

**world view 2021 VIRTUAL PROGRAM
STUDY GUIDE for CEU
 *Strategies and Resources for a Global Media Center*
November 18, 2021**

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| **Name:** | **Email:** |
| **Position:** | **School and City or County:**  |
| **Content area *(if applicable)*:** | **Grade Level *(if applicable)*:** |
| **Instructions:** To receive **.5 CEU** credits you must attend the 2-hour virtual program on November 18th and turn in this study guide completed. Please return study guide by **December 10** to worldview@unc.edu. **Readings:**1. Bishop, Rudine Sims. (Summer 1990) “Mirrors, Windows, and Sliding Glass Doors”. *Perspectives: Choosing and Using Books for the Classroom.* Retrieved from: <https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>. 2. Hughes-Hassell, S. and Stivers, J. (March 2015) “#ACT4TEENS: The Inclusive Library: More Than a Diverse Collection, Part 1 and Part 2.” (blog post). Retrieved from: <http://yalsa.ala.org/blog/2015/03/07/act4teens-the-inclusive-library-more-than-a-diverse-collection-part-1/> AND <http://yalsa.ala.org/blog/2015/03/21/act4teens-the-inclusive-library-more-than-a-diverse-collection-part-2/>**Tools:**Hughes-Hassell, S., Rawson, C. H., & Hirsh, K. (2019). The Culturally Sustaining Library Walk in *Module 21: Assessing Your Current Practice*. In Hughes-Hassell, S., Rawson, C. H., & Hirsh, K. (Eds.), Project READY: Reimagining equity and access to diverse youth [online curriculum]. Retrieved from <https://ready.web.unc.edu/wp-content/uploads/sites/16627/2019/04/Culturally-Sustaining-Library-Walk-school.pdf>. |

**I. PLEASE ANSWER THE FOLLOWING QUESTIONS BEFORE ATTENDING THE NOVEMBER 18 VIRTUAL PROGRAM.**

1. Books have been referred to as windows and mirrors of culture. According to Dr. Sims Bishop, books are windows because they offer a glimpse into other worlds that can be real or imagined, strange or familiar, and because they help readers gain new cultural perspectives. Books can also be mirrors because readers are able to see the reflection of their own lives and experiences, allowing for self-affirmation. Going through the sliding glass door engages the reader in a new world created by the author.

A. Dr. Sims Bishop wrote her article and coined the poplar “mirrors, windows, and sliding glass doors” metaphor in 1990. Do you believe her findings and argument to be true today? Please share any thoughts.

B. What are the potential dangers when children don’t see themselves reflected in the books they read, or when the images they see of themselves are distorted or negative?

C. Conversely, what are the potential dangers for the children that only see themselves, or people just like them, reflected in books and do not read or view books that provide windows into diverse populations of people or experiences?

2. In the YALSA blog posts on *The Inclusive Library* (parts 1 and 2), authors Sandra Hughes-Hassell and Julie Stivers detail the importance of libraries as spaces that are welcoming and inclusive to all youth.

A. Browse through the books in your school’s library or media center. Are you able to find a book that you can see yourself in or that you can identify with either now or when you were growing up? If so, what book is it and what is it about? Who is the main character?

B. On a 1-5 scale, how would you rate the overall level of diversity in your collection, with 1 meaning there are very few books that mirror the student population and 5 meaning your school has a large and varied selection of books that mirror the student population? If there are gaps, what student populations are not represented?

**II. PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER ATTENDING THE VIRTUAL PROGRAM.**

The goal of [The Culturally Sustaining Library Walk](https://ready.web.unc.edu/wp-content/uploads/sites/16627/2019/04/Culturally-Sustaining-Library-Walk-school.pdf) is to identify strengths, to discover areas that need improvement, and to develop a path to achieve a culturally sustaining library program. Before the virtual program you were asked to take a peek at your collections. After learning about equitable library services beyond collections during the virtual program, use [The Culturally Sustaining Library Walk](https://ready.web.unc.edu/wp-content/uploads/sites/16627/2019/04/Culturally-Sustaining-Library-Walk-school.pdf) to reflect on another dimension of your library. Although we know this tool is best used with a team, we understand that may not be possible right now and we hope you come back to use this tool more completely when you can. For now, choose one area to focus this reflection on: library space, library policies, library staff, or library instruction and programming. Fill in the observations/wonderings and action steps columns for your chosen area.

1. What area did you choose? Please describe some of your observations/wonderings.

2. Based on your observations and reflections, how likely are you to make some changes? And if likely, where will you start?

[Note: The Culturally Sustaining Library Walk was adapted by Sandra Hughes-Hassell, Casey Rawson, Kimberly Hirsh, and Amanda Hitson from “[The Library Learning Walk](http://schools.nyc.gov/Academics/LibraryServices/EducatorResources/ProgramPlanning/default.htm)” developed by the New York City Department of Education, Office of Library Services, June 2004. Retrieved March 1, 2013.]