

COLLEGE OF INFORMATION STUDIES
Spring 2011

LBSC 640: Library Media Specialists as Information Professionals
Thursdays, 5:30 - 8:15 p.m.
Universities at Shady Grove, SG-III, 3203

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BLACKBOARD COURSE SPACE: <http://elms.umd.edu>

COURSE DESCRIPTION: Over the past 100 years, education in the United States has grown in size and—even more—in complexity. Part of this development has involved the developing recognition of the importance of the library media program as an integral part of the educational system. In order to function effectively within that system, school library media specialists (LMSs) must understand a number of elements that affect their position in the school: the historical, organizational, and contemporary contexts of library media programs; the principles of teaching, learning, and information literacy that underlie the library media program; and the leadership role that LMSs can play within the school community. This course introduces students to all these elements, concentrating on the various roles of the LMS in supporting student learning.

The roles are derived from the mission statement first adopted in 1988 by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) to guide the development and improvement of library media programs nationwide. This mission statement was reaffirmed in 1998, and expanded in the revised guidelines for the field, *Empowering Learners: Guidelines for School Library Media Programs*, published by the American Library Association in 2009. As stated below, the mission statement underlies the College's School Library Media Specialization and LBSC 640, which is designed to introduce students to the specialization and to the information professions in general:

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (LMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:

- collaborating with educators and students to design and teach engaging learning experiences that meet individual needs.

- instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.
- providing access to materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.
- providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education.
- providing leadership in the total education program and advocating for strong school library media programs as essential to meeting local, state, and national education goals.

The course also will introduce students to the *Standards for the 21st Century Learner*, launched by AASL in October 2007. This document outlines the skills that students need for understanding, thinking and mastering subjects; the dispositions that guide their thinking and intellectual behaviors; the responsibilities that reflect behaviors used by independent learners in researching, investigating and problem solving; and the self-assessment strategies that enable students to reflect on their own learning.

TEXTS: American Association of School Librarians (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Association of School Librarians, a division of the American Library Association.

Donham, Jean (2008). *Enhancing Teaching and Learning: a Leadership Guide for School Library Media Specialists – 2nd edition revised*. New York: Neal-Schuman Publishers, Inc.

READINGS: As assigned (See list). Readings are available through the Course Reserves at the course website.

GRADING: Your grade will be determined through your performance on four reflective papers, a presentation and report on your observations in three library media programs, responses to presentations by other students in the class, and a final exam.

Reflection on first scholarly reading	50 points
Reflection on second scholarly reading	50 points
Reflection on third scholarly reading	100 points
Reflection on fourth scholarly reading	100 points
Observation presentation	200 points
Responses to presentations	100 points
Observation paper	200 points
Final exam	200 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your 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. Students with disabilities should see the instructor during the first week of the course to make sure necessary accommodations are in place. 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+ points will be an A; 92-94.9 points will be an A-; 89-91.9 points will be a B+; 86-88.9 points will be a B; and below 85.9 will be a B-.

COURSE GOALS AND OBJECTIVES

- I. The student will understand the educational system within which the library media program exists and the library media specialist (LMS) functions.
 - A. The student will identify the formal organizational structures of federal, state, county, and local educational systems and will describe the impact of each system on the development and improvement of library media programs.
 - B. The student will discuss and analyze major issues facing educators, policy makers, and parents and the impact these issues have on the development and improvement of library media programs and on the roles and responsibilities of the LMS.
 - C. The student will compare and contrast the relationship of the library media profession to other segments of the information profession and the role of the LMS to the roles of other information professionals.

- II. The student will understand the role of the school library media program and that of the LMS within the educational system.
 - A. The student will identify and characterize the objectives, functions, and clients of library media programs.
 - B. The student will identify and describe the major functions performed and roles assumed by LMSs.
 - C. The student will explain foundational concepts in information studies as they relate to the library media program and the roles of the LMS.
 - D. The student will describe the results of recent research on the nature and effectiveness of library media programs and explain its significance.
 - E. The student will describe the relationship of professional standards and guidelines, state standards and expectations, and other appropriate documents to the library media program and the LMS.

- III. The student will understand the issues and concepts related to the teaching/learning process as these affect the library media program and the LMS.
 - A. The student will summarize current theories about learning and will relate these to the development of an effective library media program.
 - B. The student will describe the importance of collaboration and leadership in the development of a library media program that is integral to teaching and learning.
 - C. The student will describe the importance and value of an effective learning community and the role of the LMS and other information professionals in creating such a community.

IV. The student will analyze, evaluate, and create new knowledge about the major topics covered in the course.

Please include the University of Maryland Honor Pledge on all submissions and your final exam. The following should be written on your submission; more information available at <http://www.shc.umd.edu/>

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Procedures for Delayed Openings and Campus Closings Due to Inclement Weather

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 late openings and 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. Please use the telephone number given above or check the University website (www.umd.edu).

See Procedures for Delayed Openings and Campus Closings Due to Inclement Weather at <http://www.umd.edu/umnews/weatherprocedures.cfm>.

Week/Date	Event(s)/Topic(s)	Readings & Assignments
(1) Jan 27	Introductions Course Overview	
(2) Feb 3	Leadership Role of the LMS	AASL (2009) – pages 45-48 Donham, Chapter 14 Everhart(2007) Hargreaves & Fink (2004) Jentz & Murphy (2005) * Williams (2010) <i>Scholarly Reflection One Due</i>
(3) Feb 10	Organization of Educational Systems History of School Libraries/SLM Standards <i>Guest speaker: Dr. Ann Weeks</i>	Mondale (2001) - Video
(4) Feb 17	National Guidelines for the School Library Media Program	AASL (2009) – pages 29-44
(5) Feb 24	Standards for the 21 st Century Learner <i>Guest Speaker: Jeff DiScala</i>	AASL (2009) – pages 5-15 Donham, Chapter 9 Mardis (2008) Stripling (2008a) Marcoux (2008)
(6) Mar 3	Roles of the LMS Library Media Specialists as	AASL (2009) – pages 16-18 AASL & AECT (1998)

	Information professionals <i>Guest Speaker: Shari Blohm</i>	Creighton (2008) Eisenberg & Miller (2002) Scholastic (2008) Todd (2008)* <i>Scholarly Reflection Two Due</i>
(7) Mar 10	Theoretical Foundations of Constructivist Learning in Library Media Programs	AASL (2009) – pages 19-28 Bush (2008) Callison (2002a) Donham, Chapter 1 & 2 Stripling (2008b) Stripling (2008c)
(8) Mar 17	Collaborative Relationships	Dickinson (2006) Donham, Chapter 6 & 7 Ludmer (2008a) Ludmer (2008b)* <i>Scholarly Reflection Three Due</i>
(9) Mar 24	NO CLASS	<i>Spring Break</i>
(10) Mar 31 (Online via Wimba)	Research Models	Donham, Chapter 11 Eisenberg (2008)* Shannon (2002) MCPS(2009) <i>Scholarly Reflection Four Due</i>
(11) Apr 7	Research in the Field	Callison (2002b) Lance & Russell (2004) Neumann (2003) Todd (2002a) Todd (2002b)
(12) Apr 14	School Observations Presentations	
(13) Apr 21	School Observations Presentations	<i>Observation Paper Due</i> <i>Responses to Presentation Due</i>
(14) Apr 28	Maryland State Department of Education (MSDE) Guests: Jayne Moore and Jay Bansbach	
(15) May 5	Dinner at Yuan Fu Vegetarian at 6 pm	<i>Final Exam Due</i>

REFLECTIONS ON SCHOLARLY WRITINGS

Postings due: February 1, March 1, March 15 and March 29 at 5:30 PM

In preparation for class discussions, you are expected to have read and considered critically all articles and/or chapters listed in the Course Schedule document. In reading the assigned materials, it is important to maintain objectivity; to be somewhat skeptical; and to ask the questions listed below. You must maintain a level of skepticism and expect the author to make logical arguments and convince the reader of his/her authority. After careful reading, you will be expected to contribute your thoughts to the academic discussion by drawing some conclusions about the topic.

In addition to reading critically, you are asked to reflect in writing about specific readings identified by the instructor. Written reflections on the starred readings **are to be submitted electronically on the Blackboard course site at least 48 hours prior to the class session at which the article will be discussed** (Week 2 - Jentz & Murphy (2005); Week 6 - Todd (2008); Week 8- Ludmer (2008b) and Week 10 - Eisenberg (2008)). To enter your reflection, click on the Discussion Board link on the menu on the left side of the front page of the course Blackboard site. The link will take you to the Discussion Board. Click on the appropriate Forum, and then add a new thread. Put your name and the number of the Reflection in the subject line (e.g., Mega Subramaniam – Reflection #1). In addition to posting your own reflection, **please comment upon at least two postings** by other students prior to class. For each reflection, respond to the following questions.

1. What is the author's main point or main argument?
2. Upon what evidence are the author's conclusions based? Do you agree or disagree with the author's conclusions?
3. How does this work relate to other papers we have read for this class?
4. What implications might this work have for the development of effective school library media programs and how does this work contribute to your understanding of the library media specialist as an information professional?

OBSERVATIONS OF LMP AND ANALYSIS

Presentations: April 14th and 21st

Papers and Presentation Response due: April 21st at 5.30 pm

This assignment is designed to enable you to compare the vision and expectations described for school library media programs and the realities that you find in schools in your community.

Each member of the class is expected to observe three library media programs during the semester and make an oral presentation and submit an analytical and reflective paper about the observations. One observation is to be made at each level—elementary, middle, and high school. Each observation must last a minimum of four hours during a typical school day. At least one observation must be done in a public school in the District of Columbia, Baltimore City, or the Prince George’s County School District. No more than two observations may be made in any one district so that you can observe differences in expectations, staffing, collection development policies, programming, and/or levels of support between or among districts. At least two of the schools you visit must be publicly funded, but you may observe one non-public or independent school program. If you are observing in Arlington Public Schools or the Baltimore County Public Schools, you will need to obtain the permission of certain individuals in the school systems – please contact the instructor for more information.

During each observation, you are to focus on the following issues, which also are the topics you are to address in your presentation and paper:

1. Does the collection—including print, non-print, and electronic resources—appear to provide intellectual and physical access to appropriate information for students and staff? Is the collection up to date? What criteria did you use to reach your conclusion?
2. Describe examples of learning and teaching that you observed during your visits. What examples of cooperation, coordination, and/or collaboration did you observe between the library media specialist and classroom teachers? What factors supported or hindered collaboration and why? Did the staff in the library media center seem to work effectively together? Cite evidence that supports your opinion.
3. In what ways did the physical facility support learning and teaching? What changes to the facility would improve access and use by students and teachers?
4. What features of budget and staffing did you observe or learn about? How did these features impact the quality and delivery of the library media program?
5. What were the most striking differences that you observed among the programs at the three levels? What were the reasons for the differences?
6. What were the most important things that you learned about effective library media programs as a result of your observations?

Information gathered is to be presented to the class in a 30-minute oral presentation (and 5-10 minutes of questions and answer session) and in a 6-8 page typed, double-spaced paper in 12 pt. type. Your oral report must be supported by a PowerPoint or other visual presentation. Submit your PowerPoint presentation or other visual presentation together with your paper via the Blackboard online submission.

Both the presentation and the paper are to begin with brief descriptions of the schools you visited and then focus on your analysis of the library media programs observed. The analysis in the paper is to be guided by all six questions listed above; however, **your oral presentation must focus on questions 5 and 6.**

If you need assistance in identifying schools to visit, the instructor can provide you with the names of library media specialists who have indicated that they would welcome students to visit their programs.

You will be asked to respond in writing to specific questions about other students' presentations. The questions, which will change for each presentation, will be designed to help you focus your attention on the elements of effective library media programs.

TAKE HOME FINAL EXAM
Take Home: April 28th
Submission: May 5th at 5.30 pm

This is a take home final exam. The questions will be handed off to you in paper on April 28th, and you must make submission of the answers via Blackboard by May 5th at 5.30 pm. There will be four essay type questions. It is expected that your completed answers will consist of **no fewer than eight (8) and no more than twelve (12) typed, double-spaced pages in 12-point type in total, with standard one-inch margins**. A cover page and/or pages of references are not included in the page count. Your answers should be drawn from the readings, class discussions, guest speakers and observation experiences. Citations from the readings will be considered a strength.

Readings (* - scholarly reflection readings)

- American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT) (1998). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association. (pp. 1-7)
- Bush, G. (2008, February). Creativity literacy: The library media center as a learning laboratory. *School Library Media Activities Monthly*, 24(6). p. 24-26.
- Callison, D. (2002, June). Information inquiry. *School Library Media Activities Monthly*, 18(10). p. 35-39
- Callison, D. (2002b). The twentieth-century school library media research record (pp. 339-369). In A. Kent & C. M. Hall (Eds.), *Encyclopedia of Library and Information Science 71* (Suppl. 34). New York: Dekker.
- Creighton, P.M. (2008). Impact as a 21st Century library media specialist. *School Library Media Activities Monthly*, 24(7). p. 40-43.
- Dickinson, G. (2006, October). When does collaboration start?. *School Library Media Activities Monthly*, 23(2), p. 56-58.
- *Eisenberg, M.B. (2008). Information literacy: Essential skills for the information age. *DESIDOC Journal of Library & Information Technology*, 28(2), p. 39-47.
- Eisenberg, M. B. & Miller, D. H. (2002). This man wants to change your job. *School Library Journal*, 48(9), p. 46-50.
- Everhart, N. (2007). School library media specialists as effective school leaders. *Knowledge Quest*, 35(4), p. 54-57.
- Fox, C.J. (2004). The QuesSPER curriculum. *Knowledge Quest*, 33(2), 47-50.
- Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational Leadership*, 61(7), p. 8-13.
- *Jentz, B., & Murphy, J. (2005). Starting confused: How leaders start when they don't where to start. *Phi Delta Kappan*, 86(10), p. 736-744.
- Lance, K. C., & Russell, B. (2004). Scientifically based research on school libraries and academic achievement. *Knowledge Quest*, 32(5), p. 13-17.
- Ludmer, R. (2008a, February). Learning experiences within a fixed schedule. *School Library Media Activities Monthly*, 24(6), p. 21-23.
- *Ludmer, R. (2008b, February). A fixed schedule and successful collaboration – An oxymoron?. *School Library Media Activities Monthly*, 24(6), p. 27-29.
- Marcoux, E. (2008, March). New standards – Refreshing our work AGAIN!. *School Library Media Activities Monthly*, 24(7), p. 18-20.
- Mardis, M.A. (2008, June). Thirty Helen agrees: 2007 research supports AASL's standards for the 21st century learner. *School Library Media Activities Monthly*, 24(10), p. 56-58.
- Mondale, S. (2001). *School: The story of American public education*. The common school (Episode 1, 1770-1890); As American as public school (Episode 2, 1900-1950); Equality (Episode 3, 1950-1980); The bottom line (Episode 4, 1980-the present). Stone Lantern Films, Inc.; KCET. Available in Hornbake Library (Nonprint Media)
- Montgomery County Public Schools (MCPS). (2009). *AGOPP Research Model*. Retrieved 7/21/2010 from <http://www.montgomeryschoolsmd.org/schools/springbrookhs/media/AGOPP/AGOPP-mcps.pdf>

- Neuman, D. (2003). Research in school library media for the next decade: Polishing the diamond. *Library Trends* 51(4), p. 503-524.
- Scholastic Research Foundation. (2008). *School Libraries Work!* Danbury, Conn.: Scholastic Library Publishing. Retrieved 6/26/2009 from http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf
- Shannon, D. (2002, October). Kuhlthau's Information Search Process. *School Library Media Activities Monthly*, 19(2), p. 19-23.
- Stripling, B. (2008a, October). Dispositions: Getting beyond "whatever". *School Library Media Activities Monthly*, 25(2), p. 47-50.
- Stripling, B. (2008b, September). Inquiry: Inquiring minds want to know. *School Library Media Activities Monthly*, 25(1), p. 50-52.
- Stripling, B. (2008c, September). Inquiry-based teaching and learning: The role of the library media specialist. *School Library Media Activities Monthly*, 25(1), p. 2.
- Todd, R. (2002a) Evidence-based practice I: The sustainable future of teacher-librarians. *Scan*, 21(1), p. 30-37.
- Todd, R. (2002b) Evidence based practice II: Getting into the action. *Scan*, 21(2), p. 34-41.
- *Todd, R.J. (2008). The evidence-based manifesto. *School Library Journal*, 54(4), p. 38-43.
- Williams, C. (2010). The future of authority. *Knowledge Quest*, 38(3), p. 58-60.

***Articles for reflection of scholarly writing**