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INLS 783: LIBRARY INSTRUCTION & PEDAGOGY

SPRING 2021
TUESDAYS, 11:00 – 1:45
[HTTPS://UNC.ZOOM.US/J/95327275359](https://unc.zoom.us/j/95327275359)

COURSE DESCRIPTION

Examines the role of school, public, and academic librarians in providing instruction. Pedagogy, learning theories, information literacy standards and curricula, and assessment methods are addressed.

INSTRUCTOR

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She / Her / Hers



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OVERVIEW AND OBJECTIVES

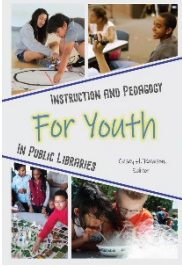
What is good teaching? How do people learn? What do librarians teach, and why is it important for all librarians to view themselves as teachers?

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 in school, public, and academic library settings.

By engaging with the content, assignments, and activities in this course, you 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 your personal beliefs about teaching and learning in a library context.

REQUIRED MATERIALS



Many of our readings will come from two open-access textbooks. You can read these texts for free online or download them in PDF format. If you prefer to have a print copy, both texts are available in print-on-demand format for a reasonable price via lulu.com.

- Rawson, C. et al. (2018). *Instruction and pedagogy for youth in public libraries*. Available online at <http://publiclibraryinstruction.web.unc.edu/>.
- Saunders, L., & Wong, M. A. (2020). *Instruction in libraries and information centers: An introduction*. Available online at <https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/>

All other readings will be accessible online through our course Sakai site.

INCLUSION AND STUDENT SUPPORT


My teaching philosophy is grounded in relationships and shared meaning-making. This means that I believe people learn best when they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. I strive to create learning environments that support and honor students' identities and prior knowledge. **Who you are as a learner and as a person matters to me.**

It is my intent that the diversity that you all bring to our class be viewed as a resource, strength and benefit. I have worked to include and develop course materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. With that said, research in our field, like most others, has been largely built on a foundation of work from privileged voices (read: white, straight, cisgender, non-disabled, American, male), and I acknowledge that there may be both explicit and implicit biases in the selection of materials for this course. Suggestions for improvements are always encouraged and appreciated.

I understand that you have lives outside of this course, and that sometimes experiences outside of your control may interfere with your class performance. This is especially true now, as we continue to deal with the ongoing COVID-19 pandemic. If you find yourself struggling in this course or if there are ways I could better support your learning, please reach out.

GRADING

Note: I am assuming that SILS will return to its normal H/P/L/F grading framework for this semester. If the faculty decides instead to keep the P/F system in place, I will let you know. In general, you should expect to earn a P (Pass) for this course, which represents work and effort that meets all stated requirements. The "H"



grade is reserved for work that goes above and beyond stated expectations in some way. Course grade ranges are as follows based on UNC Registrar policy for graduate-level courses:

H (Exceptional work that goes beyond the expectations for the course): 95-100%

P (Work that meets all expectations of the course at an acceptable level): 80-94%

L (Work that represents substandard performance in significant ways): 70-79%

F (Performance that is seriously deficient and unworthy of graduate credit): <70%

Since this is a course about teaching and learning, I will add here that my focus when evaluating your work is not to make fine distinctions between, for example, a 93 and a 95 grade. Instead, I use rubrics to holistically assess each assignment and provide you with a clear understanding of the strengths of your work and areas of potential improvement (these rubrics will be provided to you in advance). Typically, my feedback to you will consist of a completed rubric form along with brief comments specific to your work.

ASSIGNMENTS

Most of the assignments below include components that span all of our course topics. For example, when you write your instructional 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 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 applies to 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 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.

This system means that I will be receiving a lot of material all at once at the end of the semester. With that in mind, you should expect to receive 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 instructional plan, online module, and portfolio), 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 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.

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. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

The assignments for this semester are described individually below. I know this looks like a lot! Please know that I will often provide class time for you to work on these assignments and/or to workshop them with your peers. In addition, by the end of the semester, you will already have 90% of the material needed for your final project (the online teaching portfolio).

HYPOTHESIS DISCUSSION (20 POINTS)

All of our course readings for the semester will be accessible via Sakai and will appear within a Hypothes.is window. Hypothes.is is a tool for collaborative, asynchronous annotation of web documents, and we will use it this semester as a tool to “discuss” each week’s readings before our synchronous class sessions. This is not a “gotcha” assignment to see who is doing the readings. Instead, it is intended as an additional way for you to engage in the course (keep in mind that not everyone is comfortable jumping into synchronous discussions in a large-group format, especially on Zoom!). Your Hypothes.is comments and questions also help me understand what parts of the readings are interesting, challenging, or confusing to you, which in turn helps me better prepare for our synchronous sessions.

I do not expect you to have something to say about every article or chapter we read, or even to have something to say every week. Here are the guidelines I will use to assess your work for this assignment:

H (“above and beyond,” 19-20 points)	P+ (18 points)	P (17 points)	P- (16 points)	L (14-15 points)
Contributes to Hypothes.is each week, usually with 2+ substantive comments.	Contributes to Hypothes.is with at least one comment in 10-12 weeks of the course; often contributes 2+ comments each week.	Contributes to Hypothes.is with at least one comment in 8-10 weeks of the course.	Contributes to Hypothes.is with at least one comment 5-7 weeks of the course.	Rarely contributes to Hypothes.is (posts comments fewer than 5 times throughout the semester).





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.


**But wait, what about COVID?!?* I thought seriously about getting rid of this assignment for this semester, but in the past it has been a really valuable foundation for many of the later discussions in our course. So, we are still going to do it, but we will all need to be creative about finding instructional sessions to observe.

You will choose your own setting for this observation and you will be responsible for arranging your observation ahead of time with the instructing librarian, if required. You do not have to observe instruction in the type of library you want to work in, however I would recommend trying to do so if possible. Suggested options include:

- **School libraries:** This one is the most difficult, since most schools in our area are either still remote or are restricting visitors due to the pandemic. You could reach out to one or more school librarians to ask if they are leading any virtual instructional sessions that you would be able to sit in on. I have also reached out to some librarians I know to see if they have videos of past instruction they might be willing and able to share. Schools in CHCSS with SILS alums in the media center include Carrboro Elementary, Franklin Porter Graham Elementary, McDougle Middle School, Northside Elementary, and Phillips Middle School. You are not limited to these options!
- **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. Many public libraries are currently offering online programming; while some of them require a library card to register, others have programs that are open to anyone (for example, <https://www.spl.org/event-calendar>).
- **Academic libraries or museums/archives:** Contact library staff at the UL, Wilson, or another campus library to inquire about upcoming instructional sessions you might observe. Or, look through their websites for upcoming online instructional sessions that you could attend (you may have to email the instructor to get permission to attend if you are not already part of the target audience for the program).

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 (but are not limited to):

- **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? Note - this is especially challenging online. In some cases, you may find that there are NO opportunities for engagement, or no way to tell how engaged attendees may or may not be during the session.

- **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 9 and come to class prepared to discuss your observation.**

INSTRUCTIONAL PLAN (45 POINTS: 38 FOR THE LESSON AND 7 FOR PEER FEEDBACK)

Learning how to write a high-quality instructional plan is an essential skill for any educator. For this assignment, you will use a planning template provided by Dr. Rawson to write one 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, SAA, IMLS, 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 draft lesson plan is due for initial instructor review on March 30.



ONLINE MODULE (45 POINTS: 38 FOR THE MODULE 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 asynchronously online. This is even more true now in the wake of the COVID-19 pandemic, and we have all learned a lot about best practices for online instruction! While asynchronous 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, SAA, IMLS, or ACRL. The exact structure of your module will vary depending on what you are teaching, but all modules should include:

- Learning objectives
- A mix of written and audiovisual materials sequenced to walk learners through your topic and help them reach the learning objectives.
- An assessment that will help you know whether learners have reached your objectives. The most straightforward way to accomplish this is to have your assessment online and integrated into the module (for example, an online quiz using Qualtrics or Google Forms, or an embedded Padlet).

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 [Tarheels.live](https://tarheels.live) 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 draft module is due for initial instructor review on April 13.

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 draft teaching statement is due for initial instructor review on April 6.**

ONLINE TEACHING 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:

- Demonstrate your vision for the library's instructional program;
- Articulate your teaching philosophy;
- Demonstrate your understanding of the principles of effective library instruction;
- Demonstrate your ability to use online technologies;
- Engage in reflective practice;
- Demonstrate your ability to collaborate to impact student learning; and
- 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. Tarheels.live, Google Sites, [Wordpress free site](#)) as long as your resulting site will not contain large / overwhelming ads. Please note that if you choose the Tarheels.live option, you will lose editing capabilities for your site 90 days after graduation. So, if you want to be able to maintain this portfolio and use it on the job market, another hosting platform may be a better choice. **If you already have a professional website, you can integrate**




your teaching portfolio into that site, as long as all of the required components below are present.

How much information your portfolio contains for this assignment will depend upon where you are in the program, and you will not be graded on quantity, but rather the quality of what is there and how well it is organized. 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:
 - a. Résumé
 - b. Contact information or contact form (note: spell out e-mail addresses so as not to be spammed – for example, crawson at unc dot edu).
 - c. 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:
 - a. From this course: teaching statement, lesson plan, online module
 - b. 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:
 - i. overview of unit goals and instructional plan
 - ii. list of resources used in unit
 - iii. lesson plan
 - iv. videotape of teaching (if possible)
 - v. student work examples
 - vi. evaluation of student work
 - vii. additional units/lessons/student work as appropriate



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?

III. **Diversity and Inclusion:** More and more library employers are looking for evidence of a commitment to diversity, equity, and inclusion in their job applicants. For example, a recent posting for an instructional librarian position at Appalachian State requires candidates to submit a response to the question, “How do you foster equity and inclusiveness in your teaching, research, service, and/or outreach?” The Public Library of Cincinnati and Hamilton County is advertising for a librarian who can “[use] equity, diversity and inclusion as a lens to identify and pursue services, initiatives, and programs that address the community’s lifelong learning needs, especially those of vulnerable and/or underserved populations.” In this section of your portfolio, you will communicate your understanding of the value of diversity and inclusion in the library and your vision for equitable library instruction in your chosen field. This could take a variety of forms. You may choose to write a more formal diversity statement (now required by many academic libraries; see <https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-a-diversity-statement/> for suggestions). Or, you may present artifacts that demonstrate your commitment to diversity and inclusion, as you did for the teaching section above. In either case, this section should not only describe what you think or feel about diversity and inclusion, but also what you *have done* or *will do* to foster equity and inclusion in your work.


You may choose to include other categories in your portfolio if you have material to put there or if you’d like to highlight other elements of your work. Other categories might include, but are not limited to:

- Publications, Grants, and Awards
- Library administration experience (e.g. collection development, reference, etc.)
- 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

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):

- Lydia Neuroth: <https://sites.google.com/view/lydianeuroth/>
- Amanda Meeks: <https://amandammeeks.wordpress.com/>
- Alicia Tate: <https://aliciadtate.wordpress.com/>
- Heather McGeorge: <https://heathermcgeorgetportfolio.wordpress.com/>

The professional portfolio will be due on Friday, May 7 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:

- 
- Draft philosophy and vision for the library instructional program (10 pts); due 3/9
 - Draft diversity statement (10 pts); due 3/23
 - Peer feedback on portfolio draft (10 pts); due 4/20
 - Final portfolio (45 pts); due 5/7 at 3pm

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.

With that said, 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).

I do have expectations for your participation in this course. Without meeting these, you will not be able to succeed in this course. You will not receive a separate class participation grade in this course, however more than one absence or frequent disengagement from class activities may result in deductions to your overall course grade at the end of the semester.

My expectations for your participation:

- **Attendance:** You are expected to attend class each week and to arrive to our Zoom meetings on time. This is especially important for this course since we only meet once each week. See the "Zoom Expectations" document for more information about my expectations for your engagement in our synchronous sessions.
- **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 approximately 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.

COURSE SCHEDULE

Note: The schedule below lists topics and essential questions for each week, as well as assignment due dates. Readings and other activities you may need to complete to prepare for each class session will be listed on that week's lesson page in Sakai.

Date	Topic and Essential Questions	Assignments Due
1/19	<p>Intro and Big Questions</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • What is good teaching? • How do people learn? • What do librarians teach? • Should librarians be considered teachers? 	
1/26	<p>What do Librarians Teach? (Standards and Curriculum)</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • What is the “what” of library instruction? • How do school, public, and academic library instruction complement and reinforce each other? • What is the role of official standards documents in library instruction? • How does research relate to information literacy? 	
2/2	<p>What does Library Instruction Look Like?</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • What forms does library instruction take, and what are the benefits and drawbacks of each of those forms? • How does library instruction differ from instruction in other environments? 	
2/9	<p>Learning Theories and Instructional Models</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • How do people learn? • What's the best way to teach? 	Library Teaching Observation



Date	Topic and Essential Questions	Assignments Due
2/16	Wellness Day (no class)	
2/23	Community Analysis and Curriculum Mapping <i>Today's Essential Questions:</i> <ul style="list-style-type: none">• What do I need to know about my learners and their communities to be an effective teacher?• How does taking a deficit- or an asset-based approach impact the instructional services I provide to the community?• How can library instruction be coordinated with other instruction happening within and across organizations?	
3/2	Critical Pedagogy <i>Today's Essential Questions:</i> <ul style="list-style-type: none">• In what ways might library instruction reproduce or maintain social inequities?• How can library instruction incorporate critical theory (for example, Critical Race Theory, Feminist Theory, or Queer Theory)?	
3/9	Designing Instruction: Setting Learning Goals <i>Today's Essential Questions:</i> <ul style="list-style-type: none">• What is the best way to plan for effective instruction?• (How) Is instructional design in the library unique?• What does a learning goal look like in a school and public library context?• How can learners themselves be involved in shaping their instruction and learning outcomes?	Draft philosophy and vision statement for portfolio
3/16	Designing Instruction: Assessment <i>Today's Essential Questions:</i> <ul style="list-style-type: none">• What purposes can assessment of learning serve in the library?	





Date	Topic and Essential Questions	Assignments Due
	<ul style="list-style-type: none"> • How can I assess learning in the library? • What strategies can help me evaluate and improve my own teaching? 	
3/23	<p>Designing Instruction: Learning Activities</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • How can we plan for effective and engaging learning activities in the library? What's the best way to develop materials for our instructional interactions? 	Draft portfolio diversity statement
3/30	<p>Instructional Technology and Teaching Online</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • What are the advantages and disadvantages of online teaching and learning in the library context? • What features of effective face-to-face learning can be translated online? • When should I use instructional technology, and how should I decide what tech to use? 	Draft Lesson Plan
4/6	<p>Learning Differences, Learning Difficulties</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • How can we design instruction that works for ALL learners? • What does Universal Design for Learning look like in a library setting? • To what extent do librarians need to be familiar with special education services and laws? 	Draft Teaching Statement
4/13 *First day of Ramadan. Please let me know if you need accommodations.	<p>Collaboration</p> <p><i>Today's Essential Questions:</i></p> <ul style="list-style-type: none"> • What does collaboration look like in a school, public, or academic library setting? • With whom should librarians collaborate? • What are the benefits of collaboration for teaching and learning? 	Draft Online Module





Date	Topic and Essential Questions	Assignments Due
4/20	Peer review partner meeting time	No synchronous class today; instead you should arrange to meet with your peer review partner to discuss your portfolio, lesson plan, online module, and/or teaching statement drafts. Complete the form linked in your Sakai group page when all of your assignments have been peer reviewed.
4/27	Professional Growth and Advocacy <i>Today's Essential Questions:</i> <ul style="list-style-type: none"> • How can I continually improve my instruction? • What strategies can help me communicate the value of my instruction to other stakeholders? 	
5/4	World Café <i>Today's Essential Questions:</i> <ul style="list-style-type: none"> • What challenges might I face as an instructor? • When I experience an instructional challenge or setback, where can I turn for help? 	Finalized versions of lesson plan, teaching statement, and online module due (if revisions have been made since initial feedback)
Friday, 5/7	N/A	Final portfolios due at 3pm (post link to Sakai)

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.





STUDENTS WITH DISABILITIES

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. 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 perspectives and experiences are valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved groups in North Carolina and beyond

The statement is our commitment to the ongoing cultivation of an academic environment that is open, representative, and reflective of the concepts of equity and fairness.

~The Faculty and Staff of the UNC School of Information and Library Science