

COLLEGE OF INFORMATION STUDIES
Fall 2014

LBSC 742 Collaborative Instructional Design and Evaluation

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OFFICE HOURS: Can be arranged by appointment

ONLINE COURSE SPACE: <https://myelms.umd.edu/login>

SYNCHRONOUS MEETING SPACE: URL will be distributed prior to meeting(s).

TWITTER HASHTAG: #lpsc742 (All students must have a Twitter account)

COURSE DESCRIPTION

Over the past several decades, the role of the school librarian has evolved to include a number of new responsibilities. One of the most important of these involves instruction--working individually and in collaboration with teachers to design, develop, and evaluate teaching and learning strategies and materials to meet a variety of instructional needs. Both historically and today, the principles of instructional systems development (ISD) provide an invaluable tool for the school librarian to use in fulfilling this instructional role, and they are introduced and explored in this course. Grounded in the assumption that instruction should be designed by teams or groups to be most effective, ISD is especially useful in supporting the librarians' work as an "instructional partner" with teachers. A particular focus of the course is the application of ISD to designing information-based learning—that is, creating opportunities for learners to use a full range of information resources for authentic, problem-based learning.

ISD interweaves insights from systems, learning, communications, and management theories into a set of concepts and processes whose application leads to well-planned, reliable instruction. Beginning with the analysis of an instructional problem and moving systematically through a sequence of clearly defined stages, the ISD approach provides a sophisticated set of tools for designers of instruction for both education and training. The process is applicable to the development of instruction in all media formats--the newest varieties of interactive media as well as the more traditional print and audiovisual approaches. Through studying ISD theory and applying its methods to the development of a detailed plan for an instructional product, candidates in this course will master a systematic yet flexible set of principles that can be used in

a variety of settings.

COURSE GOALS

- I. The candidate will understand the nature, purpose, concepts, and principles of instructional systems development (ISD).
 - a. The candidate will define ISD, state its purpose, and describe its historical and theoretical roots.
 - b. The candidate will compare and contrast several major ISD models.
 - c. The candidate will identify the major concepts and principles underlying ISD and explain the relationship of each to learning.

- II. The candidate will analyze the collaborative instructional development role of the school librarian.
 - a. The candidate will describe the instructional development role of the school librarian, particularly as it relates to working collaboratively as an “instructional partner” with teachers and others.
 - b. The candidate will explain both the historical and the contemporary contexts of this role.

- III. The candidate will understand the varieties of student assessment and the role of the school librarian in planning and implementing assessment strategies.
 - a. The candidate will compare a range of assessment types—formative and summative evaluation, norm-referenced and criterion assessment, and standardized and authentic assessment—and the circumstances that call for each type.
 - b. The candidate will compare a range of assessment strategies—objective response, constructed response, and performance assessment (including portfolio assessment and checklists/rubrics)—and the circumstances that call for each strategy.

- IV. The candidate will apply the theory and techniques of ISD to the collaborative development of an instructional product.
 - a. The candidate will collaborate to create a complete plan for an instructional product (including assessment) based on the ISD process.
 - b. The candidate will collaborate to describe his/her ISD plan (including its major elements and its associated resources for learning) and the details of the development process.

- V. The candidate will understand the possibilities, constraints, and limitations of ISD.
 - a. The candidate will describe the relationship of ISD to various kinds of media and technology, both traditional and contemporary.
 - b. The candidate will identify and discuss issues and concerns related to ISD and K-12 education, particularly as these relate to the school librarianship.

- VI. The candidate will analyze, evaluate, and create new knowledge about the major topics covered in the course as they relate to the instructional development role of the school librarian.

TEXT & READINGS

Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [ISBN: 978-1-59884-850-2]

American Association of School Librarians. (2009). *Standards for the 21st-Century Learner in Action*. Chicago: AASL. [ISBN: 978-0-8389-8507-6]

Additional required readings are listed at the end of this document, organized by weeks. All readings are available through Course Reserve in Canvas, with the exception of articles with direct links to the entire article.

COURSE METHOD

In order to engage various learning styles in an online environment, this course will utilize a variety of instructional strategies to deliver the content for each week and various assessment methods to measure the achievement of learning objectives each week. There will be four synchronous meetings throughout the semester: (1) Introduction/first class; (2) Mid-semester meeting/guest lecture; (3) Final project presentation (Week 14) and; (4) Final project presentation (Week 15). The instructor will administer a Doodle Poll to find late afternoon/evening/weekend slots to conduct these synchronous sessions. All synchronous meetings will happen via Adobe Connect. In preparation for the Adobe Connect session, please make sure that you run the system test to ensure compatibility with Adobe Connect - https://umdischool.adobeconnect.com/common/help/en/support/meeting_test.htm

It is essential that every candidate read the course readings, participate in asynchronous activity planned for each week (if any), participate in the synchronous sessions and complete all the assignments. Candidates must read the assigned readings before completing the asynchronous/synchronous activity planned for each week (if any). Class lectures or notes for each week will be released at least ONE week before the actual topic discussion/activity. For example, the lecture notes for September 15 2014 will be released on September 8.

Based on critical examination of course readings, each candidate should develop an analytical stance concerning the issues in the course. The candidates are expected to question, challenge, argue, and discuss issues and topics related to that week's readings.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect. It is expected that during synchronous sessions, you will devote your full attention to the classroom and not be engaged in other activities.

ATTENDANCE POLICY

Regular participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary delayed participation, a reasonable effort should be made to notify the instructors in advance of the class. The notification (can be in the form of a message through Canvas or phone call) must identify the week that your participation will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.
2. If a candidate is delayed more than TWO times consecutively, the instructor may require documentation signed by a health care professional.
3. If a candidate is unable to submit an assignment before or on the due date, he or she is required to notify the instructor in advance (via a message through Canvas or phone), and upon returning to class, send the documentation of the illness, signed by a health care professional, via email.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done by the second week of class.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus is available at <http://www.umd.edu/emergencypreparedness/>. Information about possible rescheduling of synchronous activities and assignment deadlines will be provided via Canvas once the campus has reopened.

ACADEMIC HONESTY

Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Candidates grade will be determined through class participation, collaboration interview documentation, development of lesson plan (based on the collaboration interview), final project (collaboration with current teacher and school librarian) and evaluation of your collaboration strengths during your final project.

Collaboration interview	20 points
Lesson plan + Materials	20 points
Class participation	20 points
Final Project (lesson plan, materials, teaching and presentation)	35 points
Evaluation of Collaboration (Teacher/ librarian)	5 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining student's grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. Attendance at each class is required unless prior arrangements have been made.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.

COURSE SCHEDULE

Module/Date	Topic(S)	Class Activity	Graded Assignments due 5.30 pm (EST)
(1) September 2 – September 7	Introductions Course Overview	Synchronous meeting via Adobe Connect – Date/Time to be determined via Doodle Poll Write a short introduction about yourself under the “Who am I? Why I am here” discussion board, you must provide answers to both of these questions ☺	
(2) September 8 – September 14	Taxonomy of collaboration	Read lecture notes prior to doing the readings	
(3) September 15 – September 21	Standards for the 21 st learner – Application and Alignment with Content Standards	Read guiding questions provided as you are reading	
(4) September 22 – September 28	Introduction to ISD models Needs assessment	Watch pre-recorded Adobe Connect lecture by Dr. Subramaniam	
(5) September 29 – October 5	Learner analysis Instructional objectives	Read guiding questions provided as you are reading	
(6) October 6 – October 12	Teaching information literacy – The use of research models	Read lecture notes prior to doing the readings	

Week/Date	Topic(S)	Class Activity	Graded Assignments due (EST)
(7) October 13 – October 19	Best practices in instructional collaboration – Tales from the field	Synchronous meeting via Adobe Connect – Date/Time: To be determined via Doodle Poll Must ask at least two questions to the presenters. Potential guest speakers: Joquetta Johnson (BCPS), Beverly Mullen (MCPS) and Mary Beth Baurnschrub (PGCPS) (speakers subject to change)	
(8) October 20 – October 26	Teaching information literacy: Instructional strategies	Read guiding questions provided as you are reading	<i>Collaboration Interview due –October 20 2014</i>
(9) October 27 – November 3	Use of technology in collaboration	Watch pre-recorded Adobe Connect lecture by Natalie Greene Taylor and Amanda Waugh	
(10) November 3 – November 9	Assessment	Read guiding questions provided as you are reading	
(11) November 10 – November 16	Serving the needs of SPED students	Read lecture notes prior to doing the readings	
(12) November 17 – November 23	LMS as Instructional Partner – The Challenge	Watch pre-recorded Adobe Connect lecture by Dr. Subramaniam	<i>Lesson plan due – November 17 2014</i>
(13) November 24 – November 30	Thanksgiving Holiday!	NO WORK THIS WEEK. HAPPY THANKSGIVING!	

Week/Date	Topic(S)	Class Activity	Graded Assignments due (EST)
(14) December 1 – December 7	Final Project presentations	Synchronous meeting via Adobe Connect - Date/Time to be determined via Doodle Poll	<i>Final project presentation (due a day before you present)</i>
(15) December 8 – December 14	Final Project presentations	Synchronous meeting via Adobe Connect – Date/Time: To be determined via Doodle Poll	<i>Final Project Presentation (due a day before you present)</i>
(16) December 15 – December 21	No Class		<i>Final Project Materials & Evaluation of Collaboration – December 16 2014</i>

CLASS PARTICIPATION

Class participation points will be based on active participation during the 11 weeks where actual course content will be discussed, that is Week 2 through Week 12 (2 points per week, with an extra week to include missed participation due to sickness or other life commitments). Every week, candidates will do the following: (1) Complete the readings for the week; (2) View a pre-recorded lecture/webinar OR read lecture notes OR read the guiding questions OR attend a synchronous meeting; and (3) Complete the activity assigned for each week that will count toward the participation points.

To clarify point (3) above, for each week, the instructor will assign one activity that will count towards your participation points. For example, some asynchronous participation activities include providing responses to questions in the discussion board or writing tweets in response to a question/prompt posed. The specifics of the actual activity/question/response needed will be shared in the weekly pre-recorded lectures, lecture notes or guiding questions. Please take note that you will only be able to participate in these activities in a timely manner if you have completed the readings for the week, and have watched/read the lecture presentations/notes for that week. For the week that we meet synchronously (Week 7), you must ask at least two questions to the presenter(s), and this will count as participation points. The instructor will post the first half of the participation grade in Week 7 and the other half on Week 13.

COLLABORATION INTERVIEW

Due: October 20, 2014 at 5:30 PM EST

This assignment is designed to enable you to practice your skills in conducting need assessment, learner analysis, and using the Standards for the 21st Century Learner in Action guidelines. Each candidate is expected to conduct an interview with ONE teacher and submit an analytical and reflective paper based on the interview. Do not identify the teacher in your report – you can use a pseudonym. Candidates will find teachers of their choice, and it is recommended that candidates attempt to find teachers as soon as possible, and conduct collaboration interview after completing readings for Week 5.

In the first part of the interview, request information from each teacher about their curriculum area (for middle and high school teachers), the grades they teach, their teaching experience, the primary resources they use, particular units they enjoy teaching, the nature of their student body, the help that they are currently getting from their school librarians and would like to get from school librarians. Submit a report that summarizes each of these points above, and indicating the exact questions that you have asked. Also explain in your report, the respective teachers understanding of the role of school librarian as an “instructional partner”. You are required to obtain the interpretation of the role of school librarian as an “instructional partner” from the teacher and compare it to the defined role of school librarian that you have obtained from the readings and the class. This section is best written in question and answer format. The first part of the interview must not exceed 4 pages (single spaced).

In the second part of the interview, based on the particular units the teacher enjoys teaching, ask the teacher to choose one unit that she/he really need the help of a school librarian. It is expected that most teachers may suggest a lower level of collaboration such as in the cooperation level. It is your responsibility to convince and direct them to attempt collaboration at a higher level. Based on their input, fill the *Collaboration Planning* form available at the *Files* area in Canvas (Collaboration Interview Assignment folder) together with the teacher for that particular chosen unit of their interest. With the exception of the *evaluation of the collaboration interview*, other sections must be filled out together with the teacher. There may be sections (such as Resources, Standards for the 21st Century learner etc.) in the form that the teacher will want you (the librarian) to decide, and this would be acceptable, and you can do it after your interview. The *evaluation of the collaboration interview* is your reflection on the learning plan that you and the teacher have planned. At the end of the form, you will find a rubric that will guide you in completing the form.

Some preliminary examination of each of these areas will allow you to carry out an efficient and knowledgeable interview (about 30-45 minutes in length). You will be using the input that you receive from the teacher to develop lesson plan stipulated in the next upcoming assignment. An in-person or phone interview is essential, and email interviews are not allowed. In-person interviews are highly recommended.

Please refer to rubric available at the *Files* area in Canvas (Collaboration Interview Assignment folder) for grading criteria. As a guide for the collaboration interview process, some potential interview questions are also available in this folder. An excellent example of a Collaboration Interview report is also available.

LESSON PLAN
Due: November 17, 2014 at 5:30 PM EST

The focus of this assignment is to demonstrate your ability to create a library/research/technology/information literacy instructional session in the school library that aligns with the content taught at a grade level and/or subject and to advise teacher on the use of appropriate material/resources or suitable research models upon request by a teacher. Using the lesson plan template (available at *Lesson Plan Assignment* folder in the *Files* link), develop a lesson plan for a session at the library for the unit of study as indicated by the teacher (from the Collaboration Interview assignment). It is expected that the school librarian (you) will play an instructional partner role in accomplishing the goals and standards for this unit. Use the input that you have from the *Collaboration Interview*.

Because of the focus of this assignment, I have added some items that are not typically included in a lesson plan such as *Justification for choice of instructional strategies*, *Justification for selection of materials and resources used* etc. The purpose of this addition is to demonstrate your understanding of the concepts that we had learned in class.

Below are some additional clarifications on some of the components in the lesson plan. The other items are all self-explanatory.

Item 7 - Learner Characteristics: Describe the learners for whom you'll be designing this instruction. Who are these learners? What are their interests, needs, abilities, language fluency, do they have IEPs etc? Describe all the learner characteristics that will be relevant in the design of the instruction. Create a brief but detailed profile of your students that will guide your choices of instructional objectives, strategies, activities, etc. This could be easily derived from the first part of the Collaboration Interview assignment.

Item 8 – Instructional Objectives: Write a minimum of two objectives for the lesson. Write each objective according to the ABCD format.

Item 12- Justification for choice of instructional strategies and research models: Indicate the instructional strategies and/ or research models that you have chosen for this lesson. Justify why these instructional strategies and/or research models that you are suggesting is the best for learning to take place and to achieve the indicated standards and objectives.

Item 15 - Justification for selection of materials/resources: Justify why you have decided to use the materials/resources stated in item (13) and (14). Explain why you think these materials/resources work best for the unit.

Item 16 - Assessment: Create one or more assessment instrument that assesses students' learning that corresponds to the objectives (please explain how the components in the assessment evaluates each objective for this lesson) for the library instruction. Indicate if the assessment instrument will be a presentation, a research project, a portfolio etc. and you must create these instrument(s).

FINAL COLLABORATION PROJECT

Final project Documents Due: December 16, 2014 at 5:30 PM EST

Presentation due: One day before your presentation date

The focus of this assignment is to demonstrate your understanding of the entire instructional design process and your role as school librarian serving as an instructional partner at a school. You will collaborate with a teacher (or a group) and the school librarian in your chosen school who have agreed to allow you to co-develop lesson plans that will integrate the Standards for the 21st Century Learner into the content curriculum. If you are the school librarian in your school, then you will only be collaborating with a teacher (or a group of teachers). For those of you who are teachers or doing your internship, you can work with a teacher and the school librarian in your schools. If you will be working with teacher and librarian from the school where you will be completing your internship, be sure that this project is distinctive from the other projects that you complete for the internship. When in doubt, please check with the instructor. If you are not doing an internship this semester or are not currently working in a school, the instructor will work with you to find locations/schools where you can complete this project through the *Professional Development Schools* that work with College of Education. Please be sure to indicate your need to find a school/classroom teacher for a school during the first week of class.

You will work with teachers in co-planning the instruction/lesson plans for the selected project using the Collaborative Planning Form (use the form that you have used for the Collaboration Interview assignment), and co-teaching and co-assessing the outcomes of the lessons taught. The school librarian in your chosen school is not involved in designing the units, but function as a liaison between you and the teacher. In this project, you will work on your plan (1) to gain experience in collaborating with teachers to design instruction; (2) to tie the Standards for the 21st Century Learner directly to subject-matter learning, thus making specific links between the library program and the curriculum; (3) to utilize various instructional strategies that are best suited for the information literacy instruction and (4) to ensure that the instruction incorporates the meaningful use of information resources, instructional strategies and assessment.

The project developed over the course of the term has four parts:

- A. A complete and detailed written plan for the development of one or more lesson plans for a particular unit(s) and for a particular audience, involving information literacy skills within a particular subject matter area, incorporating specific technology-based learning resources, and with particular attention to student assessment. This written plan includes the complete description of the audience, content standards, the AASL standards, learning objectives, description of prior knowledge of students, lesson plan(s) for the library/research/media instruction involved, the actual development of supplemental materials as needed (such as graphic organizers, pathfinders, handouts) and actual assessment related items such as rubrics or checklist. You will use the format for the lesson plan used by the county. If it is not available, candidates may use the lesson plan template that was used for the Lesson Plan assignment;
- B. You will teach at least one session of the planned lessons indicated in (1) in the school. During this instruction, you must discuss and support the ethical use of information, intellectual freedom and privacy of users;
- C. You administer assessment developed in (A) and analyze the effect of your

- instruction in information literacy learning in students by employing a variety of assessment methods; and
- D. You will present (A) through (C) above at the end of the semester in a synchronous session. Each candidate will have 20 minutes to present.

You will send a thank you e-mail to the teacher and school librarian (if any) that you have worked indicating what you have learned from working together with them, and thanking them for their time and effort. Please copy the instructor in your communication.

You will submit (A) to the school librarian and teacher and you will submit (A) through (D) above via Canvas to the instructor. The rubric for this assignment is available in the *Files area* (Final Project folder).

There will be multiple opportunities in class to ask further questions about this assignment.

EVALUATION OF COLLABORATION
Due: December 16, 2014

As part of your final project, you will be working with selected teachers and school librarian to design and develop complete lesson plans for units(s). The teacher(s) and the school librarian, that you will be collaborating in your group will be asked to fill out evaluation forms that will be submitted directly to the instructor. The instructor will assign the final grade for this evaluation based on the rating of the teacher and the school librarian that you had worked with. All comments are confidential and will not be shared with candidates.

The evaluation form can be found in the *Files* area at the Canvas site.

READING LIST

WEEK 2: TAXONOMY OF COLLABORATION

- Buzzeo, T. (2008). *The Collaboration Handbook*. Columbus, OH: Libraries Unlimited. [only Chapter 1 and 2]
- Montiel-Overall, P. (2006). Teacher and teacher-librarian collaboration: Moving toward integration. *Teacher Librarian*, 34(2), 29-33.
- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [Chapter 1 and 2]

WEEK 3: STANDARDS FOR THE 21ST CENTURY LEARNER

- American Association of School Librarians. (2009). *Standards for the 21st-Century Learner in Action*. Chicago: AASL. [Chapter 1, 2, 3, 4, 6 and 7]
- AASL. (2012). Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner. Retrieved July 25, 2012 from: <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>
- Carter, Dupuis & Hampson (2010) – Video: <http://www.youtube.com/watch?v=nfeg8MVfkMw>
- Subramaniam, M., Ahn, J., Waugh, A., Taylor, N.G., Druin, A., Fleischmann, K. & Walsh, G. (2013). Crosswalk between the framework for K-12 science education and Standards for the 21st century learner: School librarians as the crucial link. *School Library Research*. 16. Available at: <http://ter.ps/2r1>

WEEK 4: INTRODUCTION TO ISD MODELS AND NEEDS ASSESSMENT

- Gustafon, K. & Branch, R (2007). What is instructional design?. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (2nd ed.) (pp. 10-16). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Thomas, N.P., Crow, S.R. & Franklin, L.L. (2011). *Information literacy and information skills instruction: Applying research to practice in the 21st Century School Library*. 3rd ed. Santa Barbara, CA: Libraries Unlimited. [Chapter 6 only]
- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [pages 49-59 only]

WEEK 5: LEARNER ANALYSIS AND INSTRUCTIONAL OBJECTIVES

- Callison, D. & Lamb, A. (2004). Audience analysis. *School Library Media Activities Monthly*, 21(1), 34-39.
- Turner, P.M. & Riedling, A.W. (2003). *Helping Teachers Teach: A School Library Media Specialist's Role*. (pages 116-119). Westport, CT: Libraries Unlimited.
- Zmuda, A. & Harada, V.H. (2008). Librarians as Learning Specialist: Meeting the Learning Imperative for the 21st Century. (pages 47-71). Westport, CT: Libraries Unlimited. [Chapter

3 only]

- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [Chapter 3 only]

WEEK 6: TEACHING INFORMATION LITERACY: THE USE OF RESEARCH MODELS

- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [Chapter 4, 5 and 6]

WEEK 7: BEST PRACTICES IN INSTRUCTIONAL COLLABORATION

No readings

WEEK 8: TEACHING INFORMATION LITERACY: INSTRUCTIONAL STRATEGIES

Small, R.V., Arnone, M.P., Stripling, B.K. & Berger, P. (2012). *Teaching for inquiry: Engaging the learning within*. (pages 91-122). New York: Neal-Schuman Publishers. [Chapter 5 only]

WEEK 9: USE OF TECHNOLOGY IN COLLABORATION

- Baratta, D. (2011). Your school librarian: A powerful technology partner. *Educator's Voice, IV*, 16-21. Retrieved from http://www.nysut.org/~media/Files/NYSUT/Resources/2011/March/Educators%20Voice%2004%20Technology/edvoiceIV_ch3.pdf
- Beach, R. (2012). Research and policy: Can online learning communities foster professional development? *Language Arts*, 89(4), 256-262.
- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [Chapter 9]

WEEK 10: ASSESSMENT

- American Association of School Librarians. (2009). *Standards for the 21st-Century Learner in Action*. Chicago: AASL. [Chapter 5]
- Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). 13-18.
- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [pages 59-88 only]

WEEK 11: SERVING THE NEEDS OF SPED STUDENTS

- Cifuentes, L. & Ozel, S. (2006). Resources for attending to the needs of multicultural learners. *Knowledge Quest*, 35(2), 14-20.

- Subramaniam, M., Oxley, R. & Kodama, C. (2013). School librarians as ambassadors of inclusive information access for students with disabilities. *School Library Research*, 16. Available at: <http://ter.ps/22z>
- Project ENABLE. Syracuse University. Available at: <http://projectenable.syr.edu>

WEEK 12: LMS AS AN INSTRUCTIONAL PARTNER: THE CHALLENGE

- Rowe, G.S. (2007). Collaboration: It's a gamble on a fixed schedule. *Knowledge Quest*, 35(4), 44-46.
- Subramaniam, M. & Edwards, A. (2014). The Collaboration Conundrum between School Librarians and Mathematics Teachers. *International Journal of Libraries and Information Services (LIBRI)*, 64(2). 185-209.
- Wallace, V.L. & Husid, W.N. (2011). *Collaborating for Inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara: ABC-CLIO. [Chapter 10]