

Mansfield University
School Library & Information Technologies Program
Philosophy and Fundamental Principles

Mission Statement

The mission of the School Library & Information Technologies graduate program is to empower school library media specialists with the skills and knowledge to assume an essential leadership role in their schools as teachers, instructional partners, information specialists, and program managers of library and information services. The program supports fully the university's [Creed](#), which emphasizes Character, Scholarship, Culture, and Service.

Goals of the Program

The Mansfield University School Library & Information Technologies graduate program strives to prepare school library media specialists who can fulfill the mission of the school library as outlined in *Information Power: Building Partnerships for Learning*.

“The mission of the library media program is to ensure that students and staff are effective users of information” (6).

These fundamental principles guided the development of the curriculum for all SL&IT courses and provide the underlying framework for all activities and outcomes. The program is based on the philosophy that students are responsible for their own learning experience, while instructors serve as facilitators in the learning process. Students are expected to explore, experiment, reflect, and seek out effective learning experiences. In addition, students must acquire the technical skills needed to be effective online learners and educational leaders in the modern information age.

The School Library & Information Technologies Master’s degree program will:

- Prepare skilled and knowledgeable school library media specialists based on the national school library guidelines, *Information Power: Building Partnerships for Learning*.
- Offer a transformative, deep learning experience by enabling successful practitioners to develop and instruct courses that apply best practices from contemporary educational theory within a highly practical, problem-solving environment.
- Enhance learning for all students, regardless of physical location, by facilitating student-to-student and student-to-instructor interactions in an online, web-based environment, designed to incorporate contemporary instructional design principles and learning theories.

Student Competencies

In order to be successful in the academic world and beyond, K-12 students must learn how to access, manage and apply information in a global networked society. It is important for students to develop appropriate skills, attitudes, and knowledge that will allow them to locate relevant

and accurate information to meet their needs for academic achievement and personal growth. Dynamic learner-centered school library programs staffed with well-trained librarians are essential for ensuring that all students develop these information literacy competencies. Graduates of Mansfield University's School Library & Information Technologies will be able to:

- Provide leadership in planning and managing the use of electronic technologies and information
- Teach students to access, apply and evaluate appropriate information to solve problems
- Collaborate with teachers to design, implement and assess curriculum and instruction to meet academic standards
- Select and manage resources to meet the literacy and information needs of students and the curriculum
- Build and oversee a school library program that promotes reading and information literacy as keys to authentic, lifelong learning for students

Objectives

The MU program believes that school library media specialists embrace 29 fundamental principles, organized into five broad categories. These principles are aligned with Information Power's emphasis on collaboration, leadership and technology:

1. Design and Evaluate Instructional Services

- a. Articulate and implement a vision statement for the school library program
- b. Develop and manage a strategic plan for the school library
- c. Recommend strategies and information resources for problem solving and informed decision making
- d. Design effective web pages, pathfinders, portals that guide students and faculty to reliable information resources
- e. Evaluate current services and resources regularly to plan for growth and positive change

2. Design Instruction and Curriculum

- a. Implement effective teaching strategies based on current principles of learning theory
- b. Design effective information literacy instruction, based on sound principles of instructional design and learning theory
- c. Support the administrative and instructional staff with curricular resources and professional development
- d. Design classroom activities that integrate information literacy skills
- e. Collaborate with teachers to design effective online instruction
- f. Collaborate with faculty and administrators to improve curriculum

3. Advocate for Change and Diversity

- a. Foster equitable access (both physical and intellectual) to print and electronic resources for the entire instructional program
- b. Promote open and flexible access to library facilities
- c. Create and maintain an appropriate climate for learning
- d. Promote and defend intellectual freedom
- e. Advocate for and model the ethical use of information
- f. Advocate for student needs
- g. Meet diverse student learning styles

4. Promote Lifelong Learning and Collaboration

- a. Promote lifelong learning in collaboration with students, teachers, administrators, parents, and the community
- b. Promote reading and all modes of media-related literacy
- c. Promote and model lifelong learning
- d. Model the values of inquiry, intellectual curiosity, and scholarship to others
- e. Form and advocate for partnerships within the global learning community
- f. Engage others with effective communication practices

5. Continuously Improve Skills, Knowledge and Professional Practice

- a. Perform continuous self-assessment and professional development
- b. Recognize the leading educational theories and research that influence professional practice
- c. Develop and maintain an expertise in traditional as well as electronic information resources
- d. Engage in professional development to recognize emerging technologies, trends, and delivery systems that may affect or improve student learning or information retrieval
- e. Participate in professional organizations, attend professional events, or network with other professionals to discuss current issues and trends affecting libraries and education

Work Cited

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

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