COURSE INFORMATION

Course Description
An intensive study of trends in school media centers with emphasis on research, technology, and the role of the school library media specialist in the school curriculum. Collaboration with school faculty and assessment of student learning are also stressed.

Course Objectives
During this course the student will have opportunities to demonstrate research\(^1\) and reflection\(^2\) for leading\(^3\) and learning\(^4\) by being able to:

1. Demonstrate a relationship between the media specialist and the educational setting. [CF 1, 2, 3, 4]
2. Define the instructional and information partner roles of the media specialist. [CF 1, 2, 3, 4]
3. Demonstrate techniques for integrating information literacy throughout the school curriculum. [CF 1, 2, 3, 4]
4. Define flexible and fixed scheduling and demonstrate techniques to implement flexible scheduling into a media center. [CF 1, 2, 4]
5. Define media literacy and demonstrate the media specialist's role in promoting media literacy within the school community. [CF 1, 2, 3, 4]
6. Develop a WebQuest to integrate information literacy standards, technology standards and core content for assessment into the curriculum. [CF 1, 2, 3, 4]
7. Research a topic in technology and demonstrate how that technology is used in a media center to enhance the curriculum. [CF 1, 2, 3, 4]
8. Discuss the current trends in research related to the school library media center. [CF 1, 2, 3, 4]

Course Outline
AASL Standards for School Media Librarians are examined throughout the course in the following areas:
   A. Educational Trends in Innovative Schools
   B. Education Reform
   C. Action Research
   D. Roles of the School Library Media Specialist
   E. WebQuests
   F. Multiple Intelligences and forms of assessment
   G. Information Literacy (including media literacy)
   H. Integrating Information Literacy into the Curriculum
   I. Collaboration
   J. Professional Development
   K. Flexible Scheduling and the Curriculum
   L. Electronic Resources
   M. Technology in the School Library Media Center
   N. The Visible School Library Media Specialist

Required Reading
Required Textbook:
There is no required textbook for this section.
STUDENT EVALUATION

Instructional Activities:
Instructional activities will include demonstrations, videos, a midterm exam, discussion via Blackboard. The student is expected to participate fully in all assignments and discussions.

Conceptual Framework Theme: Research\(^1\) and Reflection\(^2\) for Learning\(^3\) and Leading\(^4\) listed in the following assignments as CF and appropriate numbers.

Assignments:

Action Research Problem [CF 1, 2, 4]
Objective: Students will be able to define action research and determine appropriate use of action research to resolve problems within the school media program.

Activity: Design an action research plan proposal to address a problem within the school media program. Write a two or three page overview of the action research project for submission to the instructor; include a bibliography of supporting documents.

Evaluation: A rubric will be used.

Articles and Readings [CF 1, 2]
Objective: The student will be able to articulate an understanding of trends within the school media center

Activity: Read assigned readings in Bb Course Document folders.

Evaluation: The student will be evaluated on participation in Blackboard discussion and in the mid-term exam.

Flexible Scheduling Proposal [CF 1, 2, 4]
Objective: The student will be able to define flexible scheduling and demonstrate techniques to implement flexible scheduling into a school library media center.

Activity: Prepare a letter/proposal encouraging the implementation of flexible scheduling into a school library media center. The proposal may be addressed to an administrator, a school advisory committee, or a school board/SBDM Council.

Evaluation: The assignment will be evaluated via a rubric addresses creativity, persuasive characteristics, clarity, spelling, and grammar. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

Media Literacy Brochure/Flyer [CF 1, 2, 3, 4]
Objective: The student will be able to define media literacy and demonstrate the media specialist’s role in promoting media literacy.

Activity: In small groups or individually, you will produce a brochure or flyer using at least one graphic. The brochure/flyer can be created for either (1) teachers in school or (2) parents of the students in a school. The brochure/flyer should explain media literacy and the roles or services provided by the school media specialist in support of media literacy.

Evaluation: The assignment will be evaluated via a rubric that addresses accuracy or information, creativity, clarity, spelling, and grammar. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

**WebQuest; CF 1, 2, 3, 4**

Objective: The student will develop a WebQuest which incorporates an Information Literacy Standard or Standards and student technology standards into the school curriculum. Kentucky Core Content for assessment must also be addressed in the WebQuest.

Activity: The WebQuest will be posted for in-class viewing and discussion. Be prepared to answer questions in the class forum.

Evaluation: Refer to the WebQuest Rubric. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

**Midterm Exam [CF 1, 2]**

Objective: The student will demonstrate knowledge of the role of the media specialist in the curriculum and recent trends in research regarding the school library media center.

Evaluation: The exam will be evaluated on the accuracy and completeness of your written answers. AASL/NCATE Standards: 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3; Kentucky Teacher Standards

**Technology Paper/Presentation [CF 1, 2, 3, 4]**

Objective: The student will research a topic in technology and demonstrate how the technology can be used in a school library media center to enhance the curriculum. The student will then design a professional development session demonstrating the use of the technology. The PD should be for an audience of teachers or school library media specialists.

Write a 3-6 page double-spaced, typed paper on the particular technology and its use in the media center, emphasizing how it can enhance the curriculum of a school. At least two of the pages should present background information on the technology topic; the remaining pages can be a description of your professional development, with possible lesson plans or handouts. Include a bibliography of at least three sources (none older than 1997) that you have consulted. At least one source must be in print format. The others can come from Internet, interviews or other sources. Use one of the following
style formats for your paper: APA or MLA. Include a title page and indicate on the title page which style you have used.

The design of the professional development session should also include an evaluation form to be used by your participants and an advertisement flyer or brochure to encourage attendance.

Evaluation: The evaluation of this assignment will be based on the appropriateness of the topic for the course objectives, evidence of research on the topic, organized synthesis of the information, inclusion of appropriate professional development techniques, completeness, and proper use of style format, grammar, and spelling. Each student will submit a written paper. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

Grading
Points are awarded for performance on assignments and discussion. Work turned in late or in an inaccessible format will be penalized. Major assignments will be assessed via a rubric.

[90% – 100%] = A (Exceptional Achievement)
[80% – 89%] = B (High Achievement)
[70% – 79%] = C (Average Achievement)
[0% – 69%] = E (Failing)

Participation
Active participation in the BlackBoard discussion area is expected. You are expected to respond to each discussion post and to one another’s postings as appropriate. Points will be deducted for late postings.

Submission of Course Assignments
All assignments are due by 11:00 p.m. ET on the dates indicated on the course calendar. Citations and formatting should follow the APA Publication Manual (http://www.apastyle.org/pubmanual.html).

Papers/projects should be submitted as Word (or comparable) documents. The following extensions are acceptable: .doc, .docx, .rtf and .txt. Some assignments such as the brochure and webquest will have other acceptable extensions. Microsoft Office products are free for students. Click https://iweb.uky.edu/MSDownload/ to download.

Full names and course information must be included on the first page of all documents submitted for course credit. Please use the following naming scheme for your files LastnameFirstInitial_Assignment. For example, GardnerM_Technology_Presentation.doc.
TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859–257–8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859–257-1300

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS
  • Carla Cantagallo, DL Librarian
  • Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6)
  • Email: dllservice@email.uky.edu
  • DL Interlibrary Loan Service:

Course Reserves

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://www.uky.edu/CIS/SLIS/academics/policies.pdf
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<tr>
<th>Date</th>
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| June 11    | • Current Trends in Education  
• Action Research  
• Roles of the School Library Media Specialist |                                               |
| June 18    | • WebQuests                                                            |                                               |
| June 25    | • Information Literacy  
• Media Literacy                                                           | WebQuest Planning Document Due                |
| July 2     | • Professional Development  
• Library Power                                                               | Midterm Exam                                   |
| July 9     | • Technology in the curriculum/technology standards readings and discussion. | Media Literacy Brochure Due                   |
| July 16    | • Flexible Scheduling  
• LMC program                                                              | Action Research Project Due                   |
| July 23    | • 21st Century Learning                                                 | Flexible Scheduling Assignment Due            |
| July 30    | • Current Trends in Research                                             | WebQuest Due                                  |
| August 6   |                                                                         | Professional Development Project Due          |