

**School of Information Management
INFO 6810 Managing Information Literacy Instruction
Winter 2021**

Course Type: Online, synchronous (Teams)

Instructor: Lindsay McNiff

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Preferred method of contact: Email. I will respond to emails between 12pm and 2pm Atlantic time every weekday

Office hours: Please email me to set up a virtual appointment

Course website: Brightspace

COURSE DESCRIPTION

This course introduces selected theories and methods for managing processes designed to educate students, patrons, and clients in information research skills. Students will learn about the design, implementation, evaluation, and management of instructional programs. This course provides students with a foundation for pedagogy of information literacy in libraries and similar settings and with experience planning and delivering online instruction in multiple formats.

COURSE PRE-REQUISITES – There are no pre-requisites for this course; however, completing INFO 5530: Information Sources, Services, and Retrieval before taking this course is encouraged.

LEARNING OUTCOMES

1. Describe and explain concepts, principles, theories, and practices related to the management of information literacy instruction
2. Identify instructional needs in a variety of settings
3. Develop specific instruction aids for synchronous and asynchronous learning
4. Create a lesson plan that establishes student learning outcomes, teaching strategies, assessment of student learning, and other key elements
5. Develop the skills and confidence required to effectively facilitate an information literacy workshop

TECHNOLOGY USED

This is an online course. Recordings and other course material will be available on Brightspace. Synchronous components will occur via Teams at the scheduled time (11:35am on Tuesdays). Students will use Panopto, a screen capture software of their choosing, and Teams as part of their assignments.

INSTRUCTIONAL METHODS

Teaching and learning will take place via recommended readings, class discussions, student presentations, in-class exercises, and instructor and guest lectures. As this class involves developing professional skills, active and experiential learning techniques are incorporated, and regular attendance is required.

LEARNING MATERIALS

Course textbook: Saunders, L., & Wong, M. (2020). Instruction in libraries and information centers: An introduction. Urbana, IL: Windsor & Downs. Open access via <https://doi.org/10.21900/wd.12>

Other readings are linked in Brightspace.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Lightning talk	Students present a short conference-style presentation on a chosen topic	Feb. 2	15%
Online tutorial	Students create an online tutorial for a specific audience	March 2	15%
Leading a discussion	Students work individually, in pairs, or in groups to lead the class through the course readings for one week	Weeks 3-7. Due dates vary depending on your assigned date.	20%
Final project: Instruction session/ Short professional presentation/ Reflection	Students work in teams to teach their classmates about a concept in the ACRL Framework. Teams will also design and deliver an instruction session.	Weeks 10-12. Due dates vary depending on your presentation date.	30%
Participation	See participation rubric.		20%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Participation	90%	<p>The student contributes to the class dialogue and supports classmates by preparing for and participating in student-led discussions. The student's comments during discussions are relevant and thoughtful. The student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.) The student's contributions move the discussion forward.</p> <p>Students will have the opportunity to set goals and assess their own participation.</p> <p>Consider the "Continued Conversations" discussion board an alternative to in-class discussions if you prefer that medium for participation. Participation on this board is optional,</p> <p style="text-align: center;"><i>EXCEPT</i></p> <p>if unable to attend a synchronous meeting, students will post a paragraph (maximum of two paragraphs) to the discussion board about the week's readings.</p>
Attendance	10%	<p>The student attends the synchronous class meetings whenever possible. If the student is unable to attend a synchronous meeting, they should let the instructor know in advance.</p>

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	3, 4	1, 2, 3, 4
User-centred Information Services	1, 2	1, 2, 3, 4
Management of Information Technology	5	3, 4
Research and Evaluation	2, 3, 4	2, 4

Risk Management	2	2, 4
Change Management		4
Workplace Skills & Attributes:		
Collaborate & communicate	2, 3, 4	1, 2, 3, 4
Organize, Plan & Manage	3, 4	3, 4
Develop Personally & Professionally	1, 3, 4, 5	1, 2, 3, 4

CLASS POLICIES

Ground rules for online class

1. The instructor will notify students if a synchronous session is going to be recorded. Student-led discussions and student-led instruction will *not* be recorded.
2. Students decide whether and how often they would like to use their webcams during synchronous class sessions.

Other rules will be developed collaboratively at our first session.

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation

as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE (excluding any minor changes)

Date of Class	Topics & Assignments	Reminders & Assignments
Class 1. Jan. 12	Course introduction. Information literacy; Library instruction.	
Class 2. Jan. 19	How people learn. Strategies for the library classroom.	
Class 3. Jan. 26	Information literacy framework/standards.	Student-led discussion: Group 1
Class 4. Feb. 2	Instructional design and lesson planning. Assessment.	Assignment 1 (Lightning talk) due Student-led discussion: Group 2
Class 5. Date TBD pending class vote. We will be moving class time this week because our regular time slot conflicts with the IWB conference.	eLearning. Teaching with technology. Fake news.	Student-led discussion: Group 3 Guest mini-lecture (asynchronous)
Study break	NO CLASS	
Class 6. Feb. 23	Inclusive classrooms and pedagogies	Student-led discussion: Group 4 Guest speaker
Class 7. March 2	Critical information literacy	Assignment 2 (Online tutorial) due Student-led discussion: Group 5 Guest speaker
Class 8. March 9	Managing information literacy programs	Guest speaker
Class 9. March 16	The Scholarship of Teaching and Learning (SoTL). Teaching credit courses.	Guest speaker
Class 10. March 23	Assignment 4: Instruction sessions x 2 (Authority is constructed & contextual; Information creation as a process)	
Class 11. March 30	Assignment 4: Instruction sessions x 2 (Information has value; Research as inquiry)	

Class 12. April 6	Assignment 4: Instruction sessions x 2 (Scholarship as a conversation; Searching as strategic exploration) Course wrap-up	
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WEEKLY READINGS (excluding any minor changes)

Class 1: Course introduction. Information literacy & library instruction – Jan 12

No readings or prep this week! Please join the synchronous meeting for student and instructor introductions, syllabus review, and some introductory content.

Class 2: How people learn. Strategies for the library classroom - Jan. 19

- Mini-lecture #1, Parts 1 & 2 **[Recordings in Brightspace]**
- Saunders & Wong, [Chapter 3: Learning theories: Understanding how people learn](#)
- Cooperstein, S., Kocevar-Weidinger, E. (2004). [Beyond active learning: A constructivist approach to learning](#). *Reference Services Review*, 32(2), 141 – 148.
- Cook, D. B., & Klipfel, K. (2015). [How do our students learn? An outline of a cognitive psychological model for information literacy instruction](#). *Reference & User Services Quarterly*, 55(1), 34–41.
- Kuhlthau, C. C. (1993). A principle of uncertainty for information seeking. *Journal of Documentation*, 49(4), 339-355 **[PDF in Brightspace]**

Class 3: Information literacy frameworks and standards. Intro to critical information literacy – Jan 26

- Mini-lecture #2, Parts 1 – 5 **[Recordings in Brightspace]**
- Association of College & Research Libraries. (2015). [Framework for information literacy in higher education](#).
- Beilin, I. (2015). [Beyond the threshold: Conformity, resistance, and the ACRL Framework for Information Literacy in Higher Education](#). *In the Library with the Lead Pipe*.
- Saunders, L. (2017). [Connecting information literacy and social justice: Why and how](#). *Communications in Information Literacy*, 11(1).

See also: [ACRL Framework for Information Literacy Sandbox](#)

For additional context, you may also want to have a look at the [Information literacy competency standards for higher education](#), which were later replaced by the *Framework*.

For more information on threshold concepts (scan): Meyer, J. & Land, R. (2003). [Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines](#). (ETL Project Occasional Report 4).

Class 4: Instructional design and lesson planning. Assessment – Feb. 2

Assignment 1 (Lightning talk) due

- Mini-lecture #3 **[Recording in Brightspace]**
- Saunders & Wong, [Chapter 8: Establishing Learning Goals and Outcomes](#)
- Saunders & Wong, [Chapter 10: Selecting instructional strategies and creating lesson plans](#)
- Gilchrist, D. L. (2010). [A twenty-year path: Learning about assessment; learning from assessment](#). *Communications in Information Literacy*, 3(2), 70-79.

- Gardner, C. C., & Halpern, R. (2016). [At odds with assessment: Being a critical educator in the academy](#). In *Critical Library Pedagogy Handbook (Volume 1)* (pp. 41-51). Association of College and Research Libraries.

See also lesson plans at [ACRL Framework Sandbox](#) and [CORA \(Community of Online Research Assignments\)](#)

Class 5: E-learning. Teaching with technology. Fake news – Date TBD pending class vote

Readings

- Mini-lecture 4 [**Recording in Brightspace**]
- Mini-lecture by Cora-Lynn Munroe-Lynds [**Recording in Brightspace**]
- Saunders & Wong, Chapter 15: [Online instruction – Moving workshops into a virtual environment](#)
- Joe, J. (2020). [In Support of Online Learning: A COVID-19 One Shot Case Study](#). *Codex: The Journal of the Louisiana Chapter of the ACRL*, 5(4), 54-69.
- Sullivan, M. C. (2019). [Libraries and fake news: What's the problem? What's the plan?](#) *Communications in Information Literacy*, 13 (1), 91-113.

Other resources of interest

- [PRIMO](#) (Peer-Reviewed Instruction Materials Online) and access the PRIMO database
- [eLearning kit: Activities](#) (from McGill Library)
- [Keeping up with... Digital pedagogy](#)
- Saunders & Wong, Chapter 16: [Online Learning Objects: Videos, Tutorials, and Library Guides](#)

Class 6: Inclusive classrooms/pedagogies – Feb. 23

- Mini-lecture 5 [**Recording in Brightspace**]
- Saunders & Wong, Chapter 5: [Critical Pedagogy: Challenging Bias and Creating Inclusive Classrooms](#)
- Loyer, J. (2018). [Indigenous information literacy](#). In K.P. Nicholson & M. Seale (Eds.), *The politics of theory and the practice of critical librarianship*. Sacramento, CA: Library Juice Press.
- Arellano Douglas, V. (2020). [Moving from critical assessment to assessment as care](#). *Communications in Information Literacy*, 14 (1), 46-65.
- Guest speaker prep: [Reading from Tereigh Ewert – TBA]

Resource: [Inclusive Pedagogy for Library Instruction LibGuide](#), a grant-funded collaboration between librarians from a number of institutions in the U.S.

Class 7: Critical information literacy/pedagogy – March 2

Assignment 2 (Online tutorial) due

- Mini-lecture 6 [**Recording in Brightspace**]
- Seale, M. (2016). [Enlightenment, neoliberalism, and information literacy](#). *Canadian Journal of Academic Librarianship*, 1, 80-91.
- Tewell, E. (2016). [Toward the resistant reading of information: Google, resistant spectatorship, and critical information literacy](#). *portal: Libraries and the Academy*, 16(2), 289-310.
- Jacobs, H. L. (2016). [Falling out of praxis: Reflection as a pedagogical habit of mind](#). In N. Pagowsky (Ed.), *Critical Library Pedagogy Handbook, Volume One: Essays and Workbook Activities*. Chicago, IL: ACRL Press.

Class 8: Managing information literacy programs – March 9

- Saunders & Wong, [Chapter 20: Coordinating instructional programs](#)
- Buchanan, H., Webb, K. K., Houk, A. H., & Tingelstad, C. (2015). [Curriculum mapping in academic libraries](#). *New Review of Academic Librarianship*, 21(1), 94-111.
- Association of College and Research Libraries. (2017). [Roles and strengths of teaching librarians](#).

Class 9: SoTL. Teaching credit courses – March 16

- Mini-lecture 7 [Recording in Brightspace]
- MacMillan, M. (2015). [EBLIP + IL = SoTL. Brain-work: The C-EBLIP blog](#).
- Raven, M., & Rodrigues, D. (2017). [A course of our own: Taking an information literacy credit course from inception to reality](#). *Partnership: The Canadian Journal of Library and Information Practice and Research*, 12(1)

Class 10: Instructional sessions (Group A) – March 23

Class 11: Instructional sessions (Group B) – March 30

Class 12: Instructional sessions (Group C) – April 6

ACRL guidelines (please have a look)

American Library Association. (2003). Characteristics of programs of information literacy that illustrate best practices: A guideline. Retrieved from <http://www.ala.org/acrl/standards/characteristics>

American Library Association. (2003). Guidelines for instruction programs in academic libraries. Retrieved from <http://www.ala.org/acrl/standards/guidelinesinstruction>