



Independent Study IN IDAHO

LibS 422

The Use of the School Library

Independent Study in Idaho
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Study Guide

Independent

Study IN IDAHO

PO Box 443225

Moscow ID 83844-3225

Self-paced study. Anytime. Anywhere!

Library Science 422 The Use of the School Library

University of Idaho
2 Semester-Hour Credits

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Independent Study in Idaho

This course is offered by the University of Idaho.


Library Science 422

2 Semester-Hour Credits: UI

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

Important!

As you read this section, you will see the following icon: 

Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

Course Materials

This course has no textbook, but uses material from a number of different sources.

Course Objectives

- For the student to gain an understanding of the role and mission of the school library or media center and of the role of the librarian or media specialist.
- For the student to gain an understanding of the components of a library skills curriculum and be able to design and carry out an appropriate program of library skills instruction in an elementary, junior high, or high school.
- For the student to gain an understanding of the elements of the research process and be able to instruct elementary, junior high, or high school students in research design, strategies, and activities.
- For the student to gain an understanding of the concepts of “resource-based instruction” and be able to participate with classroom teachers in designing curricula supported by library materials of all types.
- For the student to gain an understanding of the importance of evaluating the school library or media center and learn techniques of evaluation.

Course Organization

The following is some background information on the course organization, expectations, requirements, and so on. If you have questions about any aspect of the course, feel free to contact the instructor or the Independent Study in Idaho office. There is no textbook for this course. All the necessary reading for each lesson is included in the lesson. Sections labeled “further reading” in each lesson are not required, but will give more background on the material presented in the lesson. The only other required reading is part of the assignment for each lesson. Students must read and report on one relevant article or selection from a

book (chosen by the student) as part of the written assignment for each lesson.

A number of excellent books on the administration and philosophy of the school library, and a number of excellent books on library instruction in a school library setting are available. There are also a number of books and articles on curriculum-based library instruction and the teaching role of school librarians and media specialists. No one single text integrates all those things, however, and so the primary reading for this course is included with the lessons.

No separate lessons on the use of computers or Internet resources, nor on library instruction for special needs students are included. Instead, these things are integrated into all aspects of the course. This study guide has ten lessons. Each lesson has objectives, reading(s), and an assignment. After reading and absorbing the material for each lesson, students will prepare that lesson's assignment and send it to the instructor. Written assignments consist of some short answer and essay questions, as well as the preparation of units of instruction applicable to the particular lesson, i.e., library skills, research skills, or resource-based instruction. Each assignment also includes reading and reporting on an article or part of a book on a relevant topic.

Lessons

Overview

Each lesson includes the following components:

- lesson objectives
- further reading
- a written assignment

Study Hints

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letters sent in your registration packet for *your instructor's requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines*.

Grading/Examination

Overview

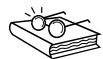
- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letters sent in your registration packet and the *Exam Information* sections in this study guide.

The grades in this course come from the ten lessons and exam that are submitted, with all of them counting about equally in the final grade. Lessons should be written clearly and correctly, showing a thorough, thoughtful approach. They should be formatted in a way that is easy to read. There are generally no "right" or "wrong" answers to questions in the assignment or exam, except that it is important to show that you have read and absorbed the material, and have given it some thought. Your own experiences, reactions, and point of view can be valuable in preparing the assignments, and these will vary from student to student. This is a 400-level college course, and expectations for quality and effort will be at that level.

The final exam is a self-administered, open book test that includes questions about the concepts taught in the course. You may use the study guide and any other reading material that you have gathered, as well as your written assignments, in taking the test.

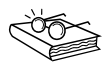
Choosing a Proctor/Scheduling Exams

All exams require a proctor unless an exam is self-administered.



See the **Appendix** for guidelines on *how to choose a proctor and schedule exams*.

The final course grade is issued after **all** lessons and exams have been graded.



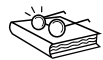
See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

About the Course Developer

This course was developed by Mary K. Bolin, Head of Technical Services and Associate Professor at the University of Idaho Library. She has a BA in Linguistics from the University of Nebraska—Lincoln, an MSLS from the University of Kentucky, and an MA in English from the University of Idaho. She began her professional career as a catalog librarian and head of the Records Maintenance Section of the Cataloging Dept. at the University of Georgia in 1981. In 1986, she became the Head of Cataloging at the University of Idaho Library, becoming Head of Technical Services in 1993. She is the author of a number of publications on library administration and management, and is the co-editor, with Gail Z. Eckwright, of *Library Philosophy and Practice* (<http://www.uidaho.edu/~mbolin/lp&p.htm>).

Contacting Your Instructor

You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

Disability Support Services



See the **Appendix** for *information on Disability Support Services (DSS)*.

Lesson 1

Background and Orientation

Objectives:

- To investigate a particular school library community as a means of placing the study of school libraries in a real-world context.
- To learn some background information on school libraries and media centers, their history, and the issues they face.

Further Reading:

This course has no textbook, but uses material from a number of different sources. The student must still do a certain amount of background reading, either from the sources that the course uses, or other similar material. Journals such as *School Library Journal* and *School Library Media Quarterly* are very useful for current information on library and media instruction, resource-based teaching, and collection development. Part of the assignment for each lesson will be to find and read one article or a relevant part or chapter from a book (at least ten pages), and report on it.

Further reading for this lesson:

Loertscher, David V. *Taxonomies of the school library media program*. Englewood, Colo.: Libraries Unlimited, 1988. ISBN 0872876624. p. 1-8.

Vandergrift, Kay E. *Power teaching: a primary role of the school library media specialist*. Chicago: American Library Association, 1994. (School library media programs. Focus on trends and issues—no. 14) ISBN 0838934358. p. 1-20.

THREE REVOLUTIONS

Loertscher (1988) describes three revolutions in school librarianship that have occurred during the last half of the 20th century. The first revolution was the change from “library” to “media center,” in which all educational media were brought together in one place, regardless of format. Administrating this collection and its use were a professional librarian/media specialist “to build and interpret this collection as a curricular force.” (231) This change occurred as part of the changes in U.S. education in the wake of Sputnik in the 1950s.

THE SECOND AND THIRD REVOLUTIONS

The second revolution the one that attempted to take the library/media center (L/MC) “into the heart of the curriculum.” (231) The second revolution brings “resource-based teaching” or curriculum-based” library instruction. “Resource-based teaching” is a Canadian term that means the use of all types of media in an integrated program in which the librarian/media specialist (L/MS) works closely with teachers to provide printed materials, films and videos, interactive materials such as CD-ROMs, and so on, to create units of instruction. The second revolution introduced the concept and has gained support. Many schools have some degree of implementation of the elements of resource-based teaching. As Loertscher sees it, however, the third revolution is still going on, and it is the more radical adoption of the principles of resource-based teaching, for a total rethinking and remodeling of school library and media services, and of the curriculum and the delivery of education in general.

RESOURCE-BASED AND CURRICULUM BASED

“Curriculum-based” library service is similar to the resource-based model, and is an approach that ties library instruction to the specific content of the curriculum. Both of these represent a change from the

view of the library or media center as a repository of materials consulted for enrichment or recreation, and the view of library instruction as something totally separate from the school's curriculum, and taught in isolation from it. In reality, the perfect integration of the curriculum with the resources available in the L/MC has probably never been achieved, and the teaching of information seeking skills apart from any specific academic subject or curricular unit is still valuable to a great extent.

EDUCATIONAL RESTRUCTURING

Vandergrift (1994) sees this revolution in the L/MC as part of the changing educational context of the United States, particularly after the release of *A Nation at Risk*¹ in 1983. She sees some core issues in school restructuring that have an impact on library service. These include "the professionalization of teaching, national standards and assessments, curriculum content, curriculum organization and approach to content, [and] parental choice." (1)

STUDENT-CENTERED

The educational context as described by Loertscher, Vandergrift, and others, presents challenges to teachers and administrators, as well as librarians. The restructuring brings more rigor to the curriculum, as well as more accountability. At the same time, it is more "student-centered," focusing on the varying needs of different students, their preferred learning styles, and so on. It presupposes a change from a traditional large-group lecture style of teaching to a more flexible and varied style. This restructured educational model also has the potential to bring beneficial changes for the L/MS and L/MC and to increase influence for librarians and media specialists.

SOCIAL AND TECHNOLOGICAL CHANGES

At the same time, the world has changed from the way it was thirty years ago, or even twenty or ten. There have been social changes, changes in family structures, the increased presence of women in the workforce, the mainstreaming of students with disabilities, the arrival of new immigrants with various language backgrounds, and so on. Moreover, the changes in communication, the changes in the availability of information and the formats it comes in, and the relative ease with which it can be accessed, have had a far-reaching effect on schools, libraries, and humans in general.

POPULATIONS OF LIBRARY USERS

Like other library types, the L/MC serves many populations and publics. The needs of a kindergartener who cannot yet read are obviously quite different from those of a senior in high school who may be quite sophisticated in his or her information needs. At the same time, students in the same grade or age group can vary widely. There are crucial differences in motivation, socioeconomic factors, language background, disability, and so on, that can make one class of fifth graders very different from one another.

BE AN EXPERT

What does this add up to for the L/MS? It is essential to know your community, to try your best to serve everyone, to work with teachers, helping them cope with the explosion of information and technology. In short, be an expert. The L/MC is not just a warehouse, it is not just a way of giving classroom teachers some relief (as much as they may deserve it), but, to the extent possible, it should be an integral part of the school's instruction program.

PLANNING AND MARKETING

¹National Commission on Excellence in Education. *A nation at risk: the imperative for educational reform: a report to the Nation and the Secretary of Education, United States Department of Education*. Washington, D.C.: The Commission:,1983.

What does it take to accomplish this? Like most other successful endeavors, it takes planning. It also takes a kind of marketing—being visible, being available, knowing your community and its needs, as well as knowing the resources that you have available.

Written Assignment



Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see the letters sent in your registration packet for your instructor's contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Answer the following questions:

1. Background on yourself:
 - Why are you interested in school librarianship?
 - Describe your experience as a librarian, media specialist, teacher, or other pertinent experience.
 - What do you hope to learn from this course?
2. Do a brief community study of any conveniently-located school library or media center, including the one at your school, if you already work in a school, in the library/media center or elsewhere. If it is impossible for you to make an in-person visit, arrange to speak to a school librarian or media specialist on the phone, or by e-mail. (A visit is highly-recommended, however.) Find answers to these questions:
 - Name of school and location, grades included.
 - How many students attend this school?
 - Is there anything distinctive about the school population? (Children with disabilities, economic problems in the area, bilingual or ESL students, etc.)
 - How many teachers are there? Is there a librarian or media specialist? Full-time or part-time?
 - How many volumes in the collection, approximately? How many subscriptions, how many volumes added each year?
 - What is the budget of the library or media center?
 - How is the library or media center generally used? (Regular library time, drop-in assistance, media specialist visits to classroom, and so on)
 - What library skills programs are in place? (How much library instruction is each student getting, per semester, year, etc., and what does it consist of?)
 - What research skills instruction programs are in place? (How much and what content?)
 - What involvement does the librarian or media specialist have in the curriculum? (No involvement, occasional collaboration, cooperation with classroom teachers on units in certain subjects, full integration of library resources with classroom curriculum ...)
 - How would you interpret the results of this brief study of a school community? (What seem to be the strengths and weaknesses, what things need attention, etc.)
3. Find one article, or part of a book (including those in “further reading” above or in the further reading for the course), or a website with substantial text, on the topics explored in this lesson. Topics include the current issues facing the L/MC, the issues facing K-12 education, learning styles, student-centered learning, etc. Write a summary of the content and point of view of your reading, and then a brief reaction to it.