**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

## LIBR 535 (001) The Instructional Role of the Librarian (3) – Course Syllabus

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

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|---|---|
| **Program**: | Master of Library and Information Studies |
| **Year**: | Jan 2022 (Winter 2 2021-2022) |
| **Course Schedule**: | Thursdays, 6-9pm, Jan 13-Apr 7, 2022 |
| **Location**: | BUCH D314 |
| **Instructor**: | Fiona Hunt, MLIS |
| **Office location**: | Adjunct Office, iSchool |
| **Office hours**: | Thursdays 5-6pm or by appointment. Questions can also be asked by email. |
| **E-mail address**: | Preferred email is through Canvas. Personal email is also okay: fionathehun@gmail.com |

**Learning Management Site:** http://lthub.ubc.ca/guides/canvas/

**Course Goal**:
The goal of this course is to provide students with a foundation in learning theory, instructional design, and information literacy instruction. With this foundation, students will be able to design, deliver, and evaluate instructional programs in a wide range of information service contexts, including but not limited to academic, special, school, and public libraries, media centres, and archives. Students will gain valuable skills in organizing learning activities, presenting material effectively, and addressing the needs of a wide range of users.

**FNCC specialization:** the assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact the instructor to discuss this option.

**Course Objectives**:

| Upon completion of this course students will be able to: |
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| • Describe the attributes of contemporary learners [1.1] |
| • Identify the learning needs of diverse user populations [1.1] |
| • Develop learning objectives for specific users [1.3] |
| • Identify, compare, and apply theories of learning and instruction [4.1] |
| • Apply the concept of information literacy to information-based teaching [1.3] |
| • Design lesson plans based on learning needs assessment [1.1] |
| • Select and organize pedagogical strategies to meet learning objectives [1.2] |
| • Deliver instruction face-to-face and online [2.1, 2.2, 5.3] |
| • Critique face-to-face instruction and e-learning objects [1.4] |
| • Develop formative and summative assessments for instructional activities [3.2, 4.2] |
| • Connect instructional practice with institutional goals and priorities [1.4, 5.2] |
| • Assess ethical situations in teaching and learning [5.1] |

http://slais.ubc.ca/programs/about-department/graduate-competencies/

**Course Topics:**
- Current trends in information skills instruction
- Theories of learning and cognition
- Foundations of instructional design
- Information literacy models, concepts, and applications
- Understanding the needs of diverse learners
- Presentation/ engagement techniques
- Technology mediated instruction
- Instructional evaluation

**Prerequisites**:
- MLIS and Dual MAS/MLIS: completion of LIS core; pre or co-requisite: 502
- MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

**Format of the course**:
Class sessions will be a combination of lectures, discussions and in-class exercises.

**Required and Recommended Reading**:
There is no required textbook or custom course materials for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

**Course Assignments:**

| Assignment Name | Due Date | Weight |
|---|---|---|
| Class attendance, professionalism/participation, reading discussions | Throughout | 15% |
| A1 Annotated Bibliography (OR A5 Teaching Philosophy – see below) | Week 4 | 15% |
| A2 Lesson Plan | Week 6 | 15% |
| A3 Mini-Lesson | Week 9-10 | 30% |
| A4 Electronic or Video Tutorial (Group project) | Week 13 | 25% |
| A5 Teaching Philosophy (OR A1 Annotated Bibliography – see above) | Week 14 | 15% |

**Course Schedule [week-by-week]:**
*Please note that the **order** of the topics listed below may change*

| Week | Topic/*Assignments due* |
|---|---|
| 1 | **Overview/Introductions/Learning Theory** |
| 2 | **Learning Theory/Instructional Design** |
| 3 | **Instructional Design** |

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|---|---|---|
| 4 | **Information Literacy** | *A1 Annotated Bibliography* |
| 5 | **Information Literacy/Delivering Instruction** | |
| 6 | **Delivering Instruction/Assessment** | *A2 Lesson Plan* |
| 7 | **Reading Break – no classes** | |
| 8 | **Teaching and Technology** | |
| 9 | *Mini-Lessons II – Delivered and recorded in class* | |
| 10 | *Mini-Lessons I – Delivered and recorded in class* | |
| 11 | **The Institution and Information Literacy Instruction** | *A3 Mini Lesson Due* |
| 12 | **Trauma- Informed Instruction** | *A4 Electronic/Video Tutorial* |
| 13 | **Developing a Reflective Teaching Practice** <br> **Ethics in teaching and learning** | *A5 Teaching Philosophy* |
| **Final Exam period** (there is <u>no</u> final exam for this course) | | |

**Attendance**: The calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes."

To this I would add that student participation in class-based exercises is an important aspect of student evaluation. Students who miss three or more class sessions, regardless of reason, cannot achieve a passing mark in this course.

If you are absent, it is your responsibility to determine what material you missed, and to take steps to catch up. If you anticipate any issues with your attendance for extraordinary reasons, please inform me so that we can determine how to proceed.

**Evaluation**: All assignments will be marked using the evaluative criteria given on the UBC web site.

**Access & Diversity**: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation**: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: https://equity.ubc.ca/resources/days-of-significance-calendar/

**Academic Integrity: Plagiarism**

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.