

INLS 502: User Education

This course is a starting point for those interested in taking on educator roles in libraries. It will look to help those enrolled to develop a foundation in education theory and allow students to develop experience in the practice of instruction. By understanding how learning happens, students will start developing strategies to create a fertile education environment.

Goals for this course



Demonstrate familiarity with education theory



Participate in an authentic learning environment and learner community that leads to interpersonal and group discovery



Develop skills as a facilitator of learning

Contact Information

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Honor Code

"Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected."

Textbooks and Materials

On Reserve

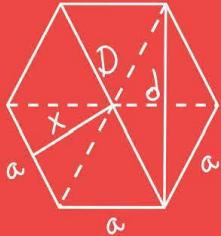
Ormrod, J. E. (2008). Human learning (5th ed.). Upper Saddle River, N.J.: Merrill.

Available at Undergraduate Library Reserves

Required

Pritchard, A. (Alan. (2014). Ways of learning : learning theories and learning styles in the classroom (3rd ed.). London ;New York: Routledge.

Ambrose, Susan A. How Learning Works : Seven Research-Based Principles for Smart Teaching. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, 2010. Available as ebook via UNC Libraries



Learning is a transformative process, an individualized journey confined to the mind of each learner. It leads to change (both tangible and intangible) and is the result of experiences and responses to those experiences. It is an organic process and the role of this class will be to cultivate, focus, and catalyze that process for explicit and transparent goals identified for this course.

Philosophy of this Course

What to expect



Deliberate practice aimed at attaining mastery of a goal



Opportunities to give and receive honest and constructive feedback to and from all in the course



Active, passionate, and engaging people willing to be changed by the process of learning

"Visible Learning"

As outlined by the work of John Hattie, when teaching and learning are "visible," there is a greater likelihood of students reaching higher levels of achievement.

The hallmarks of "Visible Learning" are the self-regulatory behaviors (self-monitoring, self-evaluation, and self-teaching) students exhibit when they become their own teachers. An instructor is tasked with seeing learning through the perspective of each of the learners in the class and offer deliberate interventions to ensure the cognitive development of each student.

Rights

1. Tell the instructor what is working and what is not working.
2. Help others in their learning experiences in the course.
3. Offer suggestions for content, discussion topics, activities, etc for the course. I maintain the right to not heed your suggestion, but you also have the right to know why.
4. Have authentic experiences with the content and expand their learning beyond the assigned readings.
5. Seek feedback from others in the course, students and instructor, at anytime on anything related to the course
6. Never worry about punitive measures or evaluations provided you meet the responsibilities.

Responsibilities

1. You must be an active, passionate, and engaged learner.

This means: You must do all of the assignments including the require readings and formulate authentic responses to them.

2. You will have to get up in front of everyone and present prepared lessons.
3. You must be willing to be changed by this course.
4. Be constructive.
5. Be honest and accept honesty.

What you can expect from me:

The role of the instructor of this course will be to construct an environment that strives for optimal learning for each student.

Learning Reflections

Due Every Wednesday by 12pm

This can take any form you like as long as it responds to the prompts for the week.

These will be hugely valuable to the direction of this course. Contributions here will influence future content and discussions. It will also help fellow classmates understand their role in your learning. It should also serve as a journal documenting your own learning experiences throughout the course.

Things to Include [unless otherwise noted]:

1. What did you learn?
2. How did you learn it?
Challenges of the content
Connection made to prior knowledge
Tell the story of your learning experience
3. Feedback on instructor for the day
Comment on structure
Presentation style
Things that worked
Things that will help you become a better presenter
4. What more would you like to learn? Why?



Throughout the semester, everyone in the class will be asked to take on the role of instructor and teach some of the content for that week (class readings, learning theory, schema, concept, etc). This will provide valuable presentation experience and will hopefully help in the development of a teaching style.

Starts Week 3 of the semester.

Learning Facilitator

Before and During Class



Improve Subject Knowledge

Before your presentation you will know what content has been suggested to the members of the class. You will be tasked with developing a deeper understanding and expanding on the knowledge so that you will have new information, ideas, skills, etc to present



Document a plan for learning

(Due Thursday before your lesson)

What members of the class should learn, why they should learn it, and how you will help that learning occur. This can take many forms and we can discuss what forms might work best for you in your presentation but essentially I just need a document that allows me to see what your plan for the class is. It is very similar to math class and showing work. It helps me determine how to best evaluate your performance in this role and fashion meaningful feedback.



Execute your plan for learning

You will be responsible for the content, activities, and environment of the class. I will take notes and contribute as a regular member of the class. Lesson parameters will be defined beforehand

Reflection

Each time you are a LF, we will schedule a time to meet to reflect on your experiences.

Beforehand, I would like you to prepare a document that has the following and send it to me a day before our meeting:

1. What was the most important thing you tried to convey to the class?
2. Do you think the class got what you were trying to convey? Do you have evidence?
3. Did you feel that the learning occurred in the way you imagined? Explain.
4. What do you think worked in the class? What didn't work so well?
5. How would you do it differently if you had the opportunity?

The goal of this meeting is to reflect on your experience and offer tangible ways to move forward as an instructor.

Final Project

This will be a culmination of the content and experiences of this course. We will be working on these throughout the semester with assignments, peer reviews, feedback, and drafting. This project will include 3 parts:

I would suggest developing a system to document the ideas, inspirations, teaching and learning experiences, etc of this course so that you can bring them together for this final project.



Teaching Philosophy - While this document might be valuable to you during your job search, it will also serve as an honest articulation of your insights about learning and the learning process.



Annotated Lesson Plan (adapted for a specific learning environment) - You will develop a scenario (type of learners, environment, content, etc) and then develop a lesson plan that facilitates learning in that scenario. This lesson plan will allow you to apply some of the principles and insights expressed in your teaching philosophy.



Online Instructional Component - At least one section in your lesson plan should be deliverable online. Create that component. It could be an activity, video lecture, interactive object, etc.

Due Dates

Drafts due periodically throughout the semester
Final due Tuesday, May 5th