Faculty of Education

AEDT 311OU: Information Literacy

Fall 2017

Course Details & Important Dates*

Course	Section	Status	Course Type	Day	Time
Fall	A	U	Undergraduate	Tuesday	12:10 -1:00 PM or 6:10 -7:00 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	43580, 43682, 43683	Sept. 12, 2017	Nov. 28, 2017	NA

* for other important dates go to: www.uoit.ca >Current Students >Important Dates

Instructor Contact Information

Instructor Name	Office	Phone	Email
Janet Symmons	Virtual	n/a	XXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion through Blackboard, the Adobe Connect BA General Room, or Google Hangouts. Email me to make an appointment to meet on Adobe Connect or Google Hangouts. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.		

Adobe Connect tutorial meeting room: http://uoit.adobeconnect.com/aedt-3110

Connect with AEDT on Facebook: https://www.facebook.com/groups/505491579614493/

Join UOIT's LinkedIn Adult Education & Digital Technology Program page at: https://www.linkedin.com/groups/5177897

Course Description

This course examines the processes of inquiry in the context of digital technologies including an exploration of online resources available through academic and public libraries as well as other Internet- based information sources including online books, magazines, journals, encyclopedias, dictionaries, film and video collections, etc. Candidates will learn to define and refine questions, select and evaluate information sources, assess the accuracy and utility of information retrieved,

and organize, analyze, and report the results of research. Topics will include, but are not limited to, information literacy skills, multiliteracies, and information literacy research. 3 credits (online).

Note: this course is open to all UOIT Undergraduate students with the exception of those enrolled in the P/J or I/S Consecutive B.Ed. program or I/S Concurrent BSc (Hons)/B.Ed. program. This course will be offered totally online during the Fall term using a combination of tools including: Adobe Connect video clips accessible through public channels and other asynchronous applications.

Learning Outcomes

This course focuses on developing the cognitive skills needed to identify, locate, evaluate, use and produce information to problem solve in teaching and learning. Specifically, by the end of this course, students will have demonstrated ability to:

1. Articulate how the concept of information literacy has changed in recent years.
2. Identify the different (but perhaps converging) professional responsibilities of librarians and teachers in helping to develop information skills in learners.
3. Explore the developing standards documents that seek to guide the definition and teaching of information literacy in schools, colleges and libraries.
4. Create, critique, analyze, and evaluate multi-media texts: Accuracy, Authority, Objectivity, Currency, Coverage
5. Investigate, demonstrate, and explain how information literacy skills are a part of studentship and, especially for adult learners, citizenship.
6. Demonstrate how information literacy is one aspect of the broader concepts of multiliteracies and research.
7. Develop information literacy teaching resources.

Course Design

This course has been designed using the principles of Problem-Based Learning (PBL) and social constructivism. The intent is to meet the needs of individual learners while modeling online pedagogy. Students will be working individually and in groups to identify real problems, and multiple perspectives toward potential solutions in information literacy in education.

All course activities will be designed in a manner that will allow for access using a wide range of mobile devices, such as Smartphones and tablets; therefore favouring the development of a truly

mobile learning culture, anywhere, anytime. Each student must prepare for the tutorials by viewing the YouTube clips, compiling resources for sharing and completing activities. In addition to the video clips and one hour tutorial sessions, students should budget additional time each week for reading articles and working on learning activities.

This 36-hour (3 credit) course will be articulated in 12 weekly modules each of which will include:

- Approximately 1 hour of video clip-based lectures typically broken down into 12-15-minute-long segments, published via YouTube.
  https://www.youtube.com/user/aedt3110u/videos
- One hour of synchronous group tutorial activities in Adobe Connect. By scheduling the different groups at different times of the day and of the week, the program will be able to accommodate students from a wide variety of time zones.
- Approximately one hour devoted to online activities such as forum discussions, self-directed learning activities, etc., as specified in the course calendar below, using a wide variety of online resources as chosen primarily by the students.

Although this covers the basic three-hour commitment to the class sessions, it is to be noted that additional reading or other course work will be expected. While the Blackboard course site will be the official web site for this course, other environments may be explored. The links for each of these will be posted on the Blackboard site as we progress.

Please Note: The Blackboard course web site is an indispensable portion of the course. Students should consult it regularly and use the links there as part of their research tool collection. All course requirements, handouts, marking rubrics, assessment and related materials are posted to the course website.

Course Plan

Class	Topics	Tutorial	Weekly work
1 Sept 12, 2017	**Orientation to the course** **What is Information Literacy and why do you want it?** **Defining key concepts** **Videos: (See Blackboard for all video links)** Video 1.1 - Course Introduction Video 1.2 – What is Information Literacy Video 1.3 – Information Literacy as a Catalyst for Educational Change	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Introduction of PBL Scenario:** ***What does information literacy mean to you?*** You will be individually engaging in the PBL process in which you identify and actively seek out the knowledge and resources needed to fully understand the problem and create a possible solution. Be prepared to discuss your problem/solution in tutorial sessions.	**Reading:** ****Please use the links in this course outline for the readings*** Bruce, C. (2004). Information Literacy as a Catalyst for Educational Change. In Danaher, Patrick Alan, Eds. Proceedings "Lifelong Learning: Whose responsibility and what is your contribution?" The 3rd International Lifelong Learning Conference, pp. 8-19, Yeppoon, Queensland. http://eprints.qut.edu.au/4977/1/4977_1.pdf **Posting:** (on Blackboard discussion board) What does Information Literacy means to you? Word Cloud using Wordle or Taxedo to represent your thinking about Information Literacy to share with the class.
2 Sept 19, 2017	**21st Century Literacies** **Further defining key concepts** **Videos:** Video 2.1 – Multiliteracies, New Media Literacies, Multimodal Literacies Video 2.2 – New Digital Media, Critical Literacy & Digital Literacies Video 2.3 – What do we mean by Literacy now?	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips + conducting a critical analysis of a media text **Continuation of PBL Scenario:** ***What does information literacy mean to you?***	**Reading:** Kalantzis & Cope website: "Multi-literacies" Please read the following two web pages http://newlearningonline.com/multiliteracies/ and http://newlearningonline.com/multiliteracies/theory View any two of the short videos found at http://newlearningonline.com/multiliteracies/videos Gee (2010). New Digital Media and Learning. Accessible online at: http://newlearningonline.com/literacies/chapter-7/gee-on-the-new-digital-media New Media Literacies (2008) https://www.youtube.com/watch?v=pEHcGAsnBZE&feature=related

			Harste (2003) What do we mean by literacy now? Available online at: http://www.readwritethink.org/files/resources/lesson_images/lesson1140/VM0103What.pdf **Posting:** (on Blackboard discussion board) Respond to one of the articles with: 1 connection 1 question 1 surprise 1 observation
3 Sept 26, 2017	**Information Literacy Standards** **Videos:** Video 3.1 – IL Standards for Student Learning Video 3.2 – IL Competency Standards for Higher Education Video 3.3 – The Role of the Librarian **Guest speaker:** **Kate Gibbings,** **Education Library**	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Conclusion of PBL Scenario:** ***What does information literacy mean to you?***	**Reading:** Welsh Information Literacy Project (2011). Information Literacy Framework for Wales. Available at https://libraries.wales/wp-content/uploads/2016/06/Information_Literacy_Framework_Wales.pdf (pg18-29) Read the following 2 web pages: 1)http://library.queensu.ca/webedu/guides/subject/rbl/infolit.htm 2)https://www.ets.org/Media/Tests/ICT_Literacy/pdf/acrl_standards.pdf Watch this short video "Getting started" provided by UOIT Library: http://digital.films.com.uproxy.library.dc-uoit.ca/PortalPlaylists.aspx?aid=4989&xtid=43788&loid=116049 **Posting:** (on Blackboard discussion board) Provide a short solution (1 min video, 2-3 ppt slides, etc.) to the PBL scenario based on what you have learned and explored so far.

4 Oct 3, 2017	**The Information Seeking Process:** Define Access Evaluate Integrate Communicate **Videos:** Video 4.1 – Information Seeking Process Video 4.2 – Application Video 4.3 – Setting the Task	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Introduction of PBL Scenario:** *What does information literacy mean for society?* In small groups, engage in the PBL process to identify and actively seek out the knowledge and resources needed to fully understand the problem and create a possible solution. Be prepared to discuss your group's problem/ solution in tutorial sessions.	**Readings:** Hearst, M. (2009). "Models of the Information Seeking Process". Search User Interfaces. Cambridge University Press. Available at: http://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html Together for Learning: School Libraries and the Emergence of the Learning Commons. (2010). "Discovery & Guided Inquiry Section: OSLA p. 23-26; 44-51 (Appendix A). Available at: https://www.accessola.org/web/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf **Posting:** (on Blackboard discussion board) Create groups and share your ideas for the IL Group Assignment based on the PBL question and the IL project.
5 Oct 10, 2017	**Critical Information Literacy** Accuracy Authority Objectivity Currency Coverage **Videos:** Video 5.1 – Evaluating Online Information Video 5.2 – Fact, Opinion, Bias, Hate ***Proposal for Information Literacy Project Due in tutorial**	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips + Assessing the reliability of websites **Continuation of PBL Scenario:** *What does information literacy mean for society?*	**Readings:** Walraven et al (2009) How Students Evaluate Information and Sources Spark: Jenna McWilliams on New Media Literacy available at: https://soundcloud.com/cbc-radio-one/2010-07-18-spark-in-the-summer **Posting:** (on Blackboard discussion board) Discuss your responses to the Walraven article and the McWilliams interview.
6	**Participatory Culture** Literacy practices/Literacy events/Going Viral	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips	**Readings:** Ball, A. L. (2010, May 28) Are 5001 friends on Facebook one too many? The New York Times.

Oct 17, 2017	**Videos:** Video 6.1 – Participatory Culture Defined Video 6.2 – The Facebook Phenomenon ***Assessing Sources Paper Due**	**Continuation of PBL Scenario:** *What does information literacy mean for society?*	http://www.nytimes.com/2010/05/30/fashion/30FACEBOOK.html?_r=0 Jenkins, H. (2012). On participatory culture. http://newlearningonline.com/literacies/chapter-7/jenkins-on-participatory-culture Henry Jenkins: Ted Talk on Participatory Culture. http://www.youtube.com/watch?v=AFCLKa0XRlw&feature=related Ice Bucket Challenge: Data Visualization: https://www.youtube.com/watch?v=qTEchen97rQ **Posting:** (on Blackboard discussion board) Post your chosen Information Literacy Infographic and discuss its significance.
7 Oct 24, 2017	**Online Social Activism** Citizen journalism Digital tools for political change **Videos:** Video 7.1 – Participatory Culture and Online Civic Engagement Video 7.2 – Flash Activism	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Continuation of PBL Scenario:** *What does information literacy mean for society?*	**Readings:** Gladwell, M. (2010) Small change. http://gladwell.com/small-change/ Mehta, R. (2010, April 28). 'Flash Activism': Civic justice catalyzed by a Bollywood film." *Participatory Culture to Public Participation.* https://sites.google.com/site/participatorydemocracyproject/case-studies/rang-de-basanti-and-flash-activism Invisible Children "I Got Soul" video: http://www.youtube.com/watch?v=Pap1MEfSOGI Brough, M. (2010, February 26). Invisible children. *Participatory Culture and Humanitarian Spectacle.* https://sites.google.com/site/participatorydemocracyproject/case-studies/invisible-children Etling, B., Faris, R., & Palfrey, J. G. (2010, December 9). Political Change in the Digital Age: The Fragility and Promise

			of Online Organizing. *Berkman Center Research Publication*, No. 2010-15. https://ssrn.com/abstract=1871316
			Posting: Respond to one of the articles/videos on social activism and share your thoughts.
8 Oct 31, 2017	**Your Brain on Computers** Information Overload Personal Learning Networks **Videos:** Video 8.1 – Information Overload and Multitasking Video 8.2 – Personal Learning Networks	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Continuation of PBL Scenario:** ***What does information literacy mean for society?***	**Readings:** "It's Not Information Overload. It's Filter Failure." Clay Shirky, Speaker at Web 2.0 Expo NY. http://www.youtube.com/watch?v=LabqeJEOQyI Lehrer, J. (2010). Our cluttered minds. New York Times. http://www.nytimes.com/2010/06/06/books/review/Lehrer-t.html?_r=1&fta=y Richtel, M. (2010). Hooked on Gadgets, and Paying a Mental Price. *New York Times*. http://www.nytimes.com/2010/06/07/technology/07brain.html Gulati, D. (2012). The Multitasking Fury. *Huffington Post.* http://www.huffingtonpost.com/daniel-gulati/the-multitasking-fury_b_1683360.html Will Richardson: Ted Talk on Personal Learning Networks http://www.youtube.com/watch?v=Ni75vIE4vdk&feature=relmfu **Posting:** Which reading/video clutters your mind? Share your information overload.
9 Nov 7, 2017	**The Digital Divide** Techno-cynicism Techno-infatuation	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Continuation of PBL Scenario:**	**Readings:** Cross, A. (2015). A (Not so) funny thing happened on my way to Twitter today.

	Videos: Video 9.1 – The Digital Divide – The Statistics Video 9.2 – Internet as a Human Right	*What does information literacy mean for society?*	http://ajournalofmusicalthings.com/a-not-so-funny-thing-happen-on-my-way-to-twitter-today/ Negroponte, N. (2015). Internet access is a human right. http://bigthink.com/think-tank/nicholas-negroponte-internet-access-is-a-human-right Internet: a human right (2011). http://www.wired.com/2011/06/internet-a-human-right/ **Posting:** (on Blackboard discussion board) Should everyone, everywhere be able to participate in the flow of online information? Should governments be able to restrict citizen access under certain circumstances?
10 Nov 14, 2017	**Netiquette & Ethics** Fair Use Creative Commons Intellectual Property, Privacy, Copyright law Wikileaks Cyberbullying **Videos:** Video 10.1 –Introduction to Canadian Copyright Law Video 10.2 – Internet Privacy/WikiLeaks ***Information Literacy Project Due**	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Continuation of PBL Scenario:** *What does information literacy mean for society?*	**Readings:** How Trolls Are Ruining the Internet. *Time Magazine.* http://time.com/4457110/internet-trolls/ No Bullying education site: http://nobullying.com/amanda-todd-story/ Geist, M. Copyright in Canada. http://www.michaelgeist.ca/tech-law-topics/copyright/ Clay Shirky: Ted Talk: Why SOPA is a bad idea. http://www.ted.com/talks/defend_our_freedom_to_share_or_why_sopa_is_a_bad_idea.html **Posting:** (on Blackboard discussion board) What does netiquette and online ethics look like currently? What would you change? Find a (digital) current event to support your claim.
11 Nov 21, 2017	**Educational Applications** ***Information Literacy Project Presentation Due**	Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips **Conclusion of PBL Scenario:**	**Readings**: Beck (2008). What Hinders teachers in using video and computer games in the classroom? http://www.academia.edu/2525629/What_hinders_teachers

| | | What does information literacy mean for society? | _in_using_computer_and_video_games_in_the_classroom_Exploring_factors_inhibiting_the_uptake_of_computer_and_video_games

Posting: (on Blackboard discussion board)
Respond to Gee video … Gaming in Education
http://www.edutopia.org/james-gee-video-games-learning-video |
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Nov 28, 2017 | **Educational Applications**

***Information Literacy Project Presentation Due** | Come to tutorial prepared to discuss the analysis and synthesis questions based on the lecture video clips

Conclusion of PBL Scenario:
What does information literacy mean for society? | **Readings:**
Tapscott (2010). Needed: A New Pedagogy
http://dontapscott.com/2010/11/needed-a-new-model-of-pedagogy/

Posting: (on Blackboard discussion board)
Discuss engaging the digital generation and how a new pedagogy for a new age is needed. |

Assignments

Title / learning outcomes	Due Date	Instructions	Assessment
Reflective Discussions Learning Outcomes: 1,2,3,4,5,6,7	Ongoing	Weekly postings/blogs in the class **Blackboard** forum - scaffolded prompts provided (section 6 above) based on weekly videos and readings. Plus, post a minimum of 3 responses each week to the posts of your peers to help build a community of learners	30% Individual; Rubric provided on BlackBoard
Assessing Sources – A comparison paper Learning Outcomes: 1,2,4,5	Oct 16	Select a topic of interest and locate three sources based on the topic – one article published in a popular magazine (online, or print), one paper in a refereed scholarly journal, and one website. Using APA style, write a **1500 word paper (not including the cover page and references)** in which you analyze and compare the three sources in terms of language, evidence presented for claims, qualifications of the author, and the purpose of the source. This is an opportunity to synthesize learning based on the first 5 modules of the course.	30% Individual; Rubric provided on BlackBoard
Information Literacy Project Learning Outcomes: 2,3,4,5,6,7	Oct 9	One page proposal for the Information Literacy Project (outlined below). Submit via email with all group members cc'd.	5% Group; Rubric provided on BlackBoard
	Nov 6	In groups of 3-4, prepare an Information Literacy Project to be used as an Educational Plan. Choose a grade level and teachable subject *or* a training scenario and create a multimodal mini-unit that can be used to teaching information literacy skills. This assignment can be created as a website, Weebly, wiki, movie file, screencast, narrated PowerPoint, etc. to accomplish the objectives outlined of the Information Literacy Unit outlined below. Web links (i.e. links to YouTube uploads or file share sites) are to be posted in Blackboard. The mini-unit will set up a scenario whereby the main the character in the story is assigned a specific topic on which to prepare a research report. The unit will take this character through the 5 steps of the inquiry process: Define, Access, Evaluate, Integrate, and Communicate. For each of the five steps you must provide a detailed storyline that requires the main character to make wise and unwise decisions, providing for a critical analysis of each decision.	25% Group; Rubric provided on BlackBoard

	Nov 21/ Nov 28 (post link to video by Nov 17)	Present your completed Information Literacy Project to the class (10 min max/group). In order to invite a few minutes of discussion, please provide 1-2 questions related to your project. Uploads to YouTube or a File Share site are recommended for ease of submitting your work for grading. (File sizes will be too large to send via email.)	10% Group; Rubric provided on BlackBoard

Readings and Resources:

The professor works from a collection of on-line and/or print resources. Many of these texts and documents will be provided through the Blackboard course site, however students can also find an extensive collection of useful Internet links in this course web site. Additional readings may be assigned or recommended during the course. Students will need to view and peer-assess short presentations.

Assessment and Evaluation:

Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

There are multiple assignments in this course and each one is designated in the course plan (Section 6, above) and described in the assignments (Section 9, below). If for some exceptional reason a student is unable to submit course assignments on the due date, the student must contact the professor <u>in writing to request and negotiate an extension</u>.

Assignment Policies:

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the

extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the Centre for Students with Disabilities in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Turnitin (if applicable)

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide with their assignment a signed

Turnitin.com Assignment Cover sheet:

http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Final Examinations

N/A

Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via MyCampus.