

INLS 745: Instruction for Youth in School and Public Libraries

Fall 2017
Wednesdays, 9:05 - 11:35
Manning 303

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COURSE OVERVIEW

What is good teaching? How do people learn? What do librarians teach, and why is it important for all youth services librarians to view themselves as teachers? These are some of the essential questions we'll be exploring together this semester. To begin answering these questions, we'll study learning standards and curriculum, traditional and critical learning theories, instructional design, assessment, collaboration, and professional development - all of which fall under the umbrella of *pedagogy*. All of these topics will be explored in the context of instruction for youth in school and public library settings.

INSTRUCTOR

Dr. Casey Rawson

Email: crawson@email.unc.edu

Office: Manning 002 (office hours by request)

COURSE OBJECTIVES

By engaging with the content, assignments, and activities in this course, students will develop the ability to:

- articulate the why, what, and how of instruction for youth in school and public libraries.
- fluently speak the language of education and describe how major educational concepts such as curriculum, standards, differentiation, and inclusion apply to youth services librarianship.
- describe and practice a variety of instructional approaches.
- design and implement instruction for diverse learners.

- describe traditional and critical learning theories and their applications to youth services librarianship.
- communicate their personal beliefs about teaching and learning in a library context.

MY TEACHING PHILOSOPHY

I believe that students learn best in an inquiry-based classroom environment in which they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. My role is to facilitate your learning, not to impart knowledge; as such, there will be as little as possible “sit-and-get” instruction in this course. Some “lecture” is unavoidable, however during these periods of class time (which I try to keep under 15 minutes at a stretch), I want and expect you to engage with me by asking questions and sharing your (relevant) comments.

We will spend most of our class time on large- and small-group discussion and/or debate, thinking protocols, case studies, and self and peer reflection. We will frequently engage in small group activities, and I will ask you to move around the room quite a bit so that you work with as many different classmates as possible over the course of the semester. Every semester, I hear students say that their favorite classes are ones in which:

1. the instructor cares about the course and the students;
2. class time is used for authentic learning tasks (not lengthy summaries of the readings);
and
3. all students participate fairly equally in class activities and discussions.

With your help, I will endeavor to create such an environment in this course.

ASSIGNMENTS

An overarching goal of any SILS course is to help prepare you to become not only competent professionals, but leaders in your respective fields. While I am happy to meet with you outside of class if you are having trouble with a particular assignment or other aspect of the course, you will be primarily responsible for establishing your own work schedules and internal deadlines and for locating and retrieving information to complete your assignments. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered by a full letter. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

1. Open Access Textbook Development (50 points)

If you take a look through the materials related to public youth services librarianship available in the SILS library, you’ll see many (many!) books with titles like “The Hipster Librarian’s Guide to Teen Craft Projects,” “Supercharged Storytimes,” and “Sizzling Summer Reading Programs for Young Adults” (real titles!). The large majority of these books convey the message that the primary goal of public youth services librarians should be getting children and teens into the

library with fun and flashy programming. Few of these books explore the more basic question of what, besides a cute craft, children and teens should gain from public library programming, and none (that I've found) frame this question through the lens of instruction. This semester, we are going to change that!

Our big class project this semester will be a collaboratively developed, open access textbook titled ***Instruction and Pedagogy for Youth in Public Libraries*** (note: I'm not great at coming up with catchy titles, so PLEASE feel free to suggest something more interesting for which my title could be a subtitle). My goal is to submit our final product to the Open Textbook Library. We will spend some time discussing this project in our first class session, and I am open to your ideas for ensuring a useful, accessible, and high-quality text. Think of this as your opportunity to help create the textbook you wish you could have for this class!

Each of you will sign up to be the primary author of one chapter in the book. I will write the introduction and conclusion chapters and will also serve as the book's editor – meaning that after you turn in your final product at the end of the semester, it will be my job to make sure that all chapters have a consistent voice and message.

I will be using a professionally-designed book template to format each chapter. You can use MS Word or a similar program to compose your chapter, and I will place it into our InDesign template once it's finalized. (*Note: if you have graphic design or artistic experience and want to take a stab at designing a book cover, please let me know*).

In addition to the main body of your chapter, each of you will be responsible for including one sidebar highlighting a real-world example of your chapter's content in practice in a public library. We will discuss this more in class – it may require some digging on your part to find an exemplar!

You will need to turn in a proposed outline of your chapter by **Wednesday, October 4**. I will give you feedback on that outline by Friday, October 6, at which point you can begin writing the chapter. If you'd like to get started earlier, you can turn in your outline anytime! Many of the chapters focus on content we won't discuss in class until late in the semester, so if you choose one of those topics, be sure to read ahead and work with me if you have any questions.

We will have an in-class writing workshop on **November 8**. Final chapters are due by **December 12 at noon**.

2. Program Design Assignment (50 points)

This semester, you will have the opportunity to put our class discussions into practice by proposing, developing, leading, and reflecting on a program for youth at the Chapel Hill Public Library. Working in groups of 2-3, you will:

1. Propose a one-hour program to be offered at the CHPL using their online program proposal system (<http://chapelhillpubliclibrary.org/propose-a-program/>). Your program may be aimed at any age level, and the format and focus are up to you. However, your program must be centered on one or more student learning goals. In other words, your program can (and should be!) fun, but it should also teach something. In addition, your program must meet the criteria described on the CHPL program proposal website. You can request any date in late October or November (preferably before Thanksgiving) and any time for your program, however you should take a look at the library's existing calendar to plan around previously-scheduled events and keep public school schedules in mind if you are planning programming for school-age children. **Submit your proposal via the CHPL website no later than Wednesday, September 20.**
2. Work with your group members to fully develop and prepare for the program. This includes developing a flyer or other advertisement about the program and working to spread the word about your programs in other ways appropriate to your intended audience (we can discuss ideas in class).
3. Lead the program! All group members must contribute to facilitating the program. All group members should also attempt to take notes during or immediately after the program to capture information about attendees (no names or identifying information, please), successes or challenges that arise, notes on your own delivery of the material, or any other details that might help you with the final step, which is...
4. Write an individual reflection (2 pages, single-spaced) focused on your personal experience with this assignment. The overall question I'd like you to focus on in this reflection is "how did the reality of planning and facilitating an instructional program compare to the theory and best practices discussed in our readings and class sessions?" Within this broad question, you can include whatever stood out to you over the course of completing the assignment. **Final reflections are due within one week of your program date.**

3. Teaching Approaches Presentation (30 points)

Excellent teachers have mastered a wide variety of teaching approaches such that they can tailor their instruction to the learners in their class or library. Employing a mix of approaches is generally considered best practice since individual learners have different learning preferences, but as a teacher, it's easy to fall back on the one or two approaches that align with one's own personality and learning preferences. For this assignment, you will explore one learning approach in detail, and will be exposed to a variety of other approaches through a series of in-class demonstrations by your peers.

You will choose one instructional approach as your focus on our first day of class. Most of you will work in pairs for this assignment, but depending on enrollment, some of you may choose to work alone or in groups of 3. For your chosen instructional approach, you will:

1. Research the approach. How and why was it developed? What are its key features? How has it been used (for some approaches, this may not align with how it was intended to be used)?
2. Develop a 20-minute demonstration of the approach in which you will teach us something (anything!) using your chosen approach. This should be the fun part - teach us something you are passionate about!
3. Develop a 15-minute presentation, to be delivered after the demonstration, sharing your discoveries from Step 1.
4. Lead a 10-minute class discussion of your approach, focusing on its applications in a school and/or public library setting.

4. Teaching Statement (25 points)

A teaching statement is a living document (meaning that it's one you should continue to revise throughout your career). Teaching statements may be requested as part of a school library job application and are almost always requested for academic library positions involving instruction, but these statements can and should be included in your youth services job applications regardless of library setting, even if not specifically requested.

A good teaching statement is:

- Personal. Your teaching statement should be *your* teaching statement – specific to your experiences, beliefs, and understandings.
- Confident. You don't need to qualify your statements with phrases like "I believe" or "I think" – boldly assert your principles. For example, "Racial equity is a primary goal of my teaching practice" is a much stronger and more effective statement than "I believe that racial equity should be an important component of teaching practice."
- Active. Include specific examples of how you live out your teaching and learning beliefs. If you say that inquiry is critical to learning in the library, back that statement up with a description of how you have incorporated it into your own teaching and with what result. If you don't yet have extensive teaching experience, 1) refer to whatever you do have (such as the program design assignment in this course), and/or 2) state what you WILL do once you have a library job.
- Supported by established theories and frameworks. An effective teaching statement will communicate that you "know the language" of teaching and learning. One of the primary ways to accomplish this is to use that language judiciously throughout your statement. Don't shy away from using terms like constructivism, inquiry, and differentiation in your statement in places where you are discussing your related beliefs and practices. However, there's a caveat here: using too much of this language can make a teaching statement feel like a collection of buzzwords and jargon and can detract from its individuality. You will also want to keep your audience in mind. If you will be applying for school or academic library jobs, you can safely use more teaching and learning vocabulary, but if you are applying to a public library, you will want to both limit these terms and make sure they are adequately defined within your statement.

Your teaching statement should be between 1.5 and 2 single-spaced pages. Unless you include a direct quote, you do not need to cite / include a bibliography with your statement (terms like constructivism, differentiation, etc. are widely used and do not generally require citation). Your teaching statement is due on **Wednesday, December 6.**

5. FlipGrid 3-2-1 Reading Reflections (20 points)

FlipGrid is an online video program that allows users to submit brief (no more than 90-second) videos to a shared online grid. We'll be using this platform to share pre-class reading reflections this semester in a "3-2-1" format. This assignment will help me prepare for each week's class session – I want to be sure that our time is focused on your areas of interest and need. For each week indicated on the course schedule below, you will record and upload an informal response based on that week's readings. Your response should include:

- 3 ideas that stood out to you from the readings.
- 2 connections to your own interests and/or future work.
- 1 question you have in response to the readings.

You don't need to explain these – I don't want this assignment to take you a great deal of time each week. Just list them (verbally). There are ten possible weeks to submit reflections; you can miss one week without penalty.

6. Class Participation (25 points)

The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers and instructor. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class.

I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class. This does *not* mean that you need to raise your hand for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:

- **Attendance:** You are expected to attend class each week and to arrive on time. This is especially important for this course since we only meet once each week. More than one absence or repeated tardiness will result in a lower class participation grade.
- **Preparation:** Full participation in class will require that you have not only completed all readings, but also thought critically about them before coming to class. In your assignments and in-class contributions, I will look for evidence that you have engaged in thoughtful preparation for each class session. UNC's definition of one credit hour is "not

less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week.” As this is a three credit-hour course, by this standard, you should be spending a minimum of 6 hours of time each week *outside of class* preparing for class and completing assignments.

- **Participation in class activities:** In addition to large-group discussion, this class will include individual, pair, and small-group activities, and I will look for your engagement in all of those activities. I understand that it is not always easy to jump into a large-group discussion; however, without a variety of voices and opinions, the quality of those discussions is significantly lowered. Take notes, ask questions, and above all, actively engage your mind with the ideas we are exploring in class.
- **Behavior:** Behave professionally. Be courteous to your instructor and classmates by refraining from conversing with others during lecture times, turning off all devices that might interrupt class, and using your electronic devices only to support class activities.

Since class participation grades can often be a “black box,” I will ask you to self-assess your participation near the midpoint of the semester using the same rubric that I will use to grade your participation at the end of the course.

TECHNOLOGY POLICY

Research on laptop use in higher education has shown that laptops used for course activities can result in learning gains, but that in-class laptop use also can also lead to distraction and decreased course satisfaction, understanding, and overall performance among students.^[1] This course will occasionally require the use of a laptop computer or tablet for class activities, and you may wish to have digital copies of readings accessible to you during class. However, other activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times. You may find that taking notes on paper is easier and more effective for this course.

GRADING SCALE

Based on UNC Registrar policy for graduate-level courses:

H	(95-100) “clear excellence”, above and beyond what is required
P	(80-94) all requirements satisfied at entirely acceptable level (note: this is expected to be the median grade for this course)
L	(70-79) low pass; substandard performance in significant ways
F	(<70) failed; performance that is seriously deficient and unworthy of graduate credit

***Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F).

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

~The faculty of the School of Information and Library Science, Dr. Barbara B. Moran.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified

may, as independently as possible, meet the demands of University life.” Visit their website at <http://disabilityservices.unc.edu/> for more information.

COURSE SCHEDULE

All PDF readings will be downloadable from the Sakai lesson page for that day’s class session (linked below for each session). If you encounter a link that won’t work or a file that won’t download, please contact me as soon as possible; you should also take the initiative in that case to search for the article yourself using the UNC Library’s website. Please have readings accessible during class (via your laptop / electronic device or in print).

DATE	TOPIC	ASSIGNMENTS DUE
8/23	Lesson 1: Course Intro & Big Questions	None
8/30	Lesson 2: What do Youth Services Librarians Teach?	FlipGrid Reflection
9/6	Lesson 3: Knowing Your Learners (community analysis & relationship building in the library)	FlipGrid Reflection
9/13	Lesson 4: Instructional Design & Learning Goals	FlipGrid Reflection
9/20	Lesson 5: Assessing Learning	FlipGrid Reflection
9/27	Lesson 6: How do Young People Learn, Part 1 - Traditional Theories of Learning	FlipGrid Reflection
10/4	Lesson 7: How do Young People Learn, Part 2 - Critical Theories of Learning and Culturally Sustaining Pedagogy	FlipGrid Reflection and Textbook Chapter Outline
10/11	Teaching Approaches II (student presentations)	Teaching approaches presentations
10/18	No class - Fall Break	None
10/25	Teaching Approaches II (student presentations)	Teaching approaches presentations
11/1	Lesson 8: Learning Differences, Learning Difficulties - Differentiation and UDL	FlipGrid Reflection
11/8	In-class Writing Workshop	None; come prepared to work on textbook chapter
11/15	Lesson 9: Research Models	FlipGrid Reflection
11/22	No class - Thanksgiving Break	None
11/29	Lesson 10: Collaboration	FlipGrid Reflection
12/6	Lesson 11: Professional Growth and Advocacy	FlipGrid Reflection

[1] Efaw, J., Hampton, S., Martinez, S., & Smith, S. (2004). Miracle or menace: Teaching and learning with laptop computers in the classroom. *EDUCAUSE Quarterly*, 27(3), 10-18.

Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

Wurst, C., Smarkola, C., & Gaffney, M.A. (2008). Ubiquitous laptop use in higher education: Effects on student achievement, student satisfaction, and constructivist measures in honors and traditional classrooms. *Computers & Education*, 51(4): 1766-1783.