Implementation Plan
Library Activity Lesson
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This implementation plan is for a lesson to facilitate learner's awareness of accurate and consistent information regarding their field of choice among three general commercial design categories The lesson places emphasis on library utilization, including periodical article search.

Sample Participants

The sample participants for this implementation plan are each first quarter students in a commercial design program. This is their first post-secondary education experience.

Jane High
Jane is 20 years old and very interested in her chosen educational program of animation art and design. Jane has used the library to reference periodicals on many occasions. She could be considered an expert for this lesson within the overall target population.

Joe Middle
Joe is 19 years old and shows an interest in his chosen educational program of multimedia and web development. Joe has used the library to reference periodicals on a few occasions. He could be considered a moderate for this lesson within the overall target population.

Joan Low
Joan is 20 years old and does not seem sure that graphic design is the correct field of study for her. Joan has never used the library to reference periodicals. She could be considered a novice for this lesson within the overall target population.

Process

Similarities within each step of the process includes these variables: 1) Scheduled class time is three hours. 2) There are enough resources to accommodate each student. 3) Both instructor and librarian will be available to answer questions regarding the activity sheet.

The process used to implement the instruction will begin in the classroom. The first hour a lecture describing the value and importance of periodicals will be presented including an overhead projector presentation of current relative articles. After the lecture/presentation, the library activity sheet will be presented and passed out. The instructor will then fill one in with the overhead projector with a question and answer session.

The second hour of the lesson will be in the library. The librarian will give a short tour and introduce the computers and search engines needed to complete the activity sheet.

The third hour students will return to the classroom to discuss their findings and complete the post-assessment questionnaire

Instructional Materials

To complete this lesson, the learners will be using a pre-assessment quiz, library activity sheet and attitude questionnaire.

The pencil and paper *pre-assessment is designed to emphasis objectives within the following lesson. It is devised of seven fill in the blank learner-centered questions that will facilitate interest in the activity.

The pencil and paper *activity sheet is designed to familiarize the learners with animation, graphic design, multimedia & web development reference resources including how to locate books, journals and periodicals. The library activity sheet will focus on the importance of periodical article search and how it is done utilizing library databases.

The pencil and paper *questionnaire/post assessment will help gauge possible instructional design alterations, enforce declarative knowledge gained from the activity and have an essay component designed to enforce intrinsic values found in the lesson. It is devised of seven fill in the blank questions (with comment options) and one essay question.

Assessment Tools and Assessment Procedures

Several assessment tools will be used to assess individual students' performances and to provide information about what kinds of revisions are needed in the instructional material.

A pencil-and-paper pre-assessment norm-referenced self-test will help these students analyze personal attributes that may direct them towards a category decision and specific research. This will be distributed the first section of the class and handed in by the learner before the library activity. It will be returned with the other activity materials the following class session with a short lecture to reinforce what has been gained from the lesson.

The learning goals are directed so that the student may take what they have learned into the real world and perform what they have been instructed to do. With this in mind, there is certain declarative knowledge that should be attained by the target audience. A recognition/performance assessment will be very important. This would is in the form of a pencil-and-paper learner-centered essay based *activity sheet where the student will locate various resources. The assessment of which would be based on the specifics of content quality, content coverage and meaningfulness. This will be distributed at the beginning of the second section of the class and handed in by the learner at the end of the second section. It will be scored based upon specifications above and returned with the other activity material the following class session. *Co-developed by Catherine Walsh, Assistant Director of Library Services, Art Institute of Houston

An attitude /post-assessment will summarize indications of learning in the form of a pencil-and-paper questionnaire. This will be handed at the end of the third section, scored based upon specifications above and returned with the other activity material the following class session.

Media Analysis

This lesson will take place in one three-hour class. Instructional media will only be utilized in the first two sections of the class. The appropriate instructional media to use during each event of instruction is as follows:

Hour One
Overhead projector will be used to demonstrate use of the library activity sheet.

Hour Two

Catherine Walsh, Assistant Director of Library Services will introduce herself and describe library services and provide a tour. She will also demonstrate use of Athena search software and databases.

Students will use the library personal computers to:
        Utilize the Athena Cataloging System.
        Access system databases including: Design & Applied Arts Index
                                Sirs

ProQuest
Encyclopedia Britannica
Design Online
Design & Applied Arts Index

References

Dr. Aimee Klimzak, Professor, University of Missouri
Instructional Design, Second Edition, Smith & Ragan
Catherine Walsh, Assistant Director of Library Services, Art Institute of Houston

* Appendixes

Library Activity Pre-assessment: Click *here* or see attached **pre.rtf** file.
Library Activity Sheet: Click *here* or see attached **act.rtf** file.
Library Activity Questionnaire: Click *here* or see attached **que.rtf** file.