

INF 382S

Fall 2024



## Course Information

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Instructional Mode: Face-to-face

Meeting Times: Tue 09:30 AM - 12:30 PM

Meeting Location: UTA 1.212

Unique Number: 27764

[Syllabus - public version](#)

[Syllabus - PDF](#)

### Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

To learn more, you can visit this [Tribal Land Map](#) and review [10 Ways to be a Genuine Ally to Indigenous Communities](#), by Amnesty International.

## Instructor

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Andrea Baer (Please call me Andrea)  
Pronouns: she, her  
Email: [andrea.baer@ischool.utexas.edu](mailto:andrea.baer@ischool.utexas.edu)

## Office Hours and Location

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**Office Location:** TBA

**Office Hours:** By appointment, regular weekly hours: M 9:30-11am, T 12:30-1:30pm

**Communication:** The course Canvas site can be found at

<https://utexas.instructure.com/courses/1393447>

The [University's Canvas Adoption Policy](#) requires that all electronic communications about course grades, including about specific grades on assignments, be conducted through Canvas. Therefore, if you have grade-related questions, please either email me through Canvas or speak with me in person. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses. Please verify your current primary email address at [https://utdirect.utexas.edu/apps/utd/all\\_my\\_addresses/](https://utdirect.utexas.edu/apps/utd/all_my_addresses/). For other questions unrelated to grades, you may also email me directly. I will reply to student emails within 24 hours on weekdays and 48 hours on weekends, barring rare and extenuating circumstances.

### Asking for Help:

You can contact me by email, call me, or visit me during my office hours or by appointment. You can also request to meet with me virtually via Zoom.

### Carrying of Handguns in my Personal Office

“Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification and is not a “legally effective” means of notification in its own right.” Review the [university policy regarding campus carry](#) for more information.

## Catalog Description

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History and ongoing evolution of instruction in library and information service settings; conceptions of information literacy; learning theories and pedagogical approaches; instructional design principles, including backward design; and reflective teaching practice.

# Overview of the Class

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## Teaching modality information

This is an in-person, discussion-based course. To respect the class's privacy and to encourage engagement, class sessions will not be recorded. Out-of-class work is also vital to learning in this course. If you are unable to attend a given class session due to illness or other extenuating circumstances, please contact me as soon as possible. We will discuss what arrangements can help you remain successful and up-to-date with the course.

## Fostering an inclusive learning environment

I am committed to fostering a climate of inclusion, openness, and mutual respect, in which we recognize both our shared humanity and our unique and varied life experiences. The diversity of our backgrounds, experiences, and perspectives can be a rich source for our individual and collective learning. Because we all contribute to our classroom culture, early in this course we will collaboratively develop grounding principles for how we seek to foster and sustain a welcoming and inclusive learning environment that is founded on mutual respect and care. I also welcome and appreciate suggestions for how I can make this class more inclusive and how I can best support your learning. You can contact me directly with such feedback; I will also provide a means for giving me feedback anonymously.

## Course Overview

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com/courses/1393447>

Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Weekly Class Topics and Activities:

### Weekly Class Topics and Activities

Week	Date	Class Topic
1	8/27	Welcome and course overview; introductions; reflections on your interests in this course
2	9/3	Roles of library instruction in different library and information service settings
3	9/10	Conceptions of information literacy

Week	Date	Class Topic
4	9/17	Information literacy and active learning
5	9/24	Learning theories
6	10/1	Inclusive teaching and critical pedagogy
7	10/8	Backward design: learning outcomes and learning assessment
8	10/15	Structuring and scaffolding learning experiences
9	10/22	Designing instruction materials
10	10/29	Delivering instruction
11	11/5	Reflective teaching practice
12	11/12	Instruction plans: sharing and peer feedback (Week 1 of 2)
13	11/19	Instruction plans: sharing and peer feedback (Week 2 of 2)
14	11/25-29	Fall break (no classes)
15	12/3	Final reflections and course wrap-up
16	12/16-20	Finals week

## Pre-Requisites for the Course

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Prerequisite: Graduate standing. Information Studies 382D is strongly recommended.

## Learning Outcomes

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At the conclusion of this course, students will be able to:

- Identify key concepts, issues, and terminology related to library instruction and information literacy.
- Describe different conceptions of information literacy and relate those conceptions to past and ongoing changes in library instruction, information environments, and people's relationships to information.
- Recognize different learning theories and reflect on their relevance to your own learning and teaching experiences.

- Create instruction materials for a specific learning context by applying instructional design principles, including backward design, and by integrating inclusive teaching practices.
- Explore the concept and practice of reflective teaching and consider its relevance to library instruction and to your own teaching.
- Articulate your own developing teaching approach and philosophy.

## Grading Policy

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### **Sharing of course materials is prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### **Required devices**

In this course, you will need to write and submit work electronically. You will therefore need access to a computer. It is recommended that you have a personal computer that can be connected to the internet and, if possible, that you have word processing software such as Microsoft Word.

### **Confidentiality of Class Recordings**

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Getting help with technology**

Students needing help with technology in this course should contact the [ITS Service Desk](#).

### **Classroom expectations**

#### ***Class attendance***

Class attendance is essential to full engagement in this course. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating

circumstances. If this is the case, please contact me as soon as possible. We will discuss how to remain up-to-date with and successful in the course.

### ***Class participation***

For you to succeed and benefit most from this course, you need to be actively engaged with all aspects of this course, including weekly course materials, activities, discussions, and assignments. Some of this work occurs during class time and some is done outside of class time. I appreciate that we each process information and learn in different ways and that active engagement can take different forms, including active listening and reflection. I will strive to cultivate with you an environment in which everyone has time and space to listen, reflect, speak and be heard, and to have choice and agency in what they choose to share with the group.

### ***Behavior expectations***

Please see the earlier section on fostering an inclusive learning environment.

### **Content warning**

Our classroom provides an open space for the critical and respectful exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I will aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. I also encourage you to practice self-care and will honor when/if you need to abstain from engaging in a particular discussion or activity that is emotionally sensitive.

### **Artificial intelligence**

Developing your original thinking, reflecting on your experiences and on varied perspectives, and articulating your thoughts in your own words are central to this course. Therefore, please do not use artificial intelligence tools (such as ChatGPT) in this course, unless doing so in order to analyze those tools or to develop instructional materials specifically about understanding and using those tools. If/when using artificial intelligence tools in order to critically analyze them or to develop instruction about them, please be clear and transparent about how you use those tools. All submitted work in this course must be your own.

### **Late work and making up missed work**

Completing coursework on time will help you gain the most from this course. I expect everyone to make a concerted effort to complete all coursework on time. At the same time, please let me know if illness or other extenuating circumstances prevent you from completing any coursework on time. I will discuss with you a reasonable timeline for submitting your work. Your health and well-being are the highest priority, and prioritizing them will also help you engage with this course.

### **Absences**

This is an interactive and collaborative class. There is no grade penalty for missing class, but I ask you to commit to active engagement in the class as much as possible, as this engagement is

key to our individual and shared learning. As noted previously, I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how you can remain up-to-date with and successful in the course.

### **Religious holy days**

In line with [UT Austin policy](#), please notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Names and pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with different social identities and experiences. This includes but is not limited to differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationalities, ability, and neurotype. I honor your request to be addressed by your chosen name and your gender pronouns. Class rosters are provided to the instructor with the student's chosen (not legal) name if you have provided one. If you wish to provide or update a chosen name, please [do so at this page](#). You can also [add your pronouns to Canvas](#).

Grade breakdown for class

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

### **Academic integrity expectations**

All work that you submit in this course should be your own. When drawing on the work of others, ensure that you properly cite the creator(s). Please keep in mind that when directly quoting a source, their exact words must be placed in quotation marks or, in the case of longer quotes, set apart as a block quotation. "Patchwork writing," in which an author's writing is reused and only slightly modified (e.g., replacing a few

words but maintaining the same sentence structure) is also a form of plagiarism. Please do not hesitate to contact me with questions about citation or academic integrity.

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

## Overview of all Major Course Requirements and Assignments

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### Assignments

The table below represents how you will demonstrate your learning via formal assignments. Assignments can be submitted in Canvas. More detailed assignment guidance will be provided at relevant points throughout the semester. For more detail, please see the Assignment Descriptions section that begins on page 13.

Due dates: Most assignments are due the day (Monday) before that week's Tuesday class date. The exact due date for each assignment is listed in the "Due Date" column.

Overview: Assignment names, grade percentages, and due dates

Overview: Assignment names, grade percentages, and due dates

Assignments	Points Possible	Percent of Total Grade	Due Date (tentative, any changes will extend the due date)
Reflections (Weeks 2-7 and 10-11, total of 8)	240 (30 points/each)	24%	Each Monday, Weeks 2-7 and 10-11
Creation of a Learning Activity (individual project)	150	15%	10/21



Assignments	Points Possible	Percent of Total Grade	Due Date (tentative, any changes will extend the due date)
<p>Creation of an Instruction Plan (option as an individual or a group project)</p> <p>This is a multi-part assignment with multiple due dates and opportunities for feedback and revision. Only the final submitted activity will receive a grade.</p>	300	30%	<ul style="list-style-type: none"> <li>• Draft of parts 1-2: 10/28</li> <li>• Revised parts 1-2 + part 3: 11/11</li> <li>• Final version (revised parts 1-3+part 4: F 11/22</li> </ul>
Peer Feedback on Instruction Plan	60	6%	F 11/15
Final Course Reflection and Developing Teaching Philosophy (single assignment)	250	25%	12/9

## Canvas Assignments

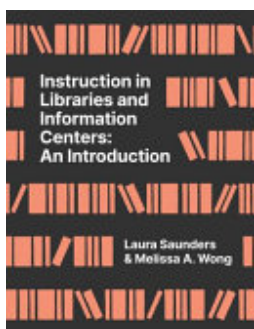
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Due Date	Assignment Name	Points
9/2	<a href="#">Reflection 1: Explore instruction in library and information settings</a>	30
9/9	<a href="#">Reflection 2: Conceptions of information literacy</a>	30
9/16	<a href="#">Reflection 3: Examine an instruction resource</a>	30
9/23	<a href="#">Reflection 4: Engage with 1-2 learning theories.</a>	30
9/30	<a href="#">Reflection 5: Inclusive and critical teaching practices</a>	30

Due Date	Assignment Name	Points
10/7	<a href="#">Reflection 6: Instruction scenario</a>	30
10/21	<a href="#">Creation of a learning activity (individual project)</a>	150
10/28	<a href="#">Instruction plan: Parts 1-2 draft</a>	0
10/28	<a href="#">Reflection 7: Your teaching style</a>	30
11/4	<a href="#">Reflection 8: Reflective teaching practice</a>	30
11/11	<a href="#">Instruction plan: revised parts 1-2 + part 3 draft</a>	0
11/15	<a href="#">Instruction plan: peer reviews</a>	60
11/22	<a href="#">Final version, including revised parts 1-3 and part 4</a>	300
12/9	<a href="#">Final course reflection and developing teaching philosophy</a>	250

## Required Course Materials

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### **Instruction in Libraries and Information Centers**

**ISBN:** 9781946011091

**Authors:** Laura Saunders, Melissa Autumn Wong

**Publication Date:** 2020-01-01

. <https://doi.org/https://doi.org/10.21900/wd.12> (Can be read online or downloaded).

## Recommended Course Materials

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It is recommended that you have your own computer.

All course materials will be available at no cost.

All other required and recommended course materials will be listed on <https://utexas.instructure.com/courses/1393447>—under the given week. All instructions,

assignments, readings, rubrics and essential information will also be on Canvas.

## Final Exam Date and Time

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This course does not have a Final Exam.

## Class Canvas Site

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<https://utexas.instructure.com/courses/1393447>

## Notice of Academic Accommodations from Disability and Access (D&A)

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### **Accessible/Compliant Statement:**

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

### **Accessible, Inclusive, and Compliant Statement:**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://community.utexas.edu/disability/>. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

## Counseling and Mental Health Center (CMHC)

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Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett,

LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

## Important Safety Information

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### Carrying of Handguns on Campus

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

## University Policies and Resources for Students Canvas Page

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This Canvas [page](#) is a supplement to all UT syllabi and contains University policies and resources that you can refer to as you engage with and navigate your courses and the university.

## Assignment Descriptions

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### Weekly Reflections

(Weeks 2-7 and 10-11, total of 8, submitted at least one day before that week's class)

In weeks 2-7 and 10-11, you will be given a reflection prompt related to that week's theme, course materials, or activities. Your reflection responses are opportunities to think more deeply about issues or practices that we explore, and to articulate related thoughts, observations, or questions. The reflections may also help you prepare to engage in class discussions. Because these reflections are intended to facilitate your own exploratory thinking, they will be not be formally graded. If you are making a good faith effort to respond fully to the reflection prompt, you will receive full credit for it.

### Creation of a Learning Activity (individual project)

Due date: 10/21

### **Overview:**

This assignment builds on your Reflection 6 (see Week 7), in which you identified an instruction scenario and an instructional focus and learning outcomes for it. Building on Reflection 6 and the related instructor feedback you received, create a learning activity that could be used in a library or an educational setting of your choice. Draw on the backward instructional design principles that we learn about throughout this course. In your learning activity description, include

1. A brief description of the learning context, including the intended audience, purpose, and the learning environment or mode(s) of instruction
2. 2-4 learning outcomes + a brief description of how the learning outcomes will be assessed
3. A description of the learning activity (Provide enough detail that an instructor could use the activity in their teaching.)
4. Any further thoughts or questions about using the learning activity or integrating it into a teaching setting.

### **Evaluation criteria:**

- **Focus and relevance:** The learning activity has a clear focus. The learning material's significance to learners is communicated through the learning outcomes and sequence elements.
- **Learning outcomes:** The learning outcomes describe observable, assessable actions that are demonstrative of the learning on which the activity centers. Learning related to the outcomes can be assessed through the details provided in the instruction plan.
- **Clarity and comprehensiveness:** The plan is clearly explained and is detailed enough that an instructor could incorporate the plan into their teaching. All parts of the assignment (parts 1-4) are included. All components of the activity work together to create a coherent whole.

### **Creation of an Instruction Plan**

Option as an individual or a small group project with 2-4 members

Note: This assignment will be completed in phases. You will therefore have multiple opportunities to receive feedback and to revise the plan. Only the final submission will receive a grade.

Due dates:

- Draft of parts 1-2 (learning context; learning outcomes and assessment): 10/28
- Revised parts 1-2 + draft of part 3 (instruction sequence): 11/11
- Provide and receive written peer feedback: F 11/15
- Final version, including revised parts 1-3 and part 4 (reflection): F 11/22

**Overview:**

Create an instruction plan that focuses on a specific concept, process, or skill related to information literacy. The plan should have at least three components. Examples of components might include, for example, a warm-up activity, introductory content, a pair discussion, or an individual or group reflection/activity/discussion. Aim for each component to build on the previous one, as you apply scaffolding principles and check for understanding.

The plan can incorporate the learning activity that you – or, if working in a group, another group member – created for the previous assignment, Creation of a Learning Activity. If building on an activity that was created for the previous assignment, use the feedback you received in order to make any desired revisions. Alternatively, you may identify a new instructional context or focus.

The assignment parts are:

1. A brief description of the learning context, including the intended audience, purpose, and the learning environment or instructional mode/s (e.g., in-person, online, synchronous, asynchronous)
2. 2-4 learning outcomes + a brief description of how the learning outcomes will be assessed
3. An outline of the instruction sequence. Please include:
  - A brief description of each component of the sequence
  - Guidance to instructors on how to facilitate the instruction. This guidance will include any relevant contextual information needed: to understand the instructional context, to prepare the learners or the instructor, and to transition between different components of the plan. As you design the plan, keep in mind scaffolding principles and opportunities to check for learner understanding.
4. Reflection on the process of creating the instruction. This might include, for example: things that you learned, your approaches to designing or revising the plan, challenges or questions you faced, or further thoughts or questions about using the instruction plan or integrating it into a teaching setting.

As noted above, the assignment will be submitted in several phases. The due dates for each assignment stage are as follows:

- Draft of parts 1-2 (learning context; learning outcomes and assessment): 10/28
- Revised parts 1-2 + draft of part 3 (instruction sequence): 11/11
- Provide and receive written peer feedback: F 11/15
- Final version, including revised parts 1-3 and part 4 (reflection): F 11/22

**Evaluation criteria:**

- **Focus and relevance:** The instruction plan has a clear focus. The learning material's significance to learners is communicated through the learning outcomes and sequence elements.
- **Learning outcomes:** The learning outcomes describe observable, assessable actions that are demonstrative of the learning on which the activity centers. Learning related to the outcomes can be assessed through the details provided in the instruction plan.
- **Instruction sequence:** The sequence's components follow a logical order, with later parts of the sequence building on, reinforcing, or complementing earlier parts in order to support active and engaged learning over the course of the plan.
- **Clarity and comprehensiveness:** The plan is clearly explained and is detailed enough that an instructor could incorporate the plan into their teaching. All parts of the assignment (parts 1-4) are included. All components of the plan work together to create a coherent whole.

## Peer Feedback on Instruction Plan

**Overview:** In addition to creating your own instruction plan individually or in a group, you will be assigned to review one or two other instruction plan drafts. These reviews will be assigned through Canvas's peer review tool. The peer review tool will allow you to access and comment on your peers' assignments. The peer review assignment listing in Canvas serves as a place for you to access the review instructions and to receive grade points for your review. We will also use some class time for you to meet in your peer review groups and to share feedback and related questions.

Peer review guidance: Please address each aspect of the assignment evaluation criteria and provide holistic comments. Remember that your feedback should be constructive and supportive and should enable your peers to further reflect on and strengthen their work. Please note strengths, possible areas for improvement, and questions or areas that need further explanation or clarification.

### Evaluation criteria for Creation of an Instruction Plan:

- **Focus and relevance:** The instruction plan has a clear focus. The learning material's significance to learners is communicated through the learning outcomes and sequence elements.
- **Learning outcomes:** The learning outcomes describe observable, assessable actions that are demonstrative of the learning on which the activity centers. Learning related to the outcomes can be assessed through the details provided in the instruction plan.
- **Instruction sequence:** The sequence's components follow a logical order, with later parts of the sequence building on, reinforcing, or complementing earlier parts in order to support active and engaged learning over the course of the plan.

- **Clarity and comprehensiveness:** The plan is clearly explained and is detailed enough that an instructor could incorporate the plan into their teaching. All parts of the assignment (parts 1-4) are included. All components of the plan work together to create a coherent whole.

Reviews due: F 11/15

## Final Course Reflection and Developing Teaching Philosophy (single assignment)

Due: 12/9

**Overview:** This last assignment is an opportunity to reflect on your overall learning experience in this course and your relationship to library/information literacy instruction. Please 1) reflect on how your understanding of and perspectives on library instruction and information literacy have further developed throughout this course and 2) articulate your developing philosophy of teaching. More assignment details will be provided within Canvas later in the course.

## Course Outline

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**Potential schedule changes:** This schedule is subject to minor changes. Please see Canvas for the most current information. Any changes to due dates will extend the deadline. I will announce any such changes in class and will also communicate them via a Canvas announcement. Please check Canvas regularly. It is your responsibility to note these changes when announced; I will do my best to ensure that you are notified of changes with as much advance notice as possible.

### Course outline: Date, class topic, class prep and assignments

Week/Date	Class Topic	Class Preparation/ Assignments Due
Week 1, 8/27	Welcome and course overview; introductions; reflections on your interests in this course	N/A



Week/Date	Class Topic	Class Preparation/ Assignments Due
Week 2, 9/3	Roles of library instruction in different library and information service settings	<p><b>Due 9/2: Reflection 1</b> (see prompt below)</p> <p><b>Reading:</b>  <a href="#">Saunders and Wong</a>, Chapters 1-2 (Ch. 1: Instruction in Libraries and Information Settings; Ch. 2: Visions for Teaching in Libraries: Information, Technology, and Other Literacies)</p> <p><b>Reflection 1:</b> Explore instruction in library and information settings. In our course textbook (<a href="#">Saunders and Wong</a>), Complete Activity 1.1: Explore Instruction in Library and Information Settings (p.4) This activity asks you to “Browse the web pages of three or four libraries or information centers appropriate for your intended career path to see if you can locate their instructional offerings.” After doing this, please respond in writing to the two questions at the end of the activity description (the kinds of offerings and their intended audience; if anything surprised you). Feel free to share any other thoughts or observations as well.</p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
Week 3, 9/10	Conceptions of information literacy	<p><b>Due 9/9: Reflection 2</b> (see prompt below)</p> <p><b>Reading:</b></p> <p>Association of College and Research Libraries. (2016). Framework for information literacy for higher education. <a href="http://www.ala.org/acrl/standards/ilframework">http://www.ala.org/acrl/standards/ilframework</a></p> <p>Lloyd, A. (2005). Information literacy: Different contexts, different concepts, different truths? Journal of Librarianship and Information Science, 37, 82-88. <a href="https://doi.org/10.1177/0961000605055355">https://doi.org/10.1177/0961000605055355</a>. <a href="#">Access via Library Search.</a></p> <p>Foasberg, N. M. (2015). From standards to frameworks for information literacy: How the ACRL Framework addresses critiques of the standards. portal: Libraries and the Academy, 15(4): 699-717. doi: 10.1353/pla.2015.0045 Preprint at <a href="https://academiscworks.cuny.edu/qc_pubs/14/">https://academiscworks.cuny.edu/qc_pubs/14/</a></p> <p>Fister, B. (2021 February 3). Lizard people in the library. PIL Provocation Series, 1(1), Project Information Literacy Research Institute. <a href="https://projectinfolit.org/pubs/provocation-series/essays/lizard-people-in-the-library.html">https://projectinfolit.org/pubs/provocation-series/essays/lizard-people-in-the-library.html</a></p> <p><b>Reflection 2:</b> Conceptions of information literacy. Consider the various conceptions of information literacy (IL) that were introduced in this week's readings, as well as in Chapter 2 of Saunder's and Wong (assigned in Week 2). Discuss at least two of these authors' conceptions of IL. What about these conceptions do you find compelling? What questions, reservations, or disagreements do you have with the author's conceptions of IL? Incorporate into your response at least one concrete example of using information literacy in a real life setting and connect it to your own understanding of the concept of information literacy.</p>
Week 4, 9/17	Information literacy and active learning	<p><b>Due 9/16: Reflection 3</b> (see prompt below)</p> <p><b>Reading:</b></p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
		<p>Saunders &amp; Wong, Ch. 4 (Active Learning: Engaging People in the Learning Process)  Center for Teaching, Vanderbilt University. (2024).  Classroom assessment techniques (CATs). Vanderbilt University. <a href="https://cft.vanderbilt.edu/guides-sub-pages/cats/">https://cft.vanderbilt.edu/guides-sub-pages/cats/</a>.</p> <p>Miller, M. (2019, September 8). Active learning, active pushback, and what we should take away from a new study of student perceptions. Medium. <a href="https://medium.com/@MDMillerPHD/active-learning-activepushback-and-what-we-should-take-away-from-a-new-study-of-student-8c208cb278fd">https://medium.com/@MDMillerPHD/active-learning-activepushback-and-what-we-should-take-away-from-a-new-study-of-student-8c208cb278fd</a></p> <p>BYU-Idaho Teaching &amp; Learning Community. How do I include introverts in class discussions?: Magna 20-minute mentors. (Video with accompanying text) <a href="https://learningandteaching.byui.edu/guides/prepare/guides/how-do-i-include-introverts-in-class-discussions">https://learningandteaching.byui.edu/guides/prepare/guides/how-do-i-include-introverts-in-class-discussions</a></p> <p><b>Reflection 3:</b> Examine an instruction resource. Explore information literacy teaching materials available from one or more of the online collections of instruction materials listed below, and focus on materials that involve active learning. Choose one learning activity or assignment to examine more closely. Please share the following about the activity:</p> <ol style="list-style-type: none"> <li>1. Activity/assignment name</li> <li>2. Concepts, skills, or understandings on which the activity centers</li> <li>3. If listed in the activity/assignment, learning outcomes</li> <li>4. Intended learner audience (e.g., middle school students, college students, general public, medical patients, professionals in a given field)</li> <li>5. Brief general description of what learners do</li> </ol> <p>Then discuss your overall impressions of the activity/assignment, such what about it you find valuable,</p>

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		<p>questions or reservations about it, or thoughts on how/when you would use it.</p> <p>Collections of instruction materials:</p> <ul style="list-style-type: none"> <li>• ACRL Framework for Information Literacy Sandbox. (n.d.). <a href="https://sandbox.acrl.org/resources">https://sandbox.acrl.org/resources</a></li> <li>• Project CORA (Community of Online Research Assignments): Assignments <a href="https://projectcora.org/assignments">https://projectcora.org/assignments</a></li> <li>• Library of Congress. (n.d.). Library of Congress classroom materials (for teaching with primary sources and archival materials. <a href="https://www.loc.gov/programs/teachers/classroom-materials/">https://www.loc.gov/programs/teachers/classroom-materials/</a>)</li> <li>• Denver Public Library. (n.d.). Technology classes and workshops. <a href="https://www.denverlibrary.org/techclasses">https://www.denverlibrary.org/techclasses</a> (Click on the title of a workshop to see the full workshop description and teaching materials.)</li> </ul>
<p>Week 5, 9/24</p>	<p>Learning theories</p>	<p><b>Due 9/23: Reflection 4</b> (see prompt below)</p> <p><b>Reading:</b> Saunders &amp; Wong, Ch. 3 (Learning Theories: Understanding How People Learn)</p> <p><b>Reflection 4:</b> Engage with 1-2 learning theories. Identify 1-2 learning theories discussed in Ch. 3 of Saunders &amp; Wong that especially interest you. What about the theory/theories do you find valuable and what, if anything, do you find limiting or unclear? How do you see the theory/theories relating to your own experiences as a learner? How do you see the theory/theories informing (or not informing) your own teaching practice?</p>
<p>Week 6, 10/1</p>	<p>Inclusive teaching and critical pedagogy</p>	<p><b>Due 9/30: Reflection 5</b> (see prompt below)</p> <p><b>Required reading:</b> Saunders &amp; Wong, Ch. 5-6 (Ch. 5. Critical Pedagogy: Challenging Bias and Creating Inclusive Classrooms; Ch. 6. Accessibility and Universal Design for Learning: Serving Students with Disabilities)</p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
		<p>Kapitzke, C. (2003). Information literacy: A review and post structural critique. <i>The Australian Journal of Language and Literacy</i>, 26(1): 53-66. <a href="#">Access via Library Search</a></p> <p>Anderson, R. (2022 March 3). Libraries and the contested terrain of neutrality. <i>The Scholarly Kitchen</i> (blog). <a href="https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/">https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/</a></p> <p>The University of Iowa Libraries. Diversity, equity, &amp; inclusion in the library's online catalog. (2019 June 21) <a href="https://blog.lib.uiowa.edu/news/2019/06/21/diversity-equity-inclusion-in-the-librarys-online-catalog/">https://blog.lib.uiowa.edu/news/2019/06/21/diversity-equity-inclusion-in-the-librarys-online-catalog/</a></p> <p>The Rosenbach. (n.d.). Reparative cataloging. <a href="https://rosenbach.org/research/reparative-cataloging/">https://rosenbach.org/research/reparative-cataloging/</a></p> <p><b>Video clips:</b></p> <p>Please note that these videos discuss racism and other social inequities.</p> <p>USC Annenberg. Algorithms of oppression: Safiya Umoja Noble [Video]. YouTube. <a href="https://www.youtube.com/watch?v=6KLTpoTpkXo">https://www.youtube.com/watch?v=6KLTpoTpkXo</a></p> <p>MIFF. Coded bias: Trailer. <a href="https://www.youtube.com/watch?v=jZl55PsfZJQ">https://www.youtube.com/watch?v=jZl55PsfZJQ</a></p> <p>TED. The era of blind faith in big data must end: Cathy O'Neil [Video]. YouTube. <a href="https://www.youtube.com/watch?v=_2u_eHHzRto&amp;pp=ygUMY2F0aHkgbyduZWls">https://www.youtube.com/watch?v=_2u_eHHzRto&amp;pp=ygUMY2F0aHkgbyduZWls</a></p> <p>Change the Subject. "Change the Subject" trailer [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Ebphd5Rg6c8_">https://www.youtube.com/watch?v=Ebphd5Rg6c8_</a></p> <p><b>Reflection 5:</b> Inclusive and critical teaching practices. Chapter 5 of Saunders &amp; Wong's book begins by describing critical pedagogy and inclusive teaching as follows: "Critical pedagogy provides a theoretical</p>

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		<p>framework to examine issues of power in the classroom, and to surface and challenge the biases and oppressive structures that can undermine learning and alienate students. Inclusive teaching offers strategies for translating that theoretical knowledge into action” (p. 75). With the recognition that there are varied approaches to critical pedagogy and inclusive pedagogy, draw on this week’s materials and your own knowledge and experiences to reflect on aspects of critical pedagogy and inclusive teaching that resonate with you, as well as questions or reservations about the concepts or related approaches. For example, are there certain concepts, approaches of critical pedagogy or inclusive teaching that you relate to your own experiences as a learner or a teacher, or that contrast those experiences? Also feel free to share other thoughts or questions about information literacy, library instruction, or teaching in general that arose as you engaged with this week’s materials.</p>
<p>Week 7, 10/8</p>	<p>Backward design: learning outcomes and learning assessment</p>	<p><b>Due 10/7: Reflection 6</b> (see prompt below)  <b>Reading:</b>  Saunders &amp; Wong, Ch. 8 -9 (Ch. 8: Establishing Learning Goals and Outcomes; Ch. 9: Assessing Learning)  Center for Innovative Teaching and Learning, Indiana University-Bloomington. Authentic assessment. <a href="https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html">https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html</a>  Funds of Knowledge Alliance. (n.d.). The funds of knowledge approach. <a href="https://fundsofknowledge.org/the-funds-of-knowledge-approach/">https://fundsofknowledge.org/the-funds-of-knowledge-approach/</a>  Cornwall, G. (2018 February 2). Is strength-based learning a “magic bullet”? The Hechinger Report. <a href="https://hechingerreport.org/strength-based-learning-magic-bullet/">https://hechingerreport.org/strength-based-learning-magic-bullet/</a>  Barshay, J. (2015 November 23). Growth mindset guru Carol Dweck says teachers and parents often use her</p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
		<p>research incorrectly. The Hechinger Report. <a href="https://hechingerreport.org/growth-mindset-guru-carol-dweck-says-teachers-and-parents-often-use-her-research-incorrectly/">https://hechingerreport.org/growth-mindset-guru-carol-dweck-says-teachers-and-parents-often-use-her-research-incorrectly/</a></p> <p>Explore for assessment ideas:</p> <ul style="list-style-type: none"> <li>ACRL Framework for Information Literacy Sandbox. (n.d.). <a href="https://sandbox.acrl.org/resources">https://sandbox.acrl.org/resources</a></li> </ul> <p>Review: Center for Teaching, Vanderbilt University. (2024). Classroom assessment techniques (CATs). Vanderbilt University. <a href="https://cft.vanderbilt.edu/guides-sub-pages/cats/">https://cft.vanderbilt.edu/guides-sub-pages/cats/</a>. (also listed in Week 4 materials)</p> <p><b>Reflection 6:</b> Instruction scenario. Identify an instructional scenario in which you do or might teach. Identify an instructional focus for that scenario (i.e., information literacy topic or skills), and articulate 2-4 assessable learning outcomes for the instruction. These outcomes should describe observable actions through which students will demonstrate their learning. (For example scenarios and learning outcomes, see Saunders &amp; Wong, Activity 9.2, p. 165. Your description will be more detailed than those in Activity 9.2.) This reflection and the feedback you receive on it will help you prepare for the next assignment: Create a learning activity.</p>
Week 8, 10/15	Structuring and scaffolding learning experiences	<p><b>Reading:</b>            Saunders &amp; Wong, Ch. 10 and 13 (Ch. 10: Selecting Instructional Strategies and Creating Lesson Plans, Ch. 13: Evaluating and Improving Instruction)            Northern Illinois University Center for Innovative Teaching and Learning. Instructional scaffolding. (2012). In Instructional guide for university faculty and teaching assistants. Retrieved from <a href="https://www.niu.edu/citl/resources/guides/instructional-guide/instructional-scaffolding-to-improve-learning.shtml">https://www.niu.edu/citl/resources/guides/instructional-guide/instructional-scaffolding-to-improve-learning.shtml</a></p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
Week 9, 10/22	Designing instruction materials	<p><b>Due 10/21: Creation of a learning activity</b></p> <p><b>Reading:</b> Saunders &amp; Wong, Ch. 11: Designing Instructional Materials Tang, H. &amp; Porter-Voss, S. (2023). Understanding empathy in instructional design. In B. Allman, H. Leary, &amp; R. Kimmons (Eds.), Theories to influence the future of learning design and technology. EdTech Books. <a href="https://dx.doi.org/10.59668/534.11964">https://dx.doi.org/10.59668/534.11964</a></p> <p>In-class: Introduced to assignment Creation of an Instruction Plan</p>
Week 10, 10/29	Delivering instruction	<p><b>Due 10/28:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflection 7</b> (see prompt below)</li> <li>• <b>Instruction Plan, parts 1-2</b> (instructional context and focus, learning outcomes and key assessment).</li> </ul> <p><b>Reading:</b> Saunders &amp; Wong, Ch. 12: Delivering Instruction in the Classroom</p> <p><b>Reflection 7:</b> Your teaching style. Saunders &amp; Wong's Chapter 12 includes descriptions of several common teaching styles and potential advantages and limitations of each. Pasted below are the portions of Activity 12.2 (p. 224) that you will engage with for this reflection. "Determining your preferred teaching style can help you select instructional strategies, think about how you approach activities, and analyze the steps you take to manage the classroom. Use the questions below to reflect on which teaching style most resonates with you. Remember that you are never tied to a single style and that your preferences may change over time or in different circumstances. "Questions for Reflection and Discussion:</p> <ul style="list-style-type: none"> <li>• Question 1: Which of the styles outlined in this chapter most resonate with you? Why do you think</li> </ul>



Week/Date	Class Topic	Class Preparation/ Assignments Due
		<p>that is?</p> <ul style="list-style-type: none"> <li>• Question 2: Are there any styles that you feel would not suit you right now? Why might that be?</li> <li>• Question 3: You could think of the style that resonates with you as your preferred, or comfort, style and the one that does not suit you as your stretch style. What are the advantages of your comfort style? What steps could you take to gain more confidence with your stretch style?</li> <li>• Question 5: Think about an information setting, group of learners, or information literacy standard that you would like to work with. Would that setting, audience, or standard impact your choice of teaching style? How so?"</li> </ul>
Week 11, 11/5	Reflective teaching practice	<p><b>Due 11/4: Reflection 8:</b> Reflective Teaching Practice (prompt will be posted in Canvas)</p> <p><b>Reading:</b> Saunders &amp; Wong, Ch. 14 (Practicing Reflective Teaching) Brookfield, S. (1998). Critically reflective practice. Journal of Continuing Education in the Health Professions, 18(4): 197–205. <a href="https://doi.org/10.1002/chp.1340180402">https://doi.org/10.1002/chp.1340180402</a>. <a href="#">Access via Library Search</a> Priestley, M. Teacher agency: What is it and why does it matter? British Educational Research Association, September 3, 2015. <a href="https://www.bera.ac.uk/blog/teacher-agency-what-is-it-and-why-does-it-matter">https://www.bera.ac.uk/blog/teacher-agency-what-is-it-and-why-does-it-matter</a>.</p>
Week 12, 11/12	Instruction plans: sharing and peer feedback (Week 1 of 2)	<p><b>Due 11/11: Instruction Plan, revised parts 1-2 + part 3</b> (outline of the instruction plan)</p> <p><b>Due 11/15 (Friday): Instruction Plan peer feedback</b> Reading: TBD - will be posted in Canvas</p>

Week/Date	Class Topic	Class Preparation/ Assignments Due
Week 13, 11/19	Instruction plans: sharing and peer feedback (Week 2 of 2)	<p><b>Due 11/22 (Friday): full Instruction Plan</b> (revised parts 1-3 + part 4)</p> <p>Reading: TBD - Will be posted in Canvas</p> <p>In-class: Introduced to assignment Final Course Reflection + Developing Teaching Philosophy (due 12/9)</p>
Week 14	Fall break (no classes)	
Week 15, 12/3	Final reflections and course wrap-up	<p><b>Due 12/9: Final Course Reflection &amp; Developing Teaching Philosophy</b></p> <p>Reading: TBD - will be posted in Canvas</p>
Finals week, 12/16-20	Finals week	