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LIS 673: Library Use Instruction

Fall 2009

Class Hours: Wednesdays 3:30 – 5:50p
Office Hours: Thursdays 4:00 – 6:00p and by appointment
Credits: 3
Prerequisites: LIS 653
Location: Pratt Manhattan Campus 613

Bulletin Description:

Examines the processes involved in the planning and implementation of a library use instruction program. The course also analyzes problems involved in introducing, financing, promoting and maintaining programs of instruction. Specific methodologies are used in providing instruction in all types of libraries together with evaluation procedures are investigated.

Detailed Description:

Education in libraries has focused extensively on: 1) bibliographic instruction (e.g., teaching patrons how to use the library resources), as well as 2) information literacy (e.g., teaching skills needed to evaluate and use information). This course will consider teaching and learning in these areas, but also ask student to think creatively and critically about new areas where teaching and learning could be applied. Essential questions include: 1) how can we make libraries more educational?, and 2) what methods are best used to achieve this goal? Student will engage in a design project that will ask students to collaboratively design a “filter” to help individuals and communities deal with the feelings of “information overload,” and then teach the class how to use this filter.

Course Objectives:

- Think creatively about uses of instruction in libraries and where best to direct this effort.
- Consider how to “make libraries more educational” and the ways to best do this (instruction, teaching, environmental factors, among others).
- Be familiar with discourses on multiple literacies (information, media, visual) and have a sense of the role libraries play within their development.
- Become familiar with topics essential to teaching and learning, particularly educational methods, learning theories, needs assessment, and evaluation.
- Work collaboratively to design a product and teach the class to use this product.
- Become familiar with the latest technologies, particularly with respect to: teaching research technologies, instructional technology/media, online learning and teaching with technology.
- Thinking well beyond “library use instruction” and into such areas as creating educational programs within library contexts, youth outreach programs, and teaching to diverse learners.

Course Schedule and Readings

9/2 – Introduction

- Overview of the syllabus
- Ice-breaker activity
- Assign weekly presenters of class readings and schedule brief lessons
- Post a photo of yourself and fill-out your profile on Moodle

9/9 – Information Overload? Teaching and Learning to Live with and Use Information

- Overview of the design project

Shirky, C. (2008). It's Not Information Overload: It's Filter Failure. *Web 2.0 Expo 2008, New York, NY*. Retrieved from <http://www.youtube.com/watch?v=LabqeJEOQyI>

Bonfield, B. (2007). Consuming Information: We're all learning how to create new web content, but what are the best and fastest ways to process it? *Library Journal, Oct. 15, 2007*. Retrieved from <http://www.libraryjournal.com/article/CA6490645.html>

Further Reading:

Juskalian, R. (2008). Interview with Clay Shirky. *Columbia Journalism Review, Dec. 19, 2008*. Retrieved from http://www.cjr.org/overload/interview_with_clay_shirky_par.php?page=all

Essential Questions:

Shirky (2008) argues that the experience of what feels like information overload is actually not that but rather what he calls “filter failure.” Do you believe this and the examples he provides? He suggests that when individuals feel anxiety around information overload, they should ask themselves, “what filter just broke?” Do you have any experiences where you feel like your “filter just broke?” How might twenty-first century information professionals respond to these types of problems as described by Shirky? What role can libraries play?

Bonfield (2007) offers some suggestions on dealing with information overload. Have you tried any of these? Are there others that you find useful that he hasn't mentioned? Have you tried teaching any of these strategies he describes? Would you be interested in teaching any of them?

9/16- Information Literacy

Field Trip to New York Public Library: Guest speaker Jenny Engstrom, Public Technology Training Coordinator

Jacobs, H. L. M. (2008). Information Literacy and Reflective Pedagogical Praxis. *Journal of Academic Librarianship, 34*(3).

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *Journal of Academic Librarianship, 32*(2).

Wanthen, C. N. & Burkell, J. (2002). Believe It or Not: Factors Influencing Credibility on the Web. *Journal of the American Society for Information Science and Technology, 53*(2).

Essential Questions:

Elmborg discusses the ideas of the educator Paulo Freire (page 193):

Freire argues that Western education (especially American education) is guided by the ideology of capitalism, and that consequently, schools have developed a “banking concept” of education in which

knowledge is treated as cultural and economic capital, and accruing knowledge equates to accruing wealth... This education trains students in the capitalist ethic, and they subsequently approach their education as consumers and passive receivers of knowledge rather than active agents shaping their own lives. Freire posits an alternative pedagogy, one designed to create “critical consciousness” in students. Rather than focus on knowledge acquisition, students identify and engage significant problems in the world. By developing critical consciousness, students learn to take control of their lives and their own learning to become active agents, asking and answering questions that matter to them and to the world around them.

Elmborg then asks his reader to think of information literacy instruction in terms of Freire’s critical pedagogy. He asks, “What is the role of the library in the Freireian vision of critical literacy? Is the library a passive information bank where students and faculty make knowledge deposits and withdrawals, or is it a place where students actively engage existing knowledge and shape it to their own current and future uses?” How would you respond to Elmborg’s questions?

Wathen and Burkell (2002) discuss factors influencing credibility on the web. How might Elmborg (or Jacobs) view these factors influencing credibility when looked through the lens of critical information literacy?

9/23- Multiple Literacies: Media Literacy and Visual Literacy

Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. *Journal of Adolescent and Adult Literacy*, 46(1).

Piro, J. M. (2002). The picture of reading: Deriving meaning in literacy through image. *The Reading Teacher*, 56(2).

Hobbes, R. (2001). Seven Great Debates in the Media Literacy Movement—Circa 2001. Retrieved from http://www.medialit.org/reading_room/article2.html

Essential Questions:

Hobbs (2001) suggests that media education programs may be better situated in after-school contexts (such as libraries) than in schools because “educators wonder how an average parent might respond if their tenth grade son or daughter came home from school talking about a classroom lesson which compared an episode of *The Simpsons* to a Mark Twain short story?” Given that libraries may be well positioned to undertake this “radical act” of media education, which includes “the analysis and creation of messages, away from the providing of answers and towards the process of asking questions,” what is your position on a few of the seven great debates that Hobbs describes? For example, do you think “should media production be an essential feature of media literacy education?”

9/30- Learning Theories

Lave, J. & Wenger, E. (1991). Legitimate Peripheral Participation. In *Situated Learning: Legitimate Peripheral Participation*. New York: Cambridge UP.

Forehand, M. (2008). Bloom’s Taxonomy. Retrieved from http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Newmann, F. M., & Wehlage, G. G. (1993). Five standards of authentic instruction. *Educational Leadership*, 50, 8-12.

Essential Questions:

Learning theories abound and vary based on the aspects that the researcher (or researchers) think are most salient (e.g., Lave and Wegner place emphasis on the social and situated context, where Bloom’s taxonomy

places emphasis on psychology and cognition). Consequently, one's philosophy on how people learn affects his or her approach to instruction (if "instruction" or "teaching" even fits into that philosophy). Do any of the learning theories resonate with you? Would you attempt to create an instructional program using the concept of "legitimate peripheral participation," and if so, how?

In K-graduate education, it is fairly common for teachers to come up with a teaching philosophy. Do you have one (if you think you need one), and what is it?

10/7- Education Methods

Keyser, M. W. (2000). Active learning and cooperative learning: understanding the difference and using both styles effectively. *Research Strategies*, 17(1).

Brookfield, S. D. & Preskill, S. (2005). Discussion in a Democratic Society. In *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. New York: Josey Bass.

Leading and Facilitating a Discussion. In *Assistant in Instruction Handbook*, Princeton University. Retrieved from <http://www.princeton.edu/~aiteachs/handbook/facilitating.html>

Essential Questions:

Keyser (2000) discusses a move away from lecture-based library instruction to one that incorporates active learning and/or cooperative learning. He notes that this can be a difficult process for a number of reasons, including the compulsion to cover as much content as possible. However, he notes that even "if you 'cover' a topic in a lecture, student may not learn it. It may seem that, compared to a lecture, you are covering less material when you use active learning techniques, but when you consider how much is actually learned and retained, you are actually teaching more" (p. 38). He notes that it is also a difficult transition because the role of the instructor shifts "from sage on the stage to guide on the side" (p. 41). Do you agree with Keyser that active learning and/or cooperative learning should be used in library instruction programs over the lecture method? Do you have an example from your own experience that you think illustrates your position?

Brookfield and Preskill (2005) see that classroom-based discussion and democracy as inseparable because they both foster human growth, or the "development of an ever-increasing capacity for learning and an appreciation of and sensitivity to learning undertaken by others" (p. 3). Libraries too have been concerned with fostering democracy. Do you think libraries make use of democratic discussion, and if not, how might they attempt to use this method?

10/14 – Emerging Perspectives on Learning in Libraries

Field trip to the Gottesman Libraries at Teachers College, Columbia University; Guest Speakers Library Director Gary Natriello, Ph.D. and Assoc. Director Brian Hughes, Ed.D.

Natriello, G. & Hughes, B. (2007). Learning in Libraries. *EdLab Publication*. Retrieved from http://edlab.tc.columbia.edu/files/EdLab_Learning%20in%20Libraries.pdf

Essential Questions:

In the last two class sessions, we have read about and discussed teaching and learning strategies that diverge from what could be viewed as traditional instructional strategies (e.g., "sage on the stage"). Natriello and Hughes (2005) suggests a way of creating a learning environment within a library context that employs some of these alternative strategies:

The atelier environment is organized around staff working in creation mode on educational or knowledge-based projects. Additionally, staff also interact with patrons working in a parallel creation mode. The benefit of locating these development efforts in the library is that the intellectual

properties of the library and its surrounding community are readily available for deployment in the development process.

Patrons may visit the atelier to work alongside library staff and other patrons. The atelier space, as a porous workshop environment, locates people, materials, and other resources in a powerful proximity where digital media and other technologies can be used to further enhance visibility and communication (Bly, Harrison, and Irwin, 1993; Acker, 1995; Kock, 1999). Project heads, and especially library staff in these roles, are put in a position of disseminating information about atelier culture, the production environment, standards of communication, and collaboration. By outlining these terms, the library sets in motion an environment that functions as a high-level development space. To succeed as co-creators, patrons must be oriented to a collaborative mode of work. (p. 23)

How do you think this strategy “fits” with some of the learning and teaching strategies we have discussed, such as legitimate peripheral participation, cooperative learning, active learning, Bloom’s taxonomy, authentic instruction, and democratic discussion? Would you be interested in creating an atelier at your library (or the library you hope to work in)?

10/21- Community Involvement and Needs Assessment

Grassian, E. S. & Kaplowitz, J. R. (2001). Chapter 7: ILI Program Planning. In *Information Literacy Instruction: Theory and Practice* (pp. 131-148). New York: Neal-Schuman.

LaFlamme, M. Q. A. (2007). Towards a Progressive discourse on community assessment: perspectives from collaborative ethnography and action research. *Progressive Librarian*, 29, Summer 2007.

Essential Questions:

Grassian and Kaplowitz (2001) discuss some ways of uncovering if learning objectives are met:

How should someone who is IL [information literate] behave? For one thing, they would probably make more use of library resources than someone who is not IL. They might approach the reference desk more frequently. And they would make more use of remote access opportunities. Could we measure these behaviors? Probably we could if we have it some thought. (p. 137-138)

Do you agree with the authors? Should the outcomes of instructional activities be measured in terms of students’ behavior (either covert or overt behavior)?

LaFlamme argues that success of a community needs assessment should not be based on how efficient the process is, but rather that “it would strive to make the communities that the library serves more free” (p. 57). Can you imagine how such an approach could lead to greater community freedom?

10/28- Teaching Research Technologies

Design Product Proposals Due.

Drabenstott, K. M. (2004). Why I still teach online searching. *Journal of Education for Library and Information Science*, 45(1).

Ballard, S. & Henry, M. (2006). Citation Searching: New Players, New Tools. *Searcher*, 14(9).

Badke, W. (2009). Google Scholar and the Researcher. *Online*, 47.

Essential Questions:

This week’s readings discuss using and teaching search technologies. They cover a number of systems (e.g., Google Scholar, Nexis) and suggests some ways of teaching how to use them. Imagine that you are an

librarian at the MIT Libraries and you were asked by the instructor to give an instructional section to a class of students in an Introduction to Psychology Course. The instructor gives you a copy of his syllabus, which is available via this link [<http://ocw.mit.edu/OcwWeb/Brain-and-Cognitive-Sciences/9-00Fall-2004/CourseHome/index.htm>] (you can browse the syllabus, readings, and assignments for more detail). For each of the four writing assignments, the students have to use 2 outside resources not available in the assigned readings, which would suggest that they would have to do some outside research (e.g., searches, library visit). The instructor has asked you to speak to his class (he has given you 30 minutes), rather than refer students to a library workshop. This is the fourth week of class, and students have started formulating the topics they would like to go into more depth with (e.g., memory, perception, intelligence, learning). There are 30 students in a moderately sized classroom traditionally setup (projector, movable seats, white board). How might you plan this session with these students? Would you show them Google Scholar? PsychInfo? Ask them about their research interests with respect to the course? Try to get them to formulate effective search query (e.g., faceted search)? Tell the instructor you need more time? Run and hide? Assume that since you are working at MIT, there are substantial library resources (the whole range of electronic resources at your disposal, which you can see a listing of on the MIT Libraries website [<http://libraries.mit.edu/>]).

11/4 – Instruction across Environments

Klopfer, L., Olwell, R. B. & Hudock, S. (2004). Charting the library: Middle school and college students explore research strategies through mentoring. *Research Strategies*, 20(1-2).

Meulemans, Y. N. & Brown, J. (2001). Educating instruction librarians: A model for Library and Information Science education. *Research Strategies*, 18(4).

[Since this is quite a long piece--although a very interesting one--I would suggest reading pages 3-11, skimming the middle, and reading 56-61. Although if you have the time and inclination, feel free to read the full document] Jenkins, H., Clinton K., Purushotma, R., Robinson, A.J., & Weigel, M. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. Chicago, IL: The MacArthur Foundation. Retrieved April 24, 2007, from http://digitalllearning.macfound.org/atf/af/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF

Essential Questions:

This week's readings discuss instruction and learning across various environments. Klopfer, Olwell, and Hudock (2005) document a program they created that joins college students with middle school students so that both groups learn how to become better researchers. Meulemans and Brown (2003) discuss a program where LIS graduate students teach a semester-long undergraduate course. And Jenkins et al. (2006) discuss the need to incorporate a new kind of media education into existing environments, such as after school programs or schools. The readings point to interesting opportunities when acknowledging and combining existing as well as emerging practices. Discuss which of the programs (or possibilities of a program) that you find most interesting and why?

11/11 - Instructional Technology and Media; Online Learning

Collins, A. (1996). Design issues for learning environments. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.) *International perspectives on the design of technology-supported learning environments* (pp. 347-361). Mahwah, NJ.: Lawrence Erlbaum Associates. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED357733>

McCombs, B. L., & Vakili, D. (2005). A learner-centered framework for e-learning. *Teachers College Record*, 107(8), 1582-1600.

Motteram, G. & Forrester, G. (2005). Becoming an online distance learner: What can be learned from students' experiences of induction to distance programmes? *Distance Education*, 26(3), 281-298.

Essential Questions:

This week's readings deal with a) instructional technology/media, and b) online learning. With respect to (a), Collins (1996) discusses issues to consider when designing an instructional environment. Libraries rely on instructional technologies to augment face-to-face instruction or act as stand-alone environments for helping students/patrons learn about something. Many of the issues he discusses could be applied to a face-to-face environment as well (as he alludes to several times in the article).

Many higher education programs are creating distance-learning programs and courses, prompting academic libraries to evaluate how to make their services available to students who may need them at a distance. For librarians, it leads to questions about how to deliver instructional programs in an online environment. McCombs and Vakili (2005) outline a framework for designing online learning opportunities and Motteram and Forrester (2005) discuss the needs of online learners.

Pick a reading and discuss what you do or do not like about it, and why? Do you think Pratt SILS should offer courses (or the entire program) online? Have you taken an online course before, or learn something from a computer-based instructional environment?

11/18- Youth Outreach

Burhanna, K. J. (2007) Instructional Outreach to High Schools: Should you be doing it? *Communications in Information Literacy*, 1(2).

Dempsey, B. (1976). Latinas in Need. *Library Journal*, 132(19).

Guest Speaker: Jackson Martin - 4:15pm – Assistant Director of Young Adult Programs, New York Public Library

Essential Questions:

This week's readings focus on youth outreach within an academic and public library context. Burhanna (2007) discusses a high school outreach program at Kent State University. Do you think the approach of targeting instruction at the "top 50 feeder schools" is the best approach (p. 79). Why or why not? How do you think this approach contrasts with some of the youth outreach approaches that Dempsey (2007) discusses with respect to Latinas?

11/25- No Class; Thanksgiving Holiday

12/2 – Diverse Learners; Teaching with Technology

Diverse Learners

Tao, D. (2005). Bibliographic instruction for a diverse population: Understanding, planning and teaching in the twenty-first century. *Art Documentation*, 24(1).

Oblinger, D., & Oblinger, J. (2005). Is it age or it IT: First steps towards understanding the net generation. In D. Oblinger & J. Oblinger (Eds.), *Educating the net generation*. Retrieved from <http://www.educause.edu/Resources/EducatingtheNetGeneration/IsItAgeorITFirstStepsTowardUnid/6058?bhcp=1>

Teaching with Technology

Dede, C. (2005). Planning for Neomillennial Learning Styles: Shifts in students' learning style will prompt a shift to active construction of knowledge through mediated immersion. *Educause Quarterly*, 28(1). Retrieved from

<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/PlanningforNeomillennialLearn/157325>

O'Connor, D. L. & Menaker, E. S. Can Massively Multiplayer Online Gaming Environments Support Team Training? *Performance Improvement Quarterly*, 21(3).

Essential Questions:

This week's readings discuss teaching with technology and teaching within a diverse environment.

With respect to diversity, Tao (2005) discusses the challenges and strategies for creating a bibliographic instruction program for diverse students, which include international, multicultural, and non-traditional students. What are her recommendations and do you agree with them?

The two pieces from EDUCAUSE (Oblinger & Oblinger, 2005; Dede, 2005) point to the issue of teaching with technology and teaching to a population whose ways of learning may diverge from one's own. Both articles discuss teaching to the NetGen, which are students who grew up with the Internet. Do you believe that the NetGen is so different from earlier generations?

O'Connor and Menaker (2008) discuss using Massively Multiplayer Online Gaming Environments (MMOGs) to support team training. She is speaking of training environments for the military, but MMOGs have generated a great deal of interest across many segments of society that perform training or educational programs. We even have a class on it here at SILS! How do you think a training or instructional program may work in a MMOG?

12/9 – Evaluating Instructional Programs

Grassian, E. S. & Kaplowitz, J. R. (2001). Chapter 12: Assessing, Evaluating, and Revising ILI Programs. In *Information Literacy Instruction: Theory and Practice* (pp. 265-288). New York: Neal-Schuman.

Further Reading:

Fagan, J.C. (2001). How to know what you want them to know: Rediscovering objectives by looking at evaluative materials. *Research Strategies*, 18(1), 75-83.

Alvarez, K., Salas, E., & Garofano, C. M. (2004). An integrated model of training evaluation and effectiveness. *Human Resource Development Review*, 3(4), 385-416.

Essential Questions:

This week's readings discuss evaluation of instructional programs. Condit Fagan (2001) discusses an example of how she used assessments and Grassian and Kaplowitz (2001) provide a thorough "how to" on evaluating instructional programs. Discuss an evaluation method or strategy that you would be interested in trying out in some context. Why do you think this method would work or why not? Some of the methods discussed include: formative assessment, summative assessment, norm-referenced assessment and criterion-referenced assessment, objective tests, open-ended questions/essays, questionnaires/surveys, interviews, performance assessment, product assessment and classroom assessment techniques.

12/16 – Design Project Presentations.

Design Project Documents are due.

Textbooks, Readings, and Materials

No textbook is required for this course. All readings are available online via Moodle. However, for further reading on the topic, the following textbook is recommended:

Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice, 2nd Edition*. New York: Neal-Schuman.

Course Requirements

Students' course grades will be determined by performance on the following activities:

1. Class Participation (20%)
2. Weekly Responses (30%) – 11 responses required over the course of the semester
3. Brief Library Lessons (20%)
4. Design Project (30%)
 - 3a. Proposal (2-5 pages) (20%) – **due Oct. 14**
 - 3b. Design Document (15-20 pages) (50%) - due Dec. 16, last day of class
 - 3c. Presentation (30%) – present on Dec. 16, last day of class

Class Participation

Students are expected to be prepared and to contribute to class discussions each week with scholarly analyses and insights. In addition, each week one student or a team of two students will present their understanding of the readings to the class. This is an opportunity to consolidate your (or your team's) understanding on a topic, to present your perspective, to make novel connections to other domains, and to relate the readings to real-world experience. Presenters may use the essential questions posed to guide their presentations (available via Moodle), or may choose their own direction in discussing the readings. Presenters should be prepared to make around a 10-15-minute presentation, and conclude with some questions or issues they would like to discuss more thoroughly.

The schedule of presenters will be decided on the first day of class.

Weekly Responses

Each week, students are expected to write at least two paragraphs in response to the essential questions posted on Moodle. Students should respond to the question on Moodle by noon (at the latest) on the day of class (late responses will receive a reduced grade). Please do not bring in a hard-copy or email unless Moodle is unavailable. The purpose of these responses is to allow students the opportunity to reflect on the readings and share their reflections with the other members of the class. Students are encouraged to read the responses by their fellow classmates (this is, however, not a requirement). Based on interests, students may choose three weeks NOT to do a weekly response. This means by the end of the semester, each student should have posted 11 responses.

Please note that the instructor will refer to these responses during class discussion and may ask students to further clarify or expand on their response.

Brief Library Lessons

Each student will present one brief lesson to the class during the course of the semester. Your lesson will be no longer than 15 minutes in length. These lessons may be taken from real-life situations in a workplace or invented in response to an issue you noticed in a library or other information-seeking setting. You may also wish to create a lesson that will support your group project in some way.

Design Project

Overview

In “It’s Not Information Overload: It’s Filter Failure,” Shirky argues that the commonly expressed feeling of “information overload” incorrectly describe the actual phenomenon. Rather, he argues that individuals have been confronted with more information than they could ever possibly consume for hundreds of years and the failure is rather on our ability to properly filter that information. In recent years, we have seen a number of filtering mechanisms invented, such as tagging systems which allow individuals to catalog the materials they encounter and consequently share such information with others (e.g., delicious). Shirky believes that the real question is, “how do we design filters that let us find our way through this particular abundance of information?”

As an information professional in the twenty-first century, it is not simply sufficient to be able to teach individuals how to use the various aspect of the library. Rather, information professionals should take a leading role in designing the “filters” that help people use information more effectively and consequently lead them to greater empowerment and efficacy. Your challenge is to design a filter to help individuals, groups or communities better able to cope with information abundance. This filter can combine a number of elements, such as technology/media (e.g., something available on Web, a mobile technology, etc.), institutional/structural/communal/social (e.g., a new organization or change to existing organization), psychology/learning (e.g., Bloom’s taxonomy), among others.

The second part of the assignment is to teach a lesson on how to use the filter your group has created.

Groups should use this opportunity to be innovative and think creatively and critically about the role of instruction in libraries (What counts as instruction? Why do we need this?). Groups should aim to design a project that could be “picked-up” by an outside agency (a library, university, venture-capitalist, foundation, technology company, non-profit, think-tank, etc.) and fully implemented using your group’s design materials as a guide. In order to ensure innovativeness, teams should consider the work being done by outside agencies and ask: does our project have something to offer that these projects don’t? Why is our project innovative?

The class will be divided into design groups with around three to four members. Time will be provided in class for groups to meet; however, meeting out of class time may be required. Each group will be expected to deliver a project proposal, a project design document, and a presentation/lesson on the last day of class. Details on these aspects are below:

Proposal

The Proposal should be 2-5 pages and outline the idea for your project. The proposal should be considered a less fully-fleshed-out version of the project design document (see below). The instructor will provide feedback on the proposal which you can use in further refining your project.

Design Document

The project design document should be 15-20 pages (this page count can include figures, but not references or other appendices). The design document should address:

- a) What is the purpose of your project?
 - 1) Why do we need it?
 - 2) How does this project help people more effectively deal with information overload?
 - 3) What educational or learning goals will motivate this effort, if any?
 - 4) What populations of users (if any) will be served?
 - 5) What type of community (if any) will be fostered by this effort?
 - 6) What role (if any) will librarians play in this project?
 - 7) What will be the size of this effort?

- 8) What resources will be required?
- 9) How will the project be assessed?

b) What are the features and functions of the project? Please be specific.

c) Include one or more prototypes of the project. These prototypes can come generated electronically (Adobe Illustrator, Photoshop, Powerpoint, etc.) or by-hand (drawings on paper, etc.). These prototypes should strive to be more than sketches; they should be visibly assembled with care.

i) Screen shots (if applicable): What would a user see when interacting with this system? What elements make up the user interface (if any)?

ii) Diagrams: Illustrations that convey flows or networks of interaction.

iii) Visualizations: How would you convey the design's social and/or human interactions? Be creative.

d) Implementation: What do you think would be involved to make this design a reality? Provide estimations.

e) What does the literature and research on instruction in libraries offer in thinking about this project?

Presentation

Each group will get 30 minutes teach the class how to use this new filter, and a 10 minute question and answer period. Each group should:

a) Make it fun and educational! Be creative! We have all been subject to ill-prepared or low-energy presentations- avoid it!

b) Discuss the goals, why your project is needed, and what makes your project innovative.

c) Provide a way of demonstrating your filter to the class. These may include electronic illustrations (Powerpoint), an interactive simulation, or large paper/drawing presentations. You may also want to consider handouts for the class.

Assessment and Evaluation

1. All assignments must be completed in order to receive a passing grade in the course
2. Assignments must be turned in during class in hard copy (except for the weekly responses which should be completed on Moodle). Late assignments will receive a reduced grade
4. Late papers will receive a grade but no comments
5. Pratt policy: Students with extensive absences (three or more for any reason) will be required to drop the course.

Pratt's grading scale:

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86) B-2.7 (80-82)
Marginally satisfactory:	C+ 2.3 (77-79)	C 2.0
Failed:	F 0.0 (0-69)	

Policies

All Institute-wide policies are listed in the Bulletin under "Community Standards," which include policies on attendance, academic integrity, plagiarism, computer, and network use. Students who require special

accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.