Virtual Office Hours

I am available online Monday through Friday to respond to questions, comments, concerns or ideas you may have. I will typically respond same day. Skype or Google Hangout by appointments. Physical Office Hours in HBK Adjunct Office TBD.

Course Description

How can we best help people with their information needs? In this course, we will focus on the skills needed to interact directly and successfully with individuals from diverse populations as they seek information. We will approach the topic from a number of directions including theories of information behavior and the application of theory to information practice. The following topics will be explored; collection development, reference services, user education, information literacy, search strategies, and the policies and ethics that guide the information profession.

Learning Objectives

By the end of this course, students will be able to:

1. Demonstrate an appreciation of the role of institutions in generating and disseminating information to users.
2. Demonstrate awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users’ lives.
3. Analyze the effect of technologies on resources, service delivery, and the uses of collections and information resources.
4. Explain the role of information services in supporting the lifelong learning of diverse populations.
5. Analyze models and theories of user behavior and understand how they can inform the practice of serving the information needs of users from diverse populations.

6. Apply concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to various user groups.

7. Apply methods of interacting successfully with individuals in various groups using current media (face-to-face, e-mail, Web, instant messaging, etc.) to provide consultation, mediation, and guidance in their use of recorded knowledge and information (e.g. conduct successful reference interviews).

8. Explain techniques to identify, locate, evaluate, and synthesize information from various sources for use by diverse user groups.

9. Demonstrate an understanding of concepts, issues, and methods related to the evaluation, selection, and deselection of resources.

10. Develop policies and procedures designed to assess and serve the information needs of diverse user groups.

11. Create experiential learning for user education, including development of training materials, presentation, and use of media.

**Teaching & Learning Methods**

The primary methods of instruction for this course will be lecture, course readings, and presentations, and discussion relevant to course readings and assignments. This course will be conducted in an online environment rather than face-to-face which means that we will learn to work together in a format that may be new to some of you. Advantages of this format are that participation is time and location independent and each of us can participate from wherever we are and when it is most convenient for us. Since all discussion comments and statements are available for each of us to follow, this often leads to more thoughtful responses than is sometimes possible in the traditional classroom. In each online course, students develop their own participation rhythm depending on their other responsibilities and I anticipate us getting into that rhythm early in the semester.
Course Format

It is highly suggested that you become comfortable and familiar with ELMS. If you are not familiar with ELMS, you can learn more about it by visiting the following website: www.elms.umd.edu/page/student-support. If you have questions or need assistance, please call the Help Desk at 301-405-1500 Monday through Friday, 8:00 a.m. to 5:00 p.m. or email elms@umd.edu. If you continue to have problems, please let me know.

Karen Patterson who is the University Library Bibliographer for LIS materials has prepared a guide for LIS students who are taking courses online and she recommends that each student access http://libguides.umd.edu/informationstudiesonlinestudents as it provides important information on accessing resources. Because all of your readings are available electronically, you will need the information provided by the guide immediately.

Online Forums

In addition to the discussion sessions during each week’s modules, there are three online discussion boards that will require your attention:

1. **Ask Julie:** This board is available to students who have a question about the course they wish to ask and which they anticipate will be useful to others in the class. Questions can be about the course, the library/information field, or anything else. For private questions and responses, please use email.

2. **Water Cooler:** This is available to students who wish to inform the class of an article of particular interest, a meeting, event, job ad, etc.

*Announcements* is a separate section of Elms which I will use to provide new information relevant to the class including information about the syllabus, course schedule or assignments. I will also use it to share interesting new readings, other information, etc.

Reading Materials

All other assigned readings will be available online through ELMS or through the databases UMD provides you access to. Assigned readings must be completed in preparation for each class.

Although not required for this course, you may wish to browse through or be aware of some of the relevant literature or sign up to receive any automatic alerts as new issues are available:

Information Behavior:

- Journal of the American Society for Information Science and Technology (JASIST)
- Library and Information Science Research (LISR)
- Journal of Information Science (J(S)
- The Information Society
- Information Processing and Management (IP&M)
- Journal of Documentation (JDODC)
- Information Research
- First Monday

Searching:

- Online: Exploring Technology and Resources for Information Professionals Information Today
- Searcher: The Magazine for Information Professionals
- Online Searcher: Information Discovery, Technology, Strategies
- Library Journal
- EContent
- Internet Reference Service Quarterly

Other:

Select OCLC reports - readings from these reports are among your assigned readings. There are numerous additional reports available on line from OCLC that may interest you.
Select Pew Internet Library Reports - New studies from Pew come out regularly and are well worth reading. One or more of these are part of your assigned readings.

An example of one of several websites focused on libraries is http://www.librarytestkitchen.org During the course, if you find other websites that are relevant to our discussions, please share them with the class.

Course Policies

Student Expectations & Academic Integrity

As graduate students and adults, you are expected to fully participate in all class activities. Although grades are an important indication of the effort that you put into a class, a good grade should not be the end goal of a course. Instead, the goal should be to internalize the skills and concepts covered in the course and learn to apply them to real-world settings – both current and future.

Unlike some undergraduate courses, you should not expect that I will re-hash all of the same material contained in the readings. Instead, it will be used as a starting point for a discussion that will only be meaningful if everyone is well prepared for class and has read and thought about the material ahead of time. You should be prepared to answer questions about the assigned readings and participate in activities related to them.

I highly encourage all of you to introduce the class to your own experiences and relevant readings and continue conversations and debates concerning the course content outside of the classroom, in our course website, the mode decided on in class the first day, and in the halls. It is your responsibility to take ownership of your own learning, seek new conversations with new people, and ask questions whenever possible. While I will try to ensure that everyone has a successful class, it is up to each student to take responsibility for their own learning and make sure they have what they need to be successful.

If you have any recommendations on how to improve the class, I am always interested in your feedback. You can speak to me after class, call, email, or schedule an appointment to talk.
In addition to taking control of your own learning, I expect nothing but the best from all of you as far as academic integrity is concerned. The student-administered University Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. You are graduate students and adults and I expect none of you to violate the Honor Code. Action will be taken if I suspect the Code has been violated.

**Students with Disabilities**

Please let me know at the beginning of the semester if you have any kind of physical or learning disability that will affect your coursework. I am happy to work out appropriate accommodations for you through the University’s Disability Support Services (301-314-7682, http://counseling.umd.edu/DSS).

**Attendance**

Students are expected to participate actively in each class. This requires that you finish all assigned readings prior to the class session. Participation is an integral part of your own learning experience and sharing your thoughts and experiences enhances the learning experience of the entire class. Your participation in class discussions will count for 15% of your final grade. Class participation grades will take into account both the quality and quantity of your contributions to class discussions; You will be expected to participate in each discussion with substantive comments. Substantive does not necessarily mean long. It does mean thoughtful.

**Assignments & Grading**

Each student begins the course with a grade of 0. During the semester students will earn up to 100% by satisfactorily completing all assignments, coming to class, and participating thoughtfully. Your final grade will be calculated based on the weighting of course assignments shown below.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>class participation</td>
<td>15</td>
</tr>
<tr>
<td>Library / Info Center Visit Report</td>
<td>complete / incomplete</td>
</tr>
<tr>
<td>User Group Information Behavior Profile</td>
<td>15</td>
</tr>
<tr>
<td>Reference Services Comparison with Reference Interview</td>
<td>25</td>
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<tr>
<td>Search Strategy Assignment</td>
<td>15</td>
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<tr>
<td>User Instruction Project</td>
<td>30</td>
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<td>total</td>
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All course deadlines are set for 11:59 p.m. on the date due. You must use the following file naming convention on any uploaded assignment files: Last Name_First Name_Assignment# (e.g. Roberts_Barbara_Assignment 2).

Assignments must be turned in on time since we will typically be discussing them as a class once they are submitted. If there are extenuating circumstances that make it impossible to turn in an assignment, it is your responsibility to let me know before the due date so that we can make alternate arrangements if possible.

If you believe an assignment has been graded unfairly or have questions about your grade, you may send me an email outlining the reasons why you believe the assignment grade was inappropriate. I will re-grade the assignment taking into consideration your additional comments. However, this does not assure that the grade will increase. In fact, I will grade it as consistently as possible to those that I have graded from other students, making it possible for the grade to go up or down.

**Late Work**

Unless you are facing an emergency AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step for each day it is late. Assignments more than seven days late will not be accepted.
Written Work

These guidelines must be followed for all assignments and papers. Papers that do not meet these standards will be returned to the student for resubmission before grading. Remember to proofread your papers before handing them in.

- Papers will be prepared in accordance with MLA citation and style. Additional information with sample citations for citing print as well as electronic sources is provided at http://owl.english.purdue.edu/owl/section/2/11/. Noted exception: URLs MUST be provided for all citations of web resources included in any assignment.
- Assignments are to be typed, double spaced with 1” margins on all sides of the paper. Use Times New Roman or Helvetica / Arial in 12 point black font. All pages must be numbered according to the MLA format.
- Review your work before turning it in! All papers are to be free from spelling, grammatical and typing errors.
- Assignments will be uploaded to ELMS in PDF format on the day they are due. No e-mailed papers will be accepted unless prearranged with the professor.
- All material quoted or paraphrased from another source must be properly cited.

Syllabus Change Policy

It is understood that the professor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the class. Any changes will be made with advance notice.

Student Agreement

Attendance at this class signifies that the student has agreed to abide by and adhere to the policies and regulations as specified in this syllabus.

Student Course Evaluations

Toward the end of the semester (Tuesday, December 3 through Sunday, December 15) you will have the opportunity to evaluate this course. Your participation in these evaluations is
instrumental in improving the College’s teaching effectiveness and learning environments. Your feedback is completely confidential. Beginning December 3rd, go to https://www.courseevalum.umd.edu/ to complete your evaluation of the course.

The professor will also provide her own survey during this week and encourages you to participate. The professor references these surveys when designing each semester's course and highly welcomes your feedback.

Weekly Schedule

W(EEK)1: Course Overview / Evolving Landscape of Librarianship
Active Dates: September 9-13 (Mon - Fri)
Assignment/Discussion Due: Library Autobiography/Introduction (Sunday Sept 8, 11:59pm)

Readings


W2: Role of Information Services and Information Professionals
Active Dates: Sept 16-20
Lecture released Fri Sept 13
Assignment Due: none
Discussion: Your thoughts about the role of information professionals.

Readings:

- Bates, M.J. (Introduction to the Encyclopedia of Library and Information Science 3rd ed.) This article places the information disciplines/professions within the context of the many information related disciplines. http://informationr.net/ir/12-4/colis/colis29.html
- Libraries in the US: Priorities and Perspectives. This is one of the numerous OCLC reports available to you. In preparing your assignments for the course, you may wish to review additional OCLC reports.
- Select Pew Internet Library Reports. Read one of the following;
W3: the Concept of Information: Models / Theories of User Behavior

Active Dates: Sept 23 - 27

Lecture released: Sept 20

Assignment / Discussion Due: Library Information Center Visit (Sept 22, 11:59pm)

Readings:


W4: Models & Theories of User Behavior (part 2)

Active Dates: Sept 30 - Oct 4

Lecture released: Sept 27

Assignment Due: none

Discussion: Discussion of models and theories of user behavior. Readings from both week 3 & 4 will be included in this discussion.

Readings:

**W5: Information Literacy / User Instruction**

Active Dates: Oct 7 - 11

Lecture released: Oct 4

Assignment Due: none

Discussion: Information literacy & user instruction

Readings:


**W6: Reference and Information Services: Concepts, Principles & Techniques**

Active Dates: Oct 14 - 18

Lecture released: Oct 11

Assignment Due: [User Group Information Behavior Profile](Sun Oct 13, 11.59pm).

Discussion: [Summary of User Group Profile](Sun Oct 13, 11.59pm)

Readings:

W7: The Reference Conversation

Active Dates: Oct 21 - 25
Lecture released: Oct 18
Assignment Due: Reference Services Comparison

Discussion: We will discuss your experiences with the reference interview class practicum & reference interview comparisons.

Readings:

W8: Search Strategies

Active Dates: Oct 28 - Nov 1
Lecture released: Oct 25
Assignment Due: none

Discussion: Discussion of search strategy assignment summaries.

Readings:
- Bell, S.S. (2012). Chapters 1, 2, and 3.
- Explore Google’s Power Searching and Advanced Power Searching online courses: http://www.powersearchingwithgoogle.com/

W9: Technology & the Information Professions

Active Dates: Nov 4 - 8
Lecture released: Nov 1
Assignment Due: Search Strategy

Discussion: Technology & the Information Professions

Readings:
- PEW - January 22, 2013 report. Library Services in the Digital Age

**W10: Collection Development**

Active Dates: Nov 11 - 13 (this is HALF a week!)

Lecture released: Nov 8

Assignment: Identify 2-3 questions pertinent to collection development that we can discuss during the second half of the week.

Discussion: none

Readings:

• Bell, S.S. (2012) Chapter 11

**W11: Policies & Ethics**

Active Dates: Nov 13 - 15 (this is HALF a week!)

Lecture released: Nov 8

Assignment Due: none

Discussion: Collection development; policy statements and codes of ethics.

Readings:

On Policies:

• ALA Policy Manual. Skim, paying particular attention to the following sections:
  • 1: Mission ,Priority Areas, Goals
  • 40 :Core values, ethics, and Core competencies
If you are interested in a particular professional association, you may wish to go to their website and review their policies.

Ethics:

- Code of Ethics of the American Library Association
- SLA Vision, Mission and Core Values Statement
- ACRL Diversity Standards: Cultural Competency for Academic Libraries
- ASIS&T Professional Guidelines

And if you are interested in a particular professional association, you may wish to go to their website and review their statements of ethics and core values.

**W12: Scholarly Communication / Open Access**

Active Dates: Nov 18 - 22

Lecture released: Nov 15

Assignment Due: none

Discussion: Scholarly Communication & Open access

Readings:

THANKSGIVING BREAK: NOV 25 - 29

W13: Future Trends
Active Dates: Dec 2 - 6
Lecture released: Nov 29
Assignment Due: none
Discussion: Future Trends
Readings:
- Go to http://www.librarytestkitchen.org and see what new ideas/activities are discussed.

W14: User Instruction Unit Plan Demonstrations
Active Dates: Dec 9-13
Lecture released: no lecture
Assignment Due: User Instruction Presentation, Pathfinder, & Paper
Discussion: TBD
Assignment 1: Library Autobiography

The purpose of this assignment is to provide the instructor with a better understanding of your writing style and your personal goals and passions. Your job is to write your “library autobiography” covering how you have come to where you are and why. Please provide a short mini-biography with information about yourself you are willing to share with the class; your name, where you are in the program, career goals, subject areas of particular interest, and what you hope to gain from the course. Feel free to post a picture of yourself as well!

Along with your name and where you are in the program, you might consider addressing some of the following questions:

- What is your earliest memory of libraries and how has it affected your decision to become involved in the library field?
- What brought you to pursue your MLIS?
- What is your ideal library / information job?
- What do you see as the future of libraries?
- What are you passionate about?
- If there was one thing you could change about libraries / the library profession, what would it be?

Length: no more than 500 words (normally about 2 pages double spaced)

Format: your text content should be posted to this assignment discussion board below for everyone to access.
Assignment 2: Library/Information Center Visit

For this assignment you are asked to visit a library or other information center. If you are undecided about what type of library to visit, public libraries have a broad range of programs and services and are available to all members of the community but you are not limited to public libraries.

1. Observe the library environment: is the building centrally located, a pleasant place in which to be? Within the library, is locating services, e.g. children’s services, reference services, public access computers, circulation services, etc. easy to do? Are the books, journals, films, etc, easily accessible?

2. Observe the customers and what they are doing, e.g. attending programs (what programs), using reference services, working on public access terminals, looking for specific book titles or journals, browsing, etc. What are their ages (generally)? How diverse a group do they appear to be?

3. Observe the library staffing. Are librarians and/or other staff readily available to users? Does there appear to be sufficient staff or are library users waiting for service in some areas? Where?

4. Be an info user. You may wish to have a question in mind before your visit to the library. How satisfied were you with your ability to access information and did the information you found meet your needs? **You may choose to use this time to gather your data for Assignment #4 as well but you are not required to.**

5. Check out the library’s website. How useful an information resource is it in terms of information about the library and its programs, access to library collections, connection to data bases for reference use? Is it pleasant to look at and easy to use?

6. Overall, what was positive in the environment and activities you observed? If there were negative observations, how would you suggest they be corrected?

Respond *briefly* to the above questions in 2-3 paragraphs *in total*, single spaced and post by the deadline on the discussion board (also linked from Unit 3). The discussion for the week will be based on your collective experiences and comments.
Assignment 3: User Group Information Behavior Profile

For this assignment, you will select a particular user population, research what has already been learned about the information behavior of your selected group, and consider the implications of these findings for information professionals who assist them with their information needs.

You may select any population you wish (ie: "college-level humanity's students," "female cancer patients," or "biologists," etc). Once you have selected your user population, find at least three papers that report results from empirical studies of the information behavior of this population. After carefully reading these articles, prepare a 7-10 page (double spaced) paper containing the following sections:

1. **Introduction.** Who is your selected user population? What motivated you to select this particular population:

2. **Literature review.** What have we already learned about the information behavior of this population?

3. **Implications.** How might these findings be used to inform/improve the practices of information professionals who assist individuals from this population with their information needs?

4. **Potential significance/impact.** Why are the implications that you have identified important? What might be the impact if information professionals adapt their practices to suit the populations with whom they work more effectively?

5. **Ideas for future research.** What else do we need to know about the information behavior of your selected population? How would having this information potentially improve our ability to assist this population with their information needs?

6. **Bibliography.** Please provide a list of your sources, MLA style.

For Discussion: In addition to your paper which is due by 11:55 p.m. on October 13 on CANVAS, please also prepare a 2-3 paragraph (single spaced) summary to post on the discussion board. Your summaries will serve as the basis for the week’s discussion.
Assignment 4.1: Reference Services
Comparison with Reference Interview

Assignment 4 comes in two parts. This is Part 1: The Reference Interview Practicum.

The reference interview/conversation is one of the key activities of an information services professional, regardless of the setting, (i.e. libraries, archives, special information environments). Developing the skills needed to engage in and complete a successful conversation with a customer requires practice. The purpose of this exercise is to provide the opportunity to develop those skills through a role playing activity simulating the reference interview experience in a way that allows for feedback and peer review and to prepare you for real-life reference service interactions. Because this is an online course, after you receive your scenarios/questions from me, you and your partner will select the synchronous communication format you wish, record your experiences and then share with the class during our October 21 - 25th discussion.

Students will be paired off by the instructor and will decide between themselves who gets to start off playing the librarian and who will be the customer. The person playing the customer during the first round will receive a note from the instructor with a scenario. The scenario has a question (the one the customer will ask), the deeper information need, and some background context. Each pair may select whatever synchronous communication mode they choose.

Using the reference conversation/interview skills you’ve learned through readings and in-class discussions, practice how you (the librarian) will deal with the customer. The purpose of this assignment is to gain an understanding that the question you are asked is often not the best articulation of the actual information need. The focus of this role playing conversation is on identifying what the customer’s real information need is and not on answering the question.

Roles are then switched and a new question and new background is provided. If you wish to try a different communication mode, you may do so so long as it is synchronous. At the end of each conversation, discuss between yourselves what worked well, what didn’t, what you
learned, what you would do differently next time. Share this with the class on the discussion board during the October 21 - 25 discussion.

These interviews are to take place between October 14 and October 18 and the discussion will take place between October 21 and October 25. The instructor will provide questions for the first scenario by Monday, October 14 and for the second scenario by Thursday, October 17.

This part of the assignment will not be graded but will serve as practical experience with instructor feedback and peer review in preparation for Part Two of the assignment.

Assignment 4.2: Reference Services
Comparison with Reference Interview

Assignment 4 comes in two parts. This is Part Two: Reference Services Comparison.

Asking and answering questions is a key activity for all information professionals and it occurs in a variety of settings. Librarians and archivists continue to provide reference services in person, via telephone, email, discussion fora, and chat services. In addition, a variety of free or fee-based question and answer services have cropped up in non-library or archive settings including ChaCha, Yahoo!, Answers, and a variety of specialized communities. It is important to recognize how these services are similar or different in order to know when one is more appropriate than the other, as well as how to interact effectively when using different media. The purpose of this assignment is to get you thinking about the differences and similarities of these services so that you can navigate them effectively and participate in them when appropriate.

For this assignment, you will pose a reference question via 3 different services. Your question may relate to a paper you are writing or a personal information need. It should be something you are genuinely interested in. It should not be a ready reference question that can be answered by a quick internet search. It should be a question (or series of questions) that is likely to lead to a reference interview or at least some back-and-forth with the answerer. When
developing your question also make sure that you have a scenario of why you need the answer.

Decide on 3 different types of reference services to which you will post your question. Make sure all 3 are significantly different services. A far from complete list if different services is provided below to get you started, but please feel free to try something not on the list.

Ask your question of all 3 services. Feel free to ask your question multiple times if your initial experience doesn’t give you much to talk or write about. You can play around with more than just 3 types of services, but you should end up focusing on just 3 in your write up.

Write a 10-12 double spaced pages comparing the experiences. Your write-up should state the question you posed, identify the three services used and how the interview unfolded. Compare the overall interaction, drawing attention to the similarities and differences of the services and your experiences. It should consider how the underlying platform and nature of the service impacted the experience. You should relate your experiences to several concepts from the readings (e.g. c.3-6 references to class readings or perhaps pertinent readings from another class). You should consider things like the level of interaction and negotiation of the question, the quality and timeliness of the response, your overall satisfaction with the answer, the enjoyability of the interaction, etc. Try to do more than simply state the obvious. You may supplement your own experience with the experiences of other whom you have observed in the same setting if desired., although this is not required. At least 2-5 pages should be dedicated to the comparison, so don’t spend too much space discussing the nuances of what you did. Instead spend the space analyzing your experience and comparing the three experiences, focusing on how the medium affected the experience.

Your paper is due by 11:55 p.m. Sunday, October 20. A 2-3 paragraph summary (single spaced) is due on the discussion board at the same time.
Assignment 5: Search Strategy

Working in the same pairs as for the reference conversation assignment, identify a substantive information need that one of you is currently facing. This information need must be one that will require use of at least two different library data bases. Work together to draft a search strategy that reflects how you plan to go about gathering the information you need. This plan should include both the names of the information resources you intend to consult, as well as the ways in which you will interact with these resources. Then carry out this search strategy, adapting it as necessary as your search evolves.

Write a 5-6 page double spaced paper in which you:

1. Describe the information need and the context surrounding this need.
2. Delineate the initial search strategy that you and your partner developed, indicating the information resources you intended to consult and how you intended to interact with each resource. Also, provide a rationale for your plans.
3. Recount how you actually carried out your search, describing and explaining how and why your search adhered to and/or deviated from your original plan. Be sure to describe any non-search activities in which you engaged in an attempt to further your progress.
4. Evaluate your search process; Talk about the usefulness and usability of the various information resources you used and about which of your search strategies worked well and which did not. Talk about how you might carry out this search if you were to repeat it; which of your strategies would you keep, which would you adapt and how and which you would discard.
5. Discuss the usability and/or usefulness of the information resources you used. How might their usability and/or usefulness be improved? Please provide specific, concrete examples.
Assignment 6: User Instruction Project

The purpose of this assignment is to give you experience with preparing and presenting a user instruction session targeted to a particular audience, as well as creating a relevant pathfinder.

You will work individually on this project but will be put in support teams. Teams will serve as sounding boards throughout the project as well as be used for peer evaluations. Each student will choose a topic and identify an audience for their presentation. For example: “information literacy for college freshmen” or “finding reliable health resources for women diagnosed with breast cancer” or “understanding personal digital archives for senior citizens” or “job seeking for low income job seekers.” Students can choose whatever topic and user group they would like; however, their proposal must be approved before they begin.

**Deliverables**

*Proposal (check-off)*
Each student will prepare a 1-page proposal that the project name, the members of the support team, and your proposed topic and audience.

*Executive Summary (10%)*
Each student will write a 5-page executive summary on the information seeking behaviors of the audience they chose for their user instruction presentation. Paper will include an explanation of why the student selected this particular audience, a brief literature review, an analysis of the implications of the chosen group’s information needs, and a discussion of why the student chose to do the presentation and pathfinder the way they did.

*Presentation (15%)*
Each team will have xx minutes (TBD) to present an instruction session to their classmates on the use of library and Internet resources on the group’s topic. You should plan to talk for approximately xx minutes (TBD), and then solicit questions from the audience during the remaining xx minutes (TBD). Be sure to practice your presentation several times so that you are sure that you can finish within your allotted time. Don’t be afraid to make your audience’s learning fun.

* Make sure that your presentation is built around the information needs/behaviors of your chosen audience. *

*Pathfinder (5%)*
Each student will create a one-page pathfinder consisting of at least 10 resources, including databases, books, journals, and Internet resources. Students are encouraged to be creative with the layout and presentation of their pathfinder. Pathfinders can be in physical or digital form.

*Self, Peer, and Team Evaluations (check-off)*
Students will evaluate themselves and their Support Teams on the following items:

- creativity
- resources chosen
- presentation skills
- contribution to the team/project

Students and Support Teams will also be asked to evaluate their performance as a whole. What did you learn? How well did you work together? These evaluations will be taken into consideration by the professor when grading the various elements of this assignment.