

GLIS 679 INFORMATION LITERACY

Instructor

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Description

A survey of the area of information literacy. Includes exploration of definitions of information literacy, information literacy skills, research into information literacy and information behaviour, and library programs and services to promote information literacy.

Learning Outcomes

By the end of the course, the student should be able to:

1. define information literacy and its core elements (What)
2. evaluate the role and significance of information literacy in different contexts (Why)
3. evaluate approaches to information literacy instruction (How)
4. demonstrate effective teaching skills (How)
5. design effective ILI programs to meet the needs of a user population (How)
6. demonstrate that information literacy has become part of her/his code of behaviour (Why)

Instructional Method

A combination of lectures, guest lecturers, class exercises, presentations and discussion of readings.

Course Material

Recommended textbook:

Grassian, E.S. & Kaplowitz, J.R. (2009). *Information Literacy Instruction: Theory and Practice*. New York: Neal-Schuman. – available at the McGill bookstore, and on reserve at the library

The reading list is posted to *MyCourses*.

Course Content

Topics covered include:

- Information literacy standards
- Learning styles and pedagogical theory
- ILI planning (needs assessment, learning outcomes)
- Course design and development
- Teaching styles and strategies
- Assessment of teaching and learning
- Asynchronous teaching and distance education

Assignments and Evaluation

Micro-teaching presentations	40%	Objectives 1, 2, 4, 5 and 6
Information literacy plan	45%	Objectives 1, 2, 3, 5 and 6
Participation	15%	Objective 3