Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application

1. COURSE TITLE AND NUMBER OF CREDITS: Organization and Management of Educational Media (ELLM 611), Three Graduate Credits

2. COURSE DESCRIPTION: An examination of the administrative aspects of initiating and organizing a media program is explored. Emphasizes the standards for selection and evaluation of media software and hardware. Processes of media management are studied, including 1) planning, organizing, staffing, budgeting, and evaluating; 2) acquiring, scheduling, circulating, and producing media; 3) planning in-service workshops and programs; 4) models for directing, controlling, and organizing; and 5) developing and implementing media programs in the curriculum.

3. PREREQUISITES AND RESTRICTIONS: None

4. COURSE OBJECTIVES: Upon completion of the course, students will have an understanding of the role of school media centers and school media specialists. They will have learned about organization, management strategies, types of learning resources, services, and programs for students and teachers, program evaluation, and public relations. In addition, they will have learned the principles of evaluation as well as the current challenges, problems and issues in school media centers. To that end, the student will be able to:

   A. Apply basic principles of administration and management to planning, programming, administering, and evaluating library media services by demonstrating and responding to case studies.
   B. Establish procedures and policies for the general administration and management of the library media center by outlining what should be covered in a manual.
   C. Prepare a budget for resources for the library media center by working in groups using a case study.
   D. Direct the selection, organization, utilization, and maintenance of media collections according to the concepts presented in basic access documents by preparing in-class presentations and leading class discussions.
   E. Understand the impact of technology on the operations and services of school media centers through observation in the site work and through their written findings.
   F. Understand future concerns relating to school media centers by contributing to class discussions.
   G. Understand the role of the library media center as well as the school media specialist within the school community, including planning and implementing staff development activities to increase competence in locating, using, and producing resources for teaching & professional growth through oral presentations, class discussions, and cooperative learning activities.
   H. Use Information Power as a reference guide throughout the entire course and refer to recommendations as each subject is studied as evidenced in both written and oral assignments.
   I. Understand and apply ethical and legal behavior in course projects, reports and discussions.

5. STUDENT LEARNING OUTCOMES: At the conclusion of the course, the student will be able to:
A. Engage in reflective inquiry about professional knowledge, understanding, and application as evidenced in their field visits and reports and comparing what they observed with the recommendations found in Information Power. (COE, GSLO, A.1.)

B. Demonstrate a willingness and ability to be life-long learner by defining their ideal school media program and by taking a personal inventory of themselves and articulating their personal direction. (COE, GSLO, A.2.)

C. Demonstrate knowledge of current professional standards and trends in academic and professional disciplines by citing Information Power and other standards in analyzing their case study assignments and by reporting on their observations in their field visits.

D. Integrate information and theories into the professional decision-making process through analyzing case studies and developing own philosophy of directing a library media center. (COE, CSLO, C.1.)

E. Integrate academic and practical experiences with ethical considerations to form a coherent and evolving philosophy of the profession as demonstrated in taking a personal inventory and articulating one’s vision of an ideal school media program and personal direction that will be taken. (COE, CLSO, C.2.)

F. Communicate effectively through listening, speaking, writing, reading, and other forms of representation as evidenced in oral reports, preparing position papers, and other written and class assignments. (COE, CSLO, D.1.)

G. Create an environment that nurtures collaboration and diversity in a manner respectful to all as evidenced in the class discussions on the case studies and collaboratively developing solutions to them. (COE, CLSO, D.2.)

6. COURSE CONTENT:
   A. Introduction: Overview of management of library media centers and introduction to profession standards found in Information Power.
   B. History of the library media center focusing on vision and philosophy
   C. Role of LMS and modeling ethical and legal behaviors
   D. Organization management
   E. Planning
   F. Field visits and interviews
   G. Personnel Management and Evaluation
   H. Budget preparation and maintenance
   I. Collection Development: Selection policies, curriculum mapping
   J. Facilities: Scheduling, security systems, inventory, design and arrangement, signage, bulletin boards
   K. Services: Teaching methods, activities, curriculum integration, reference, information skills, collaboration and assessment
   L. Public Relations, Marketing, Building positive interpersonal relationships
   M. Special programs: Inservice, professional development programs, fund raising, incentive programs, author visits, storytelling
   N. Future Directions

7. TEACHING/LEARNING METHODS:
   A. On-Line Lecture/Discussion
   B. Demonstrations
   C. Field visits required of each student
   D. Presentations

8. EVALUATION METHODS:

   Course participation and guidelines (25% of grade)
   “Attendance” and presence are required for this class. Students are expected to log on at a minimum of twice per week and are expected to post a substantive contribution to the discussion at that time. Simply
saying "hello" or "I agree" is not considered a substantive contribution. Students must support their position or begin a new topic or add somehow to the discussion when logging on. Students cannot pass this class without participating in the online discussion. Assignments, including case studies and papers, will be posted online. Students should always keep a second copy of all written work that is posted. In the case of a piece of written work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy. Also, in accordance with school policy on plagiarism, any ideas or direct quotations from other sources must be properly cited. Students will be asked to comment on and provide feedback to one another on their work. Although I strongly suggest that all issues, questions, and problems be dealt with online, students can feel free to call me regarding these issues at any time.

Use good "netiquette" such as:

a. Check the discussion frequently and respond appropriately and on subject.

b. Focus on one subject per message and use pertinent subject titles.
c. Capitalize words only to highlight a point of for titles -- Capitalizing otherwise is generally viewed as SHOUTING!
d. Be professional and careful with your online interaction.
e. Cite all quotes, references, and sources.
f. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
g. It is considered extremely rude to forward someone else's messages without their permission.
h. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as 😊 or ;) to let others know that you're being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinaldi's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

A. Report:
Choose a topic from one of the topics listed below. Share your findings on the topic with the class in a report. Identify main ideas as it relates to the library media center. Include questions, problems, ideas, links or other useful information and report on our discussion board. Outline format could be used for structure of the report and sources used should be included as a bibliography. The report will be evaluated on adherence to assignment requirements, evidence of and depth of investigation, organization and participation. (30% of grade)

Possible Topics:
Scheduling: Flexible/Fixed
Volunteers in the SLMC
Student Library Clubs
Censorship
Facility design
Accommodations for Special Needs
Information Literacy
Research Methods
Fundraising
Storytelling/booktalks
Reading Incentive Programs, such as Accelerated Reader and Dear programs
Online/electronic sources
NJ Core Curriculum Standards and Framework and implications for the LMC
Student Behavior in the SLMC

If you can think of others as you read through your materials, I'm open for other suggestions.

B. Reflective paper
Answer one of the following: (length should be no more than 5 pages)
The traditional meaning of the phrase “library collection” is undergoing significant changes in school media centers. Discuss the trends, changes, and implications they may have on running and managing a school media center.

Or,

b. Define your ideal school media program. Take a personal inventory and decide what your strengths are. Once you’ve identified those, ask yourself what direction you’d like your media center program to take. Include what you’ll cover with the students, what help you’ll offer the staff, and what role you’ll take in the school. (10% of grade)

C. Position Paper:

Develop a position paper you could use to convince the school administration that support staff is needed in your school media center. Length should be no more than 2 typed pages. (5% of grade) The purpose of this paper is to assess whether you can develop a coherent argument based on research and professional guidelines to convince the administration that support is needed in order for you to focus on your professional responsibilities.

D. Field Visits and Reports:

Each student is required to spend a minimum of 6 hours during the semester in observation and interviewing at a School Media Center (if you are presently working in a LMC, you must choose a different site). Call a local school and arrange to speak to the library media specialist. Explain you have this course and would like to observe the school media center in operation and also to interview the library media specialist. Also be sure to explain that your report of the observation and interview will be totally anonymous, with no mention of site nor specialist’s name. During the interview, ask about the topics covered in class, especially the area of your oral report and about the impact of technology in their media center. Your objective is to find out about the “reality” of school media management and to learn about day-to-day activities. Ask about curriculum and to see any policies that the librarian is willing to share with you. Ask the media specialist what she/he would have wanted someone to tell them when they were still in school. During your observation watch how the specialist spends her/his time. Observe interactions with students and other teachers (and/or other adults if these happen). Observe flow of activity. Take notes. Write a 3-5 page paper based on your observation and interview, (remember not to identify the school nor the media specialist). In addition, share your findings with the class through an oral report of 8 minutes during the last class period. These assignments will be evaluated on adherence to assignment requirements, evidence of and depth of observation, links to class readings and discussion, and overall organization. (30% of grade)

Students should always keep a second copy of all written work that is turned in. In the case of a piece of written work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy. All written work is to be typed and double spaced and in accordance with the APA Style Manual. Also, in accordance with school policy on plagiarism, any ideas or direct quotations from other sources must be properly cited.

9. RECOMMENDED TEXTS/READINGS:

10. PREPARER’S NAME AND DATE: Jane B. Hutchison  
(W) 973-720-2980  
(H) 973-694-5035  
(Fax) 973-720-3702  
(E-mail) hutchisonj@wpunj.edu

11. Department approval date:

12. Reviser(s) Name(s) and date:

13. Department revision approval date:

14. BIBLIOGRAPHY:

   Worthington, OH: Linworth Pub.

   American Association of School Librarians and Association for Educational  
   Chicago: ALA & AECT.

   American Association of School Librarians and Association for Educational  
   Communications and Technology. (1998). Information literacy standards for student learning in  
   action. [videorecording]. Lincoln, NE: University of Nebraska.

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   Linking the library media program to the content areas. Chicago: ALA.

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   learning. Chicago: ALA & AECT.

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   Schuman Publishers.


   Libraries Unlimited.

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   Copyright law: What every school, college, and public library should know (1987).  
   [videocassette] Northbrook, IL: AIME.

   challenges. Westport, CT: Greenwood Press.

   Publishers.

   Crowley, J. D. (1994). Developing a vision: Strategic planning and the library media  
   specialist. Westport, CT: Greenwood Press.

   Libraries Unlimited.

   practical approach. Chicago: ALA.


Relevant websites are found in your Bb site.