

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

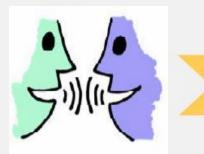
Choose one frame from the *Framework* that interests you.

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



















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

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 Alntroducing the students to the various aspects of the Ottoman legacy in social Hellural 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

as 1944 D. Kullisensitivity about the stereotypes dominating the public space in most Balkan We states with regard to the Ottoman past of the region, 3. Foster an understanding for religious and cultural 'otherness', and diversity as

paper and make presentations.

part of this legacy. 4. Foster sensitivity towards manipulation of history for nationalistic goals in their own countries and in general Depuloring of research skills - stages and methodology in writing a research

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

paper requirement > primary & secondary sources

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

Krasi & Rossifs a - "Ottoman Legacy

(2) So will be able to discuss cristing views about the Ott. legacy in order to be able to confront them and ultivate sensitivity about stereotypes dominating public space

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

(5) Ss will improve por skills for present ation of their

research skills and purch critical attitude in writing the research paper

- Seems like librarian Course: input could be Connects from Ptul + Aziz Institutio Team Me more pronounced (1) Outcome ILI seems to have OUT two very diff. goals - one This work y whicl - are there opport. S Include kr pful. It cognit tone affective use to che to reflect an (2) Is autome of #1 so based on class activities alone? Outcome 1 Set identity? and course terral 3) how is the frame of autcome space ! #1 being assessed in activities? Jus there are Frame: 1 TEXO (1) Outcome #2 years Solid (1) How do the artivities of auteone #3 ble anveration Assessment(s): 1 discussions The class based on compare & contrast saures (academire & media) 2 The the research paper; presentation of the result media & academire worthing (both as a stage & The the small venseu: Indrue suitable - for their level & Fopre, suitable information; Outcome 2: Students will develop research sxills a critical attitude FL withing the research paper Frame: 4. Research as Ingum Assessment(s): I as a stage in rontino the research Daper they not feedback + grade on the major steps The the mentara Nous the paper intocare & evaluate sources; compare & contrast & secondary sources - understanding monary sources; another a tenu parter aunototed biblio zabatractures This seems to be numove exitle for mesentation & fitting more to conversation What is dearning activity for that Co-design: Integrating Information Literacy into Your Disciplinary Course

Evaluate the credibility of your evaluate the credibility of your exaluate the credibility of your sources?

Be hadry of Verisimilitude Ond relativiting history based on one's cultural and religious identity.

So interesting! Can I take your conse?! Does this
exclude
anyone/assume
that students
have shared
identity?

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

Writing Across the Media - COM 221

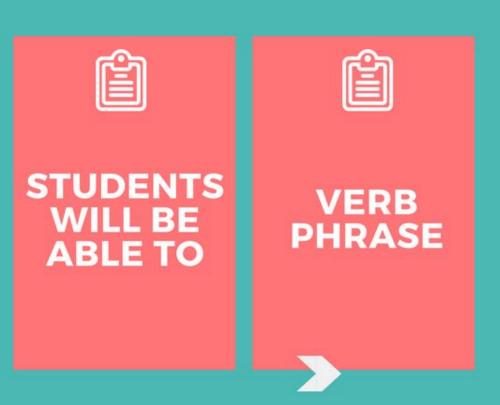
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Week	Date	Topic	Key terms	Reading	Textbook/Links
1		Intro	Ethics, censorship, the law, fair use/copyright/creativ e commons	chpts. 12-13	Hill/Lashmar
				Take short online course: Online Media Law: The Basics for Bloggers and Other Publishers	http://tinyurl.com/39ejw9x
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/ho w-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:		True C
			Day 1: Critique and		Hill/Lashmar







STUDENTS WILL BE ABLE TO



VERB PHRASE



IN ORDER TO



STUDENTS WILL BE ABLE TO



VERB PHRASE



IN ORDER TO



WHY



course learning





STUDENTS WILL BE ABLE TO VERB PHRASE



N ORDER TO



WHY



Try to contextualize the outcomes to specific disciplinary and instructional situations

choose smart outcomes

S M A R

S M

STUDENT-CENTERED

The focus should be on the student learning experience

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MEASURABLE

You should be able to measure or judge the outcome

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MEASURABLE

You should be able to measure or judge the outcome

APPROPRIATE

The outcome should be appropriate for the time allotted

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

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







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



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

Learning without assessment is just collecting random information.









CATs should be >



CATs should be >

★ learner-centered



- ★ learner-centered
- ★ teacher-directed



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

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



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



- ★ 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/

Identify desired results

Identify desired results

Determine acceptable evidence

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.







Outcome (what will students know or do?): 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



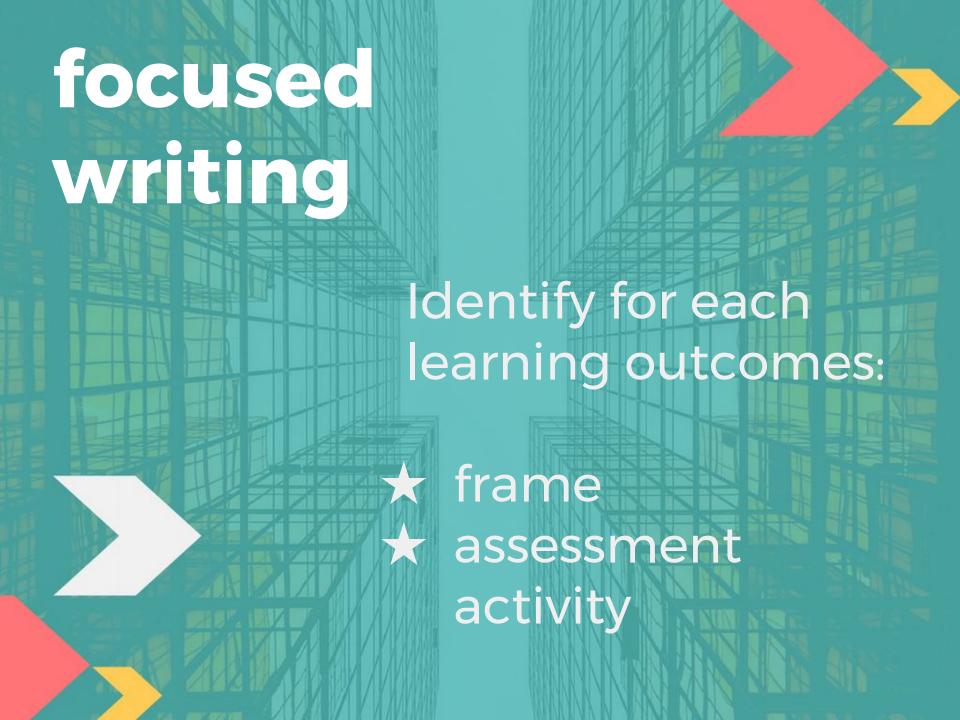




annotate and reflect

On the handout identify alternatives to the research paper:

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







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!

Information Literacy Committee info-lit@amicalnet.org

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