Tracy Richter

Reflection 1.1

**1.1 Knowledge of learners and learning**

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests.

**Artifacts**

1. [ISTC 667 Instructional Design and Development Unit of Instruction](../../ISTC667_ISD%20Final%20Project.docx)
2. [ISTC 541 Tech Integrated Lesson Plan](../../Summer%202013/ISTC%20541/TracyR_InstructionalPlan.docx)
3. [ISTC 601 Facilities Design Project](../../ISTC601_Facilities%20Design%20Project.docx)

**Relevance**

I believe that one of the most important roles, of a school library media specialist, is to be a teacher. In order for students to learn to the best of their ability, the teacher needs to tailor their instruction, to not only meet the needs of one type of student, but for all types of students. School library media instruction is no different, especially because the school librarian has the opportunity to teach *every* student in the entire school, not just one class. Therefore, it is essential that a school library media specialist knows *every* student and how they learn the best, in order to help them be successful in their futures’.

I designed a unit of instruction for my ISTC 667 course. In this unit of instruction, I instructed students on how to retell the main event of a story in sequential order. In order for the students to be successful, I conducted a detailed front-end analysis which enabled me to look at the students’ needs and their individual learning styles before even designing my lesson, in order for me to tailor it to their needs. For example, the Kindergarten students used in this instruction performed better in small-group instruction, liked to use graphic organizers to help them organize their thoughts, and were motivated by choices. Therefore, I included these preferences into my lesson to meet their learning styles, in order for them to accomplish the objective for instruction. Due to the students’ success in this lesson, I know how important it is to complete an analysis of the students *before* creating instruction so that the lesson not only meets their needs, but allows them to enhance their skills as well. With my future library classes I will use this strategy when creating my instruction, so that I know my students can learn to the best of their ability and achieve their learning goals.

 In my ISTC 541 course, I designed a technology integrated lesson that would give students choices depending on their learning styles. This lesson would be taught in a third grade class, and their objective would be to identify the moral or lesson in a fable of their choice, and then they would have to create a piece of technology presenting and explaining the moral of the fable they chose. Not only would students be able to choose the fable of their choice to focus on, but they could choose to create either a Glogster or a Voicethread to present their findings enabling them to choose the tool that works best with their learning style. For example students who are more linguistic or enjoy speaking may want to do the Voicethread option, whereas someone who is more visual or artistic, may wish to do a Glogster. I believe that letting the students choose their own way to express themselves according to what motivates them, and what they excel in, enhances their learning and makes it meaningful to them. Technology is ever present in the library, and there are so many technology options to let students explore with. Therefore giving students options to fit with their learning styles, is something I plan to do a lot in my future library instruction.

 Creating a library from scratch can be difficult because there are so many aspects to consider. When my classmates and I designed a “mock” library from scratch in my ISTC 601 course, I realized the importance of knowing your students and planning for their needs in the physical aspect of the library. We had to think about physical limitations of prospective students, for example those in wheelchairs or students with visual disabilities, and plan accordingly by making appropriate space between shelves and desks and using signage and displays that are easy-to-read. We also considered learning styles when designing our library. For example we provided options for students to work in groups or individually by providing desks that could easily form into the workspace they desire, as well as portable laptop desks if students wish to work away from the crowd. This knowledge will certainly help me when I have my own library to create and design in a pre-existing layout or one that is yet to be built. Taking these considerations into how I set-up my library, will make a huge difference in the learning and physical needs of my future students.