Instructor: Dr. Bea Baaden  
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Office hours: After a face to face class (please call or email for an appointment)  

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 an online course with suggested face to face classes. Face to face meeting dates are: 9/4, 10/9, 11/13, and 12/11 from 6:15 – 8:10 on the Brentwood campus.  

Palmer School Learning Objectives: Students will:  
3b. develop and deliver information programs designed to meet the needs of specific users and communities (Webquest) ** suggested “Best Work” for e-portfolio  
3c. integrate technology into programs and services (Horizon Report “report”) **e-portfolio project  
5b. understand the importance of advocacy on behalf of libraries and the profession (Program Rationale Power Point) **suggested “Best Work” for e-portfolio  

NYSTCE Objectives (June 2012, Test 074): 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)  
- 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) (Defend Your Program 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 edTPA Observation Project)
Demonstrate understanding of the advantages and limitations of various information and technology resources, services, and tools for locating information for a given purpose (3b) (Horizon Report Blog Entry)

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)

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)

Demonstrate the ability to reflect on the inquiry process, make modifications for improvement, and help students develop reflective inquiry skills (6h) (Research Process Blog Entry)

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)

edTPA (Teacher Performance Assessment) Preparation (Field Work Observation Project)

**Texts:**


**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 with the cooperating school librarians. 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 626, 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, discussion, attendance (both online and face to face)
90% Written/oral 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 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](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](http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards)
Academic honestly 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](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 yahoo email ([bbaaden@yahoo.com](mailto:bbaaden@yahoo.com)) and cell phone messages (631 514 5230). In an emergency, you may text me. 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 [bbaaden@yahoo.com](mailto:bbaaden@yahoo.com)

**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 class 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. Contact a “buddy” for missing notes and assignment explanations, if you need to miss a face to face class.

**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

9/10 O Learning Style Blog Entry (Blogs) (5 pts)
9/18 O Journal Entry 1: Chap. 1 + 2 (Journals) (5 pts)
WQR #1 (Webquest Reflection) (WQR Journal)
9/25 O Program Rationale PP (Wiki) (10 pts)
10/2 O Jigsaw Topics and Experts (email to Bea)
10/9 F Journal Entry 2: Chap. 5 + 6 (Journals) (5pts)
WQR #2 WQR Journal
10/16 O Jigsaw/IM expert reports (IM wiki) (7/10 pts)
10/23 O Journal Entry 3: Chapter 3,4 + 8 (Journals) (5pts)
10/30 O Jigsaw/IM home group report (IM wiki) (3/10 pts)
11/6 O Research Process Blog Entry (Blogs) (5 pts)
11/13 F Webquest Analysis (Assignments) (5 pts)
Journal Entry 4: Chap. 7*, 9, 10 (Journals) (5 pts)
11/20 O Horizon Report Blog Entry (Blogs) (5 pts)** e-portfolio project
Learning Standards Assignment: WQR #3 (your WQR Journal) (5 pts)
11/28 Happy Thanksgiving Holiday
12/4 O Essential Questions/Performance Task Blog Entry
Hotlist/Webliography due *(your WQR Journal) (5 pts)*

**12/11 F**
- Webquest Draft (Inquiry Process Planning Guide) *(bring to face to face class)*
- Webquest Design Conferences
- Field Work Observation Report *(15 pts) (Assignments in BB)*

**12/18 O**
- Final Webquests *(Wiki) (10 pts)*
- Field Work logs *(email or hard copy sent to Bea)*

**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.al.org/aasl/sites/al.org.aasl/files/content/guidelinesandstandards/learningstandards
- 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
- NYS Science Core Curriculum
  www.iste.org/STANDARDS (click NETS for Students)
  www.nmc.org/horizon-reports/horizon-report-k-12-edition
- THE Journal [Technological Horizons in Education]. Free subscription available online.
  thejournal.com
MAJOR ASSIGNMENTS:
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**.

**Part C:**

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

**Due: 12/11 in Assignments in BB**

**2. 4 Journal Entries: (20 pts: 5 points each)**

For the following chapters in the Thomas text, 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; any points you do not agree with and/or questions or points you don’t understand. You should have a journal entry for: Chapters 1 and 2; Chapters 3, 4 and 8; Chapters 5 and 6; Chapters 7, 9, and 10.

Due dates: 1. Chapters 1 and 2: 9/18
   2. Chapters 5 and 6: 10/9
   3. Chapters 3, 4 and 8: 10/23
   4. Chapters 7*, 9 and 10: 11/13

To access Journals in Blackboard, go into the Course Tools, click on Journals. Create a Journal Entry; name it “Your Name’s Journal Entry Chapter...”
Journal entries may be submitted at any time but definitely by the due date.

3. **Program Rationale PowerPoint: 10 pts.**
   Scenario: You are a school librarian. Your Board of Education has asked you to present a rationale for them to continue funding your school library. They are making the determination to fund your school library 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 philosophy and mission of Information Power, 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)**.

   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 Session 1 in the “Course Outline/Readings” section of this syllabus.
2. Go to: [www.lrs.org/data-tools/school-libraries/impact-studies/](http://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
   - Strong school libraries build strong students (2013) AASL – infographic
   - School library research summarized: A graduate class project (2013)
- “School Libraries Work! Updated 2008”. 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: 9/25. Submit to the Program Rationale Wiki in Blackboard.

4. **Instructional Methodology Jigsaw. (10 pts: 7 points for the expert report; 3 points for the home group report)**

   Your group will research 5 important instructional methodologies currently used in classrooms and develop a group research brief using the jigsaw method. Jigsaw is a cooperative learning strategy in which participants work simultaneously in 2 groups: 1. a home group where participants decide on topics and report information about their expert topics and 2. an expert group where participants research a topic in depth.

   **Jigsaw:** Home groups of 5: each member of the home group will choose 1 topic to become an expert in: 1. cooperative learning; 2. differentiated instruction; 3. multiple intelligences; 4. Inclusion; 5. Problem Based Learning. [Topics and experts’ names due 10/2; email to Bea]

   **Expert groups:** a) each expert will use 3+ independent resources (not including your textbooks, which may be used for background information) to be cited in proper bibliographic form

   b) each expert will answer the following questions in a written report: 1. define the methodology; 2. explain how it works, giving main components or elements of the method; 3. discuss how this methodology impacts the SLMS in terms of our instructional roles: teacher (teaching and learning for students and staff); instructional partner (collaboration); and information specialist (collection/curriculum development).
c) experts will enter their reports into the wiki section of Blackboard for Bea’s review and feedback by 10/16 (send a quick email to Bea when you place this assignment in Blackboard).

d) each expert will then share his/her reviewed report with other members of the home group, so that all home group members have complete information about each methodology.

**Home groups:** each home group member will read and review each expert report from their group members, thus gaining knowledge of each of the instructional methodologies. Then home groups will prepare a group response for each methodology by answering the following 2 questions: 1. give a brief personal response in which your group addresses how useful this methodology might be (or not) to you in your role as SLMS; 2. 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 use of these methodologies enhance (or not!) your learning?

Home group reports should be submitted in Blackboard through the wiki function by 10/31.

**Jigsaw Calendar:**

Form Home Groups by 9/25.

Expert group topic selection due by 10/2 via email to Bea.

Expert reports due 10/16. Instructional Methodologies Wiki

Expert reports to home groups after Bea’s feedback. (IM Wiki)

Home group reports by 10/30. (IM Wiki)

These assignments will be assessed based on the completeness of the answers to the questions and an understanding of what the methodologies are and how they impact student learning and achievement in the SMC.

5. **Webquest Analysis: (5 pts)**

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.htm 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 the theme of the intersection of geography and science (Environment) (“Geographic Reasoning” or “Economics” from the NY Social Studies Common Core Framework). 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 Blackboard Assignments.

6. Original Webquest: (20 pts: includes 10 points in preparation assignments)

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 Core Curriculum/ Learning Standards in a content area (Science and/or Social Studies) that uses a specific instructional design model (which you will be given) with the Internet as its main resource. The scenario the class will be working with is Biomes/ Environmental Issues. If you are currently teaching in a school and wish to develop a webquest on a topic of your choice, it must target the Science and/or Social Studies NYS Learning Standards/Core Curriculum as the main theme (and you must have my permission). Class “conversations” for components leading up to this creation will focus on Biomes/ Environment.

Webquest draft due 12/11 (with the completed ADDIE Process Planning Guide)

Final Webquest and reflection on the process due 12/18.
Preparation assignments include: **WQRs** (Webquest Process Reflections) due throughout the semester; **Hotlist/Webliography** (due 12/4); **Common Core Standards Assignment** (due 11/20); and the **ADDIE Process Planning Guide** (webquest draft) due 12/11. We will be using the ADDIE model of instructional design for this project.

**WQRs**: To prepare this culminating project, throughout the course there will be assignments that will enable you to think about the final webquest that you will design. The WQRs will document your thought process and activities as you develop the original webquest. Look for WQR in **weekly Assignments**. These will be submitted to “your WQR Journal” that Bea will set up for you in Blackboard. These will also be part of your Webquest grade.

The original webquest will be graded by a rubric.

**7. Blog entries: (20 pts)**

There will be 4 blog entries for this course where participants will respond to a prompt and then respond to at least one other participant. The topics and due dates are:

1. **Introduction/ Learning Style Blog: What Kind of Learner Are You?** 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. Also, list the 3 key events in the development of school libraries (after reading Chapters 1 and 2 in Thomas) and why you made those choices. **Due 9/11.**

2. **Research Process Blog: Making Decisions**: middle school students (8th graders) will be writing their first research paper on a science topic of their choice. The Science teacher wants you to introduce the students to a research 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 7 - 10 sentences. **Due 11/6.**

3. **Horizon Report Blog: Newest Technologies**: Using the article, “This Time It’s Personal” by Jennifer Demski (THE Journal Digital Edition – January 2012) and the latest Horizon Report K – 12 Edition, discuss which “newest technology” will be the most important in the near future for SLMCs. Give reasons for your choice. Also discuss the advantages and limitations for this technology tool’s use for student learning in the school library. Go to the THE Journal website to access the article; the website for the newest Horizon Report will be announced in BB Announcements. **Due 11/20.**

4. **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 12/4.**
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); (b) directions for what to focus on (usually in Blackboard Announcements, in your syllabus, or via email from Bea); (c) Readings from that week in your syllabus; and (d) Assignments. Bea’s Notes might include additional assignments; DO NOT DO those assignments. Use the syllabus as your guide for assignments!

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 product.

Session #/ Date Topic/Readings/Assignments

Part A: Conceptual Understandings

Theme 1: Leadership

1. 9/4 Introduction. Course overview.

F The Development and Importance of School Libraries

Assignments: 1. Read the syllabus carefully. If you have any questions, email Bea at bbaaden@yahoo.com.

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.


4. Journal Entry (Chapters 1 and 2) in Journals in Blackboard. Due 9/18
5. **WQR (Webquest Reflection) #1**: Connect and Wonder: The topic for your original webquest will be based on Environmental or Economic Issues (see Handout from New York State K – 8 Social Studies Framework). There are many facets of this topic. Choose 1 – 2 broad ideas and jot down briefly any **thoughts** that *immediately* come to mind for each, as well as any **questions** you think about that idea. It is not necessary to do any background research at this time. Just go with what you know and wonder about in terms of the topic. Due 9/18 in “your WQR Journal (see Syllabus, Major Assignment #6 for further explanation of WQRs and their relation to your final instructional design, the original webquest).

2. 9/11

**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; 21\textsuperscript{st} Century Skills and Information Literacy Revisited (in Content)

**Handouts**:

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

Assignments: 1. Read, absorb, reflect documents...to develop the “Program Rationale” Power Point. See Major Assignment #3 for the documents and the process to use. Due 9/25 in the wiki.

Reminder: the Program Rationale Power Point assignment is due 9/25 in the wiki.

Reminder: Journal Entry 1 is due 9/18.

Theme 2: The World of Education


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 (specialed.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. Program Rationale Power Point due 9/25. Submit to the Blackboard “Program Rationale Wiki.”

2. Jigsaw Topics and Experts due via email to Bea on 10/2.

5. Information Literacy and Inquiry

10/2 Information Literacy Standards (AASL)

0 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 (NYS curriculum for school libraries)

Textbooks:

Information Power (IP): Part One (Information Literacy Standards for Student Learning)

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)
Assignment: WQR #2: Connect and Wonder, Part 2: As you read through the Information Literacy Standards (Information Power, Chapter 2) and the Standards for the 21st Century Learner (inquiry standards), jot down which skills you think would fit students who are researching the topic you chose and help answer the questions you posed in WQR 1. Include standard title, appropriate skills and indicators and dispositions (not just the Standards titles); write these out as you find them, do not paraphrase. Submit to “your WQR Journal.” Due 10/9.

6 Introduction to “Library Literacies” (edTPA)

10/9 Library Literacies vocabulary

F Field Work process: observing lessons

Assignment: See Major Assignment #1.

Reminder: Jigsaw Expert group reports due 10/16.

7. Information Search Processes

10/16 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:

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

“Information Age Inquiry” (http://virtualinquiry.com/inquiry/ips.htm)


Big6 website: www.big6.com

Assignments:

1. Journal Entry 3 (Chapters 3, 4 and 8) due 10/23. Submit to Journals in Blackboard.
2. Research Process Blog entry due 11/6 (Major Assignment 7, #2).

8. 10/23 Technology Leadership

O Definition and key practices

Webquests, webquest analysis

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:


Online:


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

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


9

The Context of Education for the SMS

10/30

New York State Common Core Curriculum and Assessments (ELA, Social Studies, Math)

NYS Learning Standards (Science)

ISTE/NETS Standards (Technology)

Review of Information Literacy and Inquiry Standards/ indicators

Readings:

AASL. Standards for the 21st Century Learner in Action. Chapters 2 – 5; Chapter 6 (Benchmarks and Action Examples)

Blackboard: Read Learning Standards: A Process to Understanding

Assignment:

WQR #3: Common Core/Learning Standards Assignment: 1. Locate the Common Core Social Studies standards and the grade level performance indicators for your webquest topic from the Common Core Social Studies Framework.

2. Locate the Common Core ELA standards/ performance indicators that are appropriate for your theme from the Common Core Standards ELA

3. Locate the appropriate Science standards/ performance indicators for your webquest topic and grade level from the New York Science Core Curriculum

3. Locate appropriate technology standards (use NETS for Students).

All of the website you need are in the Bibliography section of the syllabus)
4. List these (Social Studies, Science, ELA, Technology key ideas or indicators) according to the grade level you prefer and the focus of your webquest. These will form an addition to your Information Literacy/Inquiry standards/indicators already listed. **Due: 11/20 in “your WQR Journal”** (you can either add this to the list you already started in the WQR 2 or title this WQR 3).

These should be bulleted lists with the appropriate standards and indicators noted.

Reminder: Webquest Analysis due in Assignments on 11/13.

Journal Entry 4 (Chapters 7 and 10) due on 11/13.

**Part B: Synthesis of Learned Information**

**Theme 3: Instructional Design**

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<td>ADDIE Instructional Design Model</td>
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Assignment: Begin to fill in the ADDIE Process Planning Guide (especially the Analysis phase)

11. – 12.

11/13 – 11/20 **Collaborative Planning and Teaching: Designing Your Webquest**

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**Assignment:**

**Blackboard:** Read Collaborative Teaching: Preparing for your Webquest

1. **Hotlist/Webliography:** Create a webliography 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 webliography/hotlist.

2. Frame out the ADDIE Process Planning Guide Design Phase (especially the Planning the Learning Experience section) due 12/11. Bring to the face to face class.

3. Essential question draft. Post the EQ as a Blog entry for group feedback. Due: 12/4

13. 12/4 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 12/11 with webquest draft (ADDIE Design Phase)

Field Work Assignment due next week.

14. 12/11 Webquest Conferences / Field Work Discussion

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.

Field Work Discussion

15. 12/18 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 wiki.
Field work logs should be emailed or handed in to Bea.