

INLS 502: User Education

**syllabus originally developed by Jonathan McMichael, UNC-Chapel Hill*

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

Student Learning Outcomes

- ✓ Demonstrate familiarity with education theory by exploring relevant concepts, theories, and research
- ✓ Participate in an authentic learning environment and learner community that leads to interpersonal and group discovery.
- ✓ Develop skills as a facilitator of learning



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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 are outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the honor code is expected.”

Textbooks and Materials

Required

Pritchard, Alan. (2014). *Ways of learning: Learning theories and learning styles in the classroom* (3rd ed.). London: Routledge

Ambrose, Susan. (2010). *How learning works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass. Available as an e-book via UNC Libraries & as a PDF online

PHILOSOPHY OF THIS COURSE

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 both the explicit and implicit goals identified for this class.

What do expect

Deliberate practice aimed at attaining mastery of instructional strategies

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

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

“Visible Learning”

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

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

Rights

1. Tell me what is not working and what is working.
2. Help others in their teaching experiences.
3. Have authentic experiences with the content and expand your learning beyond the assigned readings.
4. Seek feedback from others in the course, students and instructor, at any time and on anything related to the course.
5. Never worry about punitive measures or evaluations, provided you meet your responsibilities.

Responsibilities

1. Be an active, passionate, and engaged learner.

***This means: Do all of the assignments, including the required readings and formulate authentic responses to them.
2. Get up in front of everyone and present prepared lessons.
3. Be willing to be changed by this course.
4. Be constructive.
5. Be honest and accept honest, constructive feedback.

What you can expect from me:

My role is to construct an environment that supports optimal learning for each student.

ASSIGNMENTS

WHY

Weekly Learning Reflections – Due Every Monday by 12 pm

Reflect on each class in writing by responding to the following prompts: [Unless otherwise noted]

1. What did you learn this week that expands or reinforces your understanding of learning and teaching?
2. How did you learn it?
3. What specific concepts or ideas resonated with you that you want to incorporate into your own teaching philosophy?
4. What instructional techniques or strategies did the instructor(s) use that you are interested in learning more about and/or implementing in your own instruction?

Post your response to the Sakai Discussion Board

WHY

Learning Facilitator (LF)

Each student in the class will be asked to take on the role of instructor during the semester and teach the content for that week. This will provide valuable teaching experience and will help in the development of a teaching style. Starts Week 4 of the semester.

Before Class

✓ **Improve your understanding of the content to be taught.**

For each topic, I will provide a list of resources for your classmates to read/view/explore prior to class. You are tasked with developing a deeper understanding of the topic so that you have new information, ideas, skills, etc. to present that will clarify and expand your classmates' understanding of the topic.

****You may suggest additional resources for them to explore if you wish (please provide them at least one-week prior to the class session).**

✓ **Document Your Plan for Learning** (Due Monday by 5pm before your lesson)

Develop a document that includes what members of the class should learn, why they should learn it, how you will help that learning occur, and how you will know that learning has occurred. **Plan for 45 minutes of instruction.** Your learning plan can take many forms and we can discuss what format works best for you (through the course we will uncover some essential elements of planning documents)

During Class

✓ **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.

After Class / Reflection

When you are the LF, we will schedule a time to meet and reflect on your experiences. Before we meet, prepare a document that includes the following and send it to me at least one 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? What evidence do you have of this?
3. Do 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

WHY

This will be a final culmination of the content and experiences of this course. You will be working the project throughout the semester and there will be several opportunities for you to receive feedback. This project will have 3 parts.

Part 1: Teaching Philosophy Statement – This statement will serve as an honest articulation of your insights about learning and the learning process. It may be valuable to you during your job search.

Part 2: Annotated Lesson Plan – You will develop a scenario using the template in Sakai (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 learned in this course and should reflect your teaching philosophy.

Part 3: Online Instructional Component – Your lesson plan must include an online instructional component/learning object (activity, video lecture, interactive object, etc.) that you develop.

DUE: May 5th; By Noon

CRITICAL FRIENDS

WHY

Building a community of Critical Friends is one way to empower educators to learn from each other and strengthen their practices. Art Costa and Bena Kallick define a Critical Friend as a “trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend.” A friend is an “advocate for the success of the work.” Critical Friends form groups that meet to discuss topics of mutual interest. They share lesson plans and examine student work together. They often engage in peer classroom observations. [Read more about this concept at

- <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Critical-Friends.aspx>
- <http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Through-the-Lens-of-a-Critical-Friend.aspx>

In this course, we will act as critical friends for each other. We will do this in two ways:

1. Each of us (including me) will have an opportunity to have a lesson critiqued using the Tuning Protocol.
2. Each of you will serve as a critical friend for another classmate. You will use the Tuning Protocol to provide feedback on drafts of the 3 components of the final project.

We will use the Tuning Protocol found in the Resources section of Sakai to guide our work.

***“It is not the subject but the imagination of [the] teacher and [the] taught that has to be alive before interest can be felt”
(Barzun, 1992, p. 63)***

TENTATIVE SCHEDULE: TOPICS & READINGS

****Red: Sandra Leads Class**

**** Blue: Students Lead Class**

January 14:

Introductions

Course overview & expectations

What is learning?

Before Class:

- Browse the Sakai Site for INLS 502 so you are familiar with the syllabus, course objectives, philosophy, and assignments
- Watch Critical Friends Protocol Overview
http://bie.org/object/video/critical_friend_protocol_overview

January 21:

Is teaching an art or a science?

How are teaching and learning related?

Before Class:

- Read: *Ways of Learning*: Chapter 1

Watch the following 3 TED-Talks (FYI: ** I am not an auditory learner so when I listen to TED Talks I print out the transcript and use to follow along.)

- Christopher Emdin: Teach teachers how to create magic
- Sugata Mitra: Build a School in the Cloud
- Ken Robinson: How to escape education's death valley

Please reflect on each talk.

1. What idea was the presenter trying to convey?
2. How did the presenter attempt to make you care about their idea?
3. Did the presenter have conviction? How could you tell?
4. What evidence did they use? How did they use it?
5. Did you accept their ideas? Why or why not?
6. Is there anything from their presentation style that you think you might borrow for your own teaching?

January 28:

What do librarians teach?

What are digital learning objects and how do educators use them in their instruction?

Before Class:

- Review the ACRL, Framework for Information Literacy for Higher Education, <http://www.ala.org/acrl/standards/ilframework>
- Read “Learning the Ropes: How Freshman Conduct Course Research Once They Enter College,” Alison J. Head, Project Information Literacy Research Report, December 4, 2013, http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf
- Read: “Learning Objects as Tools for Teaching Information Literacy Online: A Survey of Librarian Usage,” Loris S. Mestre et al., *College & Research Libraries* [Sakai]

February 4th

Behaviorism; Introduction to Constructivist Theory & Cognitivism Theory

John Dewey & Jean Piaget

Before Class:

- Read: *Ways of Learning*: Chapter 2 & 3
- Read: Skinner's utopia: Panacea or Path to Hell? (Great piece from Time Magazine almost 40 years ago!)
- Watch: John Dewey: America's philosopher of democracy and his importance to education, <https://www.youtube.com/watch?v=wMh1LYuZ3B4>

****Critical Friends Feedback Session for Sandra on Behaviorism Part of the Class**

Learning Facilitator Roles Begin

February 11th

LF Topic 1: Lev Vygotsky

Before Class:

- Read: Lev Vygotsky, <http://www.simplypsychology.org/vygotsky.html>
- Read: Readings on the Development of Children; Interaction Between Learning & Development (Sakai)

LF Topic 2: Benjamin Bloom

Before Class:

- Read: Benjamin Bloom (Sakai)
- Read: Bloom's Taxonomy, <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

****Critical Friends Feedback Sessions**

February 18th

LF Topic 3: Jerome Bruner

Before Class:

- Read: Bruner, <http://www.simplypsychology.org/bruner.html>
- Read: Jerome Bruner (1915 -)
Constructivism & Discovery Learning, <http://www.lifecircles-inc.com/Learningtheories/constructivism/bruner.html>

LF Topic 4: Paulo Freire

Before Class:

- Read: Paulo Freire: Dialogue, Praxis and Education, <http://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/>
- Read: Critical Pedagogy in the Classroom (Sakai)
- Read: Critical Pedagogy: Schools Must Equip Students to Challenge the Status Quo, <http://www.theguardian.com/teacher-network/teacher-blog/2014/feb/25/critical-pedagogy-schools-students-challenge>

****Critical Friends Feedback Sessions**

February 25th

Mid-point check in & review

****Teaching Philosophy Work Session**

- Whole group brainstorming
- Time for Individual Work

March 3rd

LF Topic 5: Assessment

Before Class:

- Read: *How Learning Works*, Chapters 5 & 7, Appendix A, C, G, & F
- Explore Assessment Issues:
<http://www.ala.org/acrl/issues/infolit/resources/assess/issues>
- Explore: Self-Assessment, <https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/self-assessment.html>

****Critical Friends Feedback Session**

Understanding by Design (UbD)

Before Class:

- Read: Chapter 1: What is Backward Design [Sakai]
- Watch the Video: What is Understanding by Design, <https://www.youtube.com/watch?v=d8F1SnWafE>

March 10th

LF Topic 6: Learning Differences

Before Class:

- Read: *How Learning Works*, Chapter 6
- Review: Infographic about Differentiation (Sakai)

**Critical Friends Feedback Session

Universal Design for Learning (UDL)

Before Class:

- Watch the Videos & Read the Text on UDL in Higher Ed: http://udloncampus.cast.org/page/udl_about#.VoLn8FJWvEY
- Read: Fact Sheet: Universal Design for Learning, https://teal.ed.gov/sites/default/files/Fact-Sheets/2_TEAL_UDL.pdf

March 14-March 18 Spring Break



March 24th

LF Topic 7: Learning Styles

Before Class:

- Read: *Ways of Learning*, Chapter 5
- Complete: Gregorc Thinking Styles Test (Sakai)

LF Topic 8: Multiple Intelligences

Before Class:

- Read: *Ways of Learning*, Chapter 4
- Complete the Multiple Intelligence test found at: http://www.bgfl.org/bgfl/custom/resources_fbp/client_fbp/ks3/ict/multiple_int/what.cfm

****Scenario for Final Project Lesson Plan due (Use Template in Sakai; Refer to ACRL Framework for Learner Outcomes) – Critical Friends Feedback**

March 31st

LF Topic 9: Emotion and Learning

Before Class:

- Read: Sylwester, R. (1994). How Emotions Affect Learning. *Educational Leadership* 53(2), 60-65. <http://www.ascd.org/publications/educational-leadership/oct94/vol52/num02/How-Emotions-Affect-Learning.aspx>
- Watch: Emotional Intelligence [electronic resource]: A New Vision for Educators; a [Streaming video available via the UNC-Chapel Hill Libraries](#)

LF Topic 10: Learning and Motivation

Before Class:

- Read: *How Learning Works*, Chapter 3
- Read: Pintrich, P.R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology* (Sakai)

****Critical Friends Feedback Sessions**

April 7th

Visible Thinking

Before Class:

- Review the information found on the Visible Thinking Website http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

Work session –Lesson plans/online instructional component (Critical Friends Feedback)

**** One paragraph description of your idea for online instructional component/ learning object for Final Project Due – Critical Friends Feedback**

April 14th

No Class; Sandra at a Conference

April 21st

Wrap Up

Before Class:

- Revisit the ACRL, Framework for Information Literacy for Higher Education, <http://www.ala.org/acrl/standards/ilframework>
- Reflect on how what you now know about learning (and teaching) informs your understanding of the ACRL Framework and how you will teach the standards.

May 5th

Final Projects Due by noon; email to smhughes@email.unc.edu