**Online Teaching Presentation**

As part of the search, you will create a video presentation that will be given to the search committee prior to your interview. The video will give you an opportunity to explain how you approach course design, using the description of an existing course. This document provides information to help you prepare for the presentation.

Please prepare a narrated video presentation describing how you would design and teach the ***Practicum in School Library Media Centers***. Your presentation needs to be a recorded video, **30-40 minutes in length**, detailing how you would design the course, including its basic structure, major activities and assignments, and the philosophy behind your choices. Plan for questions and answers during your meeting with the search committee.

**Course: *Practicum in School Library Media Centers***

The ***Practicum in School Library Media Centers*** is the culminating activity in the Instructional Technology program. Candidates are assigned specific experiences that implement content from across the school library media certification program. This course is for candidates who have Georgia teacher certification, and the students in this course are working to complete their Student Library Media (SLM) certifications in the M.Ed. program.

The purpose of the practicum is to apply the skills learned throughout the program of study in the Instructional Technology program in a real-world setting. Each candidate in the practicum identifies a primary site and a supervising certified school library media specialist, where they will work under direct supervision of their field supervisor. They are also expected to find two additional schools at different levels to complete some of their activities. While candidates work under school library media specialists at different schools, their goal should be to demonstrate that they can develop resources and instruction that address the needs of 21st century learners. Creative use of appropriate technologies is expected. During the practicum, students are to complete assignments and create artifacts as evidence of their learning. The final step of the practicum is a capstone experience during which candidates present an eportfolio highlighting all of the artifacts they have created during their program of study.

# Student Learning Outcomes: Instructional Technology Program, School Library Concentration

SLO #1 Candidates in the M.Ed. in Instructional Technology Program, School Library/Media concentration, will demonstrate relevant and current professional knowledge and skills. By the completion of the program candidates will

* 1. Model the effective use of research-based best practices in instructional design when designing and developing an inquiry-based approach to learning.
	2. Interpret and use data to create and share new knowledge to improve practice in school libraries.
	3. Model and develop the use of online and blended learning digital content and learning networks to support and extend student learning and professional learning for teachers and administrators.
	4. Plan, develop, implement, and evaluate school library programs, resources, and services.

SLO #2 Candidates in the M.Ed. in Instructional Technology Program, School Library/Media concentration, will demonstrate the ability to impact student learning. By the completion of the program candidates will

1. Collaborate with teachers and administrators in the development of inquiry-based learning.
2. Demonstrate the effective use of digital tools and resources to support and enhance student learning.
3. Design and implement technology-enhanced learning experiences making appropriate use of differentiation based upon an analysis of learner characteristics.
4. Design strategies to effectively use data and information to assess how the library program addresses the needs of diverse users.

SLO #3 Candidates in the M.Ed. in Instructional Technology Program, School Library/Media concentration, will demonstrate the professional dispositions that are expected of school library media specialists. By the completion of the program candidates will

1. Facilitate the development and implementation of a shared vision for the use of technology and instructional resources in teaching, learning, and leadership in the school library media program.
2. Collaborate with teachers and administrators to select, evaluate, and implement resources in all formats and digital tools.
3. Model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students.
4. Engage in and reflect on continuous learning, rand demonstrate appropriate practice in school library media centers.

SLO #4 Candidates in the M.Ed. in Instructional Technology Program, School Library/Media concentration, will demonstrate skills and strategies that create school library media programs that support student learning. By the completion of the program candidates will

1. Develop and implement a shared vision for a school library media program that aligns resources, services, and standards with the school’s mission.
2. Collaborate with teachers and administrators to design and implement inquiry-based learning experiences aligned with relevant standards, including the AASL *Standards for the 21st Century Learner*.
3. Evaluate, select and provide access to resources designed to meet the diverse needs of students, teachers, and administrators.
4. Organize library facilities to enhance the use of resources and services and to ensure equitable access for all users.
5. Design and implement strategies to promote reading for learning, personal growth, and enjoyment.

SLO #5 Candidates in the M.Ed. in Instructional Technology Program, School Library/Media concentration, will demonstrate appropriate standards of ethical professional behavior and develop strategies to develop digital citizenship skills. By the completion of the program candidates will

1. Develop and promote strategies for achieving equitable access to resources.
2. Model and develop strategies for the safe, healthy, legal, and ethical uses of digital information and technologies.
3. Model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.
4. Practice ethical principles of the school library/media profession and advocate for intellectual freedom and privacy.

[Georgia Southern University’s Strategic Plan](https://president.georgiasouthern.edu/performance-excellence/strategic-plan/)

[College of Education Strategic Plan](https://coe.georgiasouthern.edu/wp-content/uploads/College-of-Education-Strategic-Plan-2020.pdf)