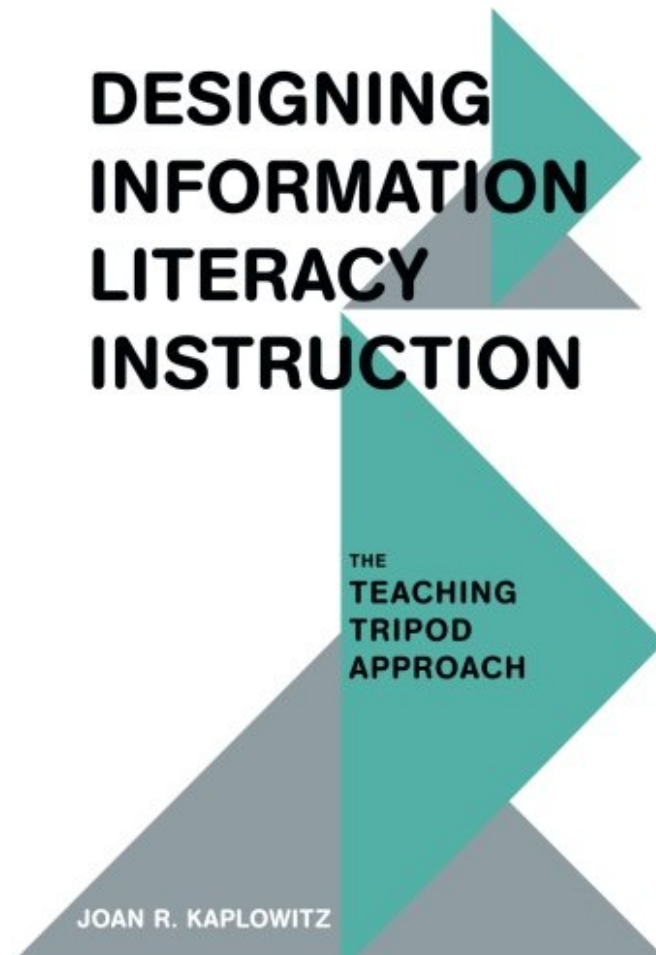


# Designing Information Literacy Instruction: The Teaching Tripod Approach

Joan R. Kaplowitz

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**Joan R. Kaplowitz : Designing Information Literacy Instruction: The Teaching Tripod Approach** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Designing Information Literacy Instruction: The Teaching Tripod Approach:

Designing Information Literacy Instruction: The Teaching Tripod Approach provides a working knowledge of how instructional design (ID) applies to information literacy instruction (ILI). Its "how to do it" approach is directed at instruction librarians in all library settings and deals with both face-to-face and online ID issues. Based on Kaplowitz's innovative Teaching Tripod model, it will help instructional librarians clearly define the crucial links between outcomes, activities, and assessment.

Overall, I believe that any new professional engaging in information literacy instruction should read this text. I greatly appreciate Kaplowitz's workbook because of its clear and organized instruction. While the name tripod approach may seem just another piece of jargon, the ideas, theory, and experience behind it are both sound and useful to information professionals today. (Currents in Teaching and Learning) Joan Kaplowitz's accessible book on instructional design provides practical insight for all librarians who teach. The Teaching Tripod approach, which is adaptable to a range of teaching situations, is a valuable resource for those who are reshaping and refining their information literacy instruction programs in the face of an evolving information literacy landscape, where the learners, the educational environment, and the information literacy models themselves are all changing. (Trudi E. Jacobson, Distinguished Librarian and Head of the Information Literacy Department, University at Albany) About the Author Joan R. Kaplowitz retired from her librarian position at UCLA in 2007. She remains active in the profession through her publications, her professional development workshops for librarians, and by continuing to teach the graduate information literacy instruction course in the Information Studies department at UCLA. Dr. Kaplowitz was also a member of the faculty development team for the Association of College and Research Libraries Institute for Information Literacy's Immersion Program, and taught in six of the programs between 1999 and 2004. Her many publications include Transforming Information Literacy Instruction Using Learner-Centered Teaching, the award-winning Information Literacy Instruction: Theory and Practice, (co-authored with Esther Grassian), and the Information Literacy Instruction section of the Encyclopedia of Library and Information Science (also co-authored with Ms. Grassian).