

LS 590 – Issues in Librarianship: User Instruction
The University of Alabama, School of Library and Information Studies
Fall 2010

Jeff Graveline, J.D., M.L.I.S.
Reference Librarian for Business & Government Documents
Mervyn H. Sterne Library, University of Alabama at Birmingham
Office: 205.934-6364
Email: jgraveli@uab.edu

Office hours: Since this is an online class, I will not hold regular office hours. However, you can contact me during the normal working day to discuss any issues with the course. I will also be happy to schedule a meeting at a mutually convenient time.

Course Description – This course will introduce students to the concepts, theories and practice of library user instruction through course readings, lectures, guest speakers and practical, hands-on assignments. We will focus on library instruction for adult users in the academic library setting but many of the concepts will apply to other types of libraries as well.

By the end of the semester, students will be able to plan, execute and conduct an effective bibliographic instruction session.

Structure of Class Sessions – Class sessions will be a blend of lecture, small group and class discussion and student presentations. We will also have several guest speakers during the semester.

Required Text and Readings

There is no required text for this course. All readings below will be made available through Blackboard. Additional readings & materials may be added throughout the semester.

Optional text

Veldof, Jerilyn. Creating the One-Shot Library Workshop: A Step-by-Step Guide.
Chicago: American Library Association. 2006.

You should also subscribe to at least one listserv dealing with library instruction for this class. I would suggest subscribing to the Information Literacy Instruction Discussion List from ALA, ili-l. Information on subscribing can be found here: <http://lists.ala.org/www/info/ili-l>.

Course Outline

8.24 Introductions; Review of Syllabus and Assignments
History of Libraries

8.31 History of Library Instruction; Purposes, types and methods of library instruction
Reading Assignments
Bishop, M.M. "Training in the Use of Books." *Sewanee Review* 20:3 (1912): 265-81.

- Budd, John M. (2005) *The changing academic library*. Chicago: Association of College and Research Libraries. (Pages 236-46)
- Lorenzan, Michael. "A brief history of library information in the United States." *Illinois Libraries* 83:2 (2001): 8 - 18.
- Salony, M.F. "The history of bibliographic instruction: changing trends from books to the electronic world." *The Reference Librarian* 51/2 (1995): 31-51.
- Weiss, Stephan C. "The origin of library instruction in the United States, 1820 - 1900." *Research Strategies* 19 (2003): 233 - 43.

9.7 Information Literacy Concepts and Standards; Learning Theories and Trends

Semester Topic DUE

In-class information literacy activity

Reading Assignments

ACRL's *Information Literacy Competency Standards for Higher Education*

Grassian, Esther. "Building on Bibliographic Instruction: Our Strong BI foundation supports a promising IL future." *American Libraries* 83:2 (2004): 51 - 3.

Information Literacy Proficiencies PDF

Oblinger, Diana. "Boomers, Gen-Xers & Millennials: Understanding new students." *EDUCAUSE* (2003): 37-45.

Roy, Lorlene and Eric Novotny. "How do we learn? Contributions of learning theory to reference service and library instruction." *The Reference Librarian* 33:69 (2001): 129-39.

9.14 Overview of Library Instruction Programs & Materials; the Role of Librarians

In-class instruction materials critique

Reading Assignments

Dahl, Candace. "Electronic Pathfinders in Academic Libraries: An Analysis of Their Content and Form." *College & Research Libraries* 62:3 (2001): 227-237.

Knight, Carley. "Bibliographic instruction lessons from a new librarian." *Southeastern Librarian* 57:1(2009): 17-19.

Mbabwe, Loyd G. "LIS Curricula Introducing Information Literacy Courses Alongside Instructional Classes." *Journal of Education for Library and Information Science* 50:3 (2009) 203-10.

Sproles, Claudene. "What the teachers are teaching: How MLIS programs are preparing academic librarians for instructional settings." *Journal of Education for Library and Information Science* 49:3 (2008): 195-209.

9.21 Creating the Library Instruction Workshop, Part 1

LibGuide Initial DUE

In-class content brainstorming activity

Reading Assignments

Little, Jennifer. "Cognitive Load Theory and Library Research Guides." *Internet Reference Services Quarterly* 15:1 (2010): 53-63.

Peterson, Nedra. "It came from Hollywood: Using popular media to enhance information literacy instruction." *C&RL News* 71:2 (2010): 66-9, 74.

9.28 Creating the Library Instruction Workshop, Part 2

Reading Assignments

Appelt, Kristin and Kimberly Pendell. "Assess and invest: Faculty feedback on library tutorials." *College & Research Libraries* 71:3 (2010): 245-53.

Sutherland, Naomi and C.M. Winters. "The A,B,Z's of bibliographic instruction: Using real-life analogies to foster understanding." *The Reference Librarian* 35:73 (2001): 293-308.

10.5 Teaching Techniques and On-the-fly Instruction

In-class instruction activity

Reading Assignments

Conger, Joan. "Wake Up That Back Row! Interactive Library Instruction Without Hands-On Student Computers." *The Reference Librarian* 35:7 (2001): 309-22.

Leblanc, Richard. "Good teaching: The top ten requirements." *The Teaching Professor* 12:6 (1998).

Schoofs, Bob. "Voice in teaching: Improving your classroom connection." *C&RL News* 71:3 (2010): 143-4.

Shannon, Donna M. "Effective teacher behaviors in higher education and in LIS education programs: A review of the literature." *Journal of Education for Library and Information Science* 39:3 (Summer 1998): 163-174.

10.12 Using Technology in Instruction

Reading Assignments

Bailin, Alan & Aisha Peña. "Online Library Tutorials, Narratives, and Scripts." *The Journal of Academic Librarianship* 33:1 (2006): 106-17.

Griffey, Jason. "Podcast 1-2-3." *Library Journal* 132:11 (2007): 32-4

Oud, Joanne. "Guidelines for effective online instruction using multimedia screencasts." *Reference Services Review* 37:2 (2009): 164-77.

Slebochnik, Maribeth & Catherine Fraser Riehle. "Creating Online Tutorials at Your Libraries: Software Choices and Practical Implications." *Reference & User Services Quarterly* 49:1 (2009) 33 - 7, 51.

Williams, Simone. "New Tools for Online Instruction Literacy Instruction." *The Reference Librarian* 51:2 (2010): 148-62.

10.19 Panel of Instruction Librarians

10.26 Marketing, Promoting & Implementing Instruction Programs

Web Tutorial Due

In-class marketing activity

Reading Assignments

Graham, Jamie M. "Successful liaison marketing strategies for library instruction: The proof is in the pudding." *The Southeastern Librarian* 56:1 (2008): 4-8.

Jaeger, Paige. "Marketing information literacy." *School Library Media Activities Monthly* 25:7 (Mar2009): 52-4.

Pahr, Marilyn. Marketing your Library's Instruction Services. PPT slides from 2009 SLA.

11.2 Advanced Library Instruction Topics

Beck, Susan and Nancy Turner. "On the fly BI: Reaching and teaching from the reference desk." *The Reference Librarian* 34:72 (2001): 83-96.

York, Amy C. and Jason M. Vance. "Taking Library Instruction into the Online Classroom: Best Practices for Embedded Librarians." *Journal of Library Administration* 49:1 (2009): 197-209.

11.9 The Future of Library Instruction

Library Instruction Handout Due

Reading Assignments

Badke, William. "Ramping Up the One-Shot." *Online* 33:2 (2009): 47-9.

Ladner, Betty, et. al. "Rethinking online instruction: From content transmission to cognitive immersion." *Reference & User Services Quarterly* 43:4 (2003): 337-345.

11.16 Student Teaching Demonstrations & Peer Feedback

Final LibGuide Due for presenters

11.23 Student Teaching Demonstrations & Peer Feedback

Final LibGuide Due for presenters

11.30 Student Teaching Demonstrations & Peer Feedback

Final LibGuide Due for presenters

ASSIGNMENTS: All written assignments must be prepared using a word processing program with 12 point font. Unless otherwise stated below, all written assignments are **due no later than** 6:00 p.m. central time on the due date.

During the course of this semester, you will become an expert. Not just in creating instructional materials and presenting library instruction, but on a specific topic and specific resources within that topic. In the first two (2) weeks of the semester, you'll choose a topic that interests you. The deadline for submitting your semester topic to me is **September 7, 2010**. Topics should be submitted in writing via Blackboard mail. I would like everyone to have a different topic, so if you know of a topic you'd like to work with let me know as soon as possible. If you are not sure of a topic, take a look at some of the research guides from a college or university library near you.

This will be "your" topic for the rest of the semester so choose wisely. All of the assignments throughout the semester will revolve around the topic and will build on earlier assignments. The semester projects and assignments are outlined below.

LibGuides Research Guide (1st draft due 9.21.10; Final draft due on day of final presentation)

Many libraries around the country use the web site LibGuides (www.libguides.com) to create their online research guides. For this assignment, you will use LibGuides to create your own research guide on your semester topic. Everyone in the class will have access to the full suite of LibGuide materials. I will send each of you login information after our first class meeting. I have also posted useful help guides in the Web Links portion of our Blackboard class.

There are two reasons I make this assignment. First, I want to give you as many marketable skills as possible before you graduate. Since LibGuides are used by so many libraries, having the knowledge to create them will set you apart from other new graduates. This is something I would suggest including on your resumé. At the end of the course you will have a unique URL for your guide that you can share with potential employers so they can see your work.

Secondly, creating research guides is one of the many things you'll do as a librarian. This assignment will give you experience finding and evaluating sources for creating your research guide.

When creating your LibGuide, you should spend some time looking at guides created by other librarians. Some are great. Some are not. By looking at others' work you can get an idea of how you'd like your guide to look. The design is completely up to you. Find something you like and model off of it.

There are three important things to think about when creating your guide: Organization, Content and Design. The guide should be organized in an orderly and logical manner. When necessary, you should include subdivisions of content. High quality content should be chosen. You do not have to include every possible source for information on your topic. Descriptions of the resources (if you choose to include them) should be as concise as possible. Your design should be clean and uncluttered.

Web Based Tutorial (DUE 10.26.10)

In this assignment, you will create a brief (no more than 5 minute) web based tutorial using the software of your choice. It should focus on one electronic resource (web site or database) that relates to your semester topic. For example, if your topic is legal research, you could do an online guide on finding cases using LexisNexis Academic. Or if your topic is education, you could do an online guide on using the ERIC database. Your tutorial does not need to (nor should it) include everything about the database or web site.

You will find links to free or trial tutorial software packages in the Web Links section of the course shell. You can check out some of the tutorials I've created using Camtasia here: <http://blogs.mhsl.uab.edu/business/?p=472>. You can also find other tutorials listed on the PRIMO web site.

Library Instruction Session Handout (DUE 11.9.10)

In this assignment, you will create a library instruction handout on your semester topic. This handout should highlight **key** print and electronic resources that would be covered during a live instruction session. There is no prescribed length for a good instruction handout. The length depends on several factors including:

- Which and how many key sources you need to cover;
- How much information you can realistically cover in a 50 minute session;
- How much detail you provide about each resource; and

- The format and layout of your guide.

Remember that this handout should not be as comprehensive your final LibGuide. A portion of this guide will be the basis of your final instruction presentation. You will choose a section of the guide for your final instruction presentation to the class.

During the semester we will discuss creating instruction handouts and look at some of the good, the bad and the ugly guides out there. You will also have the opportunity to critique guides from other libraries so you can see what works and what does not.

Final Bibliographic Instruction Presentation (Made during class on 11.16, 11.23 and 11.30)

All of your work this semester will culminate in a real-life bibliographic instruction session led by you. You will have 15 minutes for your presentation, with an additional 5 minutes for peer comments and questions. Because you will have already completed your course handout, some of your work will already be done. You should choose one to three resources from your handout to present to the class. You may choose to make your handout available to the class by posting it in the class discussion forum. A separate forum will be created for the handouts.

We will use the desktop share function of Wimba to broadcast your desktop to the class during the session. You may choose to present from a PowerPoint presentation, but I think instruction is much more effective with live databases or web sites.

You will have the opportunity to sign up for a presentation date at the beginning of the semester. During one of the classes leading up to the student presentations, I will take 15-minutes and do a sample presentation for the class.

Class Participation

Each student will be expected to make at least three (3) new posts to the online Blackboard discussion boards during the course of the semester. It can be on any topic related to the course. Suggested topics include interesting listserv or blog postings, the Chronicle, Library Journal or American Library articles or comments on weekly readings. Students will also be required to post at least three (3) responses to other students' discussion board postings.

Libraries in the News

One of the most important things you can do as a librarian is to keep abreast of current library news and trends. It is helpful to get into this habit while you are in library school. You can find news stories about libraries in a variety of places: Library Journal, American Libraries, Chronicle of Higher Education, etc. At the beginning of each class session, two (2) students will present a brief (3 - 5 minutes) summary of an article relating to libraries, preferably on some topic relating to this course. Presenters should be prepared to field questions from classmates and the instructor.

You should provide a **link** to the article in the appropriate Blackboard discussion board **no later than 3:00 p.m.** the day of the class in which you are scheduled to present so the class will have time to read the article.

GRADING: All assignments will be graded on accuracy, neatness, completeness, creativity, originality, logic, supporting documentation, and underlying rationale. I reserve the right to lower your grade up to one letter grade for assignments turned in late; be sure to clear up any problems with me in advance.

| | |
|----------------------------|-----|
| Libraries in the News | 5% |
| Class Participation | 5% |
| Web Based Tutorial | 20% |
| Instruction Handout | 20% |
| LibGuide Research Guide | 25% |
| Bibliographic Presentation | 25% |

ATTENDANCE: Attendance is expected as much of the learning comes from class discussions and other class activities. Thus, absences will lower your class participation grade. I do understand that real life gets in the way at times, and I will make allowances for that if you will let me know.

ACADEMIC MISCONDUCT: All students in attendance at UA are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. UA expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to the following:

1. Cheating - using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism - representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication - presenting as genuine any invented or falsified citation or material.
4. Misrepresentation - falsifying, altering, or mistaking the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in event of academic misconduct.

SPECIAL ACCOMMODATIONS: If you believe you qualify for special accommodations under the Americans with Disabilities Act, please see me about this as soon as you can.