COLLEGE OF INFORMATION STUDIES
Fall 2018

LBSC 742  Collaborative Instructional Design and Evaluation

INSTRUCTORS  Dr. Mega Subramaniam
               Associate Professor
               2109E Patuxent Building
               University of Maryland, College Park
               (301) 405-3406 (office)
               mmsubram@umd.edu
               Preferred communication: Canvas messaging system
               Follow me on Twitter - @mmsubram

OFFICE HOURS: Can be arranged by appointment

ONLINE COURSE SPACE:  https://myelms.umd.edu/login

COURSE DESCRIPTION

Over the past several decades, the role of the school librarian 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 school librarian 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 librarians’ 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. Through studying ISD theory and applying its methods to the development of a detailed plan for an instructional product, candidates in this course will master a systematic yet flexible set of principles that can be used in a variety of settings.

COURSE GOALS

I. The candidate will understand the nature, purpose, concepts, and principles of instructional systems development (ISD).
   a. The candidate will define ISD, state its purpose, and describe its historical and theoretical roots.
   b. The candidate will compare and contrast several major ISD models.
   c. The candidate will identify the major concepts and principles underlying ISD and explain the relationship of each to learning.
II. The candidate will analyze the collaborative instructional development role of the school librarian.
   a. The candidate will describe the instructional development role of the school librarian, particularly as it relates to working collaboratively as an “instructional partner” with teachers and others.
   b. The candidate will explain both the historical and the contemporary contexts of this role.

III. The candidate will understand the varieties of student assessment and the role of the school librarian in planning and implementing assessment strategies.
   a. The candidate 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 candidate 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 candidate will apply the theory and techniques of ISD to the collaborative development of an instructional product.
   a. The candidate will collaborate to create a complete plan for an instructional product (including assessment) based on the ISD process.
   b. The candidate 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 candidate will understand the possibilities, constraints, and limitations of ISD.
   a. The candidate will describe the relationship of ISD to various kinds of media and technology, both traditional and contemporary.
   b. The candidate will identify and discuss issues and concerns related to ISD and K-12 education, particularly as these relate to the school librarianship.

VI. The candidate 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 school librarian.

TEXT & READINGS


Additional required readings are listed at the end of this document, organized by module. All readings are available through Course Reserve in Canvas, with the exception of articles with direct links to the entire article.

COURSE METHOD

In order to engage various learning styles in an online environment, this course will utilize
various assessment methods to measure the achievement of learning objectives for each module. There will be not be any mandatory synchronous meetings throughout the semester. Online synchronous office hours will be available bi-weekly for students who wish to participate. The instructor will conduct a Doodle Poll at the beginning of the semester and find a date/time during the weekdays that work for most students.

It is essential that every candidate read the course readings, participate in asynchronous assignment/activity planned for each module, and complete all the assignments. Candidates must watch the recorded session or read the lecture notes and read the assigned readings before completing the weekly assignments planned for each module. Class lectures for each module will be released on the first day of the module (with the exception of the class lecture for the first module).

Based on critical examination of course readings, each candidate should develop an analytical stance concerning the issues in the course. The candidates are expected to question, challenge, argue, and discuss issues and topics related to that module's readings.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

ATTENDANCE POLICY

Regular participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission, a reasonable effort should be made to notify the instructor in advance of the class. The notification (preferably in the form of a message through Canvas) must identify the assignment will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.

2. If a candidate is delayed more than TWO times consecutively, the instructor will require documentation signed by a health care professional.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.
CANDIDATES WITH DISABILITIES

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301.314.7682, or adsfrontdesk@umd.edu. More information is available from the Counseling Center.

After receiving an Accommodations Letter from ADS, as a candidate you are expected to meet with each course instructor, in person to provide them with a copy of the Accommodations Letter and to obtain their signature on the Acknowledgement of Student Request form. You and your instructor will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented on an Acknowledgment of Student Request Addendum, signed by the instructor, and submitted to ADS. You as the candidate are responsible for submitting the signed original forms to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records.

LEARNING ASSISTANCE

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, notetaking and exam preparation skills. All their services are free to UMD students.

EMERGENCY PREPAREDNESS

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 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. Information about the status of the campus is available at http://www.umd.edu/emergencypreparedness/. While all the course assignments will be completed asynchronously, inclement weather may affect the instructor’s ability to access Canvas or e-mail or hold synchronous bi-weekly meetings. Information about
possible rescheduling of office hours and/or assignment deadlines will be provided via Canvas once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Candidates grade will be determined through class participation, collaboration interview documentation, final project (collaboration with teacher) and presentation, and responses to your peers’ presentations.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration interview</td>
<td>25</td>
</tr>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Final Project (lesson plan, materials, teaching and</td>
<td>45</td>
</tr>
<tr>
<td>presentation)</td>
<td></td>
</tr>
<tr>
<td>Final Project Presentation Responses</td>
<td>10</td>
</tr>
</tbody>
</table>

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining student’s 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.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-. 


<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic(S)</th>
<th>Class Activity</th>
<th>Graded Assignments due 11.59 pm (ET)</th>
</tr>
</thead>
</table>
| (1) Aug 27 – September 9 | Introductions  
Course Overview  
Taxonomy of collaboration  
Inquiry based-learning | 1) Using VoiceThread, create an introduction of yourself using some form of media (e.g., slides, photos, video, and/or audio). Tell us:  
- Your name  
- Where are you? What you do?  
- What are you hoping to learn from this course?  
2) Watch pre-recorded lecture on the introduction to the course (by Friday, Aug 31)  
3) Watch pre-recorded lecture on taxonomy of collaboration, and inquiry-based learning | Intro VT posted by Sept 3  
3%  
Discussion posting 1: Sept 3  
Feedback due: Sept 9 |
| (2) September 10 – September 23 | Instructional systems design | Watch pre-recorded lecture (asynchronous module activity will be shared in the lecture) | 3%  
Discussion posting 2: Sept 17  
Feedback due: Sept 23 |
| (3) September 24 – October 7 | Standards for the learner – Application and Alignment with Content Standards | Read lecture notes (asynchronous module activity will be shared in the lecture notes) | 3%  
Discussion posting 3: Oct 1  
Feedback due: Oct 7 |
| (4) October 8 – October 21 | Learner analysis  
Needs assessment | Watch pre-recorded lecture (asynchronous module activity will be shared in the lecture) | 3%  
Discussion posting 4: Oct 15  
Feedback due: Oct 21 |
| (5) October 22 – November 4 | Instructional objectives  
Assessment | Read lecture notes (asynchronous module activity will be shared in the lecture notes) | 3%  
Discussion posting 5: Oct 29  
Feedback due: Nov 4  
Collaboration interview due: Oct 21 |
<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic(S)</th>
<th>Class Activity</th>
<th>Graded Assignments due (11.59 PM ET)</th>
</tr>
</thead>
</table>
| (6) November 5   | Teaching digital literacies                   | Watch pre-recorded lecture (asynchronous module activity will be shared in the lecture) | 3%  
Discussion posting 6: Nov 12  
Feedback due: Nov 18 |
| – November 18     |                                               |                                                                               |                                                      |
| November 19       |                                               |                                                                               |                                                      |
| – November 25     |                                               |                                                                               |                                                      |
|                   |                                               | **THANKSGIVING BREAK**                                                       |                                                      |
| (7) November 26   | Serving the needs of SPED students LMS as Instructional Partner – The Challenge | Read lecture notes (asynchronous module activity will be shared in the lecture notes) | 2%  
Discussion posting 7: Dec 3  
Feedback due: Dec 10  
Final Collaboration Material: Dec 10  
Responses to Presentation: Dec 11 |
| – December 10     |                                               |                                                                               |                                                      |
CLASS PARTICIPATION

Class participation points will be based on active participation during the 7 modules where actual course content will be discussed, (3 points per week for Module 1 through 6, and 2 points for Module 7, the last module). Every week, candidates will do the following: (1) Complete the readings for the week; (2) View a pre-recorded lecture OR read lecture notes; and (3) Complete the discussion activity assigned for each module that will count toward the participation points.

To clarify point (3) above, for each module, the instructor will assign one activity/discussion prompt that will count towards your participation points. For example, some asynchronous participation activities include providing responses to questions in the discussion board or for you to report on observation and interaction with teachers and students at your school. The specifics of the actual activity/question/response needed will be shared in each module lecture recording or notes. Please take note that you will only be able to participate in these activities in a timely manner if you have completed the readings for the week, and have watched the lecture presentations/read the lecture notes for that week. Typically, the instructor will only intervene in the weekly activity if she sees the discussion going on a direction that will not be beneficial for learning the desired content for the class or some irresponsible and/or inappropriate responses are posted.
COLLABORATION INTERVIEW
Due: October 22, 2018 at 11:59 PM EST

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 candidate is expected to conduct an interview with ONE teacher and submit an analytical and reflective paper based on the interview. Do not identify the teacher in your report – you can use a pseudonym. Candidates will find teachers of their choice, and it is recommended that candidates attempt to find teachers as soon as possible, and conduct collaboration interview after completing readings for Module 4.

In the first part of the interview, request information from the teacher about their curriculum area (for middle and high school teachers), the grades they teach, their teaching experience, 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 school librarians and would like to get from school librarians. Submit a report that summarizes each of these points above, and indicating the exact questions that you have asked. Also explain in your report, the respective teachers understanding of the role of school librarian as an “instructional partner”. You are required to obtain the interpretation of the role of school librarian as an “instructional partner” from the teacher and compare it to the defined role of school librarian that you have obtained from the readings and the class. This section is best written in question and answer format. The first part of the interview must not exceed 4 pages (single spaced).

In the second part of the interview, based on the particular units the teacher enjoys teaching, ask the teacher to choose one unit that she/he really need the help of a school librarian. It is expected that most teachers may suggest a lower level of collaboration such as in the cooperation level. It is your responsibility to convince and direct them to attempt collaboration at a higher level. Based on their input, fill the Collaboration Planning form available at the Files area in Canvas (Collaboration Interview Assignment folder) together with the teacher for that particular chosen unit of their interest. With the exception of the evaluation of the collaboration interview, other sections must be filled out together with the teacher. There may be sections (such as Resources, Standards for the 21st Century learner etc.) in the form that the teacher will want you (the librarian) to decide, and this would be acceptable, and you can do it after your interview. The evaluation of the collaboration interview is your reflection on the learning plan that you and the teacher have planned. At the end of the form, you will find a rubric that will guide you in completing the form.

Some preliminary examination of each of these areas will allow you to carry out an efficient and knowledgeable interview (about 30-45 minutes in length). You will be using the input that you receive from the teacher to develop lesson plan stipulated in the next upcoming assignment. An in-person or phone interview is essential, and email interviews are not allowed. In-person interviews are highly recommended.

Please refer to rubric available at the Files area in Canvas (Collaboration Interview Assignment folder) for grading criteria. As a guide for the collaboration interview process, some potential interview questions are also available in this folder. An excellent example of a Collaboration Interview report is also available.
The focus of this assignment is to demonstrate your understanding of the entire instructional design process and your role as school librarian serving as an instructional partner at a school. You will collaborate with a teacher (or a group) who have agreed to allow you to co-develop lesson plans that will integrate the Standards for the 21st Century Learner into the content curriculum.

You will work with teacher that you interviewed for the previous Collaboration Interview assignment and co-teach and co-assess the outcomes of the lessons taught. The lesson must be inquiry-based and focus on the development of digital literacy (can be information, computational thinking, web, etc.) among your students. In this project, you will work on your plan (1) to gain experience in collaborating with teachers to design instruction; (2) to tie the Standards for the 21st Century Learner directly to subject-matter learning, thus making specific links between the library program and the curriculum; (3) to utilize various instructional strategies that are best suited for the digital literacy and inquiry-based learning and (4) to ensure that the instruction incorporates the meaningful use of information resources, instructional strategies and assessment.

The project developed over the course of the term has four parts:

A. 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 digital literacy and inquiry-based learning within a particular subject matter area, incorporating specific technology-based learning resources, and with particular attention to student assessment. This written plan includes the complete description of the audience, content standards, the AASL standards, learning objectives, description of prior knowledge of students, lesson plan(s) for the digital literacy/research instruction, the actual development of supplemental materials as needed (such as graphic organizers, pathfinders, handouts) and actual assessment related items such as rubrics or checklist. You will use the format for the lesson plan used by your district. If it is not available, the instructor can provide a template;

B. You will teach at least one session of the planned lessons indicated in (A) in the school. During this instruction, you must discuss and support the ethical use of information, intellectual freedom, and privacy of users.

C. You administer assessment developed in (A) and analyze the effect of your instruction in digital literacy and inquiry-based learning in students by employing a variety of assessment methods; and

D. You will present (A) through (C) above at the end of the semester through a VoiceThread presentation. Each candidate will make a 20 minutes presentation.

You will send a thank you e-mail to the teacher that you have worked 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 (A) through (D) above via Canvas to the instructor. The rubric for this assignment is available in the *Files area* (Final Project folder).

There will be multiple opportunities in class to ask further questions about this assignment.
RESPONSES TO FINAL PROJECT PRESENTATIONS
Due: December 12, 2018 at 11:59 PM EST

You will view your classmate’s recorded presentations of their final projects (at least four of them) then respond in writing to specific questions about the candidate’s presentation. The questions that will be provided (will be in the Files area closer to when this assignment is due) will be designed to help you focus your attention on the elements of collaboration, ISD, and inquiry-based learning. You will then submit your responses via the Presentation Responses Assignment submission link in Canvas.
READING LIST

MODULE 1: TAXONOMY OF COLLABORATION & INQUIRY-BASED LEARNING

• Textbook - Chapter 1 & 2

MODULE 2: ISD


MODULE 3: STANDARDS FOR THE LEARNER

• American Association of School Librarians. (n.d.). AASL standards framework for learners. Will be supplied by the instructor in the Files area
• Carter, Dupuis & Hampson (2010) – Video: http://www.youtube.com/watch?v=nfeg8MVfkMw

MODULE 4: LEARNER ANALYSIS AND NEEDS ASSESSMENT

• Textbook - Chapter 3 & 4

MODULE 5: INSTRUCTIONAL OBJECTIVES AND ASSESSMENT

• Western Kentucky University, School of Teacher Education. [n.d.]. Writing instructional objectives. Retrieved from: https://www.wku.edu/ste/objectives/components.php (Read all sections of tutorial.)

• Textbook - Chapter 8, 9 & 10

MODULE 6: TEACHING DIGITAL LITERACY

• Textbook - Chapter 5, 6, 7, and 11

MODULE 7: SERVING THE NEEDS OF SPED STUDENTS & LMS AS AN INSTRUCTIONAL PARTNER: THE CHALLENGE


• Project ENABLE. Syracuse University. Available at: http://projectenable.syr.edu [simply browse through to see what is available – this is a resources that you can go into detail as you need to]

