



ISKME

Institute for the Study of
Knowledge Management
in Education

Teacher & Librarian Instructional Partnerships Using OER

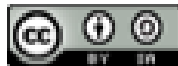
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ISKME

OpenCon 2019 - K-12 Athabasca

ISKME 2019:



What We'll Cover

- The what and why of School Librarians as OER curators and instructional leaders
- Examples from the field of teacher-School Librarian partnerships around OER
- School Librarian supports and entry points into OER



ISKME's Work - Supporting School Librarians (SLs) as Instructional Leaders and OER Curators

Project to support SLs as co-creators of STEM instructional materials

Funded by IMLS (2014)

Study to document the practices of SLs who are leading the way in OER curation to meet curriculum gaps

Funded by IMLS (2017)

Project to develop an open access digital library in collaboration with SLs to meet lifelong literacy goals in their schools and beyond

In partnership with Internet Archive (2019)



Why Is This Work Important?

When school librarians guide and model digital curation, and participate in curriculum development, they:

- save teachers time,
- open up possibilities for new pedagogical approaches, and
- support more engaged learners.

Sources: Valenza, J. K., Boyer, B. L., & Curtis, D. (2014). Curation in school libraries. *Library Technology Reports*, 50(7); Small, R. V., Shanahan, K. A., & Stasak, M. (2010). The impact of New York's school libraries on student achievement and motivation. *School Library Media Research*, 13.



Why Is This Work Important?

They also ensure accessibility and effective use of resources through organization and classification strategies, and through local catalogues.

Sources: Valenza, J. K., Boyer, B. L., & Curtis, D. (2014). Curation in school libraries. *Library Technology Reports*, 50(7); Subramaniam, M. M., Ahn, J., Fleischmann, K. R., & Druin, A. (2012). Reimagining the role of school libraries in STEM education: Creating hybrid spaces for exploration. *The Library Quarterly: Information, Community, Policy*, 82(2), 161-182.



Why Is This Work Important?

Yet despite the value of their expertise, **K-12 librarians are often left out** of strategies, planning, or professional learning that address their districts' curriculum development needs.

Sources: Mardis, M. A., ElBasri, T., Norton, S. K., & Newsum, J. (2012). The new digital lives of U.S. teachers: A research synthesis and trends to watch. *School Libraries Worldwide*, 18(1), 70-86.; VHeidorn, B. P. (2011). The emerging role of libraries in data curation and E-science. *Journal of Library Administration*, 51(7-8), 662-672.

Example: SLs and Teachers Partner to Build STEM Inquiry Units in NC and NH

- School cohorts consisting of teachers and school librarians collaborating to create STEM inquiry OER units
- Example physics unit created by a cohort of two teachers and one SL in New Hampshire.
- SL brings expertise in curating and scaffolding students' inquiry and literacy learning through primary source texts

Power Grid: Transforming New Hampshire's Energy Future

Created Sept. 27, 2017

UNIT TEMPLATE: Text-Based STEM Inquiry

Access the example unit at:

<https://tinyurl.com/PowerGridOER>

Power Grid: Transforming New Hampshire's Energy Future

Part II: Background on LMS and Science Teacher Relationship

This lesson was created by Physics teachers Nathan Carle and Charles Swift, and Library Media Specialist Lisa Petrie. Lisa's strength location & evaluation of sources of information and presentation of information. Charles and Nathan's strengths are science content inquiry and creation of performance assessments.

Part III: Unit Description

This unit includes approximately 11 lessons that culminate where students will present a plan for the future of their local region's electricity. In reading, students will explore an anchor text and then develop their own essential and supporting questions to guide their research. Students will develop an understanding of the interaction between electricity and magnetism relating to power transmission through hands-on activities. Students will gain a historical perspective of the development of their local region's current power grid through a variety of texts. Students will explore how electrical power is generated throughout their local region through a variety of texts and a field experience at a local power facility.

In addition to this document all files and links are on the unit LibGuide.

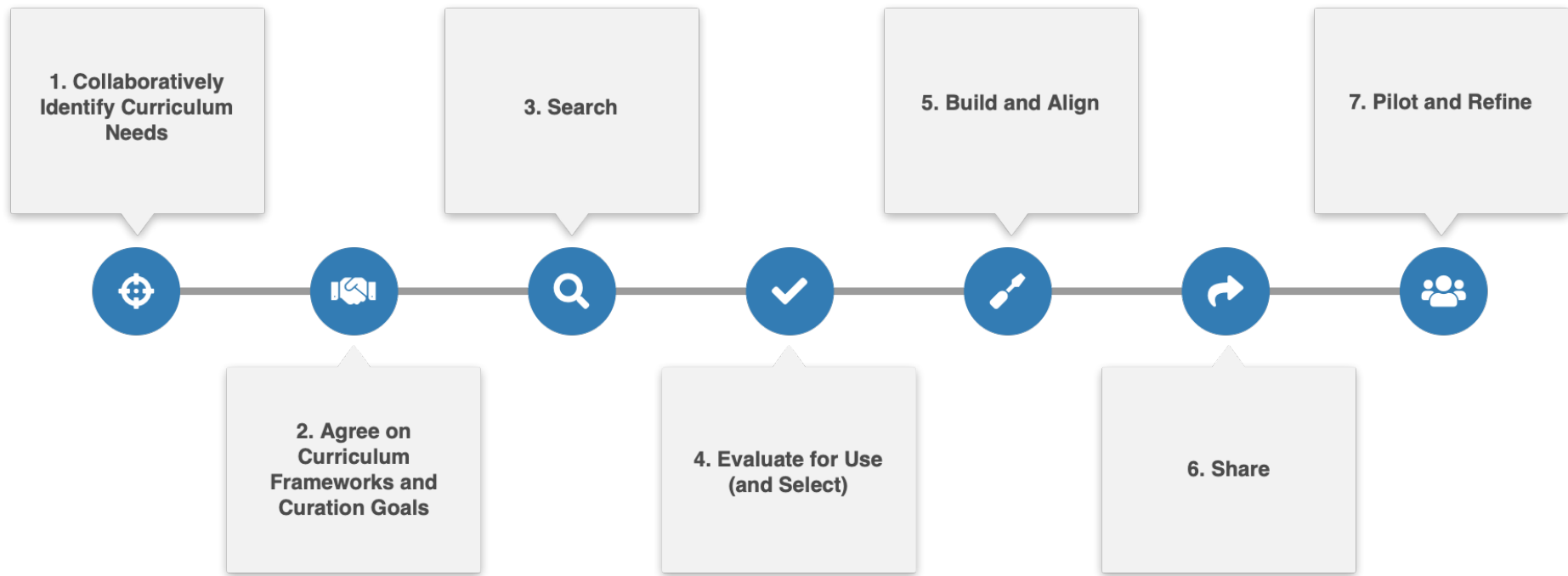
Part IV: Standards Addressed

NGSS Crosscutting Concepts

- Cause and Effect: Mechanism and Prediction
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation



Example: Teacher-Librarian and Curriculum Specialist Build Inclusive Social Studies Curriculum in Washington State



Supports That Enable SLs as OER Leaders (From Our Research)

Policy and program supports

- Clear, formal OER policy in place; district and state OER buy in
- Access to OER training and PD (including curriculum development PD)
- Remuneration or incentives for educators to create/use OER
- Availability of district or state supported OER repositories

School Librarian role supports

- Inclusion of OER curation/digital curation as a formal part of the SL role description
- Provision of time to collaborate
- Administrative support (e.g., library aides) to free up time for instructional and curatorial leadership
- Opportunities to hold leadership positions in curriculum development
Professional learning opportunities on open licensing and OER more broadly

Additional Resources

School Librarian STEM OER Leadership and Practice Rubric (and teacher partnership guide)

<https://tinyurl.com/SLOERRubric>

Draft Framework to Guide School Librarian OER Curation Practice
(includes district readiness assessment for supporting SLs as OER curators)

<https://tinyurl.com/OER-Curation-Framework>



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