General Information

Meeting location: HBK 0115
Meeting times: Wednesdays, 6:00-8:45 PM

Name of instructor: Elizabeth Larson
Instructor contact: elarson3@umd.edu
Office hours: By appointment
ELMS site: None
Required textbooks: None; all assigned reading is either freely available on the web or available through lib.umd.edu

Important Dates:
January 27 - First day of class
March 13-20 - Spring Break, no classes
April 6 - No class
May 4 - Last day of class

Catalog description: Critical analysis of the rationale, content, and processes of user instruction in library and information settings.

Course objectives: Upon successful completion of this course, each student will:

- Understand and demonstrate applications of the theories and practice related to instruction in the context of a variety of library and information settings.
- Be aware of the literature and organizations pertaining to user education, and of the various standards and practices pertaining to user education in different information settings.
- Be aware of issues in user instruction and its place in academic, public, and private organizational settings.
- Be able to identify an instructional need and select among a variety of teaching methods and designs, and to implement and evaluate instructional solutions to fit identified needs.
- Be able to provide effective, interactive instruction to students.

Expectations

Due dates:
Assignments are due on the due date. Requests for extensions may be granted only for emergencies and if discussed with me prior to the due date. A written request is required,
however you should let me know informally as soon as you realize there may be a problem. Presentations cannot be made up.

Academic Integrity:
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. Please visit http://shc.umd.edu/ for more information on the University’s Code of Academic Integrity.

If you have questions about how this applies to group assignments, or in particular cases where you may wish to consult with others about your work, please discuss with your instructor.

Arrangements for Students with Disabilities:
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester.

Assignments and Grading

Your grade in this course will be based on 4 items:
1. Classroom participation (25%)
2. Teaching Philosophy Statement (10%)
3. Interview and Shadowing of Librarian (15%)
4. Instruction Session Final Project (50%)

Guidelines for written materials for the course include:
- Full name and paper title at the top of the paper
- Double-spaced
- 12-point Times New Roman font
- 1-inch margins
- In-text citations and references section in APA style (http://owl.english.purdue.edu/owl/resource/560/01/).
- Pages should be numbered
- Consistent formatting
- Free of grammatical errors and typos

All written assignments are due in print at the beginning of the class they are due, unless otherwise specified. Late submissions will receive an automatic 10% deduction for every day late. A problem with technology is a planning issue, not an emergency, and will be treated as such. Manage your time well and back up your work.

LBSC 702: User Instruction (Spring 2016)
1. Classroom participation (25% of final grade). This is a discussion-based course. Students are expected to complete all readings, to think through the issues raised in the readings, and to articulate thoughts on the materials in class. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. In order to receive an excused absence, you must notify the instructor in advance of the class meeting.

Assessment: Your classroom participation will be graded based on your ability to synthesize course readings, external resources, and personal experiences in your comments and responses to others.


Assessment: Your statement will be graded based on the clarity of your objectives and how you intend to achieve them; your adaption of the statement to a library environment; your adherence to the length requirement; your adherence to the formatting and citation requirements; and evidence of critical thinking in your writing. Your paper should follow the guidelines for written materials provided above.

3. Interview and Shadow a Librarian Doing Instruction (15% of final grade, April 13): Identify a librarian that is currently doing instruction. Interview them about their instruction style and teaching philosophy. Attend one of their instruction sessions (with permission). Write a 2-3 page reflection paper describing and comparing their statements with your observations.

Assessment: Your paper will be graded based on the details of the interview and the instruction session; your analysis of where the instructor succeeds in their stated goals and/or deviates from them; your adherence to the length requirement; your adherence to the formatting and citation requirements; evidence of critical thought in your writing. Your paper should follow the guidelines for written materials provided above.

4. Final Project (50% of final grade, due May 4): Consists of a 20-minute in-person instruction session tailored to the type of instruction you are most likely to do in your career, including appropriate supplemental materials (powerpoints, handouts, etc.) and assessments. The lesson, supplemental materials, and assessment should build on readings, class discussions, and your background work, listed below. It should reflect your teaching philosophy as shown in your teaching statement.

Background work for the final project will be due separately – for feedback from the instructor but no separate grade – as detailed below:
• Job skills/bins exercise (in class Jan 27) - 3 lists based on job postings in the field of librarianship you intend to work in and sorted according to the criteria here: http://letterstoayounglibrarian.blogspot.com/2014/04/three-bins-my-strategy-for-getting-most.html
• Needs assessment (due Feb 17) - list of top 5 instructional needs in your chosen field according to a survey of the literature and personal observation, if applicable
• Learning outcomes (due Feb 24) - list of learning outcomes based on needs assessment and lesson constraints
• Presentation plan (due Mar 2) - outline of lesson based on needs, outcomes, and constraints
• Assessment plan (due Mar 9) - chose assessment tool to measure successful achievement of outcomes or to generate peer observation feedback, include explanation of how assessment will be administered and ~100 word rationale for choosing this method
• Practice run (due by midnight Apr 10) - film yourself practicing your final project or get a small group (at least 3) to watch you and test your assessment method; send the video file or filled out assessments to me via email
• Reflection paper (due by midnight May 11) - a 1-2 page paper on how effective the presentation was, incorporating feedback from your assessments; send the paper and filled out assessments via email

Course Calendar

Week 1 (January 27): Introductions & why we’re all here
• To read before class:
• Due at the beginning of class:
  o Printouts of 5-7 job postings for the type of position you intend to apply/are applying to post-graduation

Week 2 (February 3): Teaching & learning styles
• To read before class:
Week 3 (February 10): Teaching & learning needs
- To read before class:
- Due at the beginning of class:
  - Teaching philosophy statement

Week 4 (February 17): Teaching & learning outcomes
- To read before class:
- Due at the beginning of class:
  - List of identified instructional needs

Week 5 (February 24): Teaching & learning plans
- To read before class:
  - (Ch. 3-end) Bureau of Instructional Support and Community Services Division of Public Schools and Community Education, Florida Department of Education. (2002). Designing lessons for the diverse classroom: A handbook for teachers.
Week 6 (March 2): Teaching & learning assessments

- To read before class:

- Due at the beginning of class:
  - Draft outline of lesson plan

Week 7 (March 9): Putting it all together

- To read before class:

- Due at the beginning of class:
  - Draft assessment method
Week 8 (March 16): Spring Break - no class

Week 9 (March 23): Instruction strategies - one-on-one
  - To read before class:

Week 10 (March 30): Instruction strategies - small/strange groups
  - To read before class:
    o IMLS. (n.d.). Public libraries and the workforce. Accessible from https://www.imls.gov/assets/1/AssetManager/OpportunityForAll.pdf. [Executive summary only.]

Week 11 (April 6): No class

Week 12 (April 13): Instruction strategies - traditional classrooms & the dreaded one-shot
  - To read before class:
    o “A veteran teacher turned coach shadows 2 students for 2 days – a sobering lesson learned.” (2014, October 10). Granted, and... [Web log post]. Retrieved
from https://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobering-lesson-learned/.


- **Due before class (midnight of April 10):**
  - Video or in-person practice run
- **Due at the beginning of class:**
  - Interview/shadowing paper

Week 13 (April 20): Instruction strategies - non-traditional classrooms

- **To read before class:**
  - **Recommended, but not required:** UMDLibraries1. (2014, March 5). To Flip or Blend: The Acrobatics of Teaching with Technology [Video file]. Retrieved from https://www.youtube.com/watch?v=QoXa4bY3gmE.

Week 14 (April 27): Instruction strategies - training as teaching

- **To read before class:**


Week 15 (May 4): Your instruction session
- Due at the beginning of class:
  o Print copy of all supplemental materials

Week 16 (May 11): Finals week - no class
- Due midnight by May 11:
  o Reflection paper
  o Copies of collected lesson assessments

Recommended Reading: Books of varying usefulness depending on the kind of instruction you plan to do.

This syllabus is a guide for the course and is subject to change with advance notice.

Acknowledgements

This course has been taught by many instructors over the years. I have borrowed from the syllabi used by Trudi Hahn, Carol Wittig, and Everett Wiggins. I have also used portions of or been influenced by Paul Jaeger’s INST 614: Information Literacy, Inclusion, and the Public Good syllabus and the Graduate Student Training Curriculum outline created by Rachel Gammons and Alexander Carroll.