COLLEGE OF INFORMATION STUDIES
Spring 2011

LBSC 641: **Selection and Evaluation of Resources for Learning**
Thursdays, 5:30– 8:15 pm
HBK 4113

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OFFICE HOURS: By appointment.

COURSE DESCRIPTION: Evaluating and selecting resources for learning are complex processes that can be approached from a number of perspectives--building and maintaining an adequate collection, using limited budgetary resources wisely, and balancing the needs and requests of various client constituencies. The most important perspective--and one that can be neglected--is the instructional one: evaluating and selecting resources according to their inherent appropriateness as tools for enhancing learning and their applicability to specific instructional settings and learners' needs in the K-12 environment.

Library media specialists (LMSs) are typically viewed by the other members of the instructional team as the experts in selecting materials and can exert enormous influence in determining which resources make their way into the classroom as well as into the library media center. In order to recommend and select materials that will truly enhance students' learning, LMSs must have comprehensive knowledge of components and sources of effective resources for learning. In this course, a number of topics are covered to help students gain that knowledge: the nature and uses of resources for contemporary learning environments; procedures for locating and evaluating such resources; systematic planning for the use of learning resources; advantages and disadvantages of various media formats; and processes for creating collections that support the curriculum.

The course content is based upon theory and best practice; however, assignments and projects are designed to be practical and useful to students as they begin careers as library media specialists. It is recommended that all assignments be completed to respond to needs within a specific school and/or district environment.

TEXT: Bishop, Kay (2007). *The Collection Program in Schools; Concepts, Practices, and Information Sources* (4th ed.). Westport, CT: Libraries Unlimited.

READINGS: As assigned. Information about additional readings will be added to the Blackboard site for the course as appropriate.

GRADING: Your grade will be determined through your performance on class assignments and discussions, projects, an instructional lesson, and a final presentation and report.

Evaluation of a collection development policy	10%
Description of an audience and curriculum project	10%
Evaluation of selection tools	15%
Evaluation of electronic resources	15%
Introduction of an electronic resource	10%
Pathfinder	20%
Pathfinder presentation	10%
Reflective paper	10%

Each product is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each assignment. 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 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.

COURSE GOALS AND OBJECTIVES

I. The student will understand the nature and uses of resources for learning.
    A. The student will identify resources for learning and describe the role of such resources in contemporary educational settings.
    B. The student will identify and describe the characteristics of learners (including special populations), tasks, outcomes, settings, and conditions that influence the selection and use of resources for learning.

II. The student will analyze a variety of selection tools available to the LMS and will understand their uses.
    A. The student will identify a variety of selection tools for locating instructional and informational resources for learning.
    B. The student will describe the advantages and disadvantages of a range of sources for locating and selecting resources for learning.

III. The student will understand the nature and processes of systematic planning for the selection and use of resources for learning.
    A. The student will identify and describe the elements of a collection development policy
    B. The student will explain the nature and process of integrating resources and technology into learning environments.
    C. The student will demonstrate the ability to develop effective and appropriate strategies for investigating and resolving collection development problems.

IV. The student will analyze the range of resources for learning and will determine the applicability and appropriateness of each for particular situations.
    A. The student will compare and contrast various media formats, noting the advantages and disadvantages of each for learning
    A. The student will analyze and evaluate learning resources to meet an identified curricular need for a particular audience.

I. The student will demonstrate an understanding of important professional concerns related to the selection and evaluation of resources for learning.
    A. The student will suggest ways in which technological advances may affect the selection and evaluation of resources for learning.
    B. The student will interpret concerns related to copyright, equity, special populations, etc., as these relate to the selection and use of resources for learning.

VI. The student will analyze, evaluate, and create new knowledge about the major topics covered in this course as they relate to the role of the LMS.

Course Schedule

Date	Event(s)/Topic(s)	Readings/ Assignment(s)
1/Jan. 27	SNOW DAY	
2/Feb. 3	• Introductions • Course overview • Collection Development Policies • Conducting a Community Needs Analysis • Understanding the Curriculum • Collection Analysis	Bishop, Chapters 1-5
3/Feb. 10	• Presentation: Marji Geldon MCPS Evaluation and Selection of Instructional Materials Marjorie_B_Geldon@mcpsmd.org • Selection Policies and Procedures • Acquisitions	Bishop, Chapters 6-11
4/Feb. 17	• Meet at: New Hampshire Estates ES 8720 Carroll Ave., Silver Spring, MD 20903 • Weeding	Critique of a collection development policy due.
5/Feb. 24	• Creating Pathfinders • Presentation: Andrea Christman Library Media Specialst, NBCT Andrea_L_Christman@mcpsmd.org	Bishop, Chapter 8
6/Mar. 3	• ALA Washington Presentation: Lynne Bradley Director, Office of Government Relations lbradley@alawash.org • Exploration of Subscription Databases/Electronic Encyclopedias (Gale/Cengage, Proquest, World Book, Grolier, ABC/CLIO, EBSCO)	Bishop, Chapter 13 Description of a curriculum project due. Bring a laptop with wireless Internet capabilities.
7/Mar. 10	• Vendor Presentation: Follett General Services	Bring a laptop with

	Todd Harold Follett Library Resources THarold@flr.follett.com ● Discussion of Reviewing Tools: Booklist, SLJ, Hornbook, LMC, BCCB, VOYA v. Amazon.com, Barnes & Noble.com, Looking Glass Review Children's Book Review, The Book Report Network, Building Rainbows	wireless Internet capabilities.
8/Mar. 17	● Vendor Presentation: Jo Seik H.W. Wilson jseik@hwwilson.com ● Evaluating the Collection: Follett Titlewise Todd Harold Follett Library Resources THarold@flr.follett.com	Bishop, Chapter 12 Evaluations of electronic resources due.
9/Mar. 24	UMD SPRING BREAK	
10/Mar. 31	● Grants, Book Fairs, Awards Book Fair Presentations: 3 Book Fair Companies ● Vendor Presentation: Alesia Stevenson, Mackin Educational Resources alesia.stevenson@mackin.com	Bishop, Chapter 16
11/Apr. 7	● ALA Washington Presentation: Carrie Russell Director, Program on Public Access to Information Email: crussell@alawash.org ● Presentation: Evaluating Web Sites Jeff DiScala AASL's Top 25 Sites	Bring a laptop with wireless Internet capabilities.
12/Apr. 14	● Electronic Resource Presentations	
13/Apr. 21	NHE SPRING BREAK	Evaluations of selection tools due.
14/Apr. 28	● Pathfinder Presentations	Pathfinder analysis and reflection paper due.
15/May 5	MAKE UP DAY	

Selecting Resources to Support the Curriculum
A Multi-Part Project

Throughout this course, you will learn the principles of collection development and the processes for selecting resources to support learning and teaching in a K-12 environment. To strengthen your understanding of effective procedures and practices, you will be expected to complete a semester-long project with multiple parts to demonstrate your understanding of evaluation tools; appropriate technology; and exemplary resources to support a particular curriculum project or area.   The ultimate project will be an electronic pathfinder, which will be presented to the class, and a paper, in which you will describe and analyze the relative value of the selection sources and resources that you used to create your pathfinder. Pathfinders must include resources in at least four formats. All the completed pathfinders will be shared among members of the class and may serve as collection development guides in either elementary or secondary school environments.

Preparation Assignment –Collection Development Policy Critique

It is rare that one must rewrite a collection development policy from scratch, but you might find a policy in place to modify or update for your program. In this assignment you will review a policy and suggest revisions to this living document. Using the "Contents of a Manual" on pages 38 and 39 of the Bishop text, you will modify an existing school library collection development policy manual.

The first step is to obtain an electronic copy of a school/district policy. I recommend obtaining an editable version-- *.doc or *.pdf files depending on the software you have available.

Next, you will review each section and modify it as you see fit. Check to see if all of the topics in Bishop's bulleted list are addressed. Refer to chapters 1 -11 of the text to critique those sections. This should feel like editing a paper before you turn it in. Use the track changes feature in your word processing software to mark the changes you make to the document. If there are topics from Bishop's bulleted list that are not in the manual, write that section. If there are additional topics in the manual you choose, revise those ideas as well.

Finally, prepare to submit the redlined/edited version of the policy with the editing marks. Use the track changes tools to highlight, comment, reorder chunks of text, etc. Print a hard-copy of your document with the revisions showing and submit it to the instructor.

Here is ~~an example of~~ redlined text

Reviewing and revising the library's collection development manual might be the first thing you do upon entering the school. It explains what was done in the past and provides an opportunity to plan for the program's future.

Part I –Audience and Curriculum Project Description

In this part of the project, you will identify:
- the district,
- the school,
- subject area,
- grade level,
- ability level of the students,
- the range of technologies available in the library media center and/or classroom, and
- the formats of resources (at least four) that you expect to use in your pathfinder.

You also will describe:
- the content of the project,
- the duration of the project,
- the curriculum standards that the project will address,
- the 21st Century Learning Standards that the project will address, and
- the culminating project(s) that students will complete.

This description will serve as the basis for the continuing work that you will complete throughout the semester. Ideally, the project or unit actually is, will be, or has been taught in a school with which you are familiar. Students who do not have access to an existing school curriculum will be given other options for identifying a project or unit. The more detailed your description, the easier it will be to evaluate sources and actual resources to support the unit. The unit or project must be of sufficient depth and duration to justify the amount of time that you will spend on creating your pathfinder.

Part II – Evaluation of Selection Tools and Electronic Resources

Using the curriculum area that you identified, you will consult a range of selection tools and evaluate a number of information resources to create your pathfinder.

> Selection Tools: You must consult and evaluate at least five (5) print and/or electronic reviewing tools listed below, including all those marked with an asterisk (*).   If the reviewing tool exists in both print and electronic formats, you must evaluate and compare the ease of use in both formats. Use the form provided electronically to complete your evaluation of each tool.
>
> > Awesome Library (http://www.awesomelibrary.com)
> > *Booklist*
> > *Bulletin of the Center for Children's Books*
> > *Children's Core Collection* OR *Middle and Junior High Core Collection* OR
> > > *Senior High Core Collection*
> > Children's Technology Review – Available via EBSCOhost
> > Education Oasis (http://educationoasis.com)
> > Educational Media Reviews Online (EMRO)
> > > (http://libweb.lib.buffalo.edu/emro/search.html)

Educational Software Preview Guide (http://ed.fnal.gov/espg)
EvaluTech (http://www.evalutech.sreb.org)
The Hornbook Magazine/The Hornbook Guide
HW Wilson Nonbook Materials Core Collection
Library Media Connection
*School Library Journal (SLJ)
Superkids: Educational Software Review (http://www.superkids.com)
VOYA (*Voice of Youth Advocates*)

Electronic Resources: You must consult and evaluate at least five (5) free electronic resources from the list below. The resources should be evaluated through the lens of your curriculum project. Is the resource appropriate for the students for which the project is planned? In total, you will have reviewed 10 electronic resources for this assignment -- 5 free and 5 fee. Use the form provided electronically to complete your evaluation of each resource.

Library of Congress (www.loc.gov)
Librarians' Index to the Internet (http://lii.org)
BrainPOP.com (www.brainpop.com/educators)
Curriki (www.curriki.org)
Internet Public Library (www.ipl.org)
Field Trip Earth (http://fieldtripearth.org)
Kids.gov (http://kids.gov)
Read, Write, Think (http://readwritethink.org)
Multimedia Educational Resource for Learning and Online Teaching (MERLOT) (www.merlot.org)

You must consult and evaluate at least five (5) subscription databases. These databases may be ones available through content providers or aggregators such as ProQuest, EBSCO, or Cengage/Gale; they may be individually available such as TeachingBooks.net or Discovery Education; or they may be available through stand alone subscriptions, as well as through content aggregators. The resources should be evaluated through the lens of your curriculum project. Is the resource appropriate for the students for which the project is planned?   Use the form provided electronically to complete your evaluation of each database.

III -- Presentation of an Electronic Resource

On weeks 12, you will have the opportunity to present an electronic resource, which you believe to be particularly useful, to the class.   The presentation is to be made as an introductory lesson on the resource for the grade level for which your curriculum project is being developed, e.g., if the topic of your curriculum unit is the solar system for fifth grade students, then the resource should be appropriate for this age level and the lesson should be taught as though the members of the class are 10 years old.   The length of the introduction should be appropriate for the age level of the class, but must not in any case exceed 15 minutes.

IV -- Creation and Presentation of a Pathfinder/Portal

Pathfinders have been created by librarians for more than 40 years to assist student in identifying the resources needed to answer their research questions. Websites and other online resources have greatly expanded the usefulness and currency of pathfinders, now often referred to as portals, to meet curricular assignments; however, most pathfinders/portals continue to include print as well as electronic resources. A well-constructed pathfinder can guide students to quality resources, saving the time and frustration often encountered in Internet searching.

The pathfinders created for this class must include an introduction to the topic; the identification of the subject area(s) curriculum standards and 21st Learning Standards addressed; links to resources in at least four formats; and suggestions or keywords for additional searching. Examples of formats will be discussed in class. The presentation of your pathfinder/portal to the class may last no more than 15 minutes and will be scheduled during week 15.

V – Analysis of and Reflection on the Creation of your Pathfinder

In a 3-5 page paper, you will describe and reflect on the process that you went through to prepare your pathfinder. You will discuss: how you selected your topic; the process that you used to identify the resources that you consulted to create your pathfinder; the sources that you found to be most and least valuable and why; and the tools and process that you anticipate using in the future to select resources. The paper is to be turned in on Week 15.