

Long Island University
Palmer School of Library and Information Science
LIS 620: Instructional Design and Leadership
Spring 2018: NYC2 Cohort (Blended)

Instructor: Dr. Bea Baaden

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Bulletin Description: This course examines the curriculum partner and instructional leadership roles of the school media specialist. Attention is given to the basic principles of curriculum design and delivery systems, and opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Presentation and discussion of appropriate techniques dealing with students having special needs and accommodating inclusion children in the library. Collaborative, interdisciplinary approaches are emphasized.

Palmer School Learning Objectives: Students will:

2B: retrieve and synthesize information from a variety of systems and sources (*Program Rationale Power Point*)

3B. design and deliver information programs designed to meet the needs of specific users (*Understanding by Design project*)

NYSTCE Objectives (Content Specialty Test 074: Library Media Specialist Framework), with aligned assignments: Students will:

- Demonstrate knowledge of strategies for aligning the school library media program with national and state standards and best practices (1b) (*Understanding by Design (UbD) project*)
- Demonstrate knowledge of the school library media program's essential role in student learning and achievement (1c) (*Journal entries from textbook reading*)
- Applies knowledge of the school library media program's collaborative role in curriculum development, instruction, and assessment (*Research Process Plan*)
- Recognize the library media specialist's role as an educational leader who participates in and contributes to the decision-making process at the school and district level (2a) (*Program Rationale Power Point*)
- Apply knowledge of the school library media specialist's role as an instructional partner who works collaboratively with teachers to integrate multiple literacies and emerging technologies into the curriculum for teaching and learning (2b) (*Field Work Observation Project*)

- Applies knowledge of the library media specialist’s role as a resource who widely shares knowledge and expertise in the effective use of information resources and technologies for teaching and learning (2c); demonstrates knowledge of strategies for providing classroom teachers with professional development related to the use of information, technology, and literature (2h) (*Horizon Report Staff Development Plan*)
- Demonstrate knowledge of the content of national information literacy and technology standards and strategies for integrating those standards into the school curriculum (5a) (*UbD project*)
- Demonstrates knowledge of methods for conducting information searches, assessing the progress of a search, and making adjustments to search strategies and strategies for helping students develop these skills (6b) (*Research Process Plan*)
- Demonstrate knowledge of methods for locating, gathering, and selecting relevant information and strategies for promoting students’ proficiency in these skills (6c) (*Instructional Methodologies Strategies*)

Texts:

Required: Nancy Pickering Thomas, Sherry Crow and Lori Franklin. 3rd ed. *Information Literacy and Information Skills Instruction: Applying Research to Practice in the 21st Century School Library*. Libraries Unlimited. 2011.

Required: AASL. *National School Library Standards for Learners, School Librarians, and School Libraries*. ALA. 2018.

Recommended: Wiggins, G. P., & McTighe, J. (2005). [*Understanding by Design*](#). Alexandria, VA: Assoc. for Supervision and Curriculum Development.

State Education Requirements: 150 hours, plus 25 hours of field experiences (observation/participation) as part of the requirement in SED 52.21 (b) (i)

30 hours: Class meetings (face to face and online)

60 hours: Required reading

60 hours: Written/ oral assignments

150 hours: Total coursework

25 hours: Field experience

175 hours: Total

Planning Your Time: New York State specifies that a 3 – credit graduate course should require a minimum of 150 hours. This is a rigorous, professional, graduate course. For planning purposes, each week students should expect to be engaged in activities relating to the course requirements, including reading, preparing assignments, researching current issues in the school library field, engaging with classmates and content in Blackboard, and communicating your learning for approximately **10.5 hours or more each week**. The required observation hours may be accomplished in an elementary school, a middle school and/or a high school according to a

schedule personally developed. For long range assignments, students should divide their time weekly so they are not overwhelmed at the due dates.

Reminder about observation hours: New York State Education Department requires 100 hours of observation time BEFORE student teaching. LIS 620, 622 and 629 provide 75 hours of observation time; you will need to either add hours to each of these courses to make the 100 hours – or attach hours to LIS 712, or LIS 627. Please make sure you keep a record of these hours and give a copy to Dr. Baaden for your file prior to LIS 691: Student Teaching.

Criteria for Evaluation:

10% Class participation, “attendance” (online weekly participation; adherence to due dates)

90% Written/ oral/ digital assignments

Technology Skills required for this course:

Excellent Internet navigation skills, plus facility with Microsoft Office programs for word processing, presentation, and web page design programs are essential for success in this course. For this course you will need easy access to the Internet and email; knowledge of word processing, presentation and publishing software. If your technology skills are not what you think they should be, see me for strategies to improve your skills for successful learning in this course.

General Information About Assignments:

Assignments are an application of text and handout readings to determine the level of your understanding of important concepts. Your active participation in Blackboard is **VERY important**. Thus, missing weekly learning modules or “lecture notes” and messages in Blackboard might adversely impact your grade. Please contact me either by email or phone in the event of absences or problems.

You will be asked to place your assignments in a variety of places on Blackboard. This will give you the opportunity to experience use of the various tools and increase your technological proficiency.

Assessment of Assignments:

Each assignment will be assessed using the following criteria:

A. Content:

1. Facts and/or opinions grounded in readings and/or reality of personal observation
2. Accuracy of facts or reasonableness of opinions

B. Presentation:

1. Followed assignment directions
2. Evidence of the creative thinking and/or thoughtfulness of the product submitted
3. Correct grammar and spelling.

Assignments may be re-done if the grade is B+ or below.

Meaning of classwork/ assignment grades:

A Superior work. Demonstrates initiative and original thinking; shows exceptionally fine comprehension of subject; demonstrates ability to integrate and synthesize course material

A- Excellent work. Displays critical thinking (evaluates and analyzes); shows very good comprehension and ability to articulate course material
B+ Above average work. Demonstrates good comprehension and ability to make application of principles; displays independent resourcefulness in completing assignments
B Average. Acceptable work but does not demonstrate in-depth ability to apply principles or articulate course content
R Re-do. Misunderstanding of assignment, basic points missing, incomplete

Class Calendar:

Assignment Due Dates (all assignments are explained in great detail in Blackboard)

- 1/31 Learning Style Blog Entry (*Blogs*) (5 pts)
- 2/7 Program Rationale PP (*Blogs*) (10 pts)
- 2/28 Instructional Methodologies Strategies (*Blogs*) (10 pts)
- 3/7 Journal Entry 1: Chap. 5 + 6 with Webquest Analysis (*Journals*) (10pts)
- 3/21 Research Process Plan (textbook readings: Chap. 3,4 and 8) (*Blogs*) (10 pts)
- 3/28 Horizon Report Blog Entry (*Blogs*) 10 pts.
- 4/11 Understanding by Design Stage 1 Draft: Desired Results (*Journals*) (10 pts)
- 4/18 Understanding by Design Stage 2 Draft: Assessment Evidence (*Journals*) (5 pts)
- 4/25 Understanding by Design Stage 3 Draft: Plan for Learning Activities (*Journals*) (10 pts)
- 5/2 Final UbD Unit Plan and supporting materials due (*Assignments*) (20 pts)
Field Work Lesson Observation assignment due (*Assignments*) (15 pts)
Field Work logs due
- 5/9 PMI course evaluation

ASSIGNMENTS, EXPLANATIONS, DUE DATES (SESSION THAT HAS RELATED CONTENT):

LONG RANGE FIELD WORK ASSIGNMENT:

1. Field Work: School Media Center Observations: 15 pts

Part A: Library Specialist Context for Learning Information

Gather the following information about the school where you are observing and put this into the **Introduction** to your Observation Report:

About the School Where You Are Observing:

1. What type of school: elementary school, middle school, or high school; urban, suburban, or rural
2. List special features of the school or instructional setting (eg. Location in which the instruction takes place – library, computer lab, classroom; library staff (if any); kind of scheduling (flexible or fixed), etc.
3. Describe if there is a required curriculum for library instruction, who developed it, how it is generally used – or how the particular lessons came about (result of collaboration, etc.)

About the Class (or classes) You Are Observing:

1. How often do the classes receive “library literacies” instruction?
2. Is there any ability grouping, inclusion of students with special needs, or English Language Learners? Describe how you think this will affect the class (or classes) and the instruction.
3. List the resources (websites, software programs, texts, or other resource materials) that are used for library literacies instruction for the class (or classes).

About the Students in the Class (or classes):

1. Grade level
2. Number of students: male and female
3. If there are special needs students in the class (or classes), note what you think the disabilities are and how the school librarian accommodates or supports those needs (special needs can include: English Language Learners, gifted students, IEP students, struggling readers, underperforming students)

Part B: Observing lessons

- a) For your observations, you will be visiting 2 SLMCs of your choice, one elementary and one secondary level (see Bea if you need suggestions for sites.) You will probably be spending more time in one site for this project. For the Field Work log, you will need to accumulate 25 hours in total.
- b) Choose a school library from ONE of the sites. Discuss with the school librarian what you will need to do for this project.
- c) Observe 3 – 5 school library lessons in the school library that you chose.
- d) Determine what the **central focus** of **each lesson** is: is the school librarian teaching the students to be **critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information**? (These are your only choices!) In your report, give each

lesson you observe a name and then determine which of those 4 choices it seems to address. Tell **why** you made that determination.

- e) Then decide if the **task** the school librarian is asking students to do is one (or more) of the following – for each of the lessons you’ve observed:
- Analyze
 - Defend
 - Describe
 - Evaluate
 - Explain
 - Identify
 - Interpret
 - Inquire
 - Justify
 - Synthesize

(These are known as “**language demands**”.) Discuss **why** you make that determination.

- f) Further discuss in **3 – 5 sentences for each lesson** how you would change the lesson design in order for students to better learn the **central focus**.
- g) **OPTIONAL** but strongly suggested: collect 2 – 3 samples of student work. Determine from these work samples what you think the lesson objective was (central focus and/or language demand). Did the student work sample match what the lesson was about?

DUE: 5/2 in Assignments. **15 pts**

Part C:

Field Work Log: Note your hours interviewing and/or observing on the Log Form (or create your own log form).

Due: 5/2 (email or hand in to Bea)

MAJOR ASSIGNMENTS (in chronological order, by due date):

1. Introduction/ Learning Style Blog: What Kind of Learner Are You?

a) Read pages 105 – 113 in Thomas. Decide what kind of learner you are based on the concepts you read about. Cite the concept and give examples from your life that demonstrate it.

b) After reading Chapters 1 and 2 in the Thomas text, list what you consider 3 key events in the development of school libraries (after reading Chapters 1 and 2 in Thomas) and why you made those choices. **Due 1/31 in Blogs. 5 pts.**

2. Program Rationale Power Point/ Multimedia Presentation:

Scenario: You are a school librarian. Your Board of Education/ District Council has asked you to present a rationale for them to continue funding your school library program. They are making

the determination to fund your school library program OR to fund tutoring programs instead. Develop a persuasive argument for this Board to fund a school librarian and a school library media **program**. The Board of Education needs to make a difficult choice. They will either fund the school library or tutoring programs in literacy and math. The Board is giving you a chance to let them know why their resources should be put towards a library program instead of a literacy and math support program.

To create your argument, **internalize the “Common Beliefs” of the “New” AASL Standards and read studies about how important the school library media program is for student learning (School Libraries Impact Studies)**. (Bea will be giving you handouts and websites to refer to.)

The Board is insistent that their final decision be based on evidence. (They will either fund tutoring programs for literacy and math **or** your school library media program.) They have called on you to present a case for a school library program! They expect you to give them a **brief, persuasive PowerPoint/Multimedia presentation of your philosophy, strategies, and evidence that includes support from the professional literature/ research. Be sure to cite your supporting evidence. Be persuasive.**

Your process:

1. Read the handouts for Sessions 2 - 3 in the “Course Outline/Readings” section of this syllabus.
2. Go to:
 - A. School Libraries Work 2016: www.scholastic.com/SLW2016 (This is a broad summary of all the research that has been done regarding school librarians impact on student achievement).
 - B. www.irs.org/data-tools/school-libraries/impact-studies/. Access the following links and view/ read the reports to help you form your argument:
 - School Libraries & Student Achievement (2013) - infographic
 - The Impact of School Libraries on Student Achievement: Exploring the School Library Impact Studies (2010) – videos
 - Strong school libraries build strong students (2013) AASL – infographic
 - Information Brief: Impact of School Libraries on Student Achievement, October 2011. (can also be accessed at: www.nysl.nysed.gov/libdev/nyla/nycc_school_library_brief.pdf)
 - School library research summarized: A graduate class project (2013)
 - C. Dr. Joette Stefl-Mabry’s recent research in New York State (document in Blackboard): “Digging Much Deeper”
3. Formulate your argument.

4. Develop your Power Point/Multimedia Presentation of 10 slides.
5. Include a bibliography of your sources (not part of the 10 slides).
 - You MUST be PERSUASIVE!! (*Don't forget to tell the Board what you want them to do!*)
 - Use the visual components of Power Point (or another visual presentation tool) to enhance your argument.

This assignment will be graded by a rubric on the persuasiveness of your argument, your synthesis of appropriate data from studies, quality of the evidence you present, and creative use of a presentation tool. **Due: 2/7 in the Program Rationale Blog in Blackboard. 10 pts.**

3. Instructional Methodologies Strategies

You will **research 3** (from the 5 listed below) important instructional methodologies currently used in classrooms. Choose those which you have not used or learned about previously:

1. cooperative learning;
2. differentiated instruction;
3. multiple intelligences;
4. Project Based Learning;
5. Personalized learning

For each methodology, please do the following:

1. Briefly define the methodology
2. explain how it works, giving main components or elements of the method
3. Based on the scenario below, for each methodology, discuss ONE way you would promote a “positive learning environment that supports students’ engagement with learning” in the library or using library resources (quote taken from Rubric 6, edTPA):

Scenario: The Intermediate School (grades 3 – 5) of the Turtle Creek School District is using the theme of “Communities and Cultures Near and Far” for the 2017 – 2018 school year. The Library Media Specialist is working in collaboration with the Principal of this school to provide staff development tools and strategies to the classroom teachers to support this theme, using the above instructional methodologies. The Principal will be evaluating the LMS on how well she sees the classroom teachers using the above strategies through collaborative work either in the classroom or in the library to implement this theme. How would you use each of your chosen methods?

Due: 2/21 in Blogs. 10pts

4. Journal Entry 1 and Webquest Analysis:

- A. After reading Chapters 5 + 6 in the Thomas textbook, create a journal entry in **Journals** in Blackboard in which you choose 3 of the most relevant theories/principles noted in those chapters and discuss **why or how** it affects student learning and/or achievement in the school library.
- B. **Then:** Go to webquest.org. Read background information about webquests from either the work of Tom March and/or Bernie Dodge (these are the Webquest “gurus”). For background information about webquests, read the following article: “The Learning Power of Webquests” by Tom March (Educational Leadership, December 2003: tomarch.com/writings/ascdwebquests/). Webquests are examples of constructivist learning and are effective research assignments.

After reading this background information, go to questgarden.com (30 day free trial) and search for examples of webquests on a theme related to **any social studies** topic.

Choose ONE of the webquests and analyze it by answering the following questions:

- a. Webquests are examples of constructivist learning. How does the webquest you chose exemplify this statement? Refer to Chapter 5 in Thomas. Cite the “constructivist” idea and then give a specific example from the webquest you chose. Use at least 3 constructivist ideas from Chapter 5 in Thomas (pages 77 – 85). Cite the page you found the idea. Give specific examples from the WQ.
- b. Webquests are also examples of effective research assignments. Using information from Chapter 8 in Thomas, explain why the webquest you chose is an effective research assignment. Use at least 3 ideas from Chapter 8. Cite the page you found the idea. Give specific examples from the WQ.

Due: 3/7 in Journals. 10 pts.

5. Research Process Plan:

Making Decisions: middle school students (8th graders) will be writing their first research paper on Next Generation Science topic. Students will have a choice of which standard they would like to pursue (see choices below). The Science teacher wants you to introduce the students to a research process (information search process). Choose **one** of the processes from Chapters 3, 4 or 8 in Thomas. Defend your choice of the process you choose to the 8th grade science teacher and be able to tell him/her how this model will foster student learning of the topic chosen AND learning to use inquiry skills. Create a quick “email” to the teacher about this.

Then develop a specific plan (you can use a lesson plan format) that will be your guide as you introduce the research process to the students; make sure you keep to the context of the science assignment. Submit to **Blogs. Due: 3/21. 10 pts.**

Student choices of Next Gen Science curriculum for 8th grade:

Life Science: Interdependent Relationships in Ecosystems

Adaptations

Earth and Space Science: Space Systems

Weather and Climate

Physical Science: Conservation of Energy

Chemical Reactions

7. Horizon Report “Forecast”:

After reading Chapter 7 in the Thomas text, access the latest Horizon Report K – 12 Edition (Website is in the Bibliography earlier in this syllabus). Read the report. Then discuss which “newest technology” will be the most important in the near future for SLMCs (choose 1). Give reasons for your choice; refer to at least 1 concept you have read in Chapter 7 to inform your choice/ reasons. Also discuss the advantages and limitations for this technology tool’s use for student learning in the school library. **Due: 3/28.**

10 pts.

8 - 10. Understanding by Design Assignments (Readings and Development of Final Project): Stages 1, 2 and 3 Template

Stage 1 Draft: Desired Results (Standards, Understandings, and Essential Questions). Due: 4/11 in Journals. 10 pts.

Stage 2 Draft: Assessment Evidence (Performance Task and other Evidence). Due: 4/18 in Journals. 5 pts.

Stage 3 Draft: Plan for Learning Activities. Due: 4/25 in Journals. 10 points

11. Final UbD Unit Design Template and supporting materials. Due: 5/2. 20 pts. Assignments

*Online meetings for this class will consist of (a) a “lecture” component- Bea’s Notes/ narrative on the topic (on the Blackboard Course Content Page) or in the Learning Module (b) directions for what to focus on (usually in Blackboard Announcements, in your syllabus, in the Learning Module or via email from Bea); (c) Readings from that week in your syllabus; and (d) Assignments. Bea’s Notes might mention additional assignments; **DO NOT DO those assignments. Use the syllabus as your guide for assignments!***

Field Work this semester will consist of 25 hours either observing a school librarian teaching information literacy/ inquiry/ or literacy (see Field Work assignment) – and/or observing/participating in a children’s/ youth services librarian holding workshops or story times. Field work logs will be submitted 5/2.

COURSE OUTLINE/ READINGS:

LIS 620 coursework and learning is divided into 2 parts: Part A deals with conceptual understanding, that is learning about important concepts in education and school librarianship. Part B is the synthesis of this learning, where we are using our knowledge to create an original design product.

Session #/ Date

Topic/ Readings/ Assignments

Part A: Conceptual Understandings

Theme 1: Leadership

1. 1/24 Introduction. Course overview.

The Development and Importance of School Libraries

Assignments: 1. Read the syllabus carefully. If you have any questions, email Bea at bea.baaden@liu.edu.

Blackboard Assignment: 2 – Part Blog:

1. Read pages 105 – 113 in the Thomas text. After reading the information about “Learning Styles and Learning Modes,” go to Blackboard and do the Introduction/Learning Style Blog Entry. **Due 1/31 in Blogs in Blackboard.**
2. **Read** Chapters 1 (Reference Traditions) and 2 (The School Library Idea) in the Thomas text (Information Literacy and Information Skills Instruction, 3rd edition). Determine what you consider **3 key points** in the development of school libraries. List these and note why you made your choices – in the **Introduction / Learning Style Blog**. (Same blog as above). Due: 1/31. 5 pts.

2.

1/31 Transformational Leadership and the Role of the

School Librarian

Changing Role of the SLMS as teacher, instructional partner and

information specialist in Information Literacy/ Inquiry

Introduction to Transformational Leadership: key practices

Important Studies: evolving role of the SMS in student

achievement

4 Frames to examine school culture (Bolman & Deal)

Evidence Based Practice: data driven decision making

Readings:

Blackboard: Read Instructional Leadership Notes; Information Literacy: An Expanded Discussion; 21st Century Skills and Information Literacy Revisited (in Content)

Handouts: (will be mailed to you)

Loertscher, David and Ross Todd. Chapter 1. We Boost Achievement: Evidence Based Practice for School Library Media Specialists

Bogel, Gayle. "Facets of Practice." Knowledge Quest. (Evidence Based Practice Issue). November/December 2008, pages 10 – 15.

Stripling, Barbara. "Inquiry Based Learning." pp. 1 - 36 AND

McGregor, Joy. "Collaboration and Leadership." pp. 199 – 217. In Curriculum Connections Through the Library, Barbara Stripling and Sandra Hughes-Hassell, eds., Libraries Unlimited, 2003 .

Online Readings will be placed in the Blackboard Learning Module. Also see the Program Rationale Assignment in the assignment section (Assignment #2) which has additional readings.

Assignments: 1. Read, absorb, reflect on documents

2. develop the "Program Rationale" Power Point. See Assignment #2 for the documents and the process to use. **Due 2/7 in Blogs**

3. 2/7 Information Literacy and Inquiry (Standards)

Information Literacy Standards (AASL)

Standards for the 21st Century Learner (AASL)

Habits of mind (Costa) (go to www.instituteforhabitsofmind.com. Click on "16 habits of Mind")

Information Fluency Continuum (NYC/NYS curriculum for school libraries)

ISTE/ NETS Technology Standards

NYS Next Generation ELA and Science Standards

NYS Framework for Social Studies and Standards

Textbooks:

AASL. Part I: Introduction and Overview: Chapters 1 – 4

Part II: Standards Integrated Framework: Chapters 5 – 10 (read all, but we will focus on: Inquire, Curate, and Engage for the standards for the UbD project)

(You will be using the above standards for Stage 1 of the Understanding by Design unit, so get familiar with navigating them now)

AASL. "Implementing the Common Core Standards: The Role of the School Librarian."
November 2013. (in Blackboard)

Theme 2: The World of Education

4. Theoretical Frameworks of Information Processing and Cognitive

2/14 Development (Today's Educational Environment)

Goals for Information Literacy/Inquiry in today's changing

educational environment: Educational theories and

their impact on the work of school librarians:

- Behaviorism
- Constructivism
- Online collaboration learning theory

Theoretical foundations:

- Metacognition
- Critical thinking skills (Bloom)
- Piaget's Theory of Cognitive Development
- Vygotsky's "Zone of Proximal Development"

Individual differences of students (culture, gender, learning profile)

Overview of select instructional methodologies (conceptual models):

1. cooperative learning:
<http://serc.carleton.edu/introgeo/cooperative/index.html>
2. differentiated instruction: www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx video and articles
3. multiple intelligences
(www.tecweb.org/styles/gardner.html)
4. project based learning: www.edutopia.org/project-based-learning; ASCD article:
[www.ascd.org/publicatons/educational_leadership/sept_10/vol68/num01/Seven Essentials for Project-Based Learning.aspx](http://www.ascd.org/publicatons/educational_leadership/sept_10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx)
5. personalized learning:
<http://edglossary.org/personalized-learning> ; ASCD article:
www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx

Readings:

Thomas. Chapters 5 (Evolving Contexts for Teaching and Learning) and 6 (Diagnosing Informational and Instructional Needs)

Blackboard: Read Bea's Notes: Habits of Mind; Constructivism; Theoretical Frameworks; Online Collaboration Theory

Assignments:

1. **Instructional Methodologies strategies (see Major Assignment # 3); due 2/28**
2. **Journal Entry 1 and Webquest Analysis (see Major Assignment #4); due 3/7**

5. 2/28

Introduction to Library Literacies

Library Literacies Vocabulary

Field Work Process (See Major Assignment #1; due 5/2)

6. 3/7 and Information Search Processes

7. 3/14 Research Process Stages: Searcher Behaviors and Competencies

Kuhlthau (ISPA)

Eisenberg and Berkowitz (Big6)

I-Search

Inquiry - Based Learning

Readings:

Thomas. Chapter 3 (The Information Search Process: Kuhlthau's Legacy), 4 (Alternative Frameworks for Process Instruction) and 8 (Creating Effective Inquiry – Based Educational Tasks)

Blackboard: Read Assumptions and Understandings about Student Research: Bea's Notes; Inquiry Learning: Bea's Notes

Online Readings:

Kuhlthau. "Learning in Digital Libraries: An Information Search Process Approach." Library Trends. Spring 1997, p. 708.

https://www.ideals.illinois.edu/bitstream/handle/2142/8113/librarytrendsv45i4k_opt.pdf?se

Inquiry-Based Learning: "What the Heck is Inquiry-Based Learning?"

<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>

www.teacherinformation.org/curriculum-model-inquiry-based-learning/

I-search. "Promoting Student - Directed Inquiry with the I – Search Paper"

www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-inquiry-30783.html

Big6: bigsixresearchmodel.wikispaces.com (for an overview, look at the tabs on the left; cute video); then go to this article: "The Big Six Information Skills As a Metacognitive Scaffold: A Case Study" by Sara Wolf.

www.ala.org/aasl/sites/als.org.aasl/files/content/aasl/pubsandjournals/slr/vol6/SLMR_BigSixInfoSkills_v6.pdf

Assignments:

1. **Research Process Plan Blog entry due 3/21. See assignment #6.**

8. Technology Leadership

3/21 Definition and key practices

Readings:

Textbooks:

Thomas. Chapters 7 (Building Information Competence), 9 (Evaluating Library Services and Programs) and 10 (Attending to Social and Emotional Needs of Today's Learners)

Handout:

Harris, Frances Jacobson. "Building Learning Communities Using Technology." In Barbara Stripling, Curriculum Connections Through the Library. Libraries Unlimited, 2003, pgs. 171 – 187.

Online:

Horizon Report 2017: The K – 12 Edition. <https://www.nmc.org/publication/nmccosn-horizon-report-2017-k-12-edition/> Focus on the section: "Important Developments in Educational Technology for K – 12 Education."

Tech Trends. <https://thejournal.com/articles/2017/10/05/ai-merging-of-digital-and-physical-worlds-among-top-10-tech-trends-for-2018.aspx>

Blackboard: Read Technology Leadership: Bea's Notes; Bea's Notes: Knowledge Building Centers

Assignment: See Assignment #7: Horizon Report Blog Entry. Due: 3/28

Part B: Synthesis of Learned Information

Theme 3: Instructional Design

9. Understanding by Design: an Instructional Design Model

3/28 Instructional Design Process: Collaborative Planning and Teaching

Integration of curriculum area standards and Information Literacy/Inquiry skills

(Interdisciplinary Instruction)

- Teaching for Understanding
- Essential and Guiding Questions
- Performance Tasks

Assignment:

Blackboard: Read the following chapters in these books:

Wiggins, G.P. & McTighe, J. (2005). Understanding By Design. (ebook through LIU Post Library):

- Introduction (note vocabulary)
- Chapter 1: Backward Design (see especially the template on p. 22)
- Chapter 3: Gaining Clarity on Our Goals
- Chapter 4: The Six Facets of Understanding
- Chapter 5: Essential Questions: Doorways to Understanding
- Chapter 9: Planning for Learning

Tomlinson, C.A. & McTighe, J. (2006). Integrating Differentiated Instruction & Understanding By Design: Connecting Content and Kids. (ebook through the LIU Post Library):

- Chapter 1: UbD and DI: An Essential Partnership
- Chapter 3: What Really Matters in Learning (Content)
- Chapter 6: Responsive Teaching in Academically Diverse Classrooms (see especially charts on pages 91 – 94; page 87)
- Chapter 7: Teaching for Understanding in Academically Diverse Classrooms

Read the following websites:

Grant Wiggins. "Overview of the UbD & The Design Template."

www.grantwiggins.org/documents/UbDQuikvue1005.pdf

Jay McTighe and Grant Wiggins. "Introduction: What is UbD Framework?"

www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf.

Bea's Notes: Collaborative Planning (IPPG simulates the UbD planning template)

10. 4/4 Putting the Pieces Together: UbD project

Revisiting the Standards: Content and Process

Content: Next Generation Science

Process: Next Generation ELA and Inquiry (Skills, Dispositions)

Technology: NETS

Assignment: Stage 1 of the UbD Template draft due 4/11. Journals.

11. 4/11 Assessment of Student Learning

Assessing students qualitatively and quantitatively

Blackboard: Read Assessment Module

Readings:

AASL. Part III: Assessment and Evaluation. Chapters 11 - 14.

“Feedback That Fuels Learning.” Esther Ntuli. ASCD Express, Jan. 11, 2018, vol 13, issue 9:

www.ascd.org/ascd-express/vol.13/1309-ntuli.aspx

Assignment: Find a rubric that will be appropriate for the culminating activity/performance task of your UbD project.

Stage 2 of the UbD Template draft due 4/18. Journals.

12. 4/18 Planning for Unit Activities

Review of Instructional Methodologies

Using parts of the WHERETO framework for sequencing unit activities

Assignment: Stage 3 of the UbD Template draft due 4/25. Journals.

13. 4/25 Finalizing UbD and Field Work assignments: due 5/2

Assignment: Revised drafts of Stages 1, 2 and 3

14. 5/2

Final UbD project due

Field Work "Observation" due

Field work logs should be emailed or handed in to Bea

15. 5/9

Summing up; Reflection: Blog entry:

PMI (This is a brief reflection on this course: use P to express the pluses of this course, M to express the things that did not work for you and the I to express either interesting things you noticed about yourself during the course of the semester and/or improvements.)

Additional Helpful Information:

Technology Requirements:

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (**Firefox** is the recommended browser for Blackboard.) Blackboard is used as our course management system. (If you plan to use Adobe Connect or any other tools, specify the equipment students will need.) If you do not have access to a computer off campus, there are computer labs in the library and the Hillwood Commons on the Post campus (place the specific campus information here) that you can use to participate in this course. Most public libraries also have computers with Internet access that you can use. You can access Blackboard anywhere you have Internet access.

Here are some guidelines to follow that will make the Blackboard experience more productive:

- Use Firefox web browser if possible as it is the browser that works best with Blackboard
- Access Blackboard at **<https://blackboard.liu.edu/webapps/login/>**
- Be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can download it by going to: **<http://get2.adobe.com/flashplayer/>**
- You must use your **LIU email** to access Blackboard; your LIU email will be used for any announcements, grades, etc. (you can forward your LIU account to one that you might use on a regular basis OR make sure that you check the LIU email regularly)
- You can utilize the Blackboard Mobile Learn app if you wish to access the course on an Ipad
- Sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hard wired connection
- Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and videos may be helpful to you: Blackboard Student Orientation, Blackboard Guides, Blackboard Student Videos

This course will utilize the following components of Blackboard: Course Content, Blogs, Announcements, Assignments, Journal and Wiki functions)

Technical Support:

Support is available at the Center for Student Information (CSI) at <http://csi.liu.edu> or by contacting the Office of Information Technology at 516 299 3967. Hours: Monday – Thursday: 9 a.m. – 6 p. m.; Friday: 9 a.m. – 5 p.m.

Students may need access to LIU's online library, which will require use of your LIU account. Go to LIU's home page to access the library.

Netiquette:

Communication is very important in this course. All students are expected to:

1. Show respect for the instructors and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages. Use of all uppercase letters in a message is the equivalent of shouting and is considered offensive
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward. For example, Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message
7. Use good grammar and spelling; avoid using text messaging shortcuts

LIU Post Academic Conduct Policy:

"Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness." Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of these acts is a violation of this policy. Any student found engaging in academic misconduct is subject to disciplinary action. The Academic Conduct Policy Standards can be found on the LIU Post website at:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards>

Academic honesty is expected of all students; plagiarism will result in failure of the assignment and possibly the course. In addition, a student who plagiarizes will be put on academic probation for the School Library Media specialization.

Students with Disabilities: The Office of Disability Support Services works with students with disabilities; phone number: 516 299 3057. LIU has a Policy for Students with Disabilities: "Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services...Accommodations Forms must be obtained each semester, before the semester begins." Policy can be found at: <http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS.aspx>. If you have a learning disability, please make sure that you discuss this with your professor.

HELP:

- If you have any questions about assignments, there will be a "Questions" blog set up in

Blackboard that we will all monitor. Classmates should answer questions that they are comfortable with. I will look at the Questions blog periodically and address any lingering questions there.

- I believe in the “3 before me rule”, which basically says that you will 1. first re-read directions; 2. ask a classmate for help; and then 3. ask me for help.
- I am generally very available during the week (M – F) and regularly check my email and cell phone/ text messages (631 514 5230). On weekends, I am less available but will get back to you as soon as I can.

If you have a personal concern or feel your questions are not being addressed, email me directly at bea.baaden@liu.edu.

Bibliography of important documents for school media specialists (some of these will be used for class assignments):

New York State Next Generation Learning Standards: English Language Arts:
www.nysed.gov/aimhighny

New York State Social Studies Standards and Framework:
www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf
www.p12.nysed.gov/ciai/socst/documents/9-12FrameworkRevFebruary2017.pdf

**Next Generation Science Standards: adopted 12/16; implemented 7/1/17
www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf

“NETS-S 2nd edition.” International Society of Technology Educators (ISTE).
www.iste.org/standards/standards/for-students (2016 ISTE Standards for Students)

NMC Horizon Report: 2017 K – 12 Edition.
Horizon Report 2017: The K – 12 Edition. <https://www.nmc.org/publication/nmccosn-horizon-report-2017-k-12-edition/>

THE Journal [Transforming Education Through Technology]. Free subscription available online.
thejournal.com

Books:

Kuhlthau, Carol, et al. Guided Inquiry: Learning in the 21st Century. Libraries Unlimited, 2007.

Stripling, Barbara and Sandra Hughes-Hassell. Curriculum Connections Through the Library. Libraries Unlimited, 2003.

Abilock, Debbie, Kristin Fontichiaro, and violet H. Harada, editors. Growing Schools: Librarians as Professional Developers. Libraries Unlimited, 2012.