co-designing information literacy experiences

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AMERICAN COLLEGE *of* THESSALONIKI

AMICAL 2017

workshop outcomes

- Develop shared learning outcomes based on the Framework that could be integrated into a discipline specific syllabus
- Identify assessment activities for the course learning outcomes

write and share

Choose one frame from the *Framework* that interests you.

Briefly explain your understanding of the frame and its relevance to your teaching.

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

INFORMATION CREATION AS A PROCESS

INFORMATION HAS VALUE

RESEARCH AS INQUIRY

SCHOLARSHIP AS CONVERSATION

SEARCHING AS STRATEGIC EXPLORATION

ACRL framework

Image credits: Samantha Godbey and Xan Goodman (UNLV)

Fall 2014

HTY 305 Topics in Southeast European History: Ottoman Legacy in the Balkans

Professor Rossitsa Gradeva (RGradeva@aubg.bg)
Office hours: M 15:00-16:00, Thursday 9:00-10:00, and by appointment
Office room: **MB 250**; phone number: ext. 454

Meeting hours: MW 12:30-13:45
Room: BAC 207

Description:
This course carries Gen Ed credit for Historical Research Mode of Inquiry and is offered as a **WIC**, pre-requisites – one Historical Sources course.

The course addresses the Ottoman legacy in Southeastern Europe as continuity and perception. Without claiming to exhaust all of its aspects the course discusses its traces in the sphere of demography, religion and politics, economy and international relations, in material and non-material culture. It looks into the spread of Islam and the formation of Muslim groups of different ethnic and linguistic background as an historical process, as an historiographical problem, and at their contemporary dimensions, including in the international relations. Special attention is paid to its imagined and institutional impact on the social, political and economic development of Balkan successor states – discussing the "origins of economic and social backwardness" of the region, legal and administrative institutions. The course also approaches aspects of the influence of the Ottoman culture in the region and the role of the Ottoman rule for the emergence of common traits and tendencies in the popular and material culture of the Balkan peoples – in the city, in the architecture, in art and language, in music. Finally it discusses the place of the concept of 'Ottoman rule/yoke' in the educational programmes in the Balkan states.

Student Learning Outcomes:
1. Introducing the students to the various aspects of the Ottoman legacy in social life, material culture, linguistics, political consequences for the successor states and the Balkan peoples in general.
2. Confront them with existing critical points about its evaluation and cultivate a sensitivity about the stereotypes dominating the public space in most Balkan states with regard to the Ottoman past of the region,
3. Foster an understanding for religious and cultural 'otherness', and diversity as part of this legacy.
4. Foster sensitivity towards manipulation of history for nationalistic goals in their own countries and in general
5. Developing of research skills - stages and methodology in writing a research paper and make presentations.

Readings: The course is based on lectures and regular seminar discussions. There is no textbook; the readings include selections of chapters from books and articles which are

[handwritten margin notes, left page:]
two fold
Th & "lecture"
→ active
selection of them
reflections → b/c
b/c the
bibliography
& populist
8.
paper requirement → primary & secondary sources
→ authorized databases
critical thinking
ethical use of information → copying
& other aspects → citation

[handwritten notes, right page:]

Krasi & Rossitsa – "Ottoman Legacy"

(1) Ss will be able to identify, describe, and define various aspects of the Ottoman legacy in soc. life, material cultural, ling-s, pol. consequencies... in order to recognize them in daily life (Authority is Constructed & Contextual)

(2) Ss will be able to discuss existing views about the Ott. legacy in order to be able to confront them and cultivate sensitivity about stereotypes dominating public space (Authoritative is Constructed & Contextual)

(3) Ss will be able to recognize cult. & religious "otherness" to incorporate them as important concepts, models of life, and values

(4) Ss will develop research skills and critical attitude in writing the research paper (Research as Inquiry)

(5) Ss will improve por skills for presentation of their ideas (Scholarship as Conversation)

Course:
Institutio[n]
Team Me[mbers]

This work [...] OUTC[...] which
Include kr[...] [...]pful. Th[...]
use to che[...]

Outcome 1[...]
and conf[...] [...] ext[...]
space [...] [...]tera[...]
Frame: 1 [...] [...]te[...]

Assessment(s): 1. discussions in class based on compare & contrast sources
(academic & media)
2. In the research paper; presentation of the issue in
media & academic writing (both as a stage & in the final
version) finding suitable – for their level & topic, suitable information;
look behind the boom

Outcome 2: Students will develop research skills & critical attitude in
writing the research paper

Frame: 4. Research as Inquiry

Assessment(s): 1 as a stage in writing the research paper –
they get feedback + grade, on the major steps in the preparation
of the paper: locate & evaluate sources; compare & contrast primary
& secondary sources – understanding primary sources; anatomy of
a term paper; annotated biblio & abstracting

[...] improve skills for presentation of

[...] conversation

[...]uce of the paper
[...]entation

Note (orange, top left):
– seems like librarian
input could be
more pronounced

– are there opport.s
to reflect on
self identity?
yes there are

Note (orange, top right):
Comments from Paul & Aziz

(1) Outcome #1 seems to have
two very diff. goals – one
cognit. & one affective

(2) Is outcome of #1 to based
on class activities alone?

(3) how is the frame of outcome
#1 being assessed in activities?

(4) Outcome #2 seems solid

(5) How do the activities of
outcome #3 b/c a conversation

Note (orange, bottom left):
This seems to be
fitting more to
Outcome 1

Note (orange, bottom right):
What is learning
activity for that?

Writing Across the Media – COM 221

The course introduces students to the various kinds of writing they will encounter in the media professions and in digital multimedia production, and prepares them for more advanced media courses in the Communications and Media Studies program. Students will also be introduced to basic legal and ethical issues, such as libel, copyright, and privacy. Activities include writing for online media, press releases, strategic campaigns, and short scripts for visual and audio media as well as exercises to pitch their ideas. They will also explore issues concerning style, communicability, and effective storytelling.

Outcomes:

➢ Learn legal and ethical principles of writing for the media
➢ Demonstrate an understanding of the history and role of writing for various media professions
➢ Write correctly and clearly in forms and styles appropriate for a variety of communications professions
➢ Apply tools and technologies appropriate for different communications professions
➢ Critically assess institutional and individual media practices
➢ Understand how to promote and share written works online
➢ Conceive, draft, edit and finalize a basic script for visual and audio media

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Outcomes:

➢ Apply legal and ethical principles to writing for the media
➢ Critically assess institutional and individual media practices
➢ Distinguish the affordances and constraints of different media platforms as they relate to writing
➢ Write clearly in forms and styles appropriate for a variety of media formats
➢ Apply appropriate communication tools to media writing activities
➢ Identify, find and verify authoritative information sources to develop strategic communication
➢ Apply research methods and strategies that are appropriate for communication task

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Week	Date	Topic	Key terms	Reading	Textbook/Links
1		Intro	Ethics, censorship, the law, fair use/copyright/creative commons	chpts. 12-13	Hill/Lashmar
				Take short online course: Online Media Law: The Basics for Bloggers and Other Publishers	http://tinyurl.com/39ejw9x
2		Module 1: Curation/Blogging	Day 1: Main technical elements of blogs, blogging terms, choosing a blog topic	Chpts. 1-4	Hill/Lashmar
		Research Activities: Examine coverage of controversial event; book/film review; find suitable info; compare and contrast sources; research an organization			
			Day 2: basic posting formula, critique HuffPost's best of blogs, headlines, ledes	"Blogging and the Emerging Media Ecosystem"	http://www.openmediaeducation.net/com480/files/2015/01/Blogging-and-the-emerging-media-ecosystem.pdf
3		Curation/Blogging	Day 1: Lateral writing, summaries	Chpts. 2-4	HuffPost (on reserve)
			Day 2:	Chpts. 8-9	Hill/Lashmar
4		Curation/Blogging	Day 1:	"How to Write Articles and Essays Quickly and Expertly"	http://halfanhour.blogspot.ca/2006/09/how-to-write-articles-and-essays.html
5		Curation/Blogging	Day 2:		
6		Module 2: Public Service Announcement (PSA)	Day 1: Technical terms for scripts (camera movement, camera shots)	Read and review PSA materials on class website	
		Research activities: Find suitable information; compare and contrast sources; research facts, statistics, data; audience research			
			Day 2:		
			Day 1: Critique and		Hill/Lashmar

course learning outcomes

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STUDENTS WILL BE ABLE TO

course learning outcomes

STUDENTS WILL BE ABLE TO

VERB PHRASE

course learning outcomes

STUDENTS WILL BE ABLE TO

VERB PHRASE

IN ORDER TO

course learning outcomes

STUDENTS WILL BE ABLE TO

VERB PHRASE

IN ORDER TO

WHY

course learning
outcomes

STUDENTS
WILL BE
ABLE TO

VERB
PHRASE

IN ORDER
TO

WHY

Try to contextualize the outcomes to specific disciplinary and instructional situations

choose smart outcomes

SMART

S M A R T

STUDENT-CENTERED

The focus should be on the student learning experience

S
M
A
R
T

STUDENT-CENTERED

The focus should be on the student learning experience

MEASURABLE

You should be able to measure or judge the outcome

S
M
A
R
T

STUDENT-CENTERED

The focus should be on the student learning experience

MEASURABLE

You should be able to measure or judge the outcome

APPROPRIATE

The outcome should be appropriate for the time allotted

S M A R T

STUDENT-CENTERED
The focus should be on the student learning experience

MEASURABLE
You should be able to measure or judge the outcome

APPROPRIATE
The outcome should be appropriate for the time allotted

REALISTIC
You should consider what the students can accomplish

S M A R T

STUDENT-CENTERED
The focus should be on the student learning experience

MEASURABLE
You should be able to measure or judge the outcome

APPROPRIATE
The outcome should be appropriate for the time allotted

REALISTIC
You should consider what the students can accomplish

TRANSFERABLE
The outcome should be transferable to other contexts

focused writing

For your course draft one or two learning outcomes tied to the Framework

Identify for each outcome:

- Frame
- Knowledge practices
- Dispositions

gallery walk

read and comment

assessment

assessment

"Teaching without learning is just talking."
Angelo & Cross

assessment

"Teaching without learning is just talking."
Angelo & Cross

Learning without assessment is just collecting random information.

assessment

Classroom Assessment activities help students become more effective, self-assessing, and self-directed learners.

assessment

Classroom Assessment activities help students become more *effective*, self-assessing, and self-directed learners.

assessment

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assessment

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CATs should be

CATs should be

★ learner-centered

CATs should be

- ★ learner-centered
- ★ teacher-directed

CATs should be

- ★ learner-centered
- ★ teacher-directed
- ★ mutually beneficial

CATs should be

- ★ learner-centered
- ★ teacher-directed
- ★ mutually beneficial
- ★ context-specific

CATs should be

- ★ learner-centered
- ★ teacher-directed
- ★ mutually beneficial
- ★ context-specific
- ★ ongoing

CATs should be

- ★ learner-centered
- ★ teacher-directed
- ★ mutually beneficial
- ★ context-specific
- ★ ongoing
- ★ rooted in a good teaching practice

types of assessment

types of assessment

Summative /assessment **of** learning/

types of assessment

Summative /assessment **of** learning/

Formative /assessment **for** learning/

backward design

backward design

Identify desired results

backward design

Identify desired results

Determine acceptable evidence

backward design

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction

facets of understanding

- can explain
- can interpret
- can apply
- has perspective
- can empathize
- has self-knowledge

an
example

Outcome (*what will students know or do?*):
At the end of this session, students will be able to quickly evaluate information sources for relevance.

an

example

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Assessment (*how will I know that students know or can do it?*):
Students will turn in a citation for an article that is relevant and appropriately focused for the research topic and a couple of sentences evaluating the source, giving specific and thoughtful details on its relevance to the research question.

an example

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At the end of this session, students will be able to quickly evaluate information sources for relevance.

Assessment (*how will I know that students know or can do it?*):
Students will turn in a citation for an article that is relevant and appropriately focused for the research topic and a couple of sentences evaluating the source, giving specific and thoughtful details on its relevance to the research question.

Teaching method (*how will I help students reach the outcome?*):
The class will discuss criteria for evaluating sources and put specific criteria up on a whiteboard in the classroom to share ideas about how to scan and determine relevance.

an example

annotate and reflect

On the handout identify alternatives to the research paper:

✔   activities you have tried
★   activities you would like to try
?   activities you don't understand

focused writing

Identify for each learning outcomes:

★ frame
★ assessment
   activity

discussion

reflection

Reflect on the possibilities and challenges the Framework presents in developing shared course outcomes

exit cards

What is the most useful thing you did today?
What questions do you still have?

thank you!

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