Education for Teacher-Librarianship: Anywhere, Any Time

Moderators: Barbara Schultz-Jones and Jennifer Branch-Mueller
Presenters: Karen Gavigan, Jennifer Branch-Mueller, Barbara Schultz-Jones, Ross Todd

Abstract

Best practices in education for teacher-librarianship increase opportunities for diversity in candidates, in modes of learning, and in location and time of learning. This session was sponsored by the School Library Education SIG. The panel presentation considered education for school librarianship in light of the *IFLA School Library Guidelines*, 2nd edition (2015) and current research on best practices. Innovative programs for educating school librarians from around the world were shared to illustrate the diverse ways to prepare school librarians for the roles identified in the *Guidelines* and in national standards. Presenters described ways for delivering school librarian credentialed programs and for providing professional development opportunities for in-service school librarians.

REGIONAL WORKSHOPS - COLLABORATIVE PROFESSIONAL DEVELOPMENT FOR IN-SERVICE LIBRARIANS IN SOUTH CAROLINA

Karen W. Gavigan

Dr. Gavigan is an Associate Professor in the School of Library and Information Science, University of South Carolina, USA

Professional development sessions are an effective way for school librarians to hone their skills to better support the needs of their students and teachers. Unfortunately, many professional development sessions provided by school districts are not always relevant to school librarians. This session provided an overview of Regional Workshops that have been held for South Carolina school librarians the last two years. The Workshops are free to participants, and they were conducted in locations around the state. They are the result of a collaboration between the School of Library and Information Science at the University of South Carolina, the South Carolina Department of Education (DOE), the South Carolina Association of School Librarians (SCASL), and Follett School Library Solutions. These workshops provided important information from the SC DOE about new statewide initiatives, as well as sessions on current topics such as maker spaces, graphic novels, primary sources, DISCUS (the state's online resources for students), and more. An additional benefit of the workshops is that SCASL is able to promote membership in their association, and promote their annual conference and other resources. Participants at the workshops receive continuing education credits, as well as the opportunity to network with colleagues from around the state.

TEACHING WITH TECHNOLOGY PREPARATION FOR TEACHER-LIBRARIANS IN CANADA

Jennifer Branch-Mueller

Dr. Branch-Mueller is a Professor in the Faculty of Education at the University of Alberta in Canada.

We want our teacher-librarians to be confident users and teachers of technology. We hope that they support students to use appropriate technology tools to find, evaluate, use, create and share information and new knowledge. We expect that our students will learn to be good digital citizens. To do all this, our pre-service teacher-librarians need varied experiences with technology in their own learning. They need time and opportunity to try out new tools and to feel comfortable with the speed of change in technological advances. Jennifer will discuss experiences integrating technology into assignments, discussions, and online tasks in the teacher-librarianship program at the University of Alberta. This includes an overview of exploration of a technology course where students are expected to use voice thread, storybird, online timeline creators, screencast programs, Twitter, Facebook, Pinterest

and Instagram, Prezi, podcasting and Youtube, comic generators, Voki and Goanimate to share with their fellow students. Jennifer also will discuss some of the challenges and possibilities of teaching the course and also some feedback from students about learning about new technology tools. The audience will be encouraged to bring examples and share their own stories about successful ways to build pre-service teacher-librarians' confidence with technology.

TEACHING THE ETHICAL USE OF INFORMATION IN SCHOOL LIBRARY EDUCATION

Barbara Schultz-Jones

Dr. Barbara Schultz-Jones is an Associate Professor and Director of the School Library Program at the University of North Texas, USA.

To be able to use information ethically, educators and students must equip themselves with principles that can be applied as information literacy skills to our information landscape. This presentation traces the evolution of the concepts of ethics and of media and information literacy as they became more closely integrated in standards and guidelines. Four principles of ethical behaviour are presented: respect for intellectual property, respect for privacy, fair representation, and non-maleficence (doing no harm). The connection between the learning environment and the adoption of ethical information literacy skills is presented, and the use of an informed learning approach to teaching and the guided inquiry model are explored. Scenarios and resources are included as examples for inclusion in an integrated curricular approach to teaching the ethical use of information in school library education and in school library programs in schools.

BUILDING AND SUPPORTING ACTIVE E-LEARNING COMMUNITIES: THE RUTGERS (ROSS) EXPERIENCE

Ross J. Todd

Dr. Ross J. Todd is Associate Professor and Chair in the Department of Library and Information Science, School of Communication and Information, Rutgers University, USA.

The presentation will outline a range of strategies and initiatives to support active learning in our online MI program. Considered as a late entrant into the arena of online delivery of our MLIS (now MI) in 2007, we were the first program at Rutgers University to deliver a fully online masters program. Rutgers University continues to place considerable emphasis on "Enhancing the Student Educational Experience", and we have benefited greatly from the experience, insights and feedback from many programs who pioneered e-learning. The strategies and initiatives here, albeit from a personal perspective, will address the following dimensions (based on a framework established by Wilcoxon, 2011).

Instructional Design Presence: supporting the structure, sequences, technical frameworks and affordances for deep learning.

Teaching Presence: the balance of direct instruction and its delivery, scaffolds and support structures to enable personal deep learning.

Supportive Discourses: the nature of the learning interaction to enable a sense of participation, dialogue, and reciprocity building a sense of the shared experience, trust and privacy.

Social Presence: Understanding the diverse social, cultural, and personal dynamics of learning together, setting and maintaining the boundaries.

Cognitive Presence: nurturing the process of inquiry: exploration, building background knowledge, deep questioning, supporting analysis and synthesis, providing opportunities for student choice, direction and leadership, and knowledge exchange

Technical Affordances: Use of a diverse range of technical tools to build community: personalization, exchange of ideas and perspectives, presentation of learning.