

## ITEC 7136 – Fall 2005

### Reference and Information Sources

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### Course Description

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed the concept of information literacy and teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum. Prerequisite: ITEC 7530: Instructional Technology for Educators or Permission of Instructor. 3 Credit Hours. This course is offered in an online format.

### Course Objectives

Following completion of ITEC 7136 the candidate will be able to:

1. Select and evaluate reference materials (encyclopedias, atlases, almanacs, dictionaries, biographical resources and other appropriate reference materials) in all formats.
2. Utilize appropriate search strategies to locate and access information in a variety of print and non-print resources, including web search strategies, and search strategies appropriate for on-line databases (GALILEO).
3. Discuss issues in the utilization of reference materials in different formats (i.e. print vs. CD-ROM vs on-line), maintenance of the print and non-print reference collection and the importance of providing equitable access to resources in all formats (including an understanding of the “digital divide” and Internet filtering)
4. Conduct a reference interview.
5. Describe current models for information literacy and information skills instruction, including the Information Literacy Standards for Student Learning (*Information Power*).
6. Collaborate with teachers to prepare lessons plans utilizing research pathfinders, webquests and other tools appropriate for information skills instruction.
7. Create bibliographies and webliographies of information resources.

Candidate Learning Outcomes (AASL/NCATE Program Standards, 2003)

*Standard One: Use of Information and Ideas*

- Candidates adhere to and communicate legal and ethical policies. (1a)
- Candidates interact with the learning community to access, communicate, and interpret intellectual content. (1a)
- Candidates model strategies to locate, evaluate, and use information for specific purposes. (1a)
- Candidates identify and address student interests and motivations. (1a)
- Candidates facilitate access to information in print, nonprint, and electronic formats. (1c)
- Candidates comply with and communicate the legal and ethical codes of the profession. (1c)

*Standard Two: Teaching and Learning*

- Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. (2a)
- Information skills instruction is based on student interests and learning needs and is linked to student achievement. (2a)
- Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. (2a)
- Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. (2b)
- Candidates analyze the role of student interest and motivation in instructional design. (2b)
- The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. (2b)
- The library media specialist as teacher of information makes use of a variety of instructional strategies and assessment tools. (2b)
- Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. (2c)
- Candidates employ strategies to integrate the information literacy curriculum with content curriculum. (2c)
- Candidates assist students to use technology to access, analyze, and present information. (2c)

*Standard Three: Collaboration and Leadership*

- Candidates model, share, and promote ethical and legal principles of education and librarianship. (3b)
- Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. (3c)
- Candidates utilize information found in professional journals to improve library practice. (3c)

#### *Standard Four: Program Administration*

Candidates select, analyze, and evaluate print, nonprint, and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. (4a)

Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services, and information literacy standards with the school's goals and objectives. (4c)

#### Relationship to COE Conceptual Framework

As noted in the Georgia Southern University Mission statement, one of the institution's hallmarks is to build a culture of engagement that links theory with practice. The course objectives and candidate performance outcomes associated with this course address this critical element. In addition, the course objectives specifically address the four commitments that form the core of the College's conceptual framework:

*\*Commitment to the Knowledge and Dispositions of the Profession:* An understanding of principles of information literacy is one of the cornerstones of professional knowledge for school library media specialists. Candidate learning activities also focus on other fundamental professional knowledge and skills: selection of reference materials in all formats, organization of the reference collection, the reference process, and information searching techniques.

*\*Commitment to Diversity:* Candidates will explore a range of reference tools designed to be used across content areas by diverse learners. Candidates will discuss issues associated with designing information literacy instruction for all learners.

*\*Commitment to Technology:* All candidate performance activities are technology based. In particular, information search tools and strategies appropriate for 21<sup>st</sup> century media centers are explored in depth and candidates design a WebQuest.

*\*Commitment to the Practice of Continuous Reflection and Assessment:* Completion of the WebQuest and Information Literacy Lesson Plan require candidates to identify and select materials that are age and grade appropriate. The Information Literacy Lesson Plan requires candidates to reflect on their instructional unit. This assignment also includes a component related to assessment of student information literacy competencies. Candidates review reference collection materials from a critical perspective.

#### Textbooks

Reidling, A.M. (2005). *Reference Skills for the School Library Media Specialist: Tools & Tips* (2<sup>nd</sup> ed). Worthington, OH: Linworth.

Thomas, N.P. (2004). *Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center* (2<sup>nd</sup> edition). Westport, CT: Libraries Unlimited.

Course site at: <http://webct.georgiasouthern.edu/>

GALILEO

<http://www.galileo.usg.edu/>

The password this semester is prism.

Henderson Library at Georgia Southern

<https://gil.georgiasouthern.edu/webvoy.htm>

APA Style Resources on the Web:

APA Style: Electronic References

<http://www.apastyle.org/electref.html>

(Directly from APA but limited in scope to electronic items)

OWL at Purdue: Using APA Style

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

UW Madison: APA Style

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

(My favorite because of the user-friendly organization and presentation)

Long Island University: APA Citation Style

<http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm>

(The most colorful choice!)

### General Information

This class is completely online. We will not have any face-to-face meetings. We will hold five **OPTIONAL** chats during the semester (dates and other details listed below under class participation). Also, as noted below, Wednesday will be the day that I will post new information/activities for the week.

Any e-mail directly related to course content should be sent through WebCT. All assignments should be submitted via WebCT. Of course you can also contact me using my Georgia Southern e-mail account or by phone!

Attendance at the Georgia Conference on Information Literacy: Attendance at this conference is required. The conference will take place Sept. 30-Oct. 1 in Statesboro. I have negotiated a special way for you all to attend for just one day (probably Saturday for most of you) and I will e-mail you that information. If you have a real conflict with this activity I will provide you with an alternative assignment.

Electronic Portfolio: All candidates completing a master's degree in Instructional Technology (certification and non-certification) and candidates only seeking certification as school library media specialists are required to complete an electronic portfolio as part of their program. As a result, candidates should keep artifacts (key assessments and other assignments) from all of their courses to be able to use to build their portfolios.

Field Experiences: All candidates seeking certification as a school library media specialist need to be prepared to document field experiences across P-12 grade levels. As

you complete your class assignments, seek opportunities to work at other grade levels and keep records of this to be incorporated into your electronic portfolio.

## Assignments and Evaluation

### **Class Participation**

Your participation is crucial to the success of every student enrolled in ITEC 7136. The course does not include any face-to-face meetings. The course includes five **optional** chats. If you are unable to participate in the chat, I will post the archive of the discussion in the content area of WebCT. Chats 2, 3, and 4 focus on the three assignments you will complete this semester.

Chat 1: General course overview	Thursday, August 18, 5-5:45 p.m.
Chat 2: Information Literacy Paper	Tuesday, September 6, 5-5:45 p.m.
Chat 3: Information Literacy Lesson	Tuesday, September 20, 5-5:45 p.m.
Chat 4: WebQuests	Tuesday, October 4, 5-5:45 p.m.
Chat 5: Course wrap-up	Tuesday, November 29, 5-5:45 p.m.

Our primary means of interaction this semester will be through threaded discussions on Web CT. It is important to try to keep your response in the appropriate area of the discussion board. Each week (on Wednesday) I will post the week's assignment/activity on WebCT. Your goal should be to complete the activity before the following Wednesday. These assignments/activities will not be individually graded but WebCT does track your participation in the course. Your class participation grade is based on the quality and timeliness of class postings in the discussion forums, and the responses to the required postings. QUANTITY should not be your primary goal. Posting five discussion board responses that say "good idea" is NOT participation. Your responses should be thoughtful and demonstrate synthesis and evaluation. You should add to the discussion with new ideas or perspectives.

### **Educator/LMS Interviews and Information Skills Paper**

Each candidate will interview a minimum of 3 teachers and 2 library media specialists to discuss issues related to information skills, information literacy, and what kinds of things students should "learn" in the school library. Candidates will also need to locate at least 4 current articles on this topic (this may be any combination of articles from traditional journals or on-line journals such as *From Now On* but at least ONE article must be research based). To complete this task, summarize the opinions and ideas expressed in the interviews and incorporate these ideas with the concepts presented in the articles and discussed in class activities. This information should be presented in the form of a 4-6 page paper (APA format). An evaluation rubric will be available on WebCT before September 6. The chat related to this assignment will take place September 6. The assignment should be submitted electronically as an attachment by October 12.

## WebQuest

Based on the Georgia QCCs/GPS, select a topic from the K-12 curriculum and prepare a WebQuest on that topic. It is important to select a topic (and related GPS) that can support the kinds of higher level thinking and collaborative learning activities that are part of a good WebQuest. The Spartanburg Public Schools web page has numerous relevant resources (<http://www.spa3.k12.sc.us/Resources.html>). The WebQuest page (<http://webquest.sdsu.edu/webquest.html>) includes numerous useful resources to assist in the development of this project, including a flow chart for WebQuest development and a sample WebQuest lesson template. The purpose of this assignment is not to learn web page design or creation – you can create your WebQuest using any word processor that allows you to incorporate hyperlinks in the text. You may use any of the templates and resources available at these and other sites but be sure to include them as resources used in your bibliography. A chat related to this assignment will take place on October 3. This assignment also includes a small group activity. I will organize you into groups of 3-4 students. On November 9 you will exchange draft versions of your WebQuests for feedback/input with your small group members. WebQuests should be submitted electronically on November 30. In addition to submitting these to me, you will also post them to a special area on WebCT. The evaluation rubric used with this assignment will be posted on WebCT prior to the chat on October 4.

## Information Literacy Lesson and Pathfinder (PSC/NCATE Key Assessment #6)

Using the Georgia QCCs/GPS and the Information Literacy Standards for Student Learning, each student will collaborate with a classroom teacher to design, develop and implement a lesson focusing on information literacy skills as part of the classroom curriculum. The lesson should be part of a larger classroom unit but for this assignment only the actual information literacy lesson itself must be turned in. The information literacy lesson must demonstrate teacher-media specialist collaboration and you (the potential media specialist) must teach a relevant portion of the unit. To accompany the information literacy lesson you need to prepare a research pathfinder that students could use to accompany the lesson. The lesson must also include an evaluation or assessment of student learning from the lesson. This does not have to be in the form of a test – we will discuss methods of assessment student learning of information literacy skills during the chat. This assignment includes three components: a written lesson plan (format of your choice), evaluation of student learning, and the research pathfinder. A chat about this assignment will take place on September 20 and I will post the evaluation rubric before the chat. This assignment should be submitted electronically by November 16.

## Grade Assignment

Grades will be assigned based on the following percentages:

Class Participation	20%
Interviews/IS Paper	20%
WebQuest	30%
Info Literacy Lesson/Pathfinder	30%

**Academic Integrity Expectations:** All students are expected to follow the Georgia Southern University Student Conduct Code. Students who violate the Student Conduct Code are subject to discipline actions as describe in *the Georgia Southern University Student Handbook*.

**Disability Accommodations:** Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities. The Student Disability Resource Center (SDRC) is the primary source of services for these students. Students with an array of disabilities are eligible for services; however, documentation standards exist for all conditions. For further information contact the SDRC at 871-1566.

**University Communications:** All Georgia Southern University students are provided with an e-mail address within 24 hours of student registration. On-campus undergraduate students are also provided with a Post Office Box. E-mail addresses and Post Office Boxes are the **official** means of communication between the University and the student. It is the **student's responsibility** to check his or her e-mail each school day and his or her P.O. Box at least once a week for administrative messages. There is no **justifiable excuse** for failure to respond to a University communication or failure to act on a University communication in a timely manner. Log into WINGS and look under personal information to find your e-mail account name and password.

### Course Schedule

Week Of	Topic	Assignment
August 17	Course Overview Chat 1: August 18, 5-5:45 p.m.	Review syllabus and course technology requirements
August 24	The Reference Process Searching for Online Information, Part I: GALILEO	Riedling, Ch. 1, Ch. 8, and Ch. 10 Thomas, Ch. 1 and Ch. 7
August 31	Searching for Online Information, Part II: Web Searching Tools and Techniques Finding government resources online	
Sept. 7	The Curriculum of the School Library The Information Literacy Standards for Student Learning Models for Information Skills Instruction: The Big6, Kuhlthau Model, Stripling and Pitts Chat 2: 9/6, 5-5:45 p.m.	Thomas, Ch. 3-4
Sept. 15	Teaching information evaluation and citation skills Bibliographic style manuals Plagiarism	Thomas, Ch. 5-6

Sept. 21	The Reference Interview Building the Print Reference Collection Major reference publishers Research Pathfinders Chat 3: 9/20, 5-5:45 p.m.	Riedling, Ch. 2 & Ch. 9 Thomas, Ch. 9
Sept. 28	Attend the Georgia Conference on Information Literacy, 9/30-10/1	Details TBA No other class activities this week
Oct. 5	The WebQuest Concept A WebQuest About WebQuests Chat 4: 10/4, 5-5:45 p.m.	
Oct. 12	Questions about Essential Questions Developing WebQuests	<b>Post WebQuest topic areas</b> <b>Interviews/IS Paper Due</b>
Oct. 19	Assessing Information Literacy Skills Rubrics and alternative assessments	Thomas, Ch. 8
Oct. 26	Key reference resources: Bibliographies Directories, almanacs, yearbooks and handbooks Biographical sources	Riedling, Ch. 3-5
Nov. 2	Key reference resources: Dictionaries and encyclopedias Geographical sources	Riedling, Ch. 6-7
Nov. 9	Exchange draft versions of WebQuests	
Nov. 16	Primary sources in the curriculum	<b>Information Literacy Lesson Due</b>
Nov. 24		Happy Thanksgiving! No new activities this week
Nov. 30	Issues in Maintaining the Print and Virtual Collection WebQuest Showcase Chat 5: Nov. 29, 5-5:45 p.m.	Riedling, Ch. 2 <b>WebQuest Due</b> <b>All assignments due</b>