

LIB 5525 – Product of Learning
Appalachian State University

Dr. Nita Matzen

Fall 2009

Office Hours: Mondays 12:00-4:00
 Thursdays 1:00–4:00
 By Appointment

Course:
Buncombe Wednesdays 5:00-9:00

Work: Edwin Duncan Hall
 ASU Box 32086
 Boone, NC 28608-2086

Phone: 828-262-6064
Fax: 828-262-6035
email: matzennj@appstate.edu

Home Phone: 828-278-0780
Cell: 828-226-3853

Course Description

This course is intended to provide the structure for an advanced Masters in Library Science (MLS) degree candidate to develop a product for presentation of his or her learning from the experiences in the program of studies.

The product of learning is intended as a culminating or capstone experience to the advanced masters degree experience. As such, it permits the student to develop a product of learning that will serve both to encapsulate the accumulated programmatic reflections developed by the student over time and to demonstrate to the library profession the increased knowledge and competencies the student acquired from his/her program of studies.

Methods of Teaching and Course Objectives

The product of learning will be based on the following organizational and/or operational principals. The product must:

1. Include school library, public library, and/or classroom impact (e.g., on-site visits and report; feedback from supervisors, colleagues, students, parents, and/or other individuals who might provide information about the candidate's performance; student performance data and its analysis, higher score on exit exam in content; etc.);
2. Reflect advanced librarian knowledge and skill;
3. Consist of both a **physical product** (i.e. the Action Research Project) and an **oral presentation/defense** of that product;
4. Reflect both what was learned from the program of studies and the effects of applying those learnings to a library setting;

5. Provide evidence that the product of learning has undergone some rigorous form of peer review prior to its submission and presentation (ex. was presented to the graduate student's peers and colleagues and community in the library involved);
6. Contain evidence of impact on the academic lives of students in classrooms or public library patrons (this impact may not necessarily be limited to achievement measurable on a written test. Other forms of evaluation should be considered);
7. Be aligned with the goals and objectives of the essential competencies for the degree and the goals and objectives in the respective program areas;
8. Be consistent with standards of accepted practices for its format (i.e., APA 5th Edition for theses, etc.)
9. Be presented in an open forum to a panel of university faculty, student peers, and professional practitioners, who will evaluate whether or not the product of learning is an acceptable demonstration of competence;
10. Build upon and extend learning from a research course requirement FDN 5000: Research Methods, FDN 5040: Teacher as Researcher, or FDN 5560: Classroom Action Research as well as the required library science coursework.

The specific product of learning is to be developed and designed by the student in consultation with the student's major advisor and/or the course instructor.

The product of learning is an action research project that should be designed such that it captures the cumulative effects of theory and practice in learning in the Masters of Library Science degree for the entire program of studies. This project should result in both a high quality paper and an oral presentation of the paper. Please note that this is NOT a term paper, but rather an action research project that assesses and evaluates the effects of an action project the student has implemented in an actual public library or school library media center setting. This action project should then be self evaluated, evaluated by one's peers, and presented to the review committee of practitioners, peers, and/or professors at Appalachian State University.

Required Textbook:

Farmer, L.S.J. (2003). *How to conduct action research: A guide for library media specialists*. Chicago: American Library Association.

Other Recommended Textbooks:

Sykes, J. (2002). *Action Research: A Practical Guide for Transforming Your School Library*. Greenwood Village, CO: Libraries Unlimited.

Loertscher, D. (2005). *Toward a 21st Century School Library Media Program*. New York: Scarecrow Press.

Everhart, N. (1998). *Evaluating the School Library Media Center: Analysis Techniques and Research Practices*. Englewood, CO: Libraries Unlimited.

Learning Needs and Accommodations

If you are a student with special needs of some kind, and feel that I should be aware of those, please let me know so we can work together to best meet them.

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Academic Misconduct

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Course Evaluation

Satisfactory/Unsatisfactory grading applies in this course.