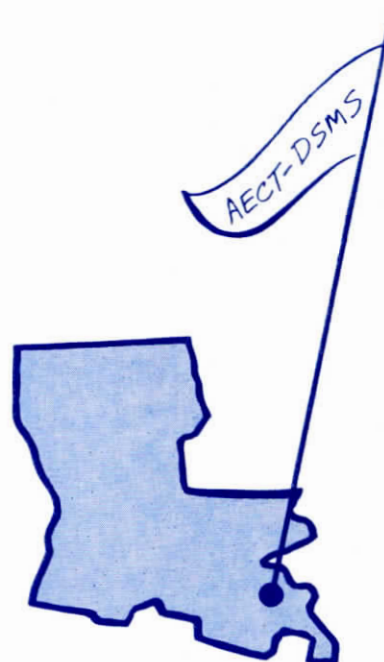




SCHOOL LEARNING RESOURCES

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WINTER 1982 VOL. 2, NO. 2

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Instructional Innovator will continue to be a major dividend of Regular, Comprehensive, and Graduate Student membership; and will be enlarged to include a new "AECT Update" feature each month.

AECT members spoke, and their Association listened. The new membership program takes into account members' greatest concerns, and reflects their highest priorities.

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A Handy Planning Form for Instructional Development

by David V. Loertscher

In the folktale, the **Peddler of Ballaghadereen**, our conscientious hero, the peddler has a dream in which he stands on the bridge of the river Liffe and hears what he was meant to hear. He travels to the river, and after standing on the bridge all day, the peddler is sure his dream is for naught. An innkeeper calls to him and trades supper for the peddler's story. Upon finding out that the peddler is chasing a dream, the innkeeper remarks, "You're just the type that would follow a dream. Why, I had a dream the other night of a buried treasure by the side of a wee cabin under a cherry tree, but I'm not foolish enough to believe it." Recognizing the treasure location as his own home, the old peddler makes his way back to his own crossroads and digs. And finds.

Researchers in our field have been chasing the dream of library media specialists working as instructional developers and have hoped for the last ten years that somehow this new role for library media specialists would be the treasure. Alas, our researchers doing role studies have found that there are many more innkeeper library media specialists and fewer peddlers who are willing to follow the dream of instructional development.

It is difficult to practice ID if that role has never been explained, studied, or expected. Some have learned theoretical principles of ID but when it comes to the application of these principles, they don't really know where to start. In an attempt to alleviate that problem, a number of writers have tried to translate the jargon of the ID theorists into a more understandable procedure for the library media specialist in the elementary and secondary school. The flyer printed on the next page is an attempt to explain the whole process in plain English.

Marilyn Goodrich, an outstanding library media specialist from Olathe, Kansas, developed a form several years ago describing the planning process with a teacher. She and Beverly White, a dynamic district level library media specialist from Shawnee Mission, Kansas, teamed to create a planning document entitled, "Library Media Specialists + Teachers = Co-Designers of Curriculum" (available for \$5.00 from Beverly White, 6649 Lamar, Shawnee Mission, Schools, Shawnee Mission, Kansas 66202).

The flyer published here is an excerpt from the Kansas document which has been revised by the author. It provides a simple step-by-step approach to working with teachers on instructional units. You may duplicate as many copies of the flyer as you wish. It folds in thirds. It can be used with teachers on an individual basis, with teachers in an inservice program, with principals to explain the library media specialist's role, or passed out at PTA meetings to show parents what we do. □

David V. Loertscher is a media specialist at the University of Arkansas in Fayetteville, Arkansas.

FORCE-FIELD ANALYSIS

Objective: ID in your school

Helping Forces

Hindering Forces



Step 3

First **Know your proposal**, this involves the following factors: 1) What will it cost in terms of time, money, and energy? 2) What will be the long and short term benefits for your school, faculty, and students? 3) How will ID improve your school? 4) Is there any risk associated with ID? (**Remember:** ID is not a guarantee of improved instruction.) 5) Who will support you? 6) Is your proposal easily explained? 7) Is your proposal compatible with your school's goal? 8) Minimize the complexity of your proposal, remember Thoreau said "Simplify, simplify, simplify." 9) Can you try out your proposal on a small scale first? (prove your plan can work!) 10) Can your proposal be modified without losing its effectiveness? Perhaps the ID role can be shared.

Once you know your proposal **communicate it** to the school community. Use some of the following techniques:

1. *Explain—facts, reasons, risks.*
2. *List—benefits—don't exaggerate.*
3. *Seek questions and answer them—stop rumors with facts.*
4. *Seek suggestions—there is always room for improvement.*
5. *Avoid surprise—without time to think negative emotions often appear in response to surprise.*
6. *Acknowledge rough spots—even a simple change is rarely simple—Murphy's Law is alive and well!*⁶

I would suggest you use techniques 1, 2, and 6 when you approach your principal; 3 and 4 when you talk to teachers; and 5 when you are communicating to anyone in the school. Considering some schools I've worked in, I would use all six techniques!

Once you **assume your ID** role, remember the journalistic **Who, What, When, Where, and How** as a strategy for success. **Who** needs to be involved? **What** will they do, **What** initial steps must be taken, and **What** part of ID will you do? **When** will each activity be done?

Where will this take place? (Class, department, or individually). And, **How** will you do it? There is nothing particularly magical, just apply common sense!

All that we have looked at has been an attempt to identify your perceptions of change, your school's method of operation, problems you might encounter, and a strategy for success. Although our focal point has been your acceptance and implementation of ID in your school, the lists and techniques we have used can be applied anytime you or your school anticipates change. Use, enlarge, and make these your own. □

*FOOTNOTES

*1. Adapted from **Hip Pocket Guide to Planning & Evaluation**, by Dorothy P. Craig. Copyright 1978 by Learning Concepts, p. 124.

*2. _____ p. 125.

*3. _____ p. 45.

*4. _____ p. 138.

*5. _____ p. 139.

Bibliography

Craig, D. P. **Hip Pocket Guide to Planning and Evaluation**. San Diego, CA: Learning Concepts, 1978.

Naumer, J. N. & Thurman, G. B. **ID in School Media Centers: Possible or Probable?** Manuscript submitted for publication 1982.

Glenda Thurman is an instructional developer and teacher who lives in Boulder, Colorado.



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Teachers + Librarians = Co-Designers of Instruction

1. Begin

2. Prepare

3. Teach

Meet With The Teacher

- A. Identify what unit of instruction is to be planned and approximate dates to be taught.
- B. Briefly discuss the abilities and interests of the students if necessary.
- C. Determine the objectives of the unit:
 - 1. Clarify and simplify.
 - 2. Are objectives manageable in view of the resources of the LMC?
 - 3. Bloom's taxonomy considerations:
 - a. Knowledge (memory)
 - b. Comprehension (understanding)
 - c. Application.
 - d. Analysis.
 - e. Synthesis.
 - f. Evaluation.
- D. Decide what each person is expected to do prior to the next meeting.

Getting Ready

- A. Locate instructional materials remembering:
 - 1. Levels of difficulty.
 - 2. Interest levels.
 - 3. A variety of media.
 - 4. Materials for special students.
 - 5. Materials from other sources outside the LMC.
 - 6. People resource.
- B. Get your creative ideas ready:
 - 1. Ideas from activities using commercial and locally produced materials.
 - 2. Ideas for effective use of print, AV and computer media.
 - 3. Ideas from appropriate library and media skills.
 - 4. Ideas for building critical reading, viewing and listening skills.
- C. Meet with the teacher again.
 - 1. Discuss unit content changes if necessary.
 - 2. Discuss materials available and preview if necessary.
 - 3. Discuss creative ideas.
 - 4. Decide exactly who will be responsible for presenting each activity in the unit.
- D. Prepare and pilot, if necessary, the materials and activities.

Present The Unit To Students

- A. Jointly introduce the unit and its objectives and activities.
- B. Carry out planned activities. Be open to change as the activities develop.
- C. Share enthusiasm with students.
- D. Expect students to achieve the objectives.

4. Evaluate

Provide Opportunities For Feedback

- A. Teacher and LMS evaluate:
 - 1. Unit objectives and content
 - 2. Materials:
 - a. Enough materials?
 - b. Interest and difficulty ok?
 - c. Variety of media ok?
 - 3. Activities:
 - a. Did they motivate?
 - b. Lead to unit objectives?
 - c. Worth the effort and cost?
- B. Seek input from students on any of the above topics.
- C. Test learning (cognitive, affective, and psychomotor)
 - 1. Paper and pencil tests.
 - 2. Other types of tests.
 - 3. Tests should include learning from LMC materials—not just lectures and textual materials.
 - 4. Tests of any library or media skills presented.
- D. Postlude.
 - 1. Plan to teach the unit again?
 - 2. Materials need replacing?
 - 3. New materials need to be ordered?
 - 4. Any issues for administrators to handle?
 - 5. Report successes and failures to administrator as appropriate.
 - 6. Any other plans to make?

LMC Taxonomy Of Involvement In Instruction Levels 8-10*

- 8. **Scheduled Planning in the Support Role**
Formal planning is done with a teacher or group of students to supply materials or activities in response to a previously planned unit or project.
- 9. **Instructional Design, Level I**
The library media specialist participates in every step of the development, execution, and evaluation of an instructional unit, but there is still some detachment from the unit.
- 10. **Instructional Design, Level II**
The library media staff participates in grading students and feels an equal responsibility with the teacher for their achievement.



an excerpt from the complete taxonomy published by David V. Loertscher in **Wilson Library Bulletin, Feb., 1982, pp. 417-421.*



Teachers

+

Librarians

=

Co-Designers of Instruction



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