



INLS 745: Instruction for Youth in School and Public Libraries

Spring 2019

Tuesdays, 11:00 - 1:45

Manning 303

COURSE OVERVIEW

What is good teaching? How do people learn? What do librarians teach, and why is it important for all 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 these topics will be explored in the context of instruction for youth in school and public library settings and in the context of academic library instruction.

INSTRUCTOR

Dr. Casey Rawson

Email: crawson@email.unc.edu

Office: Manning 215 (office hours by request)

TEXTS

There are two required texts for this course, and thanks to a generous grant from EBSCO, both will be provided to you free of charge:

- Booth, C. (2011). *Reflective teaching, effective learning: Instructional literacy for library educators*. Chicago, IL: American Library Association.
- Rawson, C. et al. (2018). *Instruction and pedagogy for youth in public libraries*. (Print copies will be provided to you in class, but if you prefer to read online / on a device, you can download a PDF or native HTML version of the text at <http://publiclibraryinstruction.web.unc.edu/>).

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 in libraries.
- fluently speak the language of education and describe how major educational concepts such as curriculum, standards, differentiation, and inclusion apply to librarianship.
- describe and explore examples of a variety of instructional approaches and learning theories.
- design and assess instruction for diverse learners.
- describe the importance of collaboration to library instruction and articulate what that might look like in a particular library setting.
- 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.

Assignment Due Dates: Most of the assignments below include components that span all of our course topics. For example, when you write your lesson plan, it may be very helpful to know about differentiation, but we’re not going to get to that topic until a couple weeks after the lesson plan is due. That’s a challenge for me as an instructor as well as for you as a student! The way I’ve decided to handle this is that on the due date listed in

the syllabus, you must turn in a completed assignment to me. I will give you feedback on that assignment, but not a final grade, and *you should consider that piece of work to be a draft until the end of the semester*. This goes for all assignments / parts of assignments except the observation of teaching. As we learn about new topics in class, you should reflect on assignment drafts you have already completed and return to them to revise them in light of your new understanding. You will then turn everything back in to me at the end of the semester for a final grade. That means that I will likely be receiving a lot of material all at once. With that in mind, I am planning to give you more detailed feedback on your first drafts, and less feedback at the end when I have to work through everyone's material in a compressed amount of time.

You will also note that some assignments have points reserved for peer feedback. As we will discuss in class this semester, assessment is a critical piece of instruction, and learning to give useful, fair feedback to learners requires practice. For this course, you will find a partner to serve as your peer reviewer for the duration of the semester. For assignments that require peer review (the lesson plan, online module, and book chapter), you will be responsible for:

- sharing your draft work with your partner and incorporating their feedback into your work as appropriate ahead of final assignment due dates.
- reviewing your partner's work and providing them with useful / actionable feedback on their draft work in a timely manner.

This work will be completed in Sakai; each pair will be given a private group page in Sakai where they can share work, ask their partners questions, and share their peer feedback. I have set aside one day in class (toward the end of the semester) specifically for peer review work, however you don't need to (and probably shouldn't) wait until then to start sharing your work and providing each other with feedback. We will talk more about the specifics of this in class.

The assignments for this semester are described individually below.

1. Observation of Teaching (30 points)

What does an effective teacher look like in a library setting? What types of instruction work (or don't work) in libraries? For this assignment, you will critically observe library instruction in a setting of your choice and reflect on the connections between what you observe and the topics we will discuss in class.

You will choose your own setting for this observation and you will be responsible for arranging your visit ahead of time with the instructing librarian. Suggested options include:

- School libraries: Schools in CHCSS with SILS alums in the media center include Carrboro Elementary, Franklin Porter Graham Elementary, McDougle Middle School, Northside Elementary, Phillips Middle School, and Rashkis Elementary. You are not limited to these choices!
- Public libraries: While public libraries might not advertise their programs as "instruction," you can look through their programming calendars to find programs that look like they might teach something to attendees.
- Community Workshop Series: Hosted in local public libraries, this program teaches technology skills to adults.
- Academic libraries: Contact library staff at the UL, Wilson, or another campus library to inquire about upcoming instructional sessions you might observe.

You should plan to observe for the entire length of one lesson / program (typically around one hour, but this may vary depending on the age level and what is being taught). While you are observing, take notes about what you see and hear. Topics you may consider include:

- Accounting for a variety of learners: Did you observe any differentiation of the instruction to account for different levels of learner readiness or different learning preferences? Was the instruction culturally relevant?
- Organization / structure: Was the lesson clearly planned around student learning goals? Was there a clear beginning, middle, and end to the lesson? Was pacing appropriate for the amount of time allotted?
- Learner engagement: Were learners engaged in the lesson? During which parts? How could you tell? Did you observe any differences in engagement based on gender, race, or any other learner characteristic? Did the instructor attempt to engage any learners who may have lost focus or interest?
- Classroom management: How did the instructor handle any instances of undesired behavior during the lesson? Were rules / expectations discussed at the beginning of the lesson?
- Instructor style: Did the instructor move around the space, or stay in one area? Did the instructor make eye contact with learners and/or speak individually to them during the lesson? How would you describe the instructor's tone of voice, enthusiasm level, etc.?
- General impression of the lesson: Would you consider this a successful / effective lesson overall? Why or why not?

After observing the lesson, write a one-page (single-spaced) reflection summarizing your thoughts. **Turn this in before class on February 5 and come to class prepared to discuss your observation.**

2. Lesson plan (45 points; 38 for the lesson itself and 7 for peer feedback)

Learning how to write a high-quality lesson plan is an essential skill for any instructor. For this assignment, you will use a modified USER lesson planning template to write one lesson plan designed to teach an information literacy skill or concept in the library setting of your choice (public, school, or academic). You should begin by identifying a learning standard (from AASL, YALSA, or ACRL) that you would like to address through your instruction. Next, you will develop learning goals based on that standard, followed by an assessment plan and, finally, a plan for learning activities. We will discuss this assignment more in class, but as you work, you should keep in mind common lesson planning mistakes:

- Trying to teach too much with one lesson: 1-2 standards and 1-2 learning goals are plenty for a single lesson. While you may touch on more than one topic or standard in your lesson, you should only focus on and assess one or two. This ensures that all pieces of your plan are aligned.
- Not aligning your assessment with your learning goals and standards: Your assessment should provide you with information about whether and how well each learner has met your defined learning goals. All elements of your lesson plan should be in sync with each other.
- Overplanning: If you've never taught before, you may be very surprised by how little you can actually get done in an hour of instruction. It's intimidating to think about having extra unstructured time at the end of a lesson, but rushing through or skipping the wrap-up parts of your plan can be worse in terms of student learning outcomes.
- Vague learning goals: Learning goals should be stated in terms of action verbs; they should state exactly what students should be able to do at the end of your lesson. For example, instead of "Students will know about plagiarism," try "Students will be able to define plagiarism and explain why plagiarism should be avoided."

Your completed lesson plan is due for initial instructor review on March 5.

3. Online module creation (45 points; 38 for the module itself and 7 for peer feedback)

Regardless of what type of library you work in, it's likely that you will want to offer some of your instruction online. While online instruction has its limitations, some of the positives include:

- Once you set up an online module, it can stay up for as long as you want it to.
- You can reach many more people with online instruction than you can in person.

- Creating online modules for frequently-asked questions you get in the library can free up your time to focus on other opportunities and responsibilities.
- You can create multiple paths through an online module to account for different learning levels and interests among your learners.
- Online modules can leverage and integrate existing high-quality online content (you don't always need to reinvent the wheel).

For this course, you will develop an online module for an information literacy or otherwise library-related topic of your choice. Your module should address one or more learning standards from AASL, YALSA, or ACRL. The exact structure of your module will vary depending on what you are teaching, but all modules should include:

1. Learning objectives
2. A mix of written and audiovisual materials sequenced to walk learners through your topic and help them reach the learning objectives.
3. An assessment that will help you know whether learners have reached your objectives. For this component, you can choose to have your assessment online and integrated into the module (for example, an online quiz using Qualtrics) or you may direct learners to do or create something offline and share it with you in some way (for example, by tweeting a picture of it with a specific hashtag, emailing it to you, or posting it somewhere).

The best online modules are:

- Interactive: They require more of the learner than simply scrolling through paragraphs of text. For example, interaction can be integrated by embedding Google slides, embedding a Qualtrics survey/quiz, or including some form of online discussion (for example, posing a discussion question and giving learners a hashtag to post their responses with on Twitter).
- Multimodal: Few people learn effectively by simply reading through long chunks of text. Online modules should take advantage of the medium's flexibility by including multimedia content such as videos, podcasts, images, etc. in addition to text. You don't necessarily have to create these yourself – there is a lot of great content already out there.
- Carefully sequenced: An online module should walk learners through a topic gradually, in the same way that a face-to-face lesson would. Later parts of the module should build on earlier parts.

Your online module should be created using an ad-free host; I would recommend either web.unc.edu or Google Sites for this, but you are not restricted to those two sites. Turn in your module by emailing me the link to your finished product.

Example modules (note, these are not necessarily perfect examples):

- <https://guides.lib.unc.edu/plagiarism/>
- https://guides.library.ubc.ca/library_tutorial/home
- <https://library.soton.ac.uk/online-skills>

Your completed module is due for initial instructor review on April 2.

4. Teaching Statement (30 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 and/or academic 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 for initial instructor review on March 19.**

5a. Final project option #1: Textbook Development (75 points; distribution shown below)

Your first option for a final class project will be to write a chapter for a collaboratively developed textbook tentatively titled *Picking up STEAM: Science, Technology, Engineering, Arts, and Math Instruction in the Public Library* (note: don't be alarmed by the title if you're not planning to go into public libraries; I hope that everyone who chooses this option will be able to find a focus area within this broad topic that interests them). Full disclosure: I am using a charitable gift from EBSCO Information Services to fund our work on this book, and eventually this book may be published by EBSCO (meaning they would hold the copyright, though of course we would all be credited as authors).

If you choose this option, 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. You can also include things like tables, figures, and images (if you took them / created them yourself). Take a look through the *Instruction & Pedagogy* book – this is similar to what we are ultimately aiming for.

In addition to the main body of your chapter, each of you will be responsible for including one “spotlight section” highlighting a real-world example of your chapter’s content in practice in a public library. As part of this process, you will be responsible for finding and interviewing a public librarian (we have received a grant that will allow us to give each librarian we interview a \$100 Amazon card for their personal or library use (*if IRB approves this*)). We will discuss this more in class – it may require some digging on your part to find an exemplar!

We will scaffold this work throughout the semester, with various components of your chapter due at different points. Your grade will be broken down into the following components:

- a. Outline of chapter (10 pts); due 2/12
- b. Interview with a public librarian (15 pts); due 2/19
- c. Peer feedback on draft (10 pts); due 4/16
- d. Final draft of chapter (40 pts); due 4/29 at 3pm

5b. Final project option #2: Online Portfolio (75 points; distribution shown below)

Like other professionals, librarians need evidence of their growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence. In many states, school librarians are required to develop a portfolio to renew their professional licenses. Some school districts, library systems, and universities require them as part of the annual review process. All candidates for National Board Certification must also prepare a portfolio.

A professional teaching portfolio is more than a hodge-podge of artifacts and list of professional activities. It is a careful record of specific accomplishments attained over an extended period of time. Although portfolios vary in form and content, depending upon their purpose, most contain some combination of teaching artifacts and written reflections. Each artifact, whether a lesson plan, student work sample, or parent newsletter, included in a portfolio should be accompanied by a written explanation. For example, what was the purpose of the parent newsletter? Who was the audience for the book trailer and what were you trying to accomplish with it? What did you and the students learn from the voice thread they created? The goal is to be **specific** and be **reflective**.

Objectives

The portfolio enables you to:

1. Demonstrate your vision for the library’s instructional program;
2. Articulate your teaching philosophy;
3. Demonstrate your understanding of the principles of effective library instruction;
4. Demonstrate your ability to use online technologies;
5. Engage in reflective practice;
6. Demonstrate your ability to collaborate to impact student learning; and
7. Demonstrate your leadership qualities.

Organization and Content

For this assignment you will begin to create a professional portfolio and to populate it with information, including artifacts. You may use any software that you choose to create your portfolio (i.e. WebdotUNC, Google Sites) as long as the software **DOES NOT CONTAIN ADVERTISEMENTS**. WebdotUNC is

recommended, because this platform runs on Wordpress and is therefore highly customizable; you will also be able to keep this site after you graduate.

How much information your portfolio contains for this assignment will depend upon where you are in the program. Your portfolio may include items you create for this course, items you have created for other SILS courses, and/or items you've created in your work or field experience settings.

The portfolio should include the following categories:

- I. Background Information: Who are you? What is your vision for the library instructional program (this should be specific to your setting of choice – school, public, or academic)? What does an exemplary library instructional program look like? Items in this section should include, but are not limited to:
 - Résumé
 - Contact information or contact form (note: spell out e-mail addresses so as not to be spammed – for example, crawson at unc dot edu).
 - Philosophy and vision for the library instructional program: this is different from your teaching statement and should articulate your vision for the library instructional program as a whole; how does it fit into broader institutional goals for schools / public libraries / academic libraries / universities? What content and skills are taught in the library and why are these critical for learners? What types of instructional approaches are used in the library? What modes of instruction should be offered? Who does the library's instructional program serve? What core values serve as the foundation for this program? What are its ultimate goals? These are the types of questions your philosophy and vision statement might address. Like the teaching statement, this should be no more than 1.5 – 2 pages single spaced (shorter is fine, but not longer). You don't necessarily need to format this as a prose narrative – consider how you might make this visually appealing and powerful in an online format.
- II. Teaching Artifacts: What artifacts have you produced in SILS courses or in your library work that demonstrate your ability to work with learners, teachers / faculty members, and other stakeholders; to support the school's curriculum and/or your organization's strategic plan; to integrate technology into your work in meaningful ways? Possible artifacts include:
 - From this course: teaching statement, lesson plan, online module
 - Reflections documenting an extended teaching activity (this could be added during your Field Experience, or if you have prior teaching experience you may have some of these artifacts available already), including:
 - overview of unit goals and instructional plan
 - list of resources used in unit
 - lesson plan
 - videotape of teaching (if possible)
 - student work examples
 - evaluation of student work
 - additional units/lessons/student work as appropriate
- III. Professional Service: How have you been involved in the profession? How have you begun to be a "leader"?
 - Professional memberships
 - Service to professional associations
 - Other professional service

Other categories might include:

- Publications, Grants, and Awards
- Library administration (e.g. collection development, reference, etc.)
- Diversity and Inclusion (may include your D&I statement and any artifacts that show your commitment to inclusion)

If you have items that fit into these categories, please include them. You can also add more categories if there is another element of your professional practice you want to highlight.

For each artifact you include or link to in your portfolio, include a **brief, identifying caption** that provides:

- The title of the artifact
- The date produced
- A description of the context
- The purpose of the item
- A reflective statement: What does this item demonstrate about your practice? Your abilities?

For examples of librarian portfolios, check out the following links (note that these may not meet all the requirements for this assignment, but they may give you good ideas):

- Heather McGeorge: <https://heathermcgeorgetlportfolio.wordpress.com/>
- Amanda Meeks: <https://amandammeeks.wordpress.com/>
- Alicia Tate: <https://aliciadtate.wordpress.com/>

The professional portfolio will be due on **Monday, April 29 at 3:00 pm** (the scheduled exam time for this course). We will scaffold this work throughout the semester, with various components of your chapter due at different points. Your grade will be broken down into the following components:

- a. Basic shell of portfolio website (to show organization and design) (10 pts); due 2/12
- b. Draft philosophy and vision for the library instructional program (15 pts); due 2/19
- c. Peer feedback on draft (10 pts); due 4/16
- d. Final portfolio (40 pts); due 4/29 at 3pm

6. Class Participation

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.

This semester, I am trying something new with the class participation grade, namely that I am not going to grade this. In general, I have found that participation is difficult to put a number on; I have also found that class participation grades typically track with students' grades on other course assignments, such that participation scores do not usually impact a student's overall grade average (if you don't attend or engage in class discussions, it's difficult to do well on your other assignments).

With that said, I do have expectations for your participation in this course. While officially ungraded, you will not be able to succeed in this course without meeting these expectations.

My expectations for your participation:

- **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.
- **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.

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.

SEE THE NEXT PAGE FOR THE COURSE SCHEDULE.

COURSE SCHEDULE

All PDF readings and videos will be downloadable from the Sakai lesson page for that day's class 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). I will bring printouts of the this page to class on January 15.

INLS 745: Spring 2019 Course and Assignment Schedule

DATE	TOPIC	ASSIGNMENTS DUE
1/15	Lesson 1: Course intro & big questions; What makes an effective teacher?	None
1/22	Lesson 2: What do librarians teach? Standards & curriculum; research models	
1/29	Lesson 3: What does instruction look like in the library?	
2/5	Lesson 4: Learning theories and instructional models	Library teaching observation
2/12	Lesson 5: Designing instruction with the USER method: Understand	Proposed chapter outline OR shell of portfolio
2/19	Lesson 6: Designing instruction with the USER method: Structure	Interview with public librarian for book chapter OR draft philosophy & vision for library instructional program
2/26	Lesson 7: Designing instruction with the USER method: Engage	
3/5	Lesson 8: Designing instruction with the USER method: Reflect	Lesson plan
3/12	No class - Spring Break	
3/19	Lesson 9: Instructional technology and teaching online	Teaching statement
3/26	Lesson 10: Learning Differences, Learning Difficulties - Differentiation and UDL	
4/2	Lesson 11: Collaboration	Online module
4/9	In-class peer review and assignment workshop	Drafts of any / all assignments for peer review
4/16	Lesson 12: Challenges and setbacks (preventing and responding to difficult teaching and learning situations)	All peer reviews for all assignments should be completed in Sakai by this date.
4/23	Lesson 13: Professional growth and advocacy	Finalized versions of lesson plan and online module if revisions have been made since the last time Casey gave you feedback
4/29	Final exam date	Final chapter or portfolio due at 3pm

[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.