INFO 688 Instr Role of Info Specialist (3-0-3)

Short Title: Inst Rle Inf Spec

1. Catalog Course Description
Examines the instructional role of the information professional. Emphasizes the planning, implementation, and evaluation of instruction for the purpose of information education.

2. Pre-requisites and Co-requisites
INFO 511 Information Resources and Services II (pre-requisite)

3. Curriculum Role
This course is required for students in the School Library Media Concentration and open to other graduate students as well.

4. Course Rationale
Instruction in information literacy is increasingly important in all library settings—especially school libraries. This course is designed to help students develop the skills they will need to be effective information-literacy instructors. It focuses on information literacy, instructional design, and the collaborative instructional role of the information specialist.

5. Course Outcomes
Upon successful completion of this course, the student will be able to:

- Define information literacy and identify the knowledge and skills that should be included in information-literacy instruction.

- Explain the purpose of information-literacy instruction in general and in particular contexts.

- Explain the instructional role of the information specialist and argue for its importance.

- Delineate the steps for establishing information-literacy instruction in a particular context.

- In collaboration with others, apply the basic elements of instructional design to create information-literacy instruction for a particular context.

6. Course Content
Principal topics and the approximate number of weeks devoted to each:

- Information literacy and information-literacy instruction (1)
• Learning theory and learner characteristics (1)
• Collaboration and the instructional role of the information professional (1)
• Designing information-literacy instruction for particular contexts (1)
• Instructional design: Planning (1)
• Instructional design: Designing strategies and activities(1)
• Instructional design: Assessment and evaluation (2)
• Collaborative application of the concepts and skills of instructional design to the creation of information-literacy instruction for a particular context (2)

7. Presentation
Note: Presentation methods may vary somewhat from section to section.

Lecture, reading and reflection, discussion, and individual and group assignments

8. Assessment
Note: Assessment methods may vary somewhat from section to section.

Reflection and discussion assignments, description of learning context assignment, collaborative design of information-literacy instruction

9. Course Materials
Note: Course materials change frequently. Confirm the materials for your section before acquiring them.

Required


AASL & AECT. Information Power: Building Partnerships for Learning. ALA 1998. 0-8389-3470-6 (Required only for students in the School Library Media Concentration)

Other materials


Various organizational websites: AASL, ACRL, ISTE, Pennsylvania Dept. of Education
10. Course Management
Course coordinator: Delia Neuman
Last revision on 5/29/08 by: Delia Neuman
Faculty approval on 4/10/08