

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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BOB ETHERIDGE State Superintendent

August 22, 1994

MEMORANDUM

To: North Carolina High School Media Coordinators

From: Elsie L. Brumback, Director
Media & Technology Support

Frances Bryant Bradburn, Chief Consultant
Library Media Programs

RE: High School Student Media Assistants' Curriculum

Over the past several years, many of you have used the prototype of the High School Student Media Assistant's Curriculum that the Department of Public Instruction distributed. With the introduction of a revised curriculum for both information skills and computer skills, we have aligned the student curriculum with these new ones. Additionally, we are introducing a Middle School Student Assistant Curriculum prototype. The plan is designed for that curriculum to segue neatly into the high school curriculum, with the more advanced skills building upon the ones introduced at the middle school level.

The resource you see before you is, admittedly, the ideal curriculum that combines a carefully planned knowledge base with the practical skills that help keep a school media center running smoothly. You are expected to adapt it to your individual school and media center situation, the number of students who take your class, and each young person's ability level.

As you review this curriculum and consider implementing it, please note the following:

- The *Competency Goals*, *Objectives*, and *Focus* have been expanded and refined compared to the student expectations already printed in the Information Skills and Computer Skills components of the Standard Course of Study. It is assumed that this curriculum will produce learners and *assistants* with a higher level of knowledge and information/computer skills than the high school student who has not taken this course.
- The *Implications for Learning* are suggestions, not mandates. Individual media coordinators are expected to adapt these ideas to their own needs.
- Implementation of this curriculum offers high school students an excellent opportunity for service learning and career exploration, as well as academic enrichment.

- Many daily media center activities offer students an opportunity to acquire basic organizational and "people" skills so necessary in any future work environment.

Finally, any student media assistants' program requires a vast amount of time and energy. The organizational tasks that students can accomplish in the school media center are the practical applications and evaluation opportunities resulting from a carefully managed instructional program. Professional media and computer coordinator staffing must be at or above Basic Education Plan standards for the most effective student educational and service experience to be possible.

ELB:FBB:bwm

HIGH SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

Competency Goal 1: The student assistant will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.1 The student assistant will demonstrate proficiency in the EXPLORATION of reading, listening, viewing sources and formats.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Lead read-aloud, storytelling, and booktalking experiences. • Assist students in the selection of materials from various genres. • Develop awareness of copyright laws and understand the intent and implications. • Select and recommend various media formats. • Investigate and recommend potential information sources outside the school. 	<p>Write and give both informal and formal booktalks.</p> <p>Write book reviews of new materials for school newspaper.</p> <p>Perform read-alouds and storytelling for lower grade levels.</p> <p>Participate in promotion of school-wide activities encouraging reading (e.g., putting up bulletin boards; making bookmarks; creating displays, posters, genre specific displays, etc.).</p> <p>Learn and apply Fair Use Doctrine and copyright laws as applicable to school environment.</p> <p>Perform search exercises using various formats, i.e., computers, CD-ROM, laser/ videodiscs, videotape.</p> <p>Perform online information retrieval, i.e., Dialog, CompuServe, Internet, OPAC's, etc.</p> <p>Participate in site visits to other library types and information resource centers.</p> <ul style="list-style-type: none"> • State Library • Local college/university library • MCNC

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OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.2 The student media assistant will IDENTIFY criteria for excellence in design, content, and presentation of information and formats.</p> <p>1.3 The student media assistant will CRITIQUE information sources and formats.</p> <p>Focus:</p> <ul style="list-style-type: none"> • IDENTIFY and APPLY standards of excellence to evaluate a variety of media resources. • Develop a personal philosophy for selecting and recommending resources for information needs and enjoyment. • Assess reliability, relevance, and integrity of resources. • Recognize the power of the media to influence. • Provide teachers, upon request, with information about new products and technologies. 	<p>Use and recommend standard critical review sources (i.e., <u>Contemporary Literary Criticism</u>, <u>Magill's</u>, <u>DISCovering Authors</u>, periodical review sources, etc.) for classroom assignments and personal needs.</p> <p>Help compile bibliographies on various subjects for teacher reserves and enter into a computer database.</p> <p>Retrieve subject bibliographies from online catalog records.</p> <p>Prepare celebratory displays (e.g., Banned Books Week, National Library Week, Women's History Month).</p> <p>Develop an awareness of censorship cases and issues and appropriate procedures for handling challenged materials.</p> <p>Differentiate between scholarly journals and popular magazines for research purposes.</p> <p>Sit in on a Media Advisory Committee meeting to witness how the selection of resources integrates into general school functions.</p> <p>Help maintain a "Topic File Folder" to assist students with term paper research ideas and resources.</p>

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OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.2 The student media assistant will IDENTIFY criteria for excellence in design, content and presentation of information and formats.</p> <p>1.3 The student media assistant will CRITIQUE information sources and formats.</p>	<p>Become familiar with and use a variety of reference sources (e.g., <u>Bartlett's Familiar Quotations</u>, <u>Grainger's Index to Poetry</u>, <u>Roget's Thesaurus</u>).</p>

Focus:

- IDENTIFY and APPLY standards of excellence to evaluate a variety of media resources.
- Develop a personal philosophy for selecting and recommending resources for information needs and enjoyment
- Assess reliability, relevance, and integrity of resources.
- Recognize the power of the media to influence.
- Provide teachers, upon request, with information about new products and technologies.

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OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.4 The student assistant will assist peers in RELATING ideas and information to life experiences.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Research personal cultural experience and environment. • Guide other students in collecting information about diverse cultures. • Assist students in selecting information to identify contributions of individuals and cultures. • Demonstrate how the presentation of information and ideas is influenced by social, cultural, political, and historical events. 	<p>Help compile reading lists on various multicultural themes for classroom use.</p> <p>Assist students in selecting appropriate biographical sources, e.g., <u>Current Biography</u>, <u>Dictionary of Literary Biography</u>, <u>Discovering Authors</u>, etc.</p> <p>Using various media formats (i.e., CD-<u>Front Page News</u>, <u>Ethnic Newswatch</u>, international periodicals, Internet) to study issues and cultures from a global viewpoint, provide information for in-school news programs.</p> <p>Prepare PA announcements or student news broadcasts spotlighting various cultures.</p> <p>Browse Internet Listservs to establish contacts for classroom pen pals.</p> <p>Produce displays or exhibits on multicultural themes.</p>

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Competency Goal 1: The student assistant will experience a wide variety of reading, listening, and viewing resources to interact with ideas in-an information-intensive environment.

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.5 The student media assistant will COMMUNICATE reading, listening, and viewing experiences.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Identify the information needs of patrons to serve them effectively. • Assist students in determining appropriate equipment for production purposes. 	<p>Assist in producing media in various formats based on reading, listening, viewing experiences.</p> <p>Learn how to credit sources used in communicating reading, listening, viewing experiences.</p> <p>Prepare a multimedia instructional presentation for classroom use illustrating the bias of different media coverage of the same current event.</p> <p>Program a videodisc on a particular subject for classroom use (i.e., <u>'88 Vote</u>, <u>Impressionist Painters in the National Gallery of Art</u>, <u>Windows on Science</u>)</p> <p>Prepare a hypertext stack multimedia presentation using videodisc, computer, audio, videotape, etc., on particular subjects.</p> <p>Prepare a videotape for media center orientation.</p> <p>Prepare movie reviews for display,</p> <p>Establish a student assistant review column in the school newspaper.</p> <p>Write columns for library newsletter (reviews, library tips, etc).</p>

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OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.5 The student media assistant will COMMUNICATE reading, listening, and viewing experiences.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Identify the information needs of patrons to serve them effectively. • Assist students in determining appropriate equipment for production purposes. 	<p>Assist peers in using style manual for bibliographic documentation.</p> <p>Assist students in using automated library systems.</p>

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Competency Goal 2: The student assistant will IDENTIFY and APPLY strategies to access, evaluate, use and communicate information for learning, decision-making, and problem solving.

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>2.1 The student assistant will EXPLORE research processes that meet information needs.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Determine the purpose of the patron's research, i.e., curricular or personal. • Demonstrate proficiency in exploring print, electronic, human, and community sources. • Determine the merits of systematic as well as random approaches to information gathering. • Select the appropriate research process model to meet the information needs of the patron. • Demonstrate proficiency in locating library sources. 	<p>Practice effective questioning techniques to determine information needs.</p> <p>Help maintain the collection to provide access to all available materials and resources.</p> <p>Maintain information/vertical file and contribute materials by searching through print items.</p> <p>Assist with adding and deleting data from card catalog and/or online catalog to provide integrity of access.</p> <p>Shelve materials, read shelves.</p> <p>Assist with inventory.</p> <p>Maintain vendor catalog file.</p> <p>Maintain magazine and newspaper display racks and backfiles.</p> <p>Help students use electronic databases or print indexes to browse for possible research topics.</p> <p>Learn Dewey Decimal system and shelf location in order to direct other students to relevant materials.</p> <p>Use desktop publishing software and equipment to produce guide sheets/manuals for using library resources.</p>

HIGH SCHOOL STUDENT MEDIA ASSISTANT CURRICULUM

Competency Goal 2: The student assistant will IDENTIFY and APPLY strategies to access, evaluate, use and communicate information for learning, decision-making, and problem solving.

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>2.2 The student media assistant will ENGAGE in a research process to meet information needs.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Assist students in developing search strategies. • Assist students in accessing information. 	<p>Understand the concepts of Boolean logic and keyword as search strategies.</p> <p>Design a flowchart illustrating research processes and library procedures.</p> <p>Create bookmarks for Internet access.</p> <p>Prepare preliminary help sheets for online information retrieval.</p>

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Computer Skills Competency Goal 1: The student media assistant will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>1.1 Identify examples and analyze the societal impact of advanced and emerging technologies.</p>	<p>Contribute to the development of a media center policy outlining ethical use of online telecommunications and other software products.</p> <p>Know and respect the copyright guidelines and privacy rights as they apply to computers and telecommunications.</p> <p>Develop proficiency in use of automated catalog and circulation systems.</p> <p>Communicate through e-mail with student library assistants in other schools to compare media center policies, tasks, etc.</p> <p>Assist students in locating additional resources through public or university library online catalogs, online services, or the Internet.</p>

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Computer Skills Competency Goal 3: The student media assistant will use a variety of computer technologies to access, analyze, interpret, synthesize, apply and communicate information.

OBJECTIVE	IMPLICATIONS FOR LEARNING
<p>3.1 Perform media center tasks utilizing computer hardware and software.</p>	<p>Perform automated circulation duties proficiently.</p> <p>Use word processing programs to produce reserve lists, reviews, library newsletter, etc.</p> <p>Download School Television Guides and Media Advisory lists from Learning Link</p> <p>Work with school technicians or media coordinator to learn basic preventive maintenance and troubleshooting procedures and gradually accept responsibility for same.</p> <p>Learn to use more sophisticated desktop publishing software to produce library pamphlets, school stationery/letterheads, drama programs, etc.</p> <p>Use software such as Quickcard to produce labels, cards, and packets.</p> <p>Perform search exercises using various formats, i.e., computers CD-ROM, laser/videodiscs, videotape.</p> <p>Perform online information retrieval, i.e., Dialog, CompuServe, Internet, OPAC's, etc.</p>

Portfolio Evaluation for High School Library Media Assistants

Student portfolios, a compilation of work gathered across grading periods, semesters, or years for the purpose of demonstrating progress,¹ are a natural evaluation tool for the High School Library Media Assistants' Curriculum. Laden with the potential for the use of a variety of information and formats, student portfolios automatically include many of the instructional components of this media assistants' curriculum.

Student portfolios can be kept in file folders or accordion folders in a special area within the media center. **CD-ROM exercise** sheets, a videotape of the media assistant helping another student locate materials, a copy of the flier designed for School Library Media Day, critiques of the best of the new books read during the course, as well as choices of some of the reference tool learning exercises and samples of shelfreading grades could all be part of the portfolio. Media centers with more extensive technology resources could locate their media assistants' portfolios as computer files, eventually advancing to multimedia presentations. Some students' portfolios could even be pressed into a personal CD!

Regardless of the format chosen for portfolio compilation and display, a few general characteristics remain:

- Portfolios include written, reflective responses by students, and usually teachers, regarding selected entries.
- Portfolio selections represent evidence of student performance on a range of performance based, instructionally appropriate tasks, over time.
- Portfolios represent an exhibition of a student's best work, as determined by the student.²

Thus the implications for the High School Library Media Assistants' Curriculum are numerous:

- While a great deal of freedom exists for students to choose their own assessment products, the media coordinator has a responsibility to organize the actual course in such a way that students understand expectations and are exposed to the greatest number of positive educational experiences while serving as a media assistant.
- The portfolio format offers an opportunity for both independent learning and responsibility as well as cooperative, small group experiences.
- Portfolios encourage media coordinators to develop meaningful higher order thinking skills opportunities while providing for the day-to-day organizational tasks that allow a school library media center to operate efficiently.
- Student reflection as to the reasons for choosing particular portfolio products, as well as his or her knowledge growth over the extent of the course, is a vital component of the evaluation. Likewise, media coordinator reflection and assessment of the individual's products determines the course's success-and the student's grade!

A school library media assistant's portfolio can include, but is certainly not limited to:

- Book reviews
- A variety of worksheets used in teaching the use of the media center's electronic and print reference sources

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- Videotapes of student assistants helping other students in the media center
- Bookmarks, fliers, or announcements that the student media assistant has designed

- Video or audiotapes of news program that student media assistants have produced.
- Grades for shelf-reading or journal filing
- A hypermedia stack on the use of the media center
- A log of equipment that the student has cleaned and inventoried
- Photographs of bulletin boards that student media assistants have created
- Examinations
- Bibliographies listing all library resources on a certain subject (demonstrating ability to find information in numerous formats).
- A reflection paper on the reasons for choosing each portfolio item

Obviously, this is a cursory discussion of portfolio evaluation and how it fits into the media center curriculum. A bibliography is included so that media coordinators may learn more about this method of assessment. Please note that only one article deals with school library media programs; the others look at portfolios in general and language arts in particular. Some even focus on students younger than your own. We do believe, however, that all will help us as we develop our strategy of portfolio assessment.

¹ Bauer, Norman J. "Instructional Designs: Portfolios and the Pursuit of Authentic Assessment." A paper presented at the Spring Conference of the New York State Association of Teacher Educators, April 29-30, 1993. ED363638.

² Cox, Keni-Brayton. "Portfolios in Action: A Study of Two Classrooms with Implications for Reform." A paper presented at the Annual Meeting of the American Educational Research Association, Atlanta Georgia, April 12-16, 1993. ED359204.

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