LIS 647: CURRENT TRENDS IN SCHOOL MEDIA CENTERS

UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR
Melissa E. Gardner
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Office Hours by Appointment

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]
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

Instructional activities will consist of lectures, discussions, case studies, cooperative learning experiences, multimedia demonstrations, and field experiences. The class will be conducted via Blackboard. This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations, and the Kentucky Program of Studies.

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.

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.

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**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.

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**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:** 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.

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**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.

**Activity:** 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.

**COLLABORATION CASE STUDY [CF 1,2,4]**

**Objective:** The student will develop a response to a collaboration case study.

**Activity:** Students will create a plan to initiate LMS and teacher collaboration which will include the assessment of student learning.

**Evaluation:** The assignment will be evaluated on clarity, completeness, and creativity of the plan. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

**TEXTS:**


### GRADING PROCEDURES

Points are awarded for performance on assignments, examinations, and class participation. Proper grammar, spelling and punctuation are expected in all work. Assignments turned in late will result in a lower grade. More than two absences from Blackboard discussion will lower your grade. Extra credit assignments are not given in this course nor are grades of “I” (incomplete), except in extraordinary cases. Contact the instructor to discuss an “incomplete”.

<table>
<thead>
<tr>
<th>Assignment/Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Action Research Project</td>
<td>25</td>
</tr>
<tr>
<td>Flexible Scheduling Project</td>
<td>10</td>
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<tr>
<td>Media Literacy Project</td>
<td>10</td>
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<tr>
<td>Midterm</td>
<td>30</td>
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<tr>
<td>WebQuest</td>
<td>40</td>
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<tr>
<td>Case Study</td>
<td>25</td>
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<tr>
<td>Technology Project</td>
<td>40</td>
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<tr>
<td>Class Participation</td>
<td>20</td>
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GRADING SCALE

185-200 = A
170-184 = B
150-169 = C
POLICIES

ACADEMIC INTEGRITY

According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/

http://www.uky.edu/StudentAffairs/Code/part2.html


EXCUSED ABSENCES

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student’s household (permanent or campus) or immediate family.

- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.

- Major religious holidays. Prior notification is required.

- Any other circumstances which the Instructor of Record finds reasonable cause for absence.
Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences’ effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

**ACADEMIC ACCOMMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**INTEGRATION OF SYLLABUS WITH UK EDUCATOR PREPARATION UNIT THEMES**

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’
learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.