LBSC 742: Collaborative Instructional Design & Evaluation

Spring 2019 Course Syllabus*

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* Please consider our syllabus a living document that is subject to modification with prior notification and based upon the needs of all class members.
GENERAL COURSE INFORMATION

Course Description: The school librarian's role 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 design (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.

Through studying ISD theory and applying its methods to the design 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 & Student Learning Outcomes:

I. Students will understand the nature, purpose, concepts, and principles of instructional systems design (ISD).

   By the end of the course, students will be able to:
   a. Define ISD, state its purpose, and describe its historical and theoretical roots.
   b. Compare and contrast several major ISD models.
   c. Identify the major concepts and principles underlying ISD and explain the relationship of each to learning.

II. Students will analyze the collaborative instructional designing role of the school librarian.

   By the end of the course, students will be able to:
   a. Describe the instructional designing role of the school librarian, particularly as it relates to working collaboratively as an “instructional partner” with teachers and others.
   b. Explain both the historical and the contemporary contexts of this role.

III. Students will demonstrate understanding of the varieties of student assessment and the role of the school librarian in planning and implementing assessment strategies.

   By the end of the course, students will be able to:
   a. 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. 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. Students will apply the theory and techniques of ISD in the development of an instructional product.

   By the end of the semester, students will be able to:
   a. Create a plan for an instructional product (including assessment) based on the ISD process.
   b. Clearly describe his/her ISD plan (including its major elements and its associated resources for learning) and the details of the development process.

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

   By the end of the semester, students will be able to:
   a. Describe the relationship of ISD to various kinds of media and technology, both traditional and contemporary.
b. Identify and discuss issues and concerns related to ISD and K-12 education, particularly as these relate to school librarianship.

VI. Students will analyze, evaluate, and create new knowledge about the major topics covered in the course as they relate to the instructional designer role of the school librarian.

Course Delivery: Our course is hosted using Canvas. Each distance learning course offered through the College of Information Studies has its own space within this system which typically includes the syllabus, lectures, a forum for class discussions, and a place to submit assignments. Access our course site at: https://myelms.umd.edu/login. For questions regarding technical aspects of the course site please visit: http://helpdesk.umd.edu/.

Course Materials: In order to fully participate in and successfully complete this course, students must have:
1. Reliable access to the Internet.
2. The ability to record and upload text, audio, and video documents.

Textbook/Readings: The required textbook for this course is:


A recommended (it is very expensive, you do not HAVE to purchase it) resource for this course and for your professional knowledge is:


**Additional required and recommended readings will be made available through our course site.**
**Discussion Threads:** You will participate in discussions that focus on issues related to course topics. To allow sufficient time to consider the topic and post thoughtful responses, most discussion threads will take place over a two-week period. The expectation is that discussions will involve robust interactions among students. You are expected to actively engage with your classmates during each discussion thread; guidelines for responses will appear in each discussion prompt. To keep discussion threads manageable, you will be assigned to a specific discussion group; a student or pair of students will be designated to lead each discussion thread. Please be sure to make discussion posts in your assigned discussion area unless otherwise instructed. I will monitor all discussions and will post responses and/or questions as appropriate/necessary.

Contributions to discussion threads are graded. Each post should be well thought out and clearly stated and will be assessed on these criteria. The content of each post should indicate that required documents have been read in their entirety. You may include anecdotes from work and/or personal experiences, completed assignments, things learned in other courses, or descriptions of other relevant readings, etc. Please keep these discussions on the specified topic.

**Other Discussion Boards:** A “Faculty Office” discussion board is provided so that you may post questions of a general nature to me. If a question posted in this forum does not receive a response within 48 hours, please feel free to send me an email asking me to check the board. Questions related to your specific situation should be sent via email.

A “Student Café” discussion board is provided for you to post additional comments on a discussion topic or for informal discussions on other relevant topics. The decision to read messages in the Student Café is optional. Discussions specific to individual students are not appropriate for placement in the Student Café and should take place via email or other forms of private communication.

**Direct/Private Communication with Professor Hill:** You can contact me via either the messaging function located within Canvas or by sending me an email. If you do not receive a response to your message within 48 hours, please feel free to send me a gentle reminder via email: rfhill@umd.edu. If your situation is urgent, please be sure to indicate this either in the subject line or the body of your email. *Please note that I try not to access emails after 8:00 PM on weeknights and not at all on weekends.*

**Other Means of Communication:** You may also request a chat session (i.e. Skype, Google Hangout, Adobe Connect) or phone conversation.
ASSIGNMENTS & ASSESSMENT

You will be assessed via the following methods:
1. Individual assignments.
2. Participation in discussions.

All assignments must be submitted on by 11:59 p.m. on the date listed. Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. If you need to request an extension, please contact me. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties.

Unexcused delays in submission of assignments will result in a deduction of one full letter grade for each day the assignment is late.

Assignment Formatting: Unless otherwise specified, all written assignments should be formatted as follows:
1. Use either Arial or Times New Roman in 12-point font;
2. Save your assignments as .doc or .docx;
3. Always include your name, date, course name/number, and assignment title on the first page; no running head is required on subsequent pages;
4. Pages must be double spaced, numbered, and include a one-inch margin all around (unless otherwise noted in the assignment instructions);
5. Use consistent section titles/subtitles to organize your papers;
6. Use American Psychological Association (APA) format for citations/references. It is best to purchase the latest edition of the APA Publication Manual but an excellent resource is found at Purdue University’s Online Writing Lab at:
   http://owl.english.purdue.edu/owl/resource/560/01/

Brief Assignment Descriptions (Full descriptions and grading rubrics appear on our course site):

Syllabus Quiz (worth 10 points)
This quiz is intended to ensure that you have clarity about course expectations.

Written Assignment 1: Practitioner Interview (worth 100 points)
This assignment calls for you to conduct interviews with current educators then share your findings.

Written Assignment 2: Creating Instructional Objectives (worth 15 points)
This assignment allows you to gain experience creating appropriate, effective, and specific learning objectives given a particular educational setting.

Written Assignment 3: Information Literacy Lesson Plan (worth 60 points)
You will create a full lesson plan that incorporates appropriate objectives and addresses an aspect of information literacy appropriate for a specific age/grade group.

Written Assignment 4: Collaboration Communication (worth 100 points)
Using a set of guiding parameters, you will construct a document that creatively informs members of your (hypothetical) school community about collaboration opportunities and benefits.

Written Assignment 5: Collaborative Unit Plan (worth 100 points)
For this assignment, you will construct a series of lesson plans that would allow you to deliver instruction through collaboration with at least one classroom teacher.
Participation in Discussion Threads (worth 65 points)
To facilitate regular interactions, you will be assigned to a discussion group to participate in discussion threads. Discussion leaders will post prompts for each discussion (your instructor will facilitate two discussion threads). The participation portion of your final grade will consist of an assessment of the quality of your posts related to each discussion topic.

GRADING SCALE
The chart below shows how letter grades will be assigned based upon points earned for each assignment.

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<tr>
<th>POINTS EARNED</th>
<th>LETTER GRADE</th>
<th>%</th>
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<tbody>
<tr>
<td>423-450</td>
<td>A</td>
<td>94-100</td>
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<tr>
<td>405-422</td>
<td>A-</td>
<td>90-93.9</td>
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<tr>
<td>391-404</td>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>378-390</td>
<td>B</td>
<td>84-86.9</td>
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<tr>
<td>360-377</td>
<td>B-</td>
<td>80-83.9</td>
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<tr>
<td>347-359</td>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>333-346</td>
<td>C</td>
<td>74-76.9</td>
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<tr>
<td>306-332</td>
<td>C-</td>
<td>70-73.9</td>
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FINAL NOTE ABOUT ASSIGNMENTS
I am not a proponent of “busy work.” Each assignment has been designed to allow for creativity and authentic assessment. I am very interested in your perspective and I believe that everyone will be successful in this class. My expectation is that you will create and submit assignments reflective of high-quality graduate work.
UNIVERSITY STATEMENTS

**Academic Integrity:** The academic community of the University of Maryland, the College of Information Studies, and your instructor require the highest standards of professional ethics and personal integrity from all members of the community. Work submitted in this course will be individual (unless indicated as group work) 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 without prior approval, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all resources you use and make sure all ideas and quotations are properly acknowledged.

The University’s Code of Academic Integrity is found at: [http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a](http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a)

**Students 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 at [https://counseling.umd.edu/ads/](https://counseling.umd.edu/ads/). Please discuss your need for academic accommodations with me by the second week of class.

For a complete listing of all University policies, see the UMD Office of the President website: [https://www.president.umd.edu/administration/policies](https://www.president.umd.edu/administration/policies).
## COURSE CALENDAR

**Notes:** 1. Links to each week’s readings and activities appear on the course site.
2. Full references for weekly readings appear in readings list below calendar

<table>
<thead>
<tr>
<th>MODULE/DATES</th>
<th>TOPICS/THEMES</th>
<th>READ/VIEW</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
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| Week 1 1/28-2/3 | • Introductions  
• Course overview | READ  
1. Syllabus  
VIEW  
1. Course overview message  
2. Professor Hill’s Disclaimers & Declarations | • Record & post intro video (due by 11:59 PM, 2/3/19)  
• Submit Syllabus Quiz (due by 11:59 PM, 2/3/19)  
• View classmates’ intros |
| Week 2 2/4-2/10 | • Defining collaboration  
• Inquiry-based learning | READ  
1. Textbook, Ch. 1, Ch. 2  
VIEW  
Mini lecture or other recording | • View classmates’ intros (responses optional)  
• Decide on discussion thread to lead/co-lead  
• Read prompt for Discussion #1 |
| Week 3 2/11-2/17 | • Instructional Systems Design | READ  
2. Instructional Design Central (n.d.)  
VIEW  
Mini lecture or other recording | • Participate in Discussion #1 |
| Week 4 2/18-2/24 | • Learner analysis  
• Needs assessment | READ  
1. Textbook: Ch. 3, Ch. 4  
VIEW  
Mini lecture or other recording | • Read prompt for Discussion #2  
• Submit written assignment #1: Practitioner Interview (due 11:59 PM, 2/24/19) |
| Week 5 2/25-3/3 | • Instructional objectives | READ  
1. Western Kentucky University, School of Teacher ed (n.d)  
VIEW  
Mini lecture or other recording | • Participate in Discussion #2 |
| Week 6 3/4-3/10 | • Standards for learners | READ  
1. MSDE (2010a)  
2. MSDE (2010b)  
3. CCSS Initiative (n.d.)  
4. AASL (n.d.)  
VIEW  
Mini lecture or other recording | • Read prompt for Discussion #3 |
| Week 7 3/11-3/17 | • Lesson plans | READ  
1. Cunningham (2009)  
2. Student Choice: Search for Maryland lesson planning templates  
VIEW  
Mini lecture or other recording | • Participate in Discussion #3  
• Submit written assignment #2: Creating Instructional Objectives |
| Week 8 3/18-3/24 | | | • SPRING BREAK  
• SPRING BREAK  
• SPRING BREAK |
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<tr>
<td>Week 9 3/25-3/31</td>
<td>• Assessment</td>
<td><strong>READ</strong> 1. Textbook: Ch. 8 &amp; Ch. 10 <strong>VIEW</strong> Mini lecture or other recording</td>
<td>• Read prompt for Discussion #4</td>
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<td>Week 10 4/1-4/7</td>
<td>• Teaching information literacy</td>
<td><strong>READ</strong> 1. Textbook Ch. 5 &amp; Ch. 6 <strong>VIEW</strong> Mini lecture or other recording</td>
<td>• Participate in Discussion #4</td>
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| Week 11 4/8-4/14     | • Serving students with special needs | **READ** 1. Goulding (2014) 2. Horan (2018) **VIEW** Mini lecture or other recording | • Read prompt for Discussion #5  
• Submit written assignment #3: Information Literacy Lesson Plan (due 11:59 PM, 4/14/19) |
|                      |                                    |                                                                           |                                                                                        |
| Week 12 4/15-4/21    | • LMS as instructional partner     | **READ** 1. Textbook Ch. 9 2. Boyer (2015) **VIEW** Mini lecture or other recording | • Participate in Discussion #5                                                         |
|                      |                                    |                                                                           |                                                                                        |
| Week 13 4/22-4/28    | • Use of technology in collaboration | **READ** 1. Wine (2016) 2. Student Choice: Find examples of tech that helps with collaboration **VIEW** Mini lecture or other recording | • No discussion activities  
• Submit written assignment #4: Collaboration Communication (due 11:59 PM, 4/28/19) |
|                      |                                    |                                                                           |                                                                                        |
| Week 14 4/29-5/5     | • Focus on best practices          | **READ** 1. Kachel, (2017) 2. Student Choice: Find examples of successful collaborations between school librarians and other educators **VIEW** Mini lecture or other recording | • Read prompt for Discussion #6                                                        |
|                      |                                    |                                                                           |                                                                                        |
| Week 15 5/6-5/12     | • Course wrap up                   | **READ** No readings **VIEW** Wrap up message                              | • Participate in Discussion #6                                                         |
|                      |                                    |                                                                           |                                                                                        |
| Week 16 (sort of) 5/13 & 5/14 | • Complete & submit final assignment | **READ** No readings **VIEW** No viewings                                  | • Submit written assignment #5: Collaborative Unit Plan (due, 11:59 PM, **Friday**, 5/17/19) |
Reading List

Below is the list of the items you must read this semester. The list also contains optional materials.

**WEEK 1: WELCOME & COURSE INTRODUCTION**
1. Course syllabus

**WEEK 2: DEFINING COLLABORATION/INQUIRY-BASED LEARNING**
1. Textbook: Chapters 1, Chapter 2.
   **Optional reading:**

**WEEK 3: INSTRUCTIONAL SYSTEMS DESIGN**
   **Optional reading:**

**WEEK 4: STANDARDS FOR LEARNERS**

**WEEK 5: LEARNER ANALYSIS/NEEDS ASSESSMENT**
1. TEXT: Chapter 3, Chapter 4.

**WEEK 6: INSTRUCTIONAL OBJECTIVES**
1. Western Kentucky University, School of Teacher Education. [n.d.]. Writing instructional objectives. Retrieved from [https://www.wku.edu/ste/objectives/index.php](https://www.wku.edu/ste/objectives/index.php) (Read all sections of tutorial.)

**WEEK 7: LESSON PLANS**
2. **Student Choice:** Search for lesson planning templates from multiple counties in the state of Maryland.
   **Optional readings:**
WEEK 8: ASSESSMENT
1. TEXT: Chapter 8, Chapter 10.

WEEK 9: NO READINGS—SPRING BREAK

WEEK 10: TEACHING INFORMATION LITERACY
1. TEXT: Chapter 5, Chapter 6.

WEEK 11: SERVING STUDENTS WITH SPECIAL NEEDS
**Optional readings: 

WEEK 12: LMS AS INSTRUCTIONAL PARTNER
1. TEXT: Chapter 9

WEEK 13: USE OF TECHNOLOGY IN COLLABORATION
2. **Student Choice:** Find examples of technology (software, hardware, sites, etc.) that helps K-12 educators in their collaboration efforts.
   **Optional reading:**

WEEK 14: FOCUS ON BEST PRACTICES
2. **Student Choice:** Find examples/descriptions of successful partnerships between school librarians and others in the K-12 environment and elsewhere.

WEEK 15: SEMESTER WRAP UP—NO READINGS

WEEK 16: COMPLETE & SUBMIT FINAL ASSIGNMENT—NO READINGS
ABOUT YOUR PROFESSOR

Dr. Renee F. Hill

I am passionate about and committed to researching and teaching about issues that involve examining methods for increasing understanding of diversity issues in Library and Information Studies. My work focuses on examining information needs and information access as they relate to diverse populations (e.g., members of various racial/ethnic groups, individuals with disabilities).

I earned a Bachelor's degree in Exceptional Student Education at Florida Atlantic University and taught middle school special education in south Florida. I earned both my Master's and Ph.D. in Library and Information Studies at Florida State University.

On a personal note, I was born in Houston, TX and raised in Fort Lauderdale, FL. I feel very fortunate to have joined UMD's iSchool after having been a faculty member at Syracuse University for a number of years and am excited to live in the great state of Maryland. I am married to Thomas Hill and we have five children ranging in age from 5 to 26. I am a voracious reader who enjoys a variety of topics and genres—I am particularly proud of my collection of novels by African and African American authors.

**Acknowledgements:** My sincerest thanks go to:
- Dr. Mega Subramaniam for providing me with the framework for structuring this course.
- All of you for enrolling in this class and for being engaged learners, and conscientious information specialists who care about educating and working with K-12 students.