

**LIS 686/EDCS 686
Information Literacy and Learning Resources
Spring 2009**

Spring 2009: Meets Saturdays starting January 17, 9:00 to 10:10 am, in Kuykendall 204 and at other remote HITS sites. Remainder of course will be conducted online through Lauima.

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Course Description

The course emphasizes a process approach to information search and use. It also focuses on the integration of information literacy instruction with content area studies at the elementary and secondary grade levels. Students examine and discuss theories and practices embedded in effective curriculum design. They create integrated units of study for K-12 students and also evaluate various print, multimedia/electronic and community resources that support classroom curriculum units. Required course for students in the school library media specialization.

Prerequisite: None.

Core Competencies Addressed

- Knowledge accumulation—education and lifelong learning
- Knowledge inquiry--research

Program Learning Objectives Addressed

This course addresses the following objectives of the LIS Program enabling students to

- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments.
- Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources.
- Demonstrate basic competencies required for instructional program development in particular information environments.

- Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available.
- Demonstrate the professional attitudes and interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.
- Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

In addition, faculty members integrate their research findings in the courses they teach.

Professional Expectations

All students in the course are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students.php?page=profexp>

Course Objectives

The student will be able to

- Demonstrate an understanding of a process approach to information literacy by designing lessons that integrate the retrieval, evaluation, and use of information into a classroom unit of study.
- Demonstrate understanding of an inquiry approach to learning by drafting unit outlines that embrace a thematic or problem-centered approach.
- Develop competence in using various instructional strategies that involve cooperative learning techniques, integration of technology, and higher order thinking skills.
- Demonstrate the ability to select and evaluate appropriate learning resources by creating a pathfinder of print, electronic/multimedia and community resources to accompany a unit of study.
- Demonstrate knowledge of related research and literature by interpreting and communicating their implications in discussions and presentations.
- Display understanding of the collaborative role library media specialists and teachers assume in instruction by discussing cooperative planning for class assignments.

Teaching Method

Based on my teaching philosophy that the most effective learning is inquiry-driven, I provide the following types of opportunities for questioning as well as reflective and interactive discourse and application:

- Discussion in small groups with opportunities for synthesis and reaction by the entire class.
- Modeling and guided work sessions.
- Online feedback exchanges among students.
- Teaching demonstrations.
- Guest speakers augmented with follow-up discussions.

Research Methods

The following research methods are incorporated in assignments: instructional design and analysis.

Course Assignments and Scoring

Assignments	Maximum points	Date due
Forum 1 Self-introduction Feedback	1 pt 1 pt	1/21/09 1/23/09
Forum 2 Article review Feedback	3 pts 2 pts	1/28/09 1/30/09
Forum 3 Research models Feedback	3 pts 2 pts	2/4/09 2/6/09
Forum 4 Unit overview/timeline Feedback	3 pts/2pts 2 pts/2pts	2/11/09 2/13/09
Forum 5 Rubric Feedback	3 pts 2 pts	2/18/09 2/20/09
Forum 6 Research study review Feedback	3 pts 2 pts	2/25/09 2/27/09
Forum 7 Lesson 1 draft Feedback	3 pts 2 pts	3/4/09 3/6/09
Forum 8 Reflection on guest presentation (Optional) Tech application or tool	3 pts 3 pts (extra)	3/11/09 3/13/09
Forum 9 Lesson 2 draft Feedback	3 pts 2 pts	3/18/09 3/20/09
Forum 10 Pathfinder Feedback	3 pts 2 pts	4/1/09 4/3/09
Forum 11 Lesson 3 draft Feedback	3 pts 2 pts	4/8/09 4/10/09
Forum 12 Reflection on guest presentation	3 pts	4/15/09
Forum 13 Lesson 4 draft Feedback	3 pts 2 pts	4/22/09 4/24/09
Forum 14 Final unit portfolio: revised unit overview, timeline, 4 lessons, pathfinder	35 pts	5/9/09
Lesson snapshot (over HITS)	10 pts	4/18, 4/25, 5/2
Overall attendance and	5 pts	Throughout course

participation		
MAXIMUM SCORE	112 pts	

Letter Grades

A+ = 110 to 112	B+ = 98 to 101
A = 106 to 109	B = 94 to 97
A- = 102 to 105	B- = 90 to 93

Late work will not be accepted unless there are special circumstances requiring consideration. In such cases, the instructor will decide on the action to be taken after consultation with the individual student.

Required Texts/Documents

Eisenberg, Michael B., & Robert E. Berkowitz. (1990). *Information Problem Solving: The Big Six Skills Approach to Library and Information Skills Instruction*. Norwood, NJ: Ablex.

Harada, Violet H., & Joan M. Yoshina. (2005). *Assessing Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited.

Harada, Violet H., & Joan M. Yoshina. (2004). *Inquiry Learning Through Librarian-Teacher Partnerships*. Worthington, OH: Linworth Publishing.

American Association of School Librarians. (2007). *Standards for the 21st Century Learner*. Chicago: Author. The document is available at <http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/learningstandards/standards.cfm>

Optional Texts (available through amazon.com)

Callison, Daniel, & Leslie Preddy. (2006). *Blue Book on Information Age Inquiry, Instruction and Literacy*. Westport, CT: Libraries Unlimited.

Harada, Violet H., Carolyn H. Kirio, & Sandra H. Yamamoto. *Collaborating for Project-based Learning in Grades 9-12*. Worthington, OH: Linworth Publishing, Inc.

Kuhlthau, Carol, Leslie K. Maniotes, & Ann Caspari. (2007). *Guided Inquiry: Learning in the 21st Century*. Westport, CT: Libraries Unlimited.

Zmuda, Allison, & Violet H. Harada. (2008). *Librarians as Learning Specialists: Meeting the Learning Imperative of the 21st Century*. Westport, CT: Libraries Unlimited.

Technology Requirements

In this course, you will be expected to accomplish the following:

- Post and respond to messages using email.
- Produce reports on either a Mac or PC word processing program.
- Use various databases including library online catalogs and Internet sources.
- Create presentations using PowerPoint or other presentation applications.
- Post and contribute to work in *Laulima*, a course management system for online learning at the UH.

FORUM ASSIGNMENTS IN LAULIMA

FORUM—DUE DATE	ASSIGNMENT	POINTS
Forum 1 Introductions in Laulima		
1/21/09 Wed	Introduce yourself Write a brief paragraph on: your past and current work experiences, what you know about “information literacy,” tech tools you have used, your favorite pastime.	1
1/23/09 Fri	Give feedback Respond to a colleague’s introduction. Select someone who doesn’t yet have feedback. This is wide open: react to something that interests you.	1
Forum 2 Standards and today’s learner		
1/28/09 Wed	Today’s learner Read at least 2 of the items listed under RESOURCES Forum 2 in Laulima or find related items on your own. Your task: Summarize the articles in no more than 3 or 4 sentences for each article. Elaborate on the following: What do you agree with in these articles and why? OR what don’t you agree with and why? (300 to 500 words)	3
1/30/09 Fri	Give feedback Respond to a colleague’s article reviews. Select someone who doesn’t yet have feedback. Focus: Do you agree/disagree with your colleague’s remarks? Elaborate on your reasons. (200 to 300 words)	2
<p><i>Scoring for Article Review (3):</i> 3 = Clearly addresses the focus of the assignment with well-stated examples. 2= Addresses the focus of the assignment but supporting statements need more work. 1 =Misses the focus of the assignment; supporting statements are also weak.</p> <p><i>Scoring for Feedback (2):</i> 2 = Clearly makes a stand and supports it with logical statements and reasons. 1 = Stand may not be clear and/or supporting statements are either too general or need more details.</p>		
Forum 3 Research as a process		
2/4/09 Wed	Research models You will be assigned a particular research model to study. The readings for the different models are listed under RESOURCES Forum 3 in Laulima. Focus: How is this model similar to the Big6 model? How does it differ? Which model do you personally prefer and why? (300 to 500 words)	3
2/6/09 Fri	Give feedback Respond to a colleague’s analysis. Select someone who studied a different model. Focus: How does this model compare with the one you studied? (200 to 300 words)	2
<i>Scoring: Same as Forum 2</i>		

Forum 4 Inquiry approach to learning		
2/11/09 Wed	Unit overview and timeline—drafts Post drafts of your unit overview and timeline. Consult the 686 syllabus for more details. Also check out related readings under RESOURCES Forum 4 in Laulima. (No word limit)	3+2
2/13/09 Fri	Feedback You will be assigned a “critical friend” in class for the unit, lessons, and pathfinder. Provide constructive feedback on your friend’s drafts. Focus: How can I help my friend clarify information? Better organize information? Provide more details? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2+2
<p><i>Scoring for Unit Overview (3)</i> 3 = Overview includes all the required elements and is clearly stated. 2 = Overview is missing an element and/or has parts needing clarification. 1 = Overview is missing several elements and/or has parts needing major revision.</p> <p><i>Scoring for Timeline (2)</i> 2 = Timeline is clear and logically sequenced. 1 = Timeline needs work on clarity and/or sequence.</p> <p><i>Scoring for Feedback (2/2)</i> 2 = Comments and questions are clearly stated and supported. 1 = Comments tend to be general and need more details or examples.</p>		
Forum 5 Assessing for learning		
2/18/09 Wed	Rubric Draft and post your rubric for the assigned task. Familiarize yourself with RESOURCES Forum 5 in Laulima. (No word limit)	3
2/20/09 Fri	Give feedback Respond to a colleague’s rubric. Select someone who doesn’t yet have feedback. Consider the following: How similar or different were your rubrics? Would you modify your rubric after seeing your colleague’s version? If so, how? (No word limit)	2
<p><i>Scoring for Rubric (3)</i> 3 = Rubric provides clearly distinguished levels of behaviors for all criteria. 2 = Rubric provides distinguished levels of behaviors for most of the criteria. 1 = Rubric needs more work in distinguishing levels of behaviors for most of the criteria.</p> <p><i>Scoring for Feedback (2)</i> 2 = Comments and questions are clearly stated and supported. 1 = Comments tend to be general and not supported with details or examples.</p>		
Forum 6 Knowing the research		
2/25/09 Wed	Connecting the research to practice Link to <i>School Library Media Research</i> (URL is in the RESOURCES for Forum 6 in Laulima). Your task: Select one research article published between 1998-2008 that deals with some aspect of information literacy instruction. What is the focus of the study? What research methods were used?	3

	What were the results? Why did you choose this study and how it is relevant to our work in LIS 686? (300 to 500 words)	
2/27/09 Fri	Give feedback Respond to a colleague's analysis. Select someone who doesn't yet have feedback. Possible reflection points: How does this study relate to the one you chose? What comments or questions do you have after reading your colleague's summary and remarks? (200 to 300 words)	2
<i>Scoring: Same as Forum 2</i>		
Forum 7 Lesson 1: Task definition		
3/4/09 Wed	Lesson 1 draft Post your draft of Lesson 1. More specific instructions and a lesson example appear in the course syllabus. Also check out the RESOURCES for Forum 7 and the All Lessons section listed in Laulima. (No word limit)	3
3/6/09 Fri	Feedback You will be assigned a "critical friend" in class. Provide constructive feedback on your friend's draft. Consider the following: How can I help my friend to clarify information? Better organize information? Provide more details? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2
<i>Scoring for Lesson 1 (3)</i> 3 = Lesson includes all the required elements and is clearly stated. 2 = Lesson is missing an element and/or has parts needing clarification. 1 = Lesson is missing several elements and/or has parts needing major revision. <i>Scoring for Feedback (2)</i> 2 = Comments and questions are clearly stated and supported. 1 = Comments tend to be general and not supported with details or examples.		
Forum 8 Technology for learning		
3/11/09 Wed	Reflection on presentation Post your reflection on MB Ogawa's presentation. Consider the following: What was most relevant to you? Why? What questions came to mind as a result of his presentation? (200 to 300 words)	3
3/13//09 Fri	Optional 3 extra points Check out one of the tech applications or tools included under RESOURCES Forum 8 in Laulima. Share the following: Why did you choose this item? How can you use the information or tool in this course? How can you use it in other work that you do? (200 to 300 words)	3 extra
<i>Scoring for Reflection (3) and Tech Application/Tool (extra 3)</i> 3 = Provides focused response with well-stated support. 2 = Provides focused response but support needs more explanation. 1 = Provides a rambling or general response with weak supporting statements.		
Forum 9 Lesson 2: Information search strategies		

3/18/09 Wed	Lesson 2 draft Post your draft of Lesson 2. Also check out the RESOURCES for Forum 9 and the All Lessons section listed in Laulima. (No word limit)	3
3/20/09 Fri	Feedback Provide constructive feedback for your critical friend's draft. Consider the following: How can I help my friend to clarify information? Better organize information? Provide more details? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2
<i>Scoring: Same as Forum 7</i>		
Forum 10 Pathfinders		
4/1/09 Wed	Pathfinders Post your draft of a pathfinder. More specific instructions and a pathfinder example appear in the course syllabus. Also check out the RESOURCES Forum 10 listed in Laulima. (No word limit)	3
4/3/09 Fri	Feedback Provide constructive feedback for your critical friend's pathfinder. Consider the following: Are citations complete? Does the pathfinder include all the required elements? Do you have other suggestions to enhance this pathfinder? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2
<i>Scoring for Pathfinder (3)</i> 3 = Pathfinder includes all the required elements with accurately cited, succinct annotations. 2 = Pathfinder is missing an element and/or has parts needing clarification. 1 = Pathfinder is missing more than one element and/or has parts needing major revision. <i>Scoring for Feedback (2)</i> 2 = Comments and questions are clearly stated and supported. 1 = Comments tend to be general and not supported with details or examples.		
Forum 11 Lesson 3: Information location and access		
4/8/09 Wed	Lesson 3 draft Post your draft of Lesson 3. Also check out the RESOURCES for Forum 11 and the All Lessons section listed in Laulima. (No word limit)	3
4/10/09 Fri	Feedback Provide constructive feedback for your critical friend's draft. Consider the following: How can I help my friend to clarify information? Better organize information? Provide more details? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2
<i>Scoring: Same as Forum 7</i>		
Forum 12 Project based learning		
4/15/09 Wed	Reflection on presentation	3

	Post your reflection on Carolyn Kirio's and Sandy Yamamoto's presentation. Also check out related readings under RESOURCES Forum 12 in Lailima. Consider the following in your reflection: What was particularly relevant or useful for you? What questions do you want to ask them?	
<i>Scoring for Reflection (3)</i> 3 = Provides focused response with well-stated support. 2 = Provides focused response but support needs more explanation. 1 = Provides a rambling or general response with weak supporting statements.		
4/17/09 Fri	No postings	
Forum 13 Lesson 4: Use and synthesis of information		
4/22/09 Wed	Lesson 4 draft Post your draft of Lesson 4. Also check out the RESOURCES for Forum 13 and All Lessons section listed in Lailima. (No word limit)	3
4/24/09 Fri	Feedback Provide constructive feedback for your critical friend's draft. Consider the following: How can I help my friend to clarify information? Better organize information? Provide more details? You may embed your comments within the work itself or create a separate mini-essay or do both. (No word limit)	2
<i>Scoring: Same as Forum 7</i>		
Forum 14 Final unit portfolio		
5/9/09 Sat	Final posting Create one large file with the following revised items in it: unit overview, unit timeline, lessons 1-4, and the pathfinder. As needed, create additional files for diagrams, matrices, worksheets, etc. If you do, be sure to cross-reference the items to the appropriate lessons.	35
<i>Scoring for Unit Portfolio (35)</i> A maximum of 5 points will be given to each of the following products based on completeness and clarity: Unit overview Timeline Lessons 1 through 4 Pathfinder		

ADDITIONAL GUIDELINES FOR SPECIFIC ASSIGNMENTS

UNIT OVERVIEW

Scenario

You are the library media specialist at a school where the teachers are wrestling with building standards-based units that promote higher levels of thinking. Up till now, they have relied heavily on their textbooks and their packaged curriculum kits to determine what students will learn. They have been frustrated because students plagiarize the texts and are not motivated to engage in deeper studies.

As the librarian, you inform teachers that you are willing to be a partner if they want to

- Co-plan a unit that deals with a relevant issue or theme that will motivate the students.
- Incorporate lessons that require students to be critical users of information.
- Identify a variety of resources that students might use in their assignments.

One teacher takes you up on your offer. Your journey begins!

Objectives

Demonstrate the ability to devise a unit outline that

- Incorporates state content standards for student learning. Note: The current version of Hawaii's Content and Performance Standards (HCPS III) is available at <http://standardstoolkit.k12.hi.us/index.html>
- Integrates information literacy skills with content area study.
- Focuses on a problem, an issue, or a theme.
- Defines the criteria to assess students' demonstration of achievement.

There are three phases to this assignment--

- Phase 1: draft a unit outline (no word limit). Also include a timeline for the unit that identifies the sequence of lessons and whether the teacher or librarian will be assuming the lead for each lesson.
- Phase 2: serve as a critical friend and critique someone else's outline and timeline (no word limits).
- Phase 3: revise your draft based on suggestions from your critical friend and from me.

Tasks

Important: you may work in pairs on this unit outline and the accompanying lessons.

Partnering would allow you to practice collaborative work strategies and to brainstorm ideas with a colleague. In producing the unit outline

- Identify a problem or theme as the unit's focus.
- Articulate at least one essential or overarching question related to the unit's focus.
- Identify at least one relevant content standard.
- Identify at least one information literacy standard.
- Briefly (one paragraph) describe the major activities planned.
- Describe the culminating product or performance.
- Articulate the criteria used to assess the process as well as the culminating product.
- Describe the assessment tool(s) used to conduct the assessment.

There is no word limit for this assignment.

Format for unit outline

The outline should include the following—

1. Unit title.
2. Essential question(s).
3. Primary content area(s).
4. Grade level(s).
5. Unit duration (approximate).
6. Description of unit: purpose, student activities planned, and final product.
7. Content standards directly addressed.
8. AASL standards directly addressed. (Use the *Standards for the 21st Century Learner*.)
9. Criteria to assess student work based on standards.
10. Assessment instruments.

See example of a unit overview below.

**Example (Modified from work originally prepared
by Linda Kim and Janet Iwahori, Mililani Waena Elementary)**

1. Unit title: Water quality in Mililani.

2. Essential questions:

- How clean is our water?
- What should we do about improving the quality of our water?

3. Primary content area: Science.

4. Grade level: 6.

5. Unit duration: Two months.

6. Description of unit:

(Purpose)

Stewardship for our land and its resources begins with an enlightened citizenry. This unit presents students with a real life opportunity to study an issue that directly impacts their lives. It also allows them to collaborate with colleagues in their investigations and to present their findings to a community audience.

(Student activities planned)

Students will investigate the quality of the water supply in the Mililani community. Working in teams, they will examine the characteristics of water and study various means of conducting water analyses. They will perform experiments, collect data on field trips to streams and wells, and implement a neighborhood survey focusing on community awareness of water issues.

(Final product)

Ultimately, they will produce multimedia reports that synthesize their findings and they will present recommendations for improving water quality in Mililani. Their reports will be shared at an environmental summit meeting being planned by the neighborhood board.

7. Content standards directly addressed: (Science)
 - a. Standard 1: Scientific process: scientific investigation: Discover, invent, and investigate using the skills necessary to engage in the scientific process.
 - b. Standard 3: Life and environmental sciences: Organisms and the environment: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.

8. AASL standards directly addressed:
 - a. Standard 1: Inquire, think critically, and gain knowledge.
 - b. Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
 - c. Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

9. Assessment criteria based on standards:
I can
 - Predict what I will discover as I study water samples.
 - Perform experiments showing proper use of tools.
 - Gather data accurately regarding the quality of the water samples.
 - Organize my findings so that my main points are supported with clear details.
 - Present my findings to the neighborhood board so their members understand my main points.
 - Contribute my fair share to all group work.

10. Assessment methods used:
 - Individual learning logs to describe and reflect on self-progress from initial prediction activities to final presentations for the neighborhood board. Students will write in their logbooks several times a week. The teacher and library media specialist will read and provide written feedback.
 - Cooperative learning checklists to periodically check on how well students are working in their groups. Teacher and students will use the checklists.
 - Rubrics to assess the quality of inquiry learning. The rubrics will focus on the following criteria: predicting, conducting experiments, collecting and reporting data, organizing and preparing presentations, and communicating information. For each criterion, specific behaviors that demonstrate “exceeds,” “meets,” “approaches,” and “does not meet” will be described. Students as well as the teacher and library media specialist will use the rubrics.

Criteria for assessment

Use the following criteria to assess your work and your peers’ drafts. I will apply the same criteria in scoring your drafts and revised products. You are able to

1. Articulate an essential question that is the focus for this unit.
2. Identify appropriate content and information literacy standards for this unit.
3. Describe the purpose, major activities, and final product.
4. Articulate the criteria used to assess student work.
5. Identify possible methods of assessing both process and product.
6. Create a time line for the unit that identifies the sequence of lessons and whether the teacher or librarian takes the lead for each lesson.
7. Complete all aspects of the unit outline using the suggested format.

TIMELINE

A timeline for the unit plan should outline the sequence of instruction planned. It should highlight where the four lessons you are developing for the unit fit into the larger unit. Here is an example.

Example: Timeline for Ancient Civilizations Grade 6

Essential questions for the unit:

- Are ancient civilizations still alive in things we do today?
- How can we find out?

Date	Session focus	In classroom	In library
1/10	1: Task definition <ul style="list-style-type: none"> • Introduce culture boxes to promote curiosity. • Introduce essential questions. • Gain an overview of theme: browse through different resources to guess or predict responses to the essential questions. • Create a class web of findings. 		X
1/11	2: Task definition (cont) <ul style="list-style-type: none"> • Go over final product (put together a living museum of findings). • Take virtual field trip and visit two living museums in U.S. • Look at examples of student products from previous year's museum at the school. 		X
1/12	3: Information search strategies <ul style="list-style-type: none"> • Generate more questions related to the essential questions and the final product. • Create a question web for the entire class. 	X	
1/13	4: Information search strategies (cont) <ul style="list-style-type: none"> • Form work teams based on student interests in the different civilizations. • Devise a class checklist for the information search process based on Big6 that students could use to map their own progress. • Learn how to identify keywords or phrases for searching. 		X
1/17	5: Location and access <ul style="list-style-type: none"> • Learn how to locate relevant information in an electronic encyclopedia. • Practice locating information for team project. 		X

1/18 ☆	6. Location and access (cont) <ul style="list-style-type: none"> • Learn how to locate relevant information on the Internet. • Practice locating information for team project. 		X
1/19 ☆	7: Use of information – learn about note taking <ul style="list-style-type: none"> • Compare and contrast examples of good and poor notes. • Devise a rubric to assess note taking. 		X
1/20 – 1/24	8 through 12: Use of information <ul style="list-style-type: none"> • Take notes. 	X	X
1/25 – 1/31	13 through 18: Synthesis <ul style="list-style-type: none"> • Develop a rubric to critique final products. • Work on team products. • Critique other teams' works in progress. 	X	
2/7 – 2/8	19 and 20: Share findings <ul style="list-style-type: none"> • Create the museum in the library. Invite other classes to visit. • Have visitors critique the museum. 		X
2/9	20: Evaluate/reflect <ul style="list-style-type: none"> • Have teams critique their final products. • Create a wall matrix of findings related to the essential questions. 	X	

LESSON PLANS

Objectives

Demonstrate your ability to

- Integrate information literacy skills in a unit of study.
- Incorporate various instructional strategies that might involve cooperative learning techniques, technology applications, and higher order thinking skills.
- Align assessment with clearly defined learning goals.
- Plan a sequence of instruction that includes (1) clear statement of goals to students, (2) strategies to introduce and develop concepts and skills, (3) practice and feedback, and (4) opportunities for student self-assessment.

There are three phases to each lesson assignment--

- Phase 1: draft your lesson (no word limit).
- Phase 2: serve as a critical friend and critique someone else's lesson (no word limit).
- Phase 3: revise your draft based on suggestions from your critical friend and from me.

Tasks

Design the following 4 lessons that would be part of your unit:

Lesson 1: Task definition.

Option A: Create a lesson that defines and introduces the theme or problem and makes the purpose and requirements clear to students.

OR

Option B: Create a lesson that helps students learn how to generate meaningful questions dealing with the theme or problem.

Lesson 2: Information seeking strategies.

Option A: Create a lesson that helps students brainstorm the possible sources of information available and predict which one(s) might be most appropriate for their needs.

OR

Option B: Create a lesson that helps students develop and use keywords for more effective searches.

Lesson 3: Location and access.

Option A: Create a lesson that helps students locate resources in the library or on the Internet.

OR

Option B: Create a lesson that helps students evaluate a specific resource (e.g., an encyclopedia, a particular Internet web site).

OR

Option C: Create a lesson that helps students find information within a particular resource.

Lesson 4: Use of information or Synthesis of information

Option A: Create a lesson that helps students learn how to use a specific strategy for note taking.

OR

Option B: Create a lesson that helps students synthesize and organize information for the final product or performance.

There are no word limits for the lesson plans.
For consistency, assume that each lesson is scheduled for 45 to 60 minutes.

Format for lessons

Each lesson should be comprised of the following:

1. Header with unit title and grade level.
2. Lesson title (e.g., Information seeking strategies--Keywords).
3. AASL standard/strand/indicator addressed.
4. Lesson goals for the learner.
5. Criteria to assess student achievement of goals.
6. Assessment instrument(s).
7. Resources used.
8. Roles of teacher and library media specialist.
9. Procedure for lesson—
 - a. Introduce purpose of the lesson/motivate curiosity.
 - b. Present/model new concept/skill.
 - c. Allow for practice and feedback.
 - d. Assess for learning.
10. Samples of activity sheets, graphic organizers, etc. used in the lesson.

See example of a lesson below.

Example (Modified from a lesson originally developed by Joan Yoshina, Mililani Uka Elementary)

1. Unit title and grade: Ancient Civilizations-Grade 6
2. Lesson title: Task definition – Introducing theme
3. AASL standard/strand/indicator addressed:
Standard 1: Inquiry, think critically, and gain knowledge.
Skill 1.1.6: Read, view, and listen for information presented in any format in order to make inferences and gather meaning.
Disposition 1.2.7: Display persistence by continuing to pursue information to gain a broad perspective.
Self-assessment 1.4.2: Use interaction with and feedback from teachers and peers to guide own inquiry process.
4. Goals for learner:
To develop a broader view of the topic/issue before selecting a specific focus by browsing and viewing a range of sources.
5. Criteria to assess student achievement of goals:
I can
 - Describe at least three things I found out about ancient civilizations that we still use or practice today.
 - Write what I discovered in my learning log and include 1) where I found the information and 2) what additional information I want to learn.
6. Assessment instrument:
Learning log with prompts created by the teacher and library media specialist.

7. Resources used:

- Miscellaneous library books on civilizations of Ancient Greece, Rome, China, and Egypt.
- Miscellaneous artifacts from Honolulu Academy of Arts lending collection.
- World Book (print and online versions).
- Ancient Civilizations (CD-ROM).

8. Roles of teacher and library media specialist (lms):

This lesson is best taught in the library media center. The lms gathers and organizes the resources, including the culture boxes (described below). The teacher leads most of the introductory portion of the lesson with the lms recording student responses. When it is time to model the browsing and skimming skills, the lms takes the lead. During the practice and feedback session, both of them circulate and help the students.

9. Procedure:

Note: Prior to the session, create “culture boxes”: boxes with 2 or 3 different artifacts from various cultures. Place a box in the center of each table. Seat 4 to 5 students at each table.

a. Introduce purpose/motivate curiosity

- Post today’s purpose on the board or on chart paper: “By the end of the lesson, I will describe 3 things I found out about ancient civilizations that we still use/practice today.”
- Also post the names of the 4 civilizations (Greek, Roman, Chinese, and Egyptian).
- Hook interest:
 - Define the term “artifact.”
 - Invite each table of students to open their box and to guess 1) what the artifacts might be used for, and 2) to which of the 4 civilizations they might belong.
 - Allow 5 minutes for table discussions.
 - Have students share the artifacts and their guesses with the whole class. Provide feedback.

b. Present new concept

- Link the culture box activity to the new unit. Ask students the following: “After looking at these artifacts, what questions might you have about the people who created and used them?”
- Record responses on chart paper or on an overhead transparency.
- Expand on responses. Introduce the unit’s essential question: ARE ANCIENT CIVILIZATIONS STILL ALIVE IN THINGS WE DO TODAY? HOW CAN WE FIND OUT? Post the question on chart paper for reference later in the session.
- For today, inform students that they will be “information detectives” searching through different library resources to identify things that show how ancient civilizations are still alive today.

c. Model/demonstrate concept

- Have 4 different information stations set up prior to the session—one each for books, online sources, print encyclopedias, and magazines.
- Have students work in pairs. Repeat the assignment: Identify 3 things from an ancient civilization that we still use or practice today.
- Demonstrate how each pair should work on this assignment. Go to one of the

stations. While browsing through one of the resources at a station, use a think aloud process to explain how you are skimming through the source. Jot down things that relate to the assignment—use an overhead or chart paper to record your jottings so that students can see what you are doing.

- Ask for questions. Clarify the procedure as necessary.
 - When you are sure that students understand the assignment, begin the practice session.
- d. Allow for practice and feedback
- Assign pairs so that they are evenly distributed among the stations. Alert them that they must visit 3 of the stations and that they have 10 minutes at each station. You will call time.
 - As pairs work, circulate to watch for the following: problems with skimming, confusion over the assignment, traffic flow among the stations, staying on-task, cooperation between team members.
 - Provide feedback and help as appropriate.
- e. Assess for learning
- Re-assemble the class. Have each pair share at least one thing they discovered.
 - Draw a large web of their discoveries. Place “ancient civilizations” in a circle at the center of the web. Draw 4 circles, one for each civilization, and link them to the center circle. Add smaller circles with student responses extending from the appropriate ancient civilization.
 - Comment on student’s progress today. Have them complete their learning logs.

10. Samples of any assessment tools, handouts

Students are given the following prompts for their learning logs--

My task today was to:

I learned that we still use or practice:

I found this information in:

I want to find out more about:

Criteria for assessment: Use the following criteria to assess your work and your peers’ drafts. I will apply the same criteria in scoring your drafts and revised work. You are able to

1. State the purpose of the lesson clearly for the students.
2. Identify the standards and learning goals for the lesson.
3. Identify the criteria for assessing student achievement of the goals.
4. Include appropriate resources for this lesson.
5. Create an introduction that will motivate curiosity in the students.
6. Present and demonstrate the concept or skill that is the lesson’s focus.
7. Allow for practice and feedback.
8. Assess for learning.
9. Allow for teacher and library media specialist to team-teach the lesson wherever appropriate.
10. Create purposeful and clear activity sheets, graphic organizers, journal prompts, and/or assessment instruments that would be used in this lesson.

PATHFINDER

For decades, librarians have used pathfinders that guide patrons to the resources needed to answer their research questions. With the advent of the Internet and other electronic resources, pathfinders are no longer limited to print resources. In a school setting, a pathfinder is a guide that is intended to help students conduct an investigation on a particular topic, both online and at the library. It is important for students to know that the resources suggested in a pathfinder are intended as a starting point; they are not the only resources available.

Objectives

- Demonstrate the ability to evaluate a range of resources for a specific unit of study and a particular age group.
- Organize these resources to assist the users in conducting a meaningful and fruitful search for information related to their needs.

Tasks

Develop a pathfinder that includes the following:

- Brief introduction (focus of the pathfinder)
- Keywords and subject headings
- Dewey call numbers
- Suggested search engines
- Print resources (provide brief descriptions of books and periodicals)
- Nonprint resources (provide brief descriptions of videos, DVDs, artifacts, maps, etc.)
- Internet resources (provide brief descriptions of Web sites)
- Community resources (provide brief descriptions of purpose, availability, contact information, location, etc.)
- You may add images to augment your entries.
- You may add links to online reviews of the sources.

Additional instructions

- You may use any style manual of your choice to create the various citations.
- You must include a minimum of 10 sources.
- The sources must include Internet resources and materials from at least one additional format (e.g., books, magazines).

Criteria for assessment

Use the following criteria to assess your own pathfinders. I will apply the same criteria in scoring them. Your pathfinder includes the following:

1. Brief introduction describing the focus of the pathfinder.
2. Appropriate keywords, subject headings, Dewey numbers, and search engines (no limits on numbers).
3. A minimum of 10 sources including Internet materials and resources in at least one other format.
4. Appropriate and consistent citations.
5. Clear and succinct descriptions of all resources.

Example of a Pathfinder for Immigration Unit

Segments adapted from: Keane, Nancy J. 2005. *Middle school pathfinders: Guiding student research*. Worthington, OH: Linworth. Pages 55-56.

1. Brief introduction

Since the first settlers landed in Virginia, America has been a destination for many immigrants. From all over the world, they traveled to the U.S. Their dreams may have varied—some came seeking fortune, some came seeking adventure, some came seeking freedom. The one thing that tied them all together is that America represented a dream for them.

2. Keywords and subject headings

Immigration and emigration

Immigrants

See also the names of the countries and nationalities of the immigrant group, e.g., Greek Americans

3. Dewey numbers

325.73 Immigrants to the United States

4. Suggested search engines

- yahoooligans at <http://www.yahoooligans.com>
- KidsClick! at <http://sunsite.berkeley.edu/KidsClick!/>

5. Print resources

- Coming to America. (2002). *Kids Discover*, 12, 2.
Article that briefly describes the different reasons that motivate people to come to the U.S.
- Freedman, R. (1995). *Immigrant kids*. New York: Puffin.
Provides insights, paired with vintage black and white photos, to describe work place challenges and living conditions that families faced coming to America a hundred years ago.
- Kowalski, K. M. (2003). A better life. *Cobblestone*, 24, 15.
Article that focuses on how immigrants make a successful start in the U.S.
- Hesse, K. (1993). *Letters from Rifka*. New York: Puffin.
Historical fiction about a young Jewish girl from Russia, who overcomes many obstacles to be reunited with her family in America.
- Yep, L. (1995). *Dragon's Gate*. New York: Harper Trophy.
Historical fiction of a young boy's emigration from China in 1865 and his involvement in the construction of the transcontinental railroad.

6. Nonprint resources

- *Coming to America*. (n.d.). [Videorecording]. Wynnewood, PA: Library Video Company.
Video that explores the evolving history of immigration to the U.S. 15 minutes.
- *Ellis Island*. (n.d.). [DVD]. Wynnewood, PA: Library Video Company.

Photos, films, re-creations and excerpts from the audio diaries of the Ellis Island Oral History Project provide a comprehensive history of the immigrant experience in America. 150 minutes.

- *From East to West: The Asian-American experience.* (n.d.). [Videorecording]. Wynnewood, PA: Library Video Company.
Chronicle of important events related to Asian migration to the U.S., explores the reasons for emigration from their native lands. 15 minutes.

7. Internet resources

- *The Chinese in California 1850-1925.* (n.d.). Retrieved December 27, 2008, from <http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>
Illustrates nineteenth and early twentieth century Chinese immigration to California through about 8,000 images and pages of primary resource materials.
- *Interactive Tour of Ellis Island.* (n.d.). Retrieved December 27, 2008, from <http://teacher.scholastic.com/activities/immigration/tour/index.htm>
See the layout of the processing center and journey with the immigrants as they enter the U.S.

8. Community resources

- Waipahu Cultural Garden and Plantation Village. Location: 94-695 Waipahu Street, Waipahu, Hawaii. Phone: 676-6727. Fax: 676-6727. URL: <http://www.hawaiiplantationvillage.org/>
Built in 1984, on fifty acres in the heart of Waipahu, the site offers tours through 26 authentically replicated homes portraying the traditional lifestyles of plantation families including the Hawaiians, Chinese, Portuguese, Puerto Ricans, Japanese, Filipinos, Koreans, and Okinawans. Guided tours are scheduled on an hourly basis throughout the day.
- Japanese Cultural Center of Hawaii. Location: 2454 South Beretania Street, Honolulu, Hawaii 96826. Phone: 945-7633. Fax: 944-1123. Email: info@jcch.com. URL: <http://jcch.com/Default.asp>
Non-profit organization with a mission to educate people about the evolving Japanese American experience in Hawaii. To achieve its goal, JCCH offers a variety of programs, classes, workshops, and festivals throughout the year that promote a deeper understanding and appreciation of the Japanese American heritage. Check their website for current offerings.

LESSON SNAPSHOT

Objective

- Demonstrate knowledge of effective instructional delivery by sharing highlights from one of the lessons you have created.

Tasks

- Present any one of the lessons you have created.
- Provide a quick overview of the unit itself so that we have the context for the selected lesson.
- You will have approximately 15 minutes to present your lesson.

Tips for presentation

- Decide which lesson is the most feasible given the time allocation.
- Determine how to best present your lesson and whether you have special equipment needs.
- Rehearse your presentation.

Criteria for assessment

Use the following criteria to assess your own presentation. I will apply the same criteria in scoring them. You are able to

1. State the purpose of the lesson in language that will be understood by the students.
2. Introduce the lesson in an engaging and purposeful manner.
3. Sequence the lesson so that students easily move from one part to the next.
4. Use resources and visual aids effectively.
5. Incorporate assessment into the lesson.
6. Stay within your time allocation.
7. Show evidence that you have rehearsed your demonstration.

COURSE SCHEDULE (Tentative)

Inquiry = Inquiry Learning Through Librarian-Teacher Partnerships
Big 6 = Information Problem-Solving: The Big Six Skills Approach
Assess = Assessing Learning: Librarians and Teachers as Partners
AASL Standards for 21st Century Learner

#	Date	Topics	Readings/Assignments
1	1/17	INFORMATION LITERACY: WHAT IS IT? WHY IS IT IMPORTANT? <ul style="list-style-type: none"> • Introduce course and syllabus. • Define information literacy and its role in today's world. • What must students be able to do well? • Introduce Laulima. 	FORUM 1 Refer to Forum Assignments
2	1/24	STANDARDS FOR THE 21ST CENTURY LEARNER <ul style="list-style-type: none"> • Examine <i>AASL Standards</i> and key concepts embedded in it. • Align <i>Standards for the 21st Century Learner</i> with Hawaii Content Standards. 	Readings: -- <i>AASL Standards</i> --Also check RESOURCES Forum 2 in Laulima FORUM 2 Refer to Forum Assignments
3	1/31	RESEARCH MODELS <ul style="list-style-type: none"> • Analyze information process models. • Focus on Big6 model. • Create kid-friendly learning objectives. 	Readings: -- <i>Big 6</i> : Foreword, Introduction, chapters 1-4 --Also check RESOURCES Forum 3 in Laulima FORUM 3 Refer to Forum Assignments
4	2/7	INQUIRY-FOCUSED UNITS <ul style="list-style-type: none"> • Introduce constructivism. • Discuss inquiry-based learning. • Introduce concept of backward mapping in developing unit overviews. • Begin work on unit overviews. 	Readings: -- <i>Inquiry</i> : Introduction, chapters 1, 2, 4, 6 --Also check RESOURCES Forum 4 in Laulima FORUM 4 Refer to Forum Assignments
5	2/14	ASSESSING FOR LEARNING <ul style="list-style-type: none"> • Identify rationale for assessment. • Identify elements for effective assessment. 	Readings: -- <i>Assess</i> : ch. 1 through 5, 9 -- <i>Inquiry</i> : ch. 5 --Also check RESOURCES Forum 5 in

		<ul style="list-style-type: none"> Review different tools for assessment. 	<p>Laulima</p> <p>FORUM 5 Refer to Forum Assignments</p>
6	2/21	<p>SHARING THE RESEARCH ON LIBRARIES AND LEARNING Present the concept of action research.</p>	<p>Readings: --Research studies from <i>School Library Media Research</i> http://www.ala.org/ala/mgrps/divs/aasl/aaaslpubsandjournals/slmrb/schoollibrary.cfm</p> <p>FORUM 6 Refer to Forum Assignments</p>
7	2/28	<p>LESSON 1: TASK DEFINITION</p> <ul style="list-style-type: none"> Go over lesson format. Identify skills involved in task definition. Brainstorm instructional strategies. Brainstorm assessment strategies. 	<p>Readings: --<i>Big 6</i>: ch. 4 through 6 --<i>Inquiry</i>: ch. 7 through 9 --<i>Assess</i>: ch. 3 through 8 --Also check RESOURCES Forum 7 and All Lessons section in Laulima</p> <p>FORUM 7 Refer to Forum Assignments</p>
8	3/7	<p>INTEGRATING TECHNOLOGY INTO LEARNING Guest resource: MB Ogawa, Information Technology Specialist, ICS Department</p>	<p>Readings: --Check RESOURCES Forum 8 in Laulima</p> <p>FORUM 8 Refer to Forum Assignments</p>
9	3/14	<p>LESSON 2: INFORMATION SEARCH STRATEGIES</p> <ul style="list-style-type: none"> Identify key skills involved in search strategies. Brainstorm instructional strategies. Examine graphic organizers as teaching and learning tools. 	<p>Readings: --<i>Big6</i>: ch. 4 through 6 --<i>Inquiry</i>: ch. 7 through 9 --<i>Assess</i>: ch. 3 through 8 --Check RESOURCES Forum 9 and All Lessons section in Laulima</p> <p>FORUM 9 Refer to Forum Assignments</p>
10	3/21	<p>COLLABORATION</p> <p>PATHFINDERS FOR UNITS</p> <ul style="list-style-type: none"> Discuss contents of and sources for pathfinders. Begin work on pathfinders. 	<p>Readings: --Check RESOURCES Forum 10 and Session 10 in Laulima</p> <p>FORUM 10 Refer to Forum Assignments</p>

---	3/28	HOLIDAY – SPRING RECESS	
11	4/4	LESSON 3: LOCATION AND ACCESS OF INFORMATION <ul style="list-style-type: none"> Identify key skills involved in locating and accessing information. Brainstorm instructional strategies. Brainstorm assessment strategies. 	Readings: -- <i>Big6</i> : ch. 4 through 6 -- <i>Inquiry</i> : ch. 7 through 9 -- <i>Assess</i> : ch. 3 through 8 --Also check RESOURCES Forum 11 and All Lessons section in Laulima FORUM 11 Refer to Forum Assignments
12	4/11	PROJECT BASED LEARNING Inquiry learning in practice! Guests: Carolyn Kirio and Sandy Yamamoto, Kapolei High <ul style="list-style-type: none"> Gain an understanding about project based learning and collaborative planning. Be introduced to examples of collaboratively designed and implemented projects. 	Readings: -- <i>Inquiry</i> : ch. 3, 10 --Also check RESOURCES Forum 12 in Laulima FORUM 12 Refer to Forum Assignments
13	4/18	LESSON 4: USE AND SYNTHESIS OF INFORMATION <ul style="list-style-type: none"> Identify key skills involved in using and synthesizing information. Brainstorm instructional strategies. Brainstorm assessment strategies. LESSON SNAPSHOTS begin	Readings: -- <i>Big6</i> : ch. 4 through 6 -- <i>Inquiry</i> : ch. 7 through 9 -- <i>Assess</i> : ch. 3 through 8 --Also check RESOURCES Forum 13 and All Lessons section in Laulima FORUM 13 Refer to Forum Assignments
14	4/25	LESSON SNAPSHOTS continue	
15	5/2	LESSON SNAPSHOTS end	
--	By 5/9	NO CLASS. POST FINAL UNIT PORTFOLIO IN FORUM 14 <ul style="list-style-type: none"> Unit outline Unit timeline Lessons 1, 2, 3, and 4 Pathfinder 	