LIS 620 - 002
Field Project in Library and Information Agencies

BIBLIOGRAPHIC INSTRUCTION

CLASS:
Time: 5:30-8pm, Monday
Location: 4246 H.C. White Hall

INSTRUCTOR: Kyung-Sun KIM
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Office Hours: 1:30-3:00pm, Tuesday
or by appointment
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It is my desire to fully include persons with disabilities in this course. Please let me know within the first two weeks of class, if you need any special accommodations to enable you to fully participate. I will try to maintain confidentiality of the information you share with me. To request academic accommodations, you must also register with McBurney Disability Resource Center (905 University Avenue; 263-2741; http://www.dcs.wisc.edu/mcb).

COURSE DESCRIPTION

The field project is a partnership between SLIS and the host library/information agency. Through seminars, individual conferences, required reading and field experience, students will acquire and develop both theoretical and practical knowledge and skills required for training information users.

COURSE OBJECTIVES

The course objectives are as follows:

- To provide an experience which is much like actual professional practice, but which provides a "safe" environment for learning under the direction of a professional;
- To provide opportunities to integrate theory and practice;
- To provide opportunities to practice behaviors and to learn content that will assist you in making the transition from school to career;
- To enable you to make a worthwhile contribution to the host agency.
The field experience is not an ordinary work assignment, but rather represents a situation to be analyzed from several points of view. You are expected to be reflective about your experience, considering not only how various aspects of your work relate to what you have learned in classes, but what they mean to you, and also what your work means to the host agency's clients and to the agency as an institution.

Upon the completion of this course, students will be able to:

1. Work as a member of a team (or independently) to deliver a library user education program;
2. Develop strategies to discover and understand the user education needs of a given population;
3. Develop learning objectives directed toward meeting identified needs; develop strategies to meet these objectives; and evaluate whether or not these objectives have been met;
4. Develop skills and confidence in teaching situations;
5. Contribute to the Teaching Program of the host libraries.

**COURSE REQUIREMENT**

Your evaluation in this course depends on your performance at the work site and on your participation in class. You are also required to:

1. Attend at least two workshops: one on MadCat, and the other on any database searching. This will provide an opportunity for you to observe and think about effective teaching styles and strategies. Attending workshops should be completed within the first 3-4 weeks of class.

2. Keep a journal of your field project. This is an important aid to reflection. The journal is to be turned in each seminar session.

3. Complete readings as initiated or required. In addition to the readings selected by the teaching librarians, which we will discuss during the first two class meetings, you are expected to select and share for each subsequent session at least one outside reading that relates to your particular interest or field project site. Include your annotation of each reading (with complete bibliographic citation) in your journal.

4. With a colleague, prepare and present a Communications Requirement A class to the seminar. In addition, prepare and present as a team a workshop on a topic of mutual interest to the class (or perhaps also to SLIS students).
5. Arrange a site visit by the faculty supervisor to observe your teaching or other work, as well as a visit with your site supervisor. These should take place shortly after the mid-point of the semester.

6. Compile a portfolio containing evidence of your contributions and accomplishments during the field project. This will be turned in at the last class meeting along with your final journal. To see examples, visit [http://wiscinfo.doit.wisc.edu/ltde/eportfolio/Links.htm](http://wiscinfo.doit.wisc.edu/ltde/eportfolio/Links.htm)

**Journal:** The journal helps you to be reflective about the field experience and to draw relationships between theory and practice. Journal entries should include not only what you did or observed, but also what you think and how you feel about what you did or observed. You will especially want to think and write about your own awareness of how YOU learn best and how you perceive your own teaching style to be developing. Do you need hands-on? Do you like to think about abstract things? Do you like familiar analogies? What kind of teaching style works best for you? Observe carefully the teachers with whom you will be working to find behaviors that you find helpful, or others that work for that person, but wouldn't work for you.

Please write in your journals each day that you go to your field project so your experiences and thoughts won't get stale. I will do my best to return your journals to your mail boxes within 48 hours following class.

**Site visits:** You will be visited at least once by the faculty supervisor. Visits should be timed to coincide with a presentation or other activity that will demonstrate what you are learning. You should be prepared to give the faculty supervisor an introduction to your site and projects, to demonstrate samples of your work, and to have a conference with site supervisor and the faculty supervisor if possible. PLEASE SCHEDULE EARLY.

**TENTATIVE SCHEDULE**

**Aug. 29** Introductions/Orientation

3:00 p.m. in Memorial Library (443A).

At this class meeting we will spend time not only getting to know one another a little, but also meeting the teaching librarians. Please have your schedule completed and an idea which of the projects you are most interested in. Also come prepared to ask any questions you might have of the teaching librarians.
Sep. 9  Information literacy: Teaching
Presentation tips

Prior to class meeting, go through the CLUE (Computerized Library User Education) program in the one of the micro labs. Don't forget that you'll need a set of headphones.

During the first half of class, we will discuss teaching and information literacy instruction--or library instruction--in particular. Presentation tips will be provided.

During the second half of class, Eliot Finkelstein and Abbie Loomis will take us through a CommReq A workshop.

We will then divide up to prepare for practice runs through the workshop during the next two sessions.

READ:


Sep. 16  Understanding learners: individual differences
Instructional strategies
Design and development of instructional materials

Meet in SLIS computer lab.

The first round of practice teaching of the Communication Requirement A course, followed by debriefing.

Discussion of the articles (see below) will follow.
READ:


### Sep. 23

**Evaluation of learning and teaching**

**Web-based instructional materials**

Meet in SLIS computer lab.

The second round of practice teaching, followed by debriefing.

Lecture/discussion on evaluating teaching and learning: How do we know if user education makes a difference? See if you can find an article on the evaluation of library user education. Be prepared, also, to offer alternative methods of evaluation of student learning.

We will also spend a little time hearing how your projects are developing. It might be possible at this time for you to have an idea whether and what you will be presenting at your site.

READ:

Oct. 14  Lesson Planning

We will divide into three groups and begin the process of lesson planning. The groups will select a topic to teach. We will use your lessons to examine what objectives might be appropriate for your audience, what kinds of activities would foster the levels of thinking you want to promote, and how you might sequence your presentation, and how to evaluate its outcomes. Part of the class will be brainstorming and collaboration as a group. The remainder will be working in three teams to develop your lesson plans. In addition, we will come up with one evaluation plan that we can use during the next two class sessions.

Nov. 18  Presentation of Workshops

Meet in SLIS computer lab.

Presentation of your lessons

DUE: Course outline and script
  Handouts and visuals
  Evaluation plan.

Dec. 9  Culminating Activity

Evaluation of the course and field experience.

DUE: Portfolio of materials
  Journal with readings.