <b>D</b> <b>D-</b>	1.7 1.3 1.0 0.7	Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.
<b>F</b>	0.0	Failing. Student may continue in program only with permission of the Dean.

### **Disabilities**

Please contact us if you have special needs that is due to a disability so that we can arrange any accommodations that you may need. This conversation needs to take place in the first week of class.

### **Policies**

IU Standards/Policies are in effect, including Code of Student Rights, Responsibilities, and Conduct (<http://www.iu.edu/~code/code/index.shtml>).