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| **NAME:** |
| **SCHOOL:** |
| **WORLD VIEW *Creating a Global Media Center* April 25-26, 2019**  **Study Guide** |
| **Instructions:** To receive 1.5 CEU credits you must attend the workshop on April 25-26 and turn in the following study guide, which is based on the required readings listed below. A collection box will be available at the end of the program. You may also email, fax or mail a completed study guide by ***May 19, 2019*** to Sarah Brady:  **Email:** [bradys@email.unc.edu](mailto:bradys@email.unc.edu%20)  **Fax:** 919/962-6794  **Mail:** World View, 230 E. Cameron Ave, CB 8011, UNC-Chapel Hill, Chapel Hill, NC 27599-8011  **Readings:** 1. Melville, Kathleen. (29 March 2017). “Where’s My Story? Reflecting All Students in Children’s Literature.” *Education  Week*. Available at: <http://www.edweek.org/tm/articles/2017/03/29/wheres-my-story-reflecting-all-students-in.html>  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). Available at: <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/>  3. Johnson, Doug. (February 2019). The School Librarian: Your Ultimate Digital Resource. *Educational Leadership*. Available at: <http://www.ascd.org/publications/educational-leadership/feb19/vol76/num05/The-School-Librarian@-Your-Ultimate-Digital-Resource.aspx> |

**1. Books have been referred to as windows and mirrors of culture. 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.**

1. **According to author Kathleen Melville, 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?**

1. **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. 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?**

**3. 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. Consider your school library or media center:**

**A. 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?**

1. **Describe some of the strengths (of practice or collections/resources) currently in place that reflect inclusivity and diversity. Describe some of the barriers or challenges you currently face in meeting the goal of increased representation and inclusivity.**

**4. In addition to maintaining collections for your library, author Doug Johnson suggests that school librarians are a powerful partner for teachers wishing to effectively integrate technology in the classroom. Johnson outlines six roles and responsibilities of school librarians that support student learning using digital technologies. Of these six roles, which two do you think are the most important in your current role? Why?**