

Design and Implementation of Instructional Strategies for Information Professionals - Instructional Design Non K-12 Focus

INFO 250

Spring 2023 Sections 01, 11, 12 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 05/22/2023

Canvas Information: Courses will be available January 25th, 6 am PT.

You will be enrolled in the Canvas site automatically.

Contact Information

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Course Information

Course Format

This course will be taught online using Canvas - [Canvas Login and Tutorials \(https://ischool.sjsu.edu/canvas/\)](https://ischool.sjsu.edu/canvas/) and Zoom at SJSU iSchool Online.

Info250 is taught entirely online and involves and requires a significant amount of:

- required readings in required textbooks, online journals, misc. web sites. required listening to lecture recordings* (or reading the transcripts)
- hands-on learning activities/worksheets (Canvas Assignment tools) and a project: instructional design plan, presentation, and example instructional materials.
- participation in Guided Conversations (via the Canvas Discussion tool). Zoom sessions will be recorded. Listening to the recordings is required and assumed. Synchronous attendance in the Zoom sessions is optional, but please try to attend so you can ask questions in real-time.

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Primary/Technology Requirements

The primary course requirements are that students will:

- have access to the computing environment as described at <https://ischool.sjsu.edu/home-computing-environment> (<http://slisweb.sjsu.edu/ecomunication/homecomputing.htm>)
- use Canvas - <https://ischool.sjsu.edu/canvas/> (<https://sjsu.instructure.com/>) and refer to Tutorials as needed
- submit assignments via Canvas - <https://ischool.sjsu.edu/canvas/> (<https://sjsu.instructure.com/>)

Course Description and Requisites

"The library as an integral part of teaching, learning, and training in different settings. Emphasis on collaborative design between

librarians and teachers/professors that includes planning, teaching, and assessment of learning activities using the library's resources and technology." (<http://ischool.sjsu.edu/current-students/courses/core-courses-and-electives> (<http://ischool.sjsu.edu/current-students/courses/core-courses-and-electives>))

INFO 250 is designed for information professionals who will be designing, creating, and delivering instruction in the context of a library or other information organization. The scope is all library types and instructional types, from one-on-one tutoring to large group presentation and everything in between and online and in-person.

Instructional Goals

1. Students will develop a learning needs assessment for a group of learners and a learning environment of their choice.
2. Students may choose information literacy instructional project ideas from a volunteer organization's list of clients that have asked to participate in this course, or any instructional project ideas related to information literacy that they choose for themselves.
3. Students will design a unit of information literacy instruction for a specific group of learners, based on scientific learning perspectives and proven instructional design principles.
4. Students will engage with peers and considered cooperation and collaboration with others through presentation (screencast/recording) and mutual peer-reviewing of draft instructional design plans.
5. Students will complete a full instructional design plan and example instructional material as a final project for the course.

Requisites

INFO 200.

* Classroom Protocols

Expectations

Students are expected to participate fully in all class activities. It is expected that students will be open-minded and participate fully in discussions in class and debate in a mature and respectful manner. Use of derogatory, condescending, or offensive language including profanity is prohibited. Disagreement is healthy and perfectly acceptable. Expressing disagreement should always include an explanation of your reasoning and, whenever possible, evidence to support your position. In accordance with San José State University's Policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form.

≡ Program Information

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Instructional time may include but is not limited to:

Working on posted modules or lessons prepared by the instructor; discussion forum interactions with the instructor and/or other students; making presentations and getting feedback from the instructor; attending office hours or other synchronous sessions with the instructor.

Student time outside of class:

In any seven-day period, a student is expected to be academically engaged through submitting an academic assignment; taking an exam or an interactive tutorial, or computer-assisted instruction; building websites, blogs, databases, social media presentations; attending a study group; contributing to an academic online discussion; writing papers; reading articles; conducting research; engaging in small group work.

🎯 Course Goals

Core Competencies (Program Learning Outcomes) Supported

INFO 250 supports the following core competencies:

- J Describe the fundamental concepts of information-seeking behaviors and how they should be considered when connecting individuals or groups with accurate, relevant and appropriate information.
- K Design collaborative or individual learning experiences based on learning principles and theories.
- M Demonstrate professional leadership and communication skills.
- N Evaluate programs and services using measurable criteria.

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of current learning and instructional theory.
2. Demonstrate familiarity with information literacy standards and models.
3. Evaluate tools for teaching and learning in face-to-face and online environments.
4. Conduct a learner needs assessment.
5. Plan, execute, and evaluate a unit of instruction.
6. Integrate information literacy skills into instructional units.
7. Describe the importance of communication and collaboration with key constituents in the instructional design and delivery processes.

Course Materials

Textbooks

Required Textbooks:

- Kaplowitz, J. (2014). *Designing information literacy instruction: The teaching tripod approach*. Rowman & Littlefield. Available through [Amazon: 0810885840 \(https://www.amazon.com/gp/product/0810885840/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=0810885840&linkCode=as2&tag=sjsuslisweb-20&linkId=4005716d0307ba6a68aff341b26acc64\)](https://www.amazon.com/gp/product/0810885840/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=0810885840&linkCode=as2&tag=sjsuslisweb-20&linkId=4005716d0307ba6a68aff341b26acc64)
- Saunders, L., & Wong, M. (2020). *Instruction in libraries and information centers: An introduction*. Illinois Open Publishing Network. Available as [Free PDF \(https://doi.org/10.21900/wd.12\)](https://doi.org/10.21900/wd.12)

Recommended Textbooks:

- Benjes-Small, C., & Miller, R. (2017). *The new instruction librarian*. ALA Editions. Available through [Amazon: 083891456X \(https://www.amazon.com/gp/product/083891456X/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=083891456X&linkCode=as2&tag=sjsuslisweb-20&linkId=16d98ea0b11a9c10569d442d31fa05e9\)](https://www.amazon.com/gp/product/083891456X/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=083891456X&linkCode=as2&tag=sjsuslisweb-20&linkId=16d98ea0b11a9c10569d442d31fa05e9)
- Grassian, E. S. & Kaplowitz, J. R. (2009). *Information Literacy Instruction: Theory and Practice (2nd ed.)*. Neal-Schuman. Available through [Amazon: 1555706665 \(http://www.amazon.com/gp/product/1555706665?ie=UTF8&tag=sjsuslisweb-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=1555706665\)](http://www.amazon.com/gp/product/1555706665?ie=UTF8&tag=sjsuslisweb-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=1555706665).

Course Requirements and Assignments

Full assignment details and instructions are on the Canvas course pages. Assignment points total 1000.

Class Participation (Readings, Recorded Lectures, etc.): (200 points)

Supports [CLO #1](#), [CLO #4](#), [CLO #5](#), [CLO #6](#), and [CLO #7](#).

- Entry Behavior and Learner Characteristics Survey. 25 points. Due February 5.

- 5 Guided Conversations on the readings and recorded lectures. 15 points each. (75 points total). Due the last day of each Module period.
- 5 Quizzes on the readings and recorded lectures. 20 points each. (100 points total). Due the last day of each Module period.

Instructional Design Learning Activities: (200 points)

Supports [CLO #1](#), [CLO #4](#), [CLO #5](#), [CLO #6](#), and [CLO #7](#).

- Learning Activity 1. Learning Theories (aka Perspectives) in Practice and Peer-Review. (75 points total: 50 points for submitting your report by February 19 and 25 points for 5 peer-reviews Due February 26)
- Learning Activity 2. Reviewing Instructional Design Examples (25 points) Due March 12
- Learning Activity 3. Reviewing Instructional Tools and Materials Options (25 points) Due April 16
- Learning Activity 4. Exploring Other Instructional Design Models/Strategies and Peer-Review. (75 points total: 50 points for submitting your report by April 23 and 25 points for 5 peer-reviews Due April 30)

Instructional Design Planning Worksheets: (200 points)

Supports [CLO#1](#), [CLO#2](#), [CLO#3](#), [CLO#4](#), [CLO#5](#), [CLO#6](#), and [CLO#7](#).

"Plans are worthless, but planning is everything."
Dwight D. Eisenhower.

1. Instructional Design Planning Worksheet for Steps 1-3: Step 1. Needs Assessment and Instructional Goals, Step 2. Instructional Analysis (aka Task Analysis), & Step 3. Entry Behavior and Learner Characteristics (50 points). Due March 6
2. Instructional Design Planning Worksheet for Step 4. Learning Outcomes and Motivating Learners. (50 points). Due April 2
3. Instructional Design Planning Worksheet for Step 5. Planning Instructional Strategies. (50 points). Due April 2
4. Instructional Design Planning Worksheet for Step 6: Choosing Teaching and Learning Tools and Planning Instructional Materials (25 points). Due April 16
5. Instructional Design Planning Worksheet for Step 7: Formative and Summative Evaluation. (25 points) Due April 30

Instructional Design Project (400 points)

Supports [CLO#1](#), [CLO#2](#), [CLO#3](#), [CLO#4](#), [CLO#5](#), [CLO#6](#), and [CLO#7](#).

- Draft Instructional Design Plan, Screencast, and Peer Reviews: Drafting your Instructional Design Plan and Screencasting your Introduction (5 minutes maximum). Post by April 23 (100 points), and then Peer-Reviewing your Classmates' Draft Instructional Design Plans and Screencasts. (100 points) Peer reviews April 30. (200 points total)
- Final Instructional Design Plan & Two Completed Instructional Material Examples*. Due May 15 (200 points) (May be revised and resubmitted** if submitted on time)

*One of which must be a recording (screencast, audio, or video) presenting an example lecture for your instruction.

**Final date tba

Extra Credit Options Available: (up to 40 points)

- 5 points each Extra Credit for leaving a comment or a question related to a Guest Speaker's presentation up to 25 points.
- Extra Credit Quiz for Module 7. (15 points)

✓ Grading Information

The standard SJSU School of Information Grading Scale is utilized for all iSchool courses:

97 to 100	A
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94 to 96	A minus
91 to 93	B plus
88 to 90	B
85 to 87	B minus
82 to 84	C plus
79 to 81	C
76 to 78	C minus
73 to 75	D plus
70 to 72	D
67 to 69	D minus
Below 67	F

In order to provide consistent guidelines for assessment for graduate level work in the School, these terms are applied to letter grades:

- C represents Adequate work; a grade of "C" counts for credit for the course;
- B represents Good work; a grade of "B" clearly meets the standards for graduate level work or undergraduate (for BS-ISDA); For core courses in the MLIS program (*not MARA, Informatics, BS-ISDA*) – INFO 200, INFO 202, INFO 204 – the iSchool requires that students earn a B in the course. If the grade is less than B (B- or lower) after the first attempt you will be placed on administrative probation. You must repeat the class if you wish to stay in the program. If - on the second attempt - you do not pass the class with a grade of B or better (not B- but B) you will be disqualified.
- A represents Exceptional work; a grade of "A" will be assigned for outstanding work only.

Graduate Students are advised that it is their responsibility to maintain a 3.0 Grade Point Average (GPA). Undergraduates must maintain a 2.0 Grade Point Average (GPA).

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

- Module 1. Getting Started: Introduction and Overview of the Course - January 25 - February 5
- Module 2. Learning Theories (aka Perspectives) and Instructional Design - February 6 - 19
- Module 3. The Importance of Instructional Design and The 7 Step Instructional Design Model Overview - February 20 - March 5
- Module 4. Teaching in Different Kinds of Libraries - March 6 - 12
- Module 5. Instructional Design Step 5. Planning Instructional Strategies - March 13 - April 2 (Spring Recess: March 27-31; Cesar Chavez Day March 31, 2023)
- Module 6. Instructional Design Step 6. Choosing Teaching and Learning Tools and Planning for Instructional Materials; Exploring Other Instructional Design Models - April 3 - 16

- **Module 7. Other Instructional Design Models/Strategies; Step 7. Quality Assessment; Formative and Summative Evaluation - April 17 - 30**
- **Module 8. Final Instructional Design Plan and Final Thoughts - May 1 - 15**

Zoom Discussion/Lecture sessions are scheduled as follows*:

(This will be subject to some possible changes and additional optional online meeting dates depending on availability of guest speakers etc.)

1. **Monday January 30** at 7 p.m. PT to 8 p.m. PT (10 p.m. ET to 11 p.m. ET) - Attendance strongly encouraged for first-class information
2. **Tuesday February 14** at 7 p.m. PT to 8 p.m. PT (10 p.m. ET to 11 p.m. ET) Instructional Design Project Choices
3. **Guest Speakers TBA March/April**
4. **Wednesday April 19** at 7 p.m. PT to 8 p.m. PT (10 p.m. ET to 11 p.m. ET) Draft Instructional Design Plan, Screen Casts, & Peer Reviews
5. **Thursday May 4** at 7 p.m. PT to 8 p.m. PT (10 p.m. ET to 11 p.m. ET) Instructional Design Plan Final Work

**Zoom sessions will be recorded. Listening to the recordings is required and assumed. Synchronous attendance in the Zoom sessions is optional, but please try to attend so you can ask questions in real-time.*