INLS 783: LIBRARY INSTRUCTION AND PEDAGOGY

SPRING 2023
WEDNESDAYS, 9:05-11:50AM
MANNING 208

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

Casey H. Rawson, Ph.D.
Email: crawson@email.unc.edu
Zoom Office Hours:
http://bit.ly/rawsonoffice
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
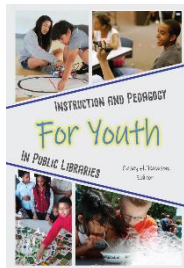
Many of our readings will come from two open-access textbooks. You can read these texts for free online or download them in PDF format. If you prefer to have a print copy, both texts are available in print-on-demand format for a reasonable price via lulu.com.

- 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 Canvas 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 as we continue to deal with the COVID pandemic. If this happens to you, please reach out. I will do my best to work with you to ensure that you can succeed in the course and that you are aware of SILS and university resources that might help you more generally. One place to find such resources is the Dean of Student's Student Support page: https://odos.unc.edu/student-support.

COURSE ATTENDANCE AND MASKING

It is likely that some of us may get sick this semester, whether with COVID or with more "normal" things like colds and the flu. **If you are feeling unwell, please do not attend in-person classes.** Instead, you can log

into class via Zoom if you are able (link available in the course resources area of Canvas). Please note, however, that attending an in-person class session via Zoom is not a great substitute for being physically present: it's difficult for the me to monitor the Zoom window at the same time I am presenting to the in-person folks, and typically impossible for me to successfully integrate online attendees into small-group activities that we might do in class. This usually means that if you attend a face-to-face class session via Zoom, you will mostly be limited to "listening in" rather than fully participating. <u>That's still much better than not attending at all!</u> But, if for some reason you find yourself needing to attend via Zoom for more than one or two class sessions, please reach out to me so we can figure out how to ensure that you are still able to reach the course objectives.

As of now, UNC is not requiring face masks in classes, and instructors cannot enforce mask wearing for all students. However, I will ask you to be considerate of your fellow students, some of whom may be immunocompromised or have immunocompromised loved ones at home. I intend to continue masking in class and I encourage you to do the same.

EVALUATION AND GRADING

Because this is a class about teaching and learning, we will spend some time discussing grades and their place in assessing student learning. Numerical or letter grades are often the least useful form of feedback you can receive on an assignment, and I prefer to focus my feedback to you on qualitative evaluation of your work in relation to the assignment goals. Thus, you should expect feedback in this course to consist primarily of written comments made directly on the documents you submit via Canvas. You will also receive feedback on your assignments from a peer review partner (more on this below).

Of course, I still need to turn in grades at the end of the semester following UNC's graduate HPLF grading system. Your final letter grade will be determined as follows:

- P: This is the grade most of you will likely receive in the course, and it represents satisfactory completion of five assignments (all described in detail below): 1) reading discussion comments, 2) observation of teaching, 3) instructional plan, 4) teaching statement, and 5) the online module. In addition to completing all these assignments at a satisfactory level as described below, a P grade also requires regular attendance and full participation in class. This means that you miss no more than one class session and attend no more than two class sessions via Zoom (except with prior permission from instructor; in some cases, alternate assignments may be necessary to make up for missed class sessions).
- H: The H grade is reserved for work that goes "above and beyond" standard course expectations. In this course, the H grade requires satisfactory completion of six assignments – the five listed above, plus a diversity statement – *and* the development of an original video to be included in your online module (see details below). In addition, the H grade requires regular attendance (no more than one class session missed, and no more than one class session attended via Zoom except with prior permission of instructor) and full participation in class activities.

- L: Work at the L level falls significantly short of course expectations, and I don't expect anyone to earn an L in this course. An L grade would be warranted if you failed to complete one or more of the five core course assignments, or if your work consistently fails to meet assignment expectations.

ASSIGNMENTS AND PEER REVIEW

Most of the assignments below include components that span all 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 will turn in a completed assignment to me and to your peer review partner (more on this below). I will give you feedback on that assignment at that time. As we learn about new topics in class, however, you should reflect on assignments you have already completed and revise them in light of your new understanding. **If you would like me to take a second look at any of your assignments after you receive my initial feedback, I will be happy to review it again at any point prior to the last day of class**.

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, teaching statement, and the online module), 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 Canvas, where I can assign peer reviewers for relevant assignments. Peer review should be completed within one week following the assignment's due date.

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.

READING DISCUSSION (REQUIRED FOR P GRADE)

All our course readings for the semester will be accessible via Canvas and will open within Google docs, where you will have "commenting" permissions. We will use that comments feature 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). Your online 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. Work that falls within any of the green categories is acceptable for the P grade.

Awesome	Good	Satisfactory	Fair (L level)	Unacceptable (F level)
Contributes each week, usually with 2+ substantive comments.	Contributes with at least one comment in 9-10 weeks of the course; often contributes 2+ comments each week.	Contributes with at least one comment in 7-8 weeks of the course.	Contributes with at least one comment 5-6 weeks of the course.	Rarely contributes (posts comments fewer than 5 times throughout the semester).

OBSERVATION OF TEACHING (REQUIRED FOR P GRADE)

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.

Ideally, you will observe an in-person, synchronous class session, workshop, or library program for this assignment. However, if you are concerned about increasing your COVID exposure, you can alternatively observe pre-recorded instruction or attend a synchronous online lesson or program for this assignment.

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:** You could reach out to one or more school librarians to ask if they are leading any instructional sessions that you would be able to sit in on. 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! You

can also find some pre-recorded K-12 lessons online (some of these are not in a school library, but that's OK). Examples will be shared in Canvas.

- **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 both online and in-person 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 workshops or 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 15 and come to class prepared to discuss your observation.**

INSTRUCTIONAL PLAN (REQUIRED FOR P GRADE)

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 a 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, ISTE, 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 lesson plan is due for instructor review on March 29. This assignment requires peer review, to be completed no later than April 5.

TEACHING STATEMENT (REQUIRED FOR P GRADE)

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 job applications regardless of library setting, even if not specifically requested.

This statement could take a variety of forms. You may choose to write a more formal / traditional teaching statement; if so, aim for around 1.5 – 2 single-spaced pages. This is recommended for anyone aiming for an academic library job. Alternatively, you could create your statement in the form of an infographic, slideshow, or video. This may be a better option for public and/or school library folks. Think about which format might be most useful given your own professional goals and your likely audience (beyond this course).

Regardless of format, 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 instructional plan 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.

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 instructor review on April 5. This assignment requires peer review, to be completed no later than April 12.**

DIVERSITY STATEMENT (REQUIRED FOR H GRADE ONLY)

Library employers are increasingly 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 your diversity statement, 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 statement 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). Alternatively, you could create your

statement in the form of an infographic, slideshow, or video. Think about which format might be most useful given your own professional goals and your likely audience (beyond this course). Regardless of format, your statement 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.

A couple other things to note about your diversity statement:

- You don't have to call it a diversity statement if you prefer different terminology (as long as you're aware that a "diversity statement" is still what you'll be asked for in applications nine times out of ten).
- Don't take it for granted in your statement that terms like "diversity," "equity," or "justice" will be universally understood by different readers to mean the same thing. What do YOU mean when you use those terms?
- You are not required to disclose any element of your personal identity within the diversity statement. The choice of whether to disclose a marginalized identity within a job application package is a personal one, and there are strong opinions and arguments on both sides. We can discuss this more in class, but please know that I will respect your decision to share as much or as little about your own identities as you choose in this statement and in your other coursework.

If you choose to complete it, your diversity statement is due for instructor review on April 12.

FINAL ASSIGNMENT: ONLINE MODULE

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, and with no geographic restrictions.
- 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 your final assignment, 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, ISTE, 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. Please cite and/or link to sources for any videos, images, etc. you include in your module that were not created by you.
- 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 - additional options below).

- *Additional requirement for students pursuing the H grade:* To earn an H in this course, your module must include original video content (at least one video of at least 5 minutes in length, or multiple shorter videos). Your video content could be something like a narrated PowerPoint, but it could also be something more creative – an animation, for example, or a demonstration of some skill, or an interactive video that includes built-in assessment using something like EdPuzzle. You may find the SILS Media Lab helpful for this part of the assignment. The media lab houses high-quality recording and media production technology (like a green screen, lighting, microphones, video cameras, and even a teleprompter). You can reserve the media lab at the IT help desk in the SILS library.

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, an embedded Padlet).
- **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.

Resources for This Project:
- **Potential Hosting Sites:**
  - Google Sites (free and easy to learn / use; easily embed other content; not as customizable as some of the other options)
  - Wordpress free site creator (more customizable than Google sites, but has a steeper learning curve; Wordpress makes signing up for an actually-free site fairly difficult)
  - Bulb (a newer option that I am less familiar with, but a couple people used it effectively last year)
  - Tarheels.live (UNC's Wordpress site maker; fairly robust but you would lose editing access to the site after graduation)
- **Interactivity and Assessment Tools:**
  - Flip (allows learners to create and share short videos in response to a prompt)
  - Padlet
  - Flippity (creates interactive flashcards, quizzes, timelines, games, etc.)
  - ThingLink (allows you to annotate images with text, webpage content, videos, etc.)

- o [Edpuzzle](#) (integrates questions or notes into videos)
- o [Quizizz](#)
- o [Formative](#)
- **Other Tools:**
  - o [Panopto](#) (video creation software)
  - o [Veed.io](#) (online screen / media recorder)
  - o [Creative Commons search](#) (search for images that are licensed for reuse)
- **Example modules (note, these are not necessarily perfect examples):**
  - o https://guides.lib.unc.edu/plagiarism/
  - o https://guides.library.ubc.ca/library_tutorial/home
  - o https://library.soton.ac.uk/online-skills

Your completed module is due May 1 at noon (our scheduled exam time for the course). Turn in your module by posting the link to Canvas. If you would like Dr. Rawson to review a draft of your module, it must be submitted no later than April 14. This assignment requires peer review, however in this case the peer review will happen during class time on April 26. You will be required to meet with your peer review partner for at least 30 minutes on that day, either in person or via Zoom, to review each other's progress on the module. You may use the remaining class time that day to work on your module and/or pop into the course Zoom room to ask Casey any questions you may have.

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.

My expectations for your participation include:

- **Attendance:** You are expected to attend class each week and to arrive to our meetings on time. This is especially important for this course since we only meet once each week. See above for information about attending via Zoom (intended only as a rare substitute for in-person attendance).
- **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 Canvas.

Date	Topic and Essential Questions	Assignments Due
1/11	**Intro and Big Questions** *Today's Essential Questions:* • What is good teaching? • How do people learn? • What do librarians teach? • Should librarians be considered teachers?	
1/18	**What do Librarians Teach? (Standards and Curriculum): ONLINE CLASS** *Today's Essential Questions:* • 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?	
1/25	**What does Library Instruction Look Like?** *Today's Essential Questions:* • 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?	

Date	Topic and Essential Questions	Assignments Due
2/1	**Learning Theories and Instructional Models** *Today's Essential Questions:* • How do people learn? • What's the best way to teach?	
2/8	**Research and Information Literacy Models Jigsaw** *Today's Essential Questions:* • What models do librarians use to teach research and information literacy to their students? • How do these models compare, and which one is the "best?"	Come to class prepared to engage in the jigsaw activity (instructions found in Lesson 5 module page in Canvas)
2/15	**Community Analysis and Curriculum Mapping** *Today's Essential Questions:* • 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?	Library Teaching Observation
2/22	**Critical Pedagogy** *Today's Essential Questions:* • 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)?	
3/1	**Designing Instruction: Setting Learning Goals** *Today's Essential Questions:* • What is the best way to plan for effective instruction?	

Date	Topic and Essential Questions	Assignments Due
	- (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?	
3/8	**Designing Instruction: Assessment** *Today's Essential Questions:* - What purposes can assessment of learning serve in the library? - How can I assess learning in the library? - What strategies can help me evaluate and improve my own teaching?	
3/15	**SPRING BREAK - NO CLASS**	
3/22	**Designing Instruction: Learning Activities** *Today's Essential Questions:* - 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?	
3/29	**Instructional Technology and Teaching Online** *Today's Essential Questions:* - 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?	Instructional Plan Come to class prepared to work on your online module.
4/5	**Learning Differences, Learning Difficulties** *Today's Essential Questions:* - How can we design instruction that works for ALL learners?	Teaching Statement

Date	Topic and Essential Questions	Assignments Due
	• 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?	
4/12	**Collaboration** *Today's Essential Questions:* • 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?	(Optional, for H grade) Diversity Statement (Optional) If you would like Casey to review your draft module, send her the link no later than April 14.
4/19	**World Café** *Today's Essential Questions:* • What challenges might I face as an instructor? • When I experience an instructional challenge or setback, where can I turn for help?	
4/26	**OPTIONAL online (Zoom)** office hours today for any student in either section who would like to discuss their final project with Dr. Rawson.	**Meet with peer review partner** for at least 30 minutes during class time today (either in person or via Zoom) to review module progress. Spend the rest of class time working on your module.
Friday, 4/29	**N/A**	Final assignments due at 12:00pm (submit via 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