

Long Island University
Palmer School of Library and Information Science
LIS 620: Instructional Design and Leadership
Fall 2016: Post, online

Instructor: Dr. Bea Baaden

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Office hours: Before or after an optional face to face class (please call or email for an appointment); phone conferences available at mutual convenience (call for an appointment)

Optional face to face dates: 9/15, 10/20, 12/1 (LIU-Post campus, Palmer School Conference Room, 5 – 6:50 pm)

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.

Course Format: This is a blended class with face to face dates: Wednesdays, Feb. 3, Mar. 2, Apr. 6, and Apr. 27.

Palmer School Learning Objectives: Students will:

3b. develop and deliver information programs designed to meet the needs of specific users and communities (*Webquest*) “Best work” for the e-portfolio

3c. integrate technology into programs and services (*Horizon Report “report”*) Required e-portfolio submission

5b. understand the importance of advocacy on behalf of libraries and the profession (*Program Rationale Power Point*) “Best work” for the e-portfolio

NYSTCE Objectives (Content Specialty Test 074: Library Media Specialist Framework, September 2014): Students will:

- Demonstrate knowledge of strategies for aligning the school library media program with national and state standards and best practices (1b)
(*Instructional Methodologies Jigsaw; ADDIE Project Planning Guide for the Webquest*)
- 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 (*Webquest*)

- 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) (*Learning Standards Assignment*)
- 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) (*Webliography/ Pathfinder for the Webquest*)
- Apply knowledge of skills for working effectively and collaboratively with others, including sharing information, contributing questions and ideas during discussions, and respecting the differing interests and experiences of others, and strategies for helping students develop these skills (6i) (*Instructional Methodologies Jigsaw*)

Texts:

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.

American Association of School Librarians. *Standards for the 21st Century Learner in Action*. 2009. (to order, call 800 545 2433, press 7 or email www.alastore.ala.org/aasl).

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.

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.

General Information About Assignments:

Assignments are an application of text and handout readings to determine the level of your understanding of important concepts. Your attendance at EACH class session (and 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

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

“Standards for the 21st Century Learner.” AASL. www.ala.org/aasl/standards/learning

“Framework for 21st Century Learning.” Partnership for 21st Century Skills.
www.p21.org/about-us/p21-framework

New York State Common Core Curriculum (ELA and Math):
www.engageny.org/common-core-curriculum

New York State Common Core Social Studies Framework, grades k – 8
www.engageny.org/resource/new-york-state-k-12-social-studies-framework (click Downloadable Resources, March 2016)

**Next Generation Science Standards
www.nexstgenscience.org/new-york (download a PDF of All Performance Expectations)

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

NMC Horizon Report: 2015 K – 12 Edition.
www.nmc.org/publication/nmc-horizon-report-2015-k-12-edition

THE Journal [Technological Horizons in Education]. Free subscription available online.
thejournal.com

American Association of School Librarians. Empowering Learners: Guidelines for School Library Media Programs. American Library Association, 2009.

Warlick, David F. Redefining Literacy for the 21st Century. Linworth, 2004.

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.

Class Calendar:

Assignment Due Dates (see assignment descriptions below; they are entered chronologically)

- 9/15 Opt F Learning Style Blog Entry (*Blogs*) (5 pts)
- 9/22 O Program Rationale PP (*Blogs*) (10 pts)
- 9/29 O Journal Entry 1: Chap. 5 + 6 (*Journals*) (5pts)
- 10/6 O Journal Entry 2: Chapter 3,4 + 8 (*Journals*) (5pts)
- 10/13 O Instructional Methodologies Outline (*Blogs*) (10 pts)
- 10/20 Opt F Research Process Plan Blog Entry (*Blogs*) (10 pts)
- 10/27 O Horizon Report Blog Entry (*Blogs*) 10 pts.
- 11/3 O Webquest Analysis (*Assignments*) 10 pts
- 11/10 O Hotlist/ Webliography for your original webquest (email link to Bea) 10 pts.
- 11/17 O Essential Questions/ Performance Task Blog Entry (5 pts)
- 12/1 Opt F Webquest Draft (Inquiry Process Planning Guide) (*Wiki*) 10pts
- 12/8 O Webquest Design Conferences (phone conferences)
Field Work Assignment (*Assignments*) 10 pts
- 12/15 O Final Webquests (*Blogs*) (10 pts)
Field Work logs (*email or hard copy sent to Bea*)

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

LONG RANGE FIELD WORK ASSIGNMENT:

1. Field Work: School Media Center Observations/ edTPA Preparation: 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 the site that you will accomplish this project but at least 25 hours in total for both sites.
- b) Choose a school library from ONE of the sites. Discuss with the school librarian what you will need to do for this project (this is simulating the requirements for part of the narrative that you will need to do for the edTPA “test” from NYSED, which you will accomplish during your student teaching. Consider this “practice.”)
- 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**.

DUE: 12/8 in Assignments

Part C:

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

Due: 12/15 (email 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 9/15 in Blogs (Session 1). 5 pts.**

2. Program Rationale Power Point (or other Multimedia tool):

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 Standards for the 21st Century Learner** 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 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: www.lrs.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)
 - “School Libraries Work! Updated”. Read the studies in this booklet noting the ones that will support your arguments
 - **Optional:** The Impact of New York’s school libraries on student achievement and motivation: Phase I; Phase II – in-depth study (2009)
3. Formulate your argument.
4. Develop your Power Point of 10 slides.
5. You **MUST** be **PERSUASIVE!!** (*Don’t forget to tell the Board what you want them to do!*)
6. Use the visual components of Power Point (or another visual presentation tool) to enhance your argument.
7. Include a bibliography of your sources (not part of the 10 slides).

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: 9/22 in the Program Rationale Wiki in Blackboard (Sessions 2 + 3) 10 pts.**

3. Instructional Methodologies Outline

You will research 5 important instructional methodologies currently used in classrooms. 1. cooperative learning; 2. differentiated instruction; 3. multiple intelligences; 4. Inclusion; 5. Problem Based Learning.

Create an outline for each methodology in which you answer these questions:

1. Briefly define the methodology
2. explain how it works, giving main components or elements of the method
3. identify any of these methods in your memories of elementary, secondary, or higher education and give specific instances or examples of their use. How did you use of the methodology to enhance (or not!) your teaching or learning?
4. how this methodology impacts the SLMS in terms of our instructional roles:
 - a) teacher (teaching and learning for students and staff)
 - b) instructional partner (collaboration)
 - c) and information specialist (collection/ curriculum development). T

Due: 10/13

4. **Journal Entry 1:** After reading Chapters 5 + 6 in the Thomas textbook, create a journal entry in **Journals** in Blackboard in which you reflect on the following: a key or relevant point and how it affects student learning and/or achievement in the school library; any points you do not agree with and/or questions or points you don't understand. **Due: 9/29 (Sessions 4 - 5) 5 pts.**

5. **Journal Entry 2;** see directions above, after reading Chapters 3, 4 and 8. **Due 310/6 in Journals (Sessions 6 + 7). 5 pts.**

6. Research Process Plan:

Making Decisions: middle school students (8th graders) will be writing their first research paper on a science topic of their choice (or you can use the context in which you work, but keep to the science topic). The Science teacher wants you to introduce the students to a research process (information search process). Choose one of the processes from Chapter 4 in Thomas. Discuss in a paragraph why you chose that particular model and how this model will foster student learning of the topic chosen AND inquiry skills. The paragraph should have at least 5 sentences. Then develop a specific plan (you can use

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: 10/20 (Sessions 6 + 7) 10 pts.**

7. Horizon Report Staff Development Plan:

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: 10/27.**

10 pts.

8. Webquest Analysis:

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: tommarch.com/writings/ascdwebquests/).

Look at webquest.sdsu.edu/designsteps/index.html for an overview of steps in designing a webquest.

After reading this background information, go to questgarden.com (30 day free trial) and search for examples of webquests on a theme that you may want to use to create your original webquest – or a webquest of your choice. 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: 11/13 in Assignments (Session 10). 10 pts.

9. Hotlist/ Weblibliography for your original webquest:

Create a weblibliography of 10 – 15 appropriate sources for your webquest’s “working theme”. **Sites should include information sites for students and/or teachers, a process site (one that will help students do a task, such as steps in writing a persuasive letter) and at least one reaction site (to provoke an emotional reaction).** Include a **brief annotation** about what is included in each of the sites. It is strongly recommended that you create a “Hotlist” on Filamentality: www.att.com/wired/fil/ (click **Activity Formats** for information; click “**Start a New Page**” to create the Hotlist. Or use Trackstar: <http://trackstar.4teachers.org/trackstar>. **Due: 12/4.** Email Bea the link and appropriate information to access your weblibliography/hotlist. **Due: 11/10 (Session 11) 5 pts.**

10. Essential Question/ Performance Task Blog: Post the draft of the essential question you will be using for your original webquest and the performance task you are developing. **Due 11/17 (Session 12). Blogs. 5 pts.**

11. Original Webquest Draft/ ADDIE Process Planning Guide (also known as the Inquiry Process Planning Guide): information is in Blackboard. **Due: 12/1. 10 pts.**

12. Original Webquest due: 12/15 in Blogs.

You will be designing an ORIGINAL webquest as the culminating activity of this course. Basically this is a plan for a web unit based on NYS Common Core State Standards in ELA and the Next Generation Science Standards and/or the Social Studies Framework. You will use a specific instructional design model (which you will be given) with the Internet as its main resource. There will be choices noted in a learning module in Blackboard. If you are currently teaching in a school and wish to develop a webquest on a topic of your choice, it must target the new Science and/or Social Studies NYS Standards as the main theme (and you must have my permission). The original webquest will be **graded by a rubric.**

*Most **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 – and/or observing/participating in a children’s/ youth services librarian holding workshops or story times. Field work logs will be submitted the last class.

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 given to you next class at our face to face meeting)

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

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...to develop the "Program Rationale" Power Point. See Assignment #2 for the documents and the process to use. **Due 9/22 in Blogs**

3. 9/22 Information Literacy and Inquiry

- O** 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)
- Common Core ELA and other NYS Standards
- ISTE/ NETS Technology Standards

Textbooks:

Standards for the 21st Century book: Chapter 1 (Introduction); 2 (Skills, pg. 17 – 18); 3 (Dispositions in Action, pg. 40 – 41); 4 (Responsibilities, pg. 48 – 49)

Theme 2: The World of Education

4. Theoretical Frameworks of Information Processing and Cognitive

9/29 Development (Today's Educational Environment)

O 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:

1. cooperative learning
(www.pgcps.pg.k12.md.us/~elc/learning1.html)
2. differentiated instruction (www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx video and articles)
3. inclusion (special.ed.about.com/od/integration/a/Inclusion-What-Is-Inclusion.htm)
4. multiple intelligences
(www.tecweb.org/styles/gardner.html)
5. problem based learning (www.studygs.net/pbl.htm)

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 Outline due 10/13**
2. **Journal Entry 2 due 10/6**

5. 10/6 **Introduction to Library Literacies (edTPA)**
O Library Literacies Vocabulary
 Field Work Process

6. 10/13 **Information Search Processes**
O Research Process Stages: Searcher Behaviors and
 Competencies
 Kuhlthau (ISPA)
 Eisenberg and Berkowitz (Big6)
 I-Search
 Inquiry 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)

IP. Chapters 3 – 6 (Building Partnerships for Learning)

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.

(www-ideals-illinois.edu.bgstg.net/bitstream/handle/2142/8113/librarytrendsv45i4k_opt.pdf?sequence=1)

"Information Age Inquiry" (<http://virtualinquiry.com/inquiry/ips.htm>)

"Writing an I-search Paper." ([https://www.gallaudet.edu/Documents/Academic/CLAST/TIP/writing an I-search paper.pdf](https://www.gallaudet.edu/Documents/Academic/CLAST/TIP/writing%20an%20I-search%20paper.pdf))

Big6 website: www.big6.com

Assignments:

- 1. Research Process Plan Blog entry due 10/20. See assignment #6.**

7. and 8. Technology Leadership

10/20 – 10/27 Definition and key practices

Opt F - O Webquests, webquest analysis

Webquest Design: webquests as examples of constructivism and effective research assignments

Introduction to the Webquest Process

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 2015: The K – 12 Edition. Website to be announced.

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

Assignment: 1. See Assignment #7: Horizon Report Blog Entry. Due: 10/27

2. Webquest Analysis. See assignment #8. Due 11/3.

Suggestion: This is a good opportunity to explore webquests about your potential original WQ topic to see what others have done, prior to your developing your original webquest.

Part B: Synthesis of Learned Information

Theme 3: Instructional Design

9. and 10. ADDIE Instructional Design Model

11/3 – 11/10 Instructional Design Process: using the ADDIE Process Planning
O Guide

Collaborative Planning and Teaching: Designing Your Webquest

Integration of Curriculum areas and Information Literacy

(Interdisciplinary Instruction)

Collaborative Model/ADDIE Process Planning Guide

Essential and Guiding Questions

Performance Tasks

Assignment:

Blackboard: Read Collaborative Teaching: Preparing for your Webquest

1. Frame out the ADDIE Process Planning Guide Design Phase (especially the Planning the Learning Experience section) Due 12/1. See Assignment #11.
2. Develop your Hotlist/ Webliography for your original Webquest topic. Due 11./10. See assignment #9.
3. Essential question/ Performance Task draft. Post the EQ as a Blog entry for group feedback. Due: 11/17. See Assignment #10

11. 11/17 O Assessment of Student Learning

Blackboard: Read Assessment Module

Assignment: Find a rubric that will be appropriate for the culminating activity/performance task of your Webquest. **Due 12/1 with webquest draft (ADDIE Design Phase)**

12. 12/1 Webquest Process Review

Opt. F All students will have a rough draft of their original webquest for peer review and feedback; be prepared to hand in the ADDIE Process Planning Guide.

Review of Performance Tasks, Essential Questions and the ADDIE Process Planning Guide

Review of Instructional Methodologies and how they relate to Webquest design.

Review of checklist and rubric for webquest development.

13. 12/8 Webquest Phone Conferences

Field Work Due

14. 12/ 14 O 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.)

Final Webquest due in WQ Blog.

Field work logs should be emailed or handed in to Bea.

