Syracuse University

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Spring 2005

IST 662: Instructional Strategies & Techniques for Information Professionals (Syllabus)

Michael Pasqualoni, Syracuse University

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IST 662: Instructional Strategies & Techniques for Information Professionals
SCHOOL OF INFORMATION STUDIES - SYRACUSE UNIVERSITY
Spring 2005 (Mondays 6:45-9:35pm: 126 Lyman Hall)

Instructor:
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Course Description:
Information professionals are frequently required to instruct others. This instruction may take place in a wide variety of contexts and comprise numerous technologies. It can range from brief presentations to individuals or small groups to far reaching instructional program planning and evaluation. IST 662 shall provide you with a background of relevant instructional theory and skills that will enhance your ability to succeed in instructional delivery within any information context (e.g., schools, media, government, business, libraries).

IST 662 shall introduce you to the prevailing models of information literacy and information literacy instruction. Based upon the premise that effective instruction calls for active student engagement, the course shall provide numerous opportunities to explore this subject within contexts relevant to your own experience and career interests. Much of our lifelong instruction and training takes place outside of strictly academic traditions and the culture of the schoolroom. Therefore, another important course theme shall be investigation into how these strategies can be applied toward training clients positioned in widely diverse organizational and cultural circumstances.

Learning Objectives:
By the end of this course, students enrolled in IST 662 will be able to:

- Understand information literacy models and critical perspectives on these models
- Draw upon information literacy models to design and deliver effective instruction to clients
- Improve their confidence in utilizing effective instructional motivation techniques
- Employ various informational technologies and media into instructional presentations
- Discuss and evaluate instructional planning as it occurs within diverse learning environments and information cultures
- Assess the effectiveness of the instructional strategies employed

Major Assignments:
In addition to required readings and in-class discussion and related exercises, the course will consist of four major project assignments. Further instructions will be distributed throughout the semester, but in summary these consist of:

TECHNIQUES - Instructional Observation/ Interview Report. An informal oral presentation and written summary report where you apply concepts from the course as well as from the published literature on instruction to the observation of an instruction session presented by a person or organization unaffiliated with our course.

TECHNOLOGY - Instructional Technology Presentation. A brief, more formal instruction session that you will present to your peers during a portion of a class session. It will address a current instructional technology topic or tool, while also incorporating supporting audiovisual and/ or web-based instructional technology as part of the presentation. It shall include at least one interactive (i.e., “active learning”) exercise as well as some form of assessment instrument. In addition to feedback gathered via that assessment tool, students will be assigned a peer reviewer (i.e., classmate) who will contribute detailed written observations that shall play a part in the final grade you receive on the project.
TUTORIALS - Online Learning Environment Presentation. Students will present a brief oral analysis to their classmates, along with selected demonstration and evaluation, for an online instructional tutorial they believe is of high quality or otherwise innovative. This presentation shall include some form of assessment instrument. In addition to feedback gathered via that assessment tool, students will once again be assigned a peer reviewer (i.e., classmate) who will contribute more detailed written observations that shall play a part in the final grade you receive on the project.

TOPPING IT OFF - Final Instruction Project. Students will have a choice of two possible final projects as a capstone experience in this course.

Option A - Client-based instructional presentation: This can be done individually or in groups consisting of a maximum of 3-4 students enrolled in the course. You will identify a client that has a genuine need for some form of instruction and shall plan, deliver and assess a session for that client. The IST 662 instructor shall also conduct a post-session interview with a representative of your client. Students selecting this option must either

a.) have (or otherwise arrange) the capability, and client permission, to videotape the session and then present that tape to the instructor along with the other required deliverables associated with this concluding assignment; or, alternatively
b.) work with the instructor to schedule a time when the instructor is available for direct observation of the session.

Project deliverables will include any and all hand-outs used for the session, digital files, client contact information, a client needs statement, and copies of the assessment instrument as completed by all students taking part in the instruction session you offer to your client. During the course of the semester we shall discuss some options you can consider for identifying potential clients. Videotaping, where feasible, is highly recommended.

Option B - Client-based instructional program proposal: This option consists of a detailed, 8-15 page written proposal for a series of programs, or a single session instructional program, to be presented to a client. Although you will not deliver such a session(s) as a part of this course, the proposal document should be prepared as if you are going to do so. The proposal will include a lengthy set of appendices with some sample instructional materials (several of which must be web-based digital files). In addition, you will provide the IST 662 instructor with contact information for key stakeholder representatives of your chosen client, and the instructor will conduct an interview with that person(s) regarding your final proposal. Feedback received from that interview will be shared with you and will play a role in determining your project grade. Further instructions will be distributed during the semester, but an overview of the essential requirements associated with option B includes these factors:

The written portion of this proposal will include:

- A cover letter to your client enclosing the full proposal document
- An 8-15 page proposal document consisting of:

  o a needs statement (identifying client and the learning need(s) your program addresses)
  o a detailed overview of the client institution for which you are proposing a program (i.e., organizational history, mission and structure, current and past instances of similar instruction the client has experienced, etc.)
  o non-exhaustive literature review. Give a broad academic justification for the specific program you propose. This must include at least 6 citations to literature covered in this course, with citations to additional outside literature as needed. In other words, address why instruction based on these principles, and the specific strategies you propose, are likely to be effective for this client and base your argument in the literature about information literacy we cover in the course, on the related instructional strategies we discuss and, if need be, refer to theoretical or empirical literature or case studies uniquely pertinent to the learning needs and instructional preferences relevant to your specific client
  o description of the target audience for your program (i.e., description of your client’s personnel or their clients---in other words, who is it that will receive the direct benefits of your proposed instruction program?)
  o identity of the key client stakeholders to whom you are proposing this program (e.g., managers or administrators at your client’s location - including those the IST 662 instructor can contact, with appropriate contact information)
  o description of your program’s specific learning objectives
You will need to include the following in your proposal:

- core program resources that you require (staff, facilities, funding, information technology, etc.)
- description of how you will evaluate your proposed program

An appendix to your report that must include:

- a program schedule and location (when and where do you propose to deliver your session(s))
- a cross section of sample program materials that will be used as part of the instruction session(s) you are proposing.
  - These must include a minimum of three items that are digital or audiovisual in nature. At least two of the three must be web-based. These should be compelling representative examples and need not be lengthy, for instance, sample PowerPoint slides and/or webpages and/or streaming media and/or representative instructional exercises posted to our IST 662 WebCT site and/or off-line references to audio, video or film you plan to incorporate into your session(s)). You are NOT required to construct a complete online tutorial or produce a full-length instructional video. However, you are welcome to incorporate a proposal for such items into your proposal document. Please assume your project remains at the proposal stage and that the audiovisual and/or web-based elements you include are meant to be samples you share with your client that will help them evaluate whether or not they would like you to continue with the full program you are proposing.
  - copies of any specific assessment tools (print or digital) that you plan to use. At least one is mandatory.
  - proposed program budget

Grades
In determining a final course grade, the instructor will be guided by the following percentage breakdown of the major required assignments and the class participation element:

- Instructional Observation/Interview Report - 15%
- Instructional Technology Presentation - 25%
- Online Learning Environment Presentation - 15%
- Final Project - 30%
- Classroom Participation (attendance, active participation in discussion (both in class and via WebCT), readings roundtable participation, etc.) - 15%

Assignments submitted late will be marked down a full letter grade. Discussion and peer review is a central component of this course. The objective is to provide you not only with a letter grade but with skill building qualitative evaluation of your instructional choices and methods from your instructor, peers and clients.

Attendance and Participation:
Attendance and active participation at all class sessions is expected. Please email the instructor if you are unable to attend class. In instructional preparation, timely completion of deliverable projects and presentations is crucial. Failure to complete major assignments on time can dramatically affect your final course grade in the negative (see, “assignment and grading,” above). Peer review is also a central component of this course-which means regular attendance and participation is important for that reason as well. The reading load is significant, but far short of burdensome, and also requires that students submit a number of readings via our “readings roundtable” sessions. Failure to do so will negatively affect your class participation grade and, ultimately, your final course grade.

Academic Integrity:
The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The complete academic integrity statement can be found online at: http://www.ist.syr.edu/courses/advising/integrity.asp
Citation Style:
IST’s academic integrity statement allows you to use the academic citation style guideline of your choice (e.g., APA, MLA, etc.). Whatever style you select for your written work in this course, please adhere to the guidelines pertaining to consistent and accurate quotation and formatting described within that statement. SU Library also provides links to citation style examples via its online reference shelf at: http://libwww.syr.edu/research/refshelf/index.html

Computer Literacy:
Graduate students are expected to meet the minimum and recommended information technology literacy skills required of students in all School of Information Studies master’s programs. Please refer to: http://istweb.syr.edu/prospective/graduate/literacyreq.asp for the "Computer Literacy Requirements" document.

The objective of this course is not to reward nor punish students based on their various levels of expertise with instructional technology. Moreover, this course is not meant to increase your expertise with any one instructional tool. However, an objective for all of us this semester will be to enhance our knowledge of various specific instructional tools and to recognize the intimate link between effective instructional strategies and various technologies. Please continue to stretch your knowledge of these tools and technologies throughout the semester.

WebCT:
IST 662 uses WebCT courseware to maintain an online component for the course. From time to time throughout the semester, this will be used to supplement in-class discussion, for posting of assignments or readings, etc. Important course-related announcements may be posted at our WebCT site. Please check the course website on a weekly basis. Announcements pertinent to an upcoming Monday class session will be posted no later than noon of the immediately preceding Friday.

Students with Disabilities:
In compliance with section 504 of the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that “no otherwise qualified individual with a disability... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you feel that you are a student who may need academic accommodations due to a disability, you should immediately register with the Office of Disability Services (ODS) at 804 University Avenue, Room 308 3rd Floor, 315.443.4498 or 315.443.1371 (TTD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.

Course Textbook:

Additional Required Readings/Readings Roundtable:
In addition to our primary text, students will be required to read and comment on a wide selection of supplemental readings, a combination of items selected by the instructor and related articles that students contribute. These sources will be discussed during portions of class time referred to in the course calendar as “readings roundtable,” and, as necessary, may be discussed on our WebCT site. Further directions for locating the readings may be posted on WebCT from time to time. Each student will be required to contribute 3 outside articles this semester, providing brief critical overviews of each in writing (two pages or less) and linking that overview to related required course readings by specific citation to discussion within at least one (or more) of those readings. Each of the three must touch on a separate major theme from among those reflected on the syllabus/course calendar (e.g., specific instructional environments, motivation, assessment, etc.).
Electronic Discussion List/ Blog Monitoring:
Students in IST 662 will be asked to subscribe to and closely monitor the postings to two instruction related discussion lists, and/ or Web Blogs of their choice. Two possible examples (among many more possibilities) include: Information Literacy Instruction Listserv (American Library Association)
To subscribe— send an email message to listproc@ala.org
In the body of the message— indicate: subscribe ili-l [your name]

EDUCUSE Blog Space
http://www.educause.edu/Blogs/1511

Throughout the semester, students will share their written observations on these monitorings in class and via the course WebCT site. This is an opportunity to exploit the ability of the World Wide Web to connect you to unfiltered personal narratives about teaching and learning as posted online by a wide variety of individuals or groups. These are the diaries of the 21st century. What are they telling us about instruction and the strategies that make it work well or fail miserably?

Course Calendar
Jan 24 – Setting the Stage
- Introductions and course overview
- Setting the Stage - Information Literacy and Instructional Strategies in Context (i.e., history of information literacy instruction)
- Introduction to SU Library Resources
- Sign-Ups for Instructional Observation/ Interview Assignment
- Assignments distributed: Weblog/ Discussion List Report; Readings Roundtable Assignment

A separate access key for locating supplemental readings will be distributed to all students

Jan 31 – Instruction and Learning in Context (historical, social, economic, spiritual, et al)
Readings Due:
- Grassian & Kaplowitz-chs 1-2, 14
- American Political Science Association Task Force on Inequality and American Democracy pp. 1-9 and 18-21
- [Song Lyrics] “Another Brick in the Wall.” Pink Floyd (1979)
  http://www.codehot.co.uk/lyrics/mnop/pinkfloyd/anotherbrick.htm
- [Song Lyrics] “School Cafeteria.” Weird Al Yankovic (1976)
  http://cc.ysu.edu/~ramcewin/70s.html#Yankovic
  http://cc.ysu.edu/~ramcewin/60s.html#Pete%20Seger

- Readings Roundtable
- Reports on Weblog/ Discussion List Monitoring (part 1 of 2)
- Assignments distributed: Instructional Presentation #1; Final Project Assignment; Post questions for next week’s guest to WebCT
Feb 7 – Information Literacy In Depth
Readings Due:
- Grassian & Kaplowitz-ch 3-5
- Introduction to Information Literacy {Assoc of College & Research Libraries}-online at: http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/introinfolit/introinfolit.htm

- Guest Presentation (Tips for Successful Instructional Outcomes)
- Readings Roundtable

Feb 14 – Information Literacy in-Depth (continued)
Readings Due:
- Grassian & Kaplowitz-chs. 6, 8, 10

- Discussion of Instructional Observations/Interviews (group 1)
- Instructional Presentations (group 1)
- Readings Roundtable
- Post questions for next week’s guest to WebCT
- Before next class: Take the Info Literacy Tutorial (St John’s University)—Sections on “Research Strategies” & “Finding Articles” ONLY – online at: http://new.stjohns.edu/academics/libraries/services/is/il_tutorial.sju

Feb 21 – Methods, Motivation and Audience
Readings Due:
- Grassian & Kaplowitz-chs. 11, 13

- Guest (Strategies for Motivating Your Students)
- Discussion of Instructional Observations/Interviews (group 2)
- Instructional Presentations (group 2)

Feb 28 – Methods, Motivation and Audience (continued)
Readings Due:
- Grassian & Kaplowitz-ch. 7
- Chalmers, P.A. User interface improvements in computer-assisted instruction, the challenge. Computers in Human Behavior, 16(5), 507-517

• Instructional Presentations (group 3)
• Readings Roundtable
• Post questions for next week’s guest to WebCT

Mar 7 – Environments (K-12)
Readings Due:
→ Grassian & Kaplowitz-ch. 15

• Guest Panelists (Instructional Strategies in the K-12 Setting)
• Readings Roundtable Discussion
• America’s Top Instructor - In Class Reality Quiz Show Competition
• Post questions for next guest to WebCT
• Final Project Proposals Due

Mar 14 – Spring Break-No Class
Mar 21 – Environments (Higher Education)
Readings Due:
→ ACRL Information Literacy Competency Standards for Higher Education (2000).

• Guest Panelists (Effective Instructional Strategies for College Students)
• Instructional Presentations (group 4)
• Readings Roundtable
• Assignment Distributed: Instructional Presentation #2: Online Learning Environments and Technologies
Mar 28 – Environments (Higher Education-continued)
Readings Due:
- Readings Roundtable
- Instructional Presentations – Remaining Presenters (If necessary)

April 4 – Environments (Adult Learners/Corporate Training)
Readings Due:
- Johnson, Gail. (2003). Brewing the perfect blend: with all of the training delivery methodologies at your disposal, how do you create a blended learning program that's right for your organization? Training, 40(11), 30-34.
- Readings Roundtable
- OLE Instructional Presentations (Group 1)
- Post questions for next week’s guests to WebCT

April 11 – Environments (Adult Learners/Corporate Training-continued)
Readings Due:
- OLE Instructional Presentations (Group 2)
- Guest Panelists (The Business of Instruction in the Business Setting)

April 18 – Online Learning Environments
Readings Due:
- Eisenberg, Michael B., Carrie A Lowe and Kathleen L. Spitzer. (2004). Technology and Information Literacy: chapter on “Technology and Information Literacy” from-Information Literacy: Essential Skills for the Information Age
New and noteworthy presentation apps: from broadcasting your PowerPoint slides to providing a digital meeting room, the latest Web presentation and collaboration software opens up new possibilities for distance learning. Technology & Learning, 24(9), 9-12.


- Readings Roundtable
- Reports on Weblog/Discussion List Monitoring (Part 2 of 2)
- OLE Instructional Presentations (Group 3)

April 25 – Assessment and Evaluation

Readings Due:
- Grassian & Kaplowitz-ch. 12

- Readings Roundtable
- OLE Instructional Presentations (Group 4)

May 2 – Grande Finale

Readings Due:

- Guest Panelists (Assessing Instructional Successes and Failures)