**Teacher Librarianship**

**LIBE 477 (3.0): Media and Technologies in the School Library Program**

**Course Introduction**

**Introductory Video: https://www.youtube.com/watch?v=Xyj1wjkmNjw**

Welcome to LIBE 477: Media and Technologies in the School Library Program. This course implements a different style of learning, where your personal investments in learning throughout the course plays a significant role in the quality of learning for the entire learning group, your colleagues in this course. Your engagements with inquiry, readings, analysis, technological exploration and instructional design will help guide and direct the learning of your peers in this learning group.

The course is based on a “constructivist” approach ([Constructivism learning theory](http://en.wikipedia.org/wiki/Constructivism_%28learning_theory%29)), wherein we will network and collaborate together: producing, distributing, and reflecting on our new knowledge and skills as a community. Another style of learning we will be utilizing is a “connectivist” approach ([Connectivism learning theory](http://www.elearnspace.org/Articles/connectivism.htm)). These approaches can seem a little daunting at first, as processes of learning involve broadening perspectives and deepening understanding of concepts of “the connected self” and what it means to bring together “digital technologies” and “information literacy”. Rather than an individualistic learning experience where student work is produced solely for grading by the instructor, student work undertaken in this course in the spirit of public and professional interest. Student work for this course is published as a series of blog posts: each student has a blog for publishing their work in this course. The publication of these blog posts serves several key functions in the learning process: 1) they provide experiential practice at writing and communicating learning in online environments; 2) they introduce a social realm to learning, where each blog post becomes knowledge generative for the learning group; and 3) they begin the process of forming participatory learning cultures, where learning is social, communicative, and geared toward collective service, problem-solving, brain-storming, etc. With this approach the process of learning becomes an evolving method of knowledge generation: all participants in the learning group contribute to the available knowledge for the group and process this knowledge for further inquiry and development.

The role of the instructor in this learning context is to facilitate the processes of learning and provide structure for the learning group. In the case of this course, the structure provided by the instructor will include: 1) possible lines of inquiry into overarching concepts and library topics; 2) providing technological mentoring, support, and instruction, depending on the needs and interests of the learning group; 3) facilitating the process of synthesizing knowledge generated through inquiry processes with future realities and constraints, developing projects that bring together sophisticated understandings of knowledge era learning paradigms, digital technological skills and knowledge, and the day to day realities of in-school situations; and 4) formative and summative assessment processes to ensure students’ learning is meeting (and exceeding) course requirements.

The course is divided into three phases of inquiry: 1) concept development; 2) librarianship topic knowledge-generation; and 3) future vision project work. There are three assignments associated with each of these phases. Each learning session will be guided by a lesson format that covers 1) Introductory Comments; 2) Social Learning Activities; 3) Technological Skill and Knowledge Development; and 4) Course Work.

This course is designed for library professionals working in school systems. It is expected that the learning group will be comprised of a wide array of experience and knowledge of librarianship, teacher-librarianship, and digital technologies. As a cohesive learning group, learners in the group are expected to bring a variety of strengths to contribute to the quality of learning that will take place during the course. There will be opportunities to teach, both on one to one basis helping peers in the learning group, and also sharing digital technological skills and knowledge in whole class sessions. These sessions will provide an opportunity to teach and learn with new technologies, everyone is encouraged to use the opportunity to experiment, try new technologies, curriculum, and pedagogies in a friendly instructional setting. Through these social learning activities students develop Personal Learning Networks (PLN). It is expected these personal learning networks will engage in face-to-face and online settings.

Through the learning processes students will select concepts and topics pertinent to their learning needs. The course is designed to maximize opportunities to investigate issues, interests, and ideas, and share findings from these activities with the learning group. It is expected that part of the learning process will involve peer reviews and commenting on peer blog posts. Similarly, it is expected that work done by peers will be represented in student’s blog posts where relevant. Students will be expected to track these engagements and compile a report of these activities at the end of each phase of the course.