In academic librarianship, “siloing” is often identified as a factor that negatively affects library services and planning, including library instruction (Barone & Weather, 2004). Siloing also exists in the wider library field, particularly between academic librarianship and school librarianship. Literature on school and academic library instruction shows wide usage of information literacy standards by the ACRL and the AASL (Sproles, Detmerring & Johnson, but few cite both, even when discussing instruction for college transition. Academic instruction librarians and school librarians also do not share a knowledge base on pedagogy and instruction. There is a wide disparity in pedagogical training between academic instruction librarians and school library media specialists (SLMS) (see graph below), and there are relatively few documented collaborations between SLMS and academic instruction librarians.

Instructional Training for School & Academic Librarians: Overview

Survey & foundation courses in education generally cover educational psychology. This includes theories and research on human development, with particular focus on teaching and learning processes and motivations. The goal of these courses is to consider psychological and behavioral states of students and their effects on a learning environment. These courses also include cognitive, psychological, and behavioral disorders that affect the teaching and learning process.

Classroom management courses cover strategies and practices for safe and conducive learning environments, both small and large. This includes ways of structuring classes to prevent disruptions in the learning process, creating interactions that promote active learning and inquiry, and positively managing individual and group misbehaviors. These courses often include discussion of differentiated learning, diverse learners, and teaching accessibility.

Many programs also include discrete courses on teaching “diverse learners.” These courses cover differentiated learning in depth and discuss how to recognize and meet needs of students who need individualized accommodations. They focus on practices for inclusivity within heterogeneous class environments, and for promoting uninterrupted learning through accommodations, modifications, and educational technology.

Instructional design courses cover how to effectively design one’s teaching. From lesson planning, to lesson delivery, to lesson accommodations, modifications, and educational technology.

In K-12 schools, instructors and librarians are notified of individualized needs to consider in their classrooms. At the college level, the onus is often on the student to consider source usage, I introduced the concept of source evaluation in Workshop 1, framed around the question of whether or not to use a source at all. Instruction in the six factors of source evaluation using a learning acronym, COCOA P (coverage, origin, currency, objectivity, authority, and purpose). During the workshop’s standard source usage activity, students were asked to evaluate sources with COCOA P. This was especially helpful during the spring semester because the professors I was working with did not use the standard syllabus. This was especially helpful during the spring semester because the professors I was working with did not use the standard syllabus.

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