

**EDIT 6360**  
Spring, 2006 Online

Information Literacy

Instructor: Dr. Julie Tallman

Virtual Office Hours: Thurs. @ 5:00 to 7:45 pm ET (Although we may not use all of this time each week, please reserve the time. I may choose to set up individual online appointments with you. I also intend to visit with you face-to-face on some Saturdays when you have EPIT 6340 scheduled.

**Course Goals:**

Students will demonstrate a working knowledge of the research process through study and completion of two I-Search projects (one a personal choice topic and the other involving a slm curriculum topic on information literacy in the research process) and one collaboratively planned unit with a classroom teacher where you demonstrate your ability to work with a teacher in integrating information literacy skills and strategies through the research process.

**Course Objectives:**

The student will demonstrate an understanding of information literacy strategies underlying the research process through the completion of two successful I-Search projects.

The student will demonstrate and document the process of collaborative planning through the creation of a unit with a classroom teacher.

The student will identify and integrate appropriate information literacy skills and strategies within the curriculum unit which facilitate student learning growth, both in content knowledge and information literacy skills. A necessary requisite to this assignment is to choose a curriculum unit that lends itself to research at an age appropriate level, age level and content area of your choice.

**Essential Questions:**

What does it mean to be an information literate researcher?

How do students become information literate?

Why is process significant when learning information literacy skills and strategies?

How do students demonstrate their mastery of information literacy?

**Textbooks**

**Special Note: you will need to read the complete Tallman/Joyce textbook before the January 17.**

Required:

Tallman, J. & Joyce, M. (2006). Making the writing and research connection with the I-search process. 2<sup>nd</sup> edition. NY: Neal-Schuman.

#### Recommended:

Duncan, D. & Lockhart, L. (2000) *I-search, you search, we all learn to research*. NY: Neal-Schuman. 1-55570-381-X. Recommended for those of you who will be working in elementary schools.

Koechlin, C. & Zwaan, S. (2003). *Build your own information literate school*. Salt Lake City, UT: Hi Willow Research and Publishing. [available at: [sales@lmcsource.com](mailto:sales@lmcsource.com) or 800-873-3043] Recommended for those of you who will be working in middle and secondary schools.

#### Additional Supplemental Resources:

These would be valuable resources for your library but are not required for you to purchase. I recommend that you pursue them through your curriculum offices, school media centers, library inter-library loan, etc.

Harada, V. H. and Yoshina, J. M. (2005). *Assessing learning: Librarians and teachers as partners*. Westport, CT: Libraries Unlimited. 1-591-158-200-8

Harada, V. H. and Yoshina, J. M. (2004). *Inquiry learning through librarian-teacher partnerships*. Worthington, OH: Linworth Publishing. 1-58683-134-8

Pappas, M. L. & Tepe, A. E. (2002). *Pathways to knowledge® and inquiry learning*. Greenwood Village, CO: Libraries Unlimited. 1-56308-843-6 (pbk).

Rankin, V. (1999). *The thoughtful researcher: Teaching the research process to middle school students*. Englewood, CO: Libraries Unlimited. 1-56308-698-0.

### **ACTIVE LEARNING**

This is a course that reflects the *active* versus the *passive* approach to learning, actively engaging students in the construction of your own knowledge. One goal of this course is to model both the constructivist and authentic learning theories in a distance-learning environment. The role of a student in this learning environment is to gather, evaluate, and use information to construct your own knowledge. My role as instructor is to design an initial learning environment and outcomes that enable you to develop a personalized learning plan within the course framework. I also act as a facilitator, coach, and tutor. As a scholar, you, the student, must reflect, construct knowledge, and communicate that knowledge to fellow students and the instructor.

### **Major Topics**

The I-Search process

Students will experience the I-Search process by researching a topic of their choosing

Information process models

Inquiry learning

Collaboration and curriculum design

Working with a classroom teacher, students will design curriculum units that incorporate information and technology literacy skills.

Assessment of information literacy

## **Major Assignments**

### **Two I-Search Research Projects**

1<sup>st</sup> I-Search project: You will complete an I-Search research project on a compelling, personal interest topic of your choosing on which you now have little knowledge. Your essential question will require you to research multiple formats of resources (e.g. electronic databases, interviews, books, businesses, etc.). You will use and reflect on the information literacy skills and strategies in the I-Search text for your own search, create a research plan, create sub-questions that directly relate to and help you answer your essential question, keep a reflective journal of the research process, carry out an I-Search as described in the Tallman/Joyce text, choose a format for presentation, and submit the final I-Search product to your classmates and me as an attachment to a WebCT message.

2<sup>nd</sup> I-Search project: The object of this I-Search will be to experience the I-Search research process within a curriculum content topic. In this case, the general topic will be K-12 research processes related to inquiry learning. You will choose from processes existing in the slm literature (e.g. Big Six, Yucht, Pappas and Tepe, Kuhlthau, etc.), creating an essential question that will help you increase your learning about research processes, information processing, and inquiry learning. You will replicate your research process followed in your first I-Search project.

### **Curriculum Unit Project**

Your last major project will be a curriculum unit you plan together with a classroom teacher of your choice, grade level and content area of your choice. Use the collaborative planning worksheet I will give you to keep a record of your planning. Submit the planning worksheet and a reflective journal of the planning process as your final products. I do not need individual worksheets or resources you wish to include in the unit. The planning worksheet will be a detailed draft of the unit with unit goals, learning objectives, teaching pedagogies to be used, information and technology skills and strategies to be included, classroom teacher instructional responsibilities, media specialist responsibilities, student responsibilities, resources needed, student assessment instruments, and unit evaluation instruments. Your reflective journal will inform me on how you and the teacher decided on the unit, how you planned together, why you chose the strategies and resources and what you hope to achieve.

ALL ASSIGNMENTS SHOULD BE SENT TO ME AS AN ATTACHMENT TO A WEB CT EMAIL MESSAGE. Be sure to include your name on each page of the assignment and paginate. A header or footer will work best for this information.

### **Other Course Expectations**

#### **Chats**

All students will participate in the weekly chat, Thursday, 5-7:45pm. We will have topics for discussion with the expectation that you will pre-read relevant articles for that week. For example, if the topic is inquiry learning, I will find articles I think will relate well to

the topic and expect you to read them prior to the chat. I intend to separate you in forums where you will decide upon and create a position statement on the topic, prior to the general discussion. So be prepared!

Face-to-face. I will meet with you on December 1<sup>st</sup> in your 6300 class, and January 12 in your 6340 class. I will also attend more of your 6340 classes in order to chat with you individually about your work, be available for questions, and introduce new assignments that do better with face-to-face introduction. If at any time you have difficulty understanding your assignments or work expectations, please, please do not hesitate to contact me via email or via telephone, most commonly at 828-389-2118, otherwise at 706-543-9617. email: jtallman@uga.edu

Expectations about reading your peers' messages and looking over their work on the message board: Peer learning is a huge part of the I-Search and online learning. I will expect that you read and respond to your peers' work frequently and with thoughtful depth. If you do not, you may find your grade marked down for lack of participation with the class. We would miss your input too much not to care. It is too easy to get isolated in a class like this. Don't let that happen to you.

#### Style Manual

Students will use the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.) for the format of papers and reference citations. If you do not own this style manual, references to several useful sites can be found on the course pathfinder.

All academic work must meet the standards contained in A Culture of Honesty. Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Questions:

#### **Communication and Learning Environment      WebCT**

The common thread of communication is our WebCT web site. Course documents will be posted in this environment.

**Other Course Documents** to be added later

#### **Course Evaluation and Grading Scale**

Weekly online class and message board participation 25 points = 25%

1<sup>st</sup> I-Search Project 25 points = 25%

2<sup>nd</sup> I-Search Project 25 points = 25%

Curriculum Unit Project 25 points = 25%

## Grading Scale

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60-69 points = D

Below 60 points = F