

**The University of Texas at Austin**

**School of Information**

INF 327E Online Information Seeking and Resources in K-12 Learning  
Fall 2016, Unique #28053

**Barbara A. Jansen, Ph.D., Adjunct Assistant Professor**

**Dates:** August 24 - December 12, 2016

**Class time:** 12:00 – 3:00 pm

**Location:** PAR 203

**Office hours:** 11:30 a.m. outside of the classroom, or phone by appointment

**Email:** All student correspondence to the professor **MUST** be sent through Canvas in order to document and archive email.

**Email format:** Because the professor teaches more than one class, please include a descriptive subject line that begins with 327E (e.g. *327E: Question about assignment 2*).

**Twitter:** @bjansen

**COURSE DESCRIPTION AND REQUIREMENTS**

**Description:**

Examination of online information behaviors and resources relevant to K-12 teaching and learning with emphasis on information seeking theories and practices of K-12 students in their quest to find online information, the scope of information resources, and physical and intellectual access concepts and strategies.

**Objectives:**

In this course, students will engage in extensive study of online information behaviors and resources to be able to:

1. Discuss and apply the theories and behaviors of information seeking, based on trends in practice and current research in the field—how young people search for online information
2. Define new media ecology, discuss the preferences of young people, and describe how personal uses of social media might transfer to academic uses
3. Identify the stages of the information search process children and youth use to find information for an academic or personal need
4. Identify information literacy skills that children and youth should master to find and use online sources and define effective strategies a teacher can use to integrate these skills into the curriculum

5. Identify the scope of available digital resources (such as peer-reviewed and full-text journals, magazines, and newspaper articles, primary and secondary sources, e-books, podcasts, audio, and video, websites, blogs, and informational social media sites), both fee based and those available on the free web
6. Discuss the issues and practices surrounding physical and intellectual access of digital resources and demonstrate effective strategies to use in the classroom for children and youth to successfully engage in digital resources

**Readings:**

*Required canvas readings:* Reading and viewing assignments (including articles, websites, video, etc.) will be posted on the course Canvas pages (<https://utexas.instructure.com/courses/1176155>) at least 7 days prior to the class date in which they are due. There is no printed textbook or course packet for this course.

*Slide decks used in class:* The professor will make slide decks used in class available for viewing after each class session. The slide decks will be available for viewing only, not for download.

**Additional class requirements:**

Bring a fully charged internet enabled laptop or tablet to class *each week*.

*Supplies:* Bring a pen, pencil, colored markers or pencils, small ruler, small scissors, glue stick, notebook paper, blank 8.5 x 11” paper, 3 x 5” index cards, and 3 x 3” Post-it® notes to class each day, as we will use traditional supplies from time to time to engage in resources using strategies much like those used by K-12 students.

**Grading:**

Online assignments and quizzes 20%  
 In-class participation and activities 40%  
 Instructional unit project 40%  
 Total 100%

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*Online assignments and quizzes (20%)*

Modules for each week’s material will be posted on Canvas throughout the course. These may include readings (articles and websites), videos, and short assignments. Modules will be posted at least 7 days prior to the class date in which they are due. Each module may include a brief quiz or assignment on the week’s readings. These quizzes and assignments must be completed *prior to the start of class* each week. Check the due dates on the quizzes or assignments if in doubt.

*In-class participation and activities (40%)*

We will use in-class time to build upon the assigned readings and explore the course material in more depth. In most cases, students will be completing written activities in class as well as engaging in discussions and group assignments. Students are expected to come to class prepared

to actively participate each week. Please bring a fully charged, laptop (preferable) or tablet internet connected device to class each week. *A smartphone does not allow for easy collaboration and ease of typing and is not encouraged for class use.*

### *Instructional unit project (40%)*

For the final project, students will demonstrate their ability to synthesize and apply the information, knowledge, and teaching strategies gained in class by creating a unit of instruction for a designated grade level. The unit of instruction will integrate information seeking concepts and practices into developmentally appropriate engagement of online resources in six sequential information literacy skills lesson plans. Students will post their results in an attractive web accessible format such as a webpage (ex. Weebly), or a wiki (ex. PBWorks, Wikispaces, or Google Sites). Find the final project and scoring guide here:

<http://inf327efinalproject.pbworks.com/>

**Final grades:** Final grades will be determined on the basis of the following scale. Please note: To ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999. The University does not recognize the grade of A+.

Students taking the class CR/F must earn at least a 60 average to earn a CR. (Graduate students must earn at least a 70 average to earn a CR.) The grade of X (incomplete) will be given only in cases of emergencies that have been reported at the time of the emergency with official documentation.

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 64-66

D- = 60-63

F = 0-60

### **Expectations:**

INF 327E: Online Information Seeking and Resources in K-12 Learning is not a lecture course. Instead, classes are student-centered and rely heavily on whole class discussions, small group work, and individual writing and reflection. During class, you will be expected to collaborate with your peers, think critically about the course material, and respond to readings and other materials in a variety of ways. Come prepared to participate and to play an active role in your own learning.

While in class, the focus of your attention should be on the course material and assigned classroom activities. Much of the work you do will require the use of a laptop or tablet. Plan to

use your laptop or tablet only for our in-class work. It is considered unprofessional and can also be a distraction to others to use your device for other activities during class.

Be courteous to others during class discussions. All student contributions to the discussion are valued in this course. Students are expected to be respectful of other students and their opinions.

*Attendance:* Attend all scheduled classes and arrive on time. Late arrivals and early departures are very disruptive. *It is critical that you attend each class session.*

*Due Dates:* All work must be turned in by the due date. No late work will be accepted.

Partner and group in-class assignments *may not* be made up if missed. Individual assignments may only be made up in the case of an emergency. A student with an emergency should notify the instructor and present documented evidence of the excuse as soon as possible. The term “emergency” is defined as:

1. Serious illness or accident regarding the student, or
2. Death, serious illness, or accident in the student’s immediate family.

### **Students with Disabilities Information:**

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, 512-471-4641 TTY. <http://ddce.utexas.edu/disability/accommodations-and-services/> (Links to an external site.) (Links to an external site.)

### **Religious Holidays:**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Academic Dishonesty:**

University of Texas rules in regard to academic dishonesty are enforced in this class. Please do not plagiarize, as instances of plagiarism will result in an automatic F (fail) for the entire course. Read about academic dishonesty here: <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

### **Inclement Weather:**

Because the professor commutes from out of town to the University, there may be a day she cannot commute due to bad weather. On those days, class WILL be held via the "Conference" module on the course Canvas page. Students login from their physical location of choice and participate live online. *On days of inclement weather, students should check email at least two hours before class to see if class will be held online.*

## Course Schedule (topics & dates subject to slight changes throughout the semester):

*Course outline our topics (subject to slight changes):*

**I. Information seeking**, based on trends in practice and current research in the field—how children & youth search for and use online information

- A. Theories
- B. Participatory culture—behaviors & preferences of young people in the new media ecology and how personal uses of social media might transfer to academic uses
- C. Information search process--research steps
- D. Information literacy skills (identification)
  - 1. Traditional
  - 2. 21st century
  - 3. ISTE Student Standards
  - 4. State and national curriculum standards for K-12 information literacy (TEKS & CCSS)
  - 5. Curriculum integration (define what it is and how to collaborate with school librarian)

## **II. Information resources**

- A. Scope of available digital resources (such as peer-reviewed and full-text journals, primary & secondary sources, magazines, and newspaper articles, e-books, podcasts, audio, and video, websites, blogs, and informational social media sites)
  - 1. Fee based
  - 2. Free web
- B. Access
  - 1. Physical
    - a. Internet filtering—how it may restrict access
    - b. Universal access to digital resources—school, library, or classroom webpage
    - c. Curation of resources and notes/ideas
    - d. Devices and apps
    - e. Out-of-school access issues—digital divide, participation divide
  - 2. Intellectual
    - a. Developmentally appropriate information seeking and using for ages 5-18
    - b. Screen reading research and concerns
    - c. Working with English language learners and learning different students
    - d. Searching, evaluating, extracting information, using information, presenting results, attribution of resources—what strategies teachers should consider for student success
    - e. Ethically using ideas and information

*Course schedule* (subject to slight changes): The topics below are general in nature and will include several subtopics detailed above.

*Readings, quizzes, and online assignments in each Canvas module will be available at least 7 days prior to the class day on which they are due. Readings, quizzes, and online assignments are due at 12:00 p.m. on each class day. You should complete the readings for August 29 BEFORE class on August 29 even though it is the first day of class.*

**August 29 – Introduction to the course and information seeking theories**

To prepare for class, complete the accompanying module and quiz in Canvas.

**September 5 - Labor Day, no class**

Use this time to complete any readings that you missed for August 29 and to prepare for class on Sept 12. See Canvas modules for Sept. 5 & Sept. 12.

**September 12 – Continue information seeking theories, participatory culture**

To prepare for class, complete the accompanying module and quiz in Canvas.

**September 19 – Information search process, information literacy skills**

To prepare for class, complete the accompanying module and quiz in Canvas.

**September 26 – Continue information literacy skills, curriculum standards, & curriculum integration**

To prepare for class, complete the accompanying module and quiz in Canvas.

**October 3 – Scope of digital information resources, free web**

To prepare for class, complete the accompanying module and quiz in Canvas.

**October 10 – Continue free web resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**October 17 – Continue free web resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**October 24 – Fee-based digital resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**October 31 – Continue fee-based digital resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**November 7 – Physical access to digital resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**November 14 – Continue physical access to digital resources, begin intellectual access**

To prepare for class, complete the accompanying module and quiz in Canvas.

**November 21 – Continue intellectual access to digital resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**November 28 – Continue intellectual access to digital resources**

To prepare for class, complete the accompanying module and quiz in Canvas.

**December 5 – Final project presentations for peer and professor review**

**December 12 – Final projects due by 6:00 pm via Canvas**

Upload the URL for your final project no later than 6:00 pm. If the time stamp is later than 6:00 pm, one letter grade will be deducted for each hour past 6:00 pm. See the assignment on Canvas for the grading rubric.