COLLEGE OF INFORMATION STUDIES  
UNIVERSITY OF MARYLAND  

Spring 2010  

LBSC 742: Collaborative Instructional Design and Evaluation  
Wednesdays, 5:30 - 8:15 pm  
SG-11 2062  

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OFFICE HOURS: By appointment  

BLACKBOARD COURSE SPACE: http://elms.umd.edu  

COURSE DESCRIPTION:  

Over the past several decades, the role of the Library Media Specialist (LMS) has evolved to include a number of new responsibilities. One of the most important of these involves instruction--working individually and in collaboration with teachers to design, develop, and evaluate teaching and learning strategies and materials to meet a variety of instructional needs. Both historically and today, the principles of instructional systems development (ISD) provide an invaluable tool for the LMS to use in fulfilling this instructional role, and they are introduced and explored in this course. Grounded in the assumption that instruction should be designed by teams or groups to be most effective, ISD is especially useful in supporting the LMS’s work as an “instructional partner” with teachers. A particular focus of the course is the application of ISD to designing information-based learning—that is, creating opportunities for learners to use a full range of information resources for authentic, problem-based learning.  

ISD interweaves insights from systems, learning, communications, and management theories into a set of concepts and processes whose application leads to well-planned, reliable instruction. Beginning with the analysis of an instructional problem and moving systematically through a sequence of clearly defined stages, the ISD approach provides a sophisticated set of tools for designers of instruction for both education and training. The process is applicable to the development of instruction in all media formats—the newest varieties of interactive media as well as the more traditional print and audiovisual approaches. Through studying ISD theory and applying its methods to the development of a detailed plan for an instructional product, students in this course will master a systematic yet flexible set of principles that can be used in a variety of settings.  

REQUIRED TEXTS:  

AUXILIARY TEXTS: (Note: These are texts for other SLM courses):


READINGS: As assigned (see list). Other readings may be assigned as appropriate during the term.

GRADING: Your grade will be determined primarily through your performance on the collaboration interview documentation, development of two mini lesson plans (based on the interviews), portfolio of ISD process (blog), final project (based on collaboration with practicing teachers and LMS) and evaluation of your collaboration strengths. The breakdown for grading is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Initial ISD Exercise</td>
<td>5</td>
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<tr>
<td>Collaboration interview</td>
<td>20</td>
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<tr>
<td>Mini lesson plans (10 points per lesson)</td>
<td>20</td>
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<tr>
<td>Portfolio</td>
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<tr>
<td>Final Project (materials and presentation)</td>
<td>30</td>
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<tr>
<td>Evaluation of Collaboration (Peers/Teachers/LMS)</td>
<td>5</td>
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</tbody>
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Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. Students with disabilities should see the instructor during the first week of the course to make sure necessary accommodations are in place. Attendance at each class is required unless prior arrangements have been made.

Grade range that will be used to determine the final grade for this class is 95+ points will be an A; 92-94.9 points will be an A-; 89-91.9 points will be a B+; 86-88.9 points will be a B; and below 85.9 will be a B-.

Course Goals and Objectives

I. The student will understand the nature, purpose, concepts, and principles of instructional systems development (ISD).
   a. The student will define ISD, state its purpose, and describe its historical and theoretical roots.
   b. The student will compare and contrast several major ISD models.
   c. The student will identify the major concepts and principles underlying ISD and explain the relationship of each to learning.

II. The student will analyze the collaborative instructional development role of the Library Media Specialist (LMS).
   a. The student will describe the instructional development role of the LMS, particularly as it relates to working collaboratively as an “instructional partner” with teachers and others.
   b. The student will explain both the historical and the contemporary contexts of this role.

III. The student will understand the varieties of student assessment and the role of the LMS in planning and implementing assessment strategies.
a. The student will compare a range of assessment types—formative and summative evaluation, norm-referenced and criterion assessment, and standardized and authentic assessment—and the circumstances that call for each type.

b. The student will compare a range of assessment strategies—objective response, constructed response, and performance assessment (including portfolio assessment and checklists/rubrics)—and the circumstances that call for each strategy.

IV. The student will apply the theory and techniques of ISD to the collaborative development of an instructional product.

a. The student will collaborate to create a complete plan for an instructional product (including assessment) based on the ISD process.

b. The student will collaborate to describe his/her ISD plan (including its major elements and its associated resources for learning) and the details of the development process.

V. The student will understand the possibilities, constraints, and limitations of ISD.

a. The student will describe the relationship of ISD to various kinds of media and technology, both traditional and contemporary.

b. The student will identify and discuss issues and concerns related to ISD and K-12 education, particularly as these relate to the LMS.

VI. The student will analyze, evaluate, and create new knowledge about the major topics covered in the course as they relate to the instructional development role of the LMS.

Please include the University of Maryland Honor Pledge on your final project and your final exam. The following should be written by hand and signed; more information available at [http://www.shc.umd.edu/](http://www.shc.umd.edu/)

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

**Procedures for Delayed Openings and Campus Closings Due to Inclement Weather**

Please check the University's inclement weather number (301-405-SNOW [7669]), which is used for inclement weather and other emergency situations. The University announces late openings and closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Please use the telephone number given above or check the University website (www.umd.edu).

See Procedures for Delayed Openings and Campus Closings Due to Inclement Weather at [http://www.umd.edu/umnews/weatherprocedures.cfm](http://www.umd.edu/umnews/weatherprocedures.cfm).
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Event(s)/Topic(s)</th>
<th>Readings &amp; Assignments</th>
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</thead>
</table>
| (1) Jan 27| Introductions  
Course Overview                          | Buzzeo - Introduction                                      |
| (2) Feb 3 | NO CLASS  
Introduction to ISD  
Standards for the 21st learner | AASL – Chapter 1-4  
Reiser (2007)  
Reiser (2001)  
Gustafon & Branch (2007)  
Initial ISD Exercise due |
| (3) Feb 10| Taxonomy of Collaboration  
Cooperation                          | Buzzeo – Chapter 1, 5 and page 119-121  
Oberg (2009)  
Dickinson (2006) |
| (4) Feb 17| ISD models                                          | Dick & Carey (2001)  
Merrill (2002)  
Molenda (2004) |
| (5) Feb 24| Needs assessment & Learner analysis  
Zmuda & Harada (2008)  
Cifuentes & Ozel (2006)  
Collaboration Interview due |
| (6) Mar 3 | Coordination  
Guest speaker – Andrea Christman | Buzzeo – Chapter 2 and page 121-122  
Fox (2004)  
Doll (2005) |
Babin (1987) |
| (8) Mar 17| NO CLASS – Spring Break |                                                         |
| (9) Mar 24| Instructional strategies  
Models to teach information literacy  
Guest speaker – Marti Ladd | AASL – Chapter 6  
Bucher (2000)  
Wolf (2003)  
Mini Lesson Plan 1 due |
| (10) Mar 31| Collaboration  
Data-driven collaboration | Buzzeo – Chapter 3 & 4 and page 122-123  
Montiel-Overall (2006) |
| (11) Apr 7 | Assessment                                          | AASL – Chapter 5  
Buzzeo – Chapter 6  
Andrade (2000)  
Abilock (2007)  
Moreillon & Fontichiaro (2008) |
| (12) Apr 14 | Evaluation – Formative and Summative  
Guest speaker – Lisa Norris | Turner & Riedling – pages 219-231  
Mini Lesson Plan 2 due |
| (13) Apr 21 | LMS as Instructional Partner  
The Challenge  
Guest speaker – Kimberly Dyar | Buzzeo – Chapter 7 & 8  
Rowe (2007) |
| (14) Apr 28 | Final Project Presentation                                      |                                                         |
| (15) May 5 | Final Project Presentation  | Final Project due  
Evaluation of Collaboration due |
**Required Reading List (all available through course reserves or via direct web link)**


Assignment Description

Initial ISD Exercise (5 points – Deadline: multiple (see below))
You will read the readings assigned for the week, and two case studies of ISD, which can be retrieved from:
(1) The Trials of Terry Kirkland at http://curry.edschool.virginia.edu/go/ITcases/Terry/
(2) Harvesting Cooperation at http://curry.edschool.virginia.edu/go/ITcases/Harvest

You will then respond to the following questions at the Initial ISD exercise discussion board at the course website (by Feb 3 2010 at 8.15 pm):
1. What does an instructional designer do? What are the roles and responsibilities of an instructional designer?
2. From the two case studies that you have read, what were the challenges that the instructional designers face in these instructional problems? How did they overcome it?
3. Compare LMS roles as instructional partner in schools to instructional designers roles in these two case studies, how are they similar?
4. AASL’s Standards of the 21st Century Learner calls for integrating the standards, skills, dispositions and responsibilities into the content curriculum, and not to be taught in isolation, yet many LMS still have teach these skills in isolation at times. Why do you think this need or situations to teach in isolation arise?

You will also need to read all of your peer’s responses and post at least two questions to any of your peers’ posting by Feb 4 2010 at 11.30 pm. If your peers directed question(s) to you, you will need to respond to the question(s) by Feb 10 2010 at 5.30 pm.

Collaboration Interview (20 points – Deadline: Feb 26 2010 at 11.59 pm)

This assignment is designed to enable you to practice your skills in conducting need assessment, learner analysis, and using the Standards for the 21st Century Learner in Action guidelines. Each member of the class is expected to conduct interviews with two teachers (different grade level, different subject area specialty, different level of experience) and submit an analytical and reflective paper based on the interviews. Do not indicate the names of the teachers in your report – you can use a pseudonym or simply label Teacher A, B etc.

In the first part of the interview, request information from each teacher about their curriculum area, the grades they teach, the primary resources they use, particular units they enjoy teaching, the nature of their student body, the help that they are currently getting from their LMSs and would like to get from LMSs and how they create lesson plans. Submit a report that summarizes each of these points above for each teacher, and indicating the exact questions that you have asked. Also explain in your report, the respective teachers understanding of the role of LMS as an “instructional partner”.

In the second part of the interview, based on the particular units the teachers enjoy teaching, ask each of them to choose one unit that they really need the help of a LMS. Based on their input, fill the Collaboration Planning form available at Supplemental Documents folder together with them for that particular chosen unit of their interest. Except for the evaluation of the learning plan, other sections should be filled out together with the teacher. There may be sections (such as Resources etc.) in the form that they will want you (the LMS) to decide, and this would be acceptable. The evaluation of the learning plan is your reflection on the learning plan that you and the teacher have planned.

Some preliminary examination of each of these areas will allow you to carry out an efficient and knowledgeable interview (about a half hour in length for each teacher). You will be using the input that you receive from these teachers to develop lesson plans stipulated for upcoming assignments.
Mini Lesson Plan 1 (10 points – Deadline: Mar 27 2010 at 11.59 pm)

The focus of this assignment is to demonstrate your ability to advise teachers or suggest the use of appropriate material/resources and instructional strategies/activities upon request by a teacher. Using the lesson plan template (available at Supplemental Documents folder), develop a lesson plan for one unit of study as indicated by one teacher (from the Collaboration Interview assignment). It is expected that the LMS (you) will play an instructional partner role in accomplishing the goals and standards for this unit. Use the input that you have from the Collaboration Interview.

Because of the focus of this assignment, I have added some items that are not typically included in a lesson plan. The purpose of this addition is to demonstrate your understanding of the concepts that we had learned thus far.

The additional items are indicated in red in the lesson plan template. You are expected to clarify the following in the lesson plan.

Learner Characteristics: Describe the learners for whom you’ll be designing this instruction. Who are these learners? What are their interests, needs, abilities, language fluency, do they have IEPs etc? Describe all the learner characteristics that will be relevant in the design of the instruction. Create a brief but detailed profile of your students (in outline format) that will guide your choices of objectives, strategies, activities, etc.

Objectives: Write a minimum of two objectives for the lesson. Write each objective according to the ABCD format.

Justification for materials/resources used: Indicate the resources that will be used for this lesson. Justify why you have decided to use these resources. Explain why you think these resources work best for the unit.

Justification of instruction: Indicate the instructional strategies and information problem solving models that you have chosen for this lesson. Justify why these instructional strategies and information problem solving models that you are suggesting is the best for learning to take place and to achieve the indicated standards and objectives.

Mini Lesson Plan 2 (10 points – Deadline: April 17 2010 at 11.59 pm)

The focus of this assignment is to demonstrate your ability to advise teachers on assessment strategies upon request by a teacher. Using the lesson plan template (available at Supplemental Documents folder), develop a lesson plan for the other unit of study that you did not use for Mini Lesson Plan 1. It is expected that the LMS (you) will play an instructional partner role in accomplishing the goals and standards for this unit. Use the input that you have from the Collaboration Interview.

Because of the focus of this assignment, I have added some items that are not typically included in a lesson plan. The purpose of this addition is to demonstrate your understanding of the concepts that we had learned thus far.

The additional items are indicated in red in the lesson plan template. You are expected to clarify the following in the lesson plan.

Learner Characteristics: Describe the learners for whom you’ll be designing this instruction. Who are these learners? What are their interests, needs, abilities, language fluency, do they have IEPs etc? Describe all the learner characteristics that will be relevant in the design of the instruction. Create a brief but detailed profile of your students (in outline format) that will guide your choices of objectives, strategies, activities, assessment etc.

Objectives: Write a minimum of two objectives for the lesson. Write each objective according to the ABCD format.
Assessment – Instrument creation: Create an evaluation instrument that assesses students’ learning related to the objectives. Determine which type of “test” based on the class discussion–objective, constructed response, projects, etc.—is most appropriate for each objective, and give examples of each assessment type. Next to each “test item,” write its type and your reason for choosing it. Also, indicate how you are going to assess student’s achievement of the objectives. You may create a checklist or a rubric for this. If you do create a rubric or a checklist, you need not create the entire checklist or rubric – partial rubrics (about 30% completion) are acceptable.

Portfolio (20 points – Deadline: April 28 2010 at 11.59 pm)

The focus of this assignment is to demonstrate how your thought processes develop and progress as you learn the concepts of instructional design process and the roles of LMS as an instructional partner in this course. As you are doing the assignments for this class, attend the classes, and complete the readings, document your thought process, the challenges, questions (and answers once you find them), the “aha” moments, your feelings about instructional design and the role of LMS, and any other important points that you think helped or deterred you in understanding the objectives of the course. You will do this by making entries to a blog. The blog can be accessed at http://blog.umd.edu/lbsc742spring2010/

You should have received automated information about your user name and password to this blog. You will be able to manage your blogs. Blog throughout the semester until the deadline on a consistent basis with at least 10 entries of at least 200 words. All other members of your class will have access to your blog and you (and the other members of the class) can use this as a platform to learn from each other.

A demo on how to make entries and manage your blog will be provided in class.

Evaluation of Collaboration (5 points – Deadline: May 5 2010 at 5.30 pm)

As part of your final project, you will be working with your peers, selected teachers and preselected LMS in the state of Maryland to design and develop complete lesson plans for units(s) determined in advance by the teacher and LMS. The teacher(s), the LMS, and the peers that you will be collaborating in your group will be asked to fill out evaluation forms that will be submitted directly to the instructor. You will also be asked to fill out these forms to evaluate or rate the collaboration efforts made by your peers who were working together with you in this final project. The instructor will consolidate all comments and assign the final grade for this section based on the rating of your peers, the teacher and the LMS that you had worked with.

Final Project (30 points (10 points for presentation) – Deadline: May 5 2010 at 5.30 pm)

The focus of this assignment is to demonstrate your understanding of the entire instructional design process and your role as LMS who serves as an instructional partner at the school. As mentioned above, you will be working in small groups and will be collaborating with teachers and library media specialists who have agreed to allow you to develop lesson plans that will integrate the AASL learning standards into the content curriculum. You will be mainly working with teachers and the LMS will most likely not be involved with designing the units. LMS will mainly be functioning as a liaison between your group and the teacher. In this project, you will be working on your plan (1) to gain experience in collaborating with peers to design instruction (as you will in a school when you are employed as LMS); (2) to tie the AASL learning standards and indicators directly to subject-matter learning, thus making specific links between the library media program and the curriculum; and (3) to ensure that your instruction incorporates the meaningful use of information resources. To complete this project, you are required to work in a group of no more than 4 people that you will select.

Description: Your project, to be developed over the course of the term, will have four parts:

1. A complete and detailed written plan for the development of one or more lesson plans for a particular unit (s) and for a particular audience, involving information literacy within a particular subject matter area,
incorporating specific technology-based learning resources, and with particular attention to student assessment. This written plan will include the complete description of the audience, content standards, the AASL standards, learning objectives, description of prior knowledge, lesson plan(s) for the library or research instruction involved, the complete timeline that will be involved (with indication of the content being taught by the teacher and the LMS, aligned with the county standards, county schedules and AASL standards), and the assessment (actual assessment items must be developed, accompanied by rubrics or checklist that will be used by the LMS). You will use the format for lesson plan used by the county. If it is not available, the instructor will supply you with a template for lesson plan.

2 A group reflection of your experience working with another LMS and teachers. Indicate what are the lessons that you have learned, what are the challenges that you have faced and how did you overcome these challenges. Given the opportunity to work again in planning the same unit, indicate if you will approach the project differently and how will it be different.

3 You will not be teaching the units that you have co-designed in the school. Instead, you will make a class presentation of ONE lesson plan to your peers. Your peers will serve as students for your instruction. The presentation could be done in the classroom, or could be done in the computer lab. Please let the instructor know ONE month before your presentation, if you will need a computer lab and (or) software that you will need to be installed in the computer lab. There are three parts to this presentation:
   (a) Your group should present collaboratively—of course—and should explain the following components prior to teaching the lesson: the unit that you have designed, who you worked with, your instruction’s goal and objectives, including those related to the AASL learning standards and indicators; learner analysis; and prior knowledge that students must possess before the instruction. You can use handouts and slides (i.e., PowerPoint) to supplement your explanation.
   (b) Select one lesson plan from the lessons that you have designed, and teach it in class.
   (c) The instructor and your peers will then ask you questions or provide suggestions on your overall presentation.

4 You will send a thank you e-mail to the teacher and LMS that you have worked with indicating what you have learned from working together with them, and thanking them for their time and effort. Please copy the instructor in your communication.

You will submit (1) in paper and digital form to the LMS and you will submit (1) and (2) in paper format to the instructor.

There will be multiple opportunities in class to ask further questions about this assignment.