University of Kentucky School of Library and Information Science  
LIS 648-201: Technology in School Media Centers Syllabus  
Fall 2012  
Online Course

INSTRUCTOR

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Office Hours: Monday and Wednesday, 10 am to 2 pm, or by appointment  
Virtual Office Hours: Monday 8 pm to 9 pm

You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response and I will respond within 24 hours. Please do not wait until the day before an assignment is due (or the day it is due) to ask questions. Most assignments are due Sunday and I am generally not available Thursday night through Saturday afternoon. I will be in class during those times. It is your responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information. When you do send an email, please identify your email with LIS 648. That will help me to see your email quickly.

MEETING INFORMATION

This course is online and will have no required meetings. We will be using Blackboard as the course Learning Management System (LMS). Regular synchronous meetings will be held through Adobe Connect on Mondays from 8 pm to 9 pm. These meetings will be optional and recorded for later viewing. Additional meetings can be scheduled as needed or by appointment.

COURSE DESCRIPTION

An introduction to new and emerging educational technologies that could be integrated into the school curriculum. Includes hands-on experiences as well as critical reading on current issues relating to educational technology and the role of the media specialist in technology integration.

COURSE OBJECTIVES

This course will address the four themes that comprise the conceptual framework (CF) for the UK professional education unit: research, reflection, learning, and leading. Activities and assignments are designed to ensure students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry. Reflection will also be
integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences. This will help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. The ultimate goal is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond. Therefore, upon successful completion of this course, students will be able to:

1. Define the role of the media specialist in technology integration. [CF 1, 2, 3, 4]
2. Demonstrate knowledge of resources needed for technology integration. [CF 1, 2, 3]
3. Discuss current trends in educational technology. [CF 1, 2, 3, 4]
4. Demonstrate skills in using common software and hardware, including Web 2.0 tools. [CF 1, 2, 3, 4]
5. Create a functional media center web or wiki page. [CF 1, 2, 3]
6. Analyze a school media center’s current technology resources and create a five-year technology plan for that media center. [CF 1, 2, 3, 4]
7. Research and apply copyright standards to technology use. [CF 1, 2, 3, 4]
8. Create technology integrated lessons for use in the media center or develop a professional development program on educational technology for teachers. [CF 1, 2, 3, 4]
9. Demonstrate reflective thinking needed for personal and professional growth. [CF 2, 3]

TEXTS:


Some suggested text for your professional library:


INSTRUCTIONAL ACTIVITIES AND PROJECTS

The activities and projects for this course will embed American Association of School Librarians’ (AASL) Standards for the 21st -Century Learner for the following reasons. Kentucky’s Senate Bill 1 (2009) mandated that the Kentucky Department of Education adopt standards that incorporate 21st century knowledge and skills in order for students to be career and college ready by the time they graduate from high school. The standards, known as the Kentucky Core Academic Standards (KCAS, adopted February 2010) require technology to be embedded throughout all content areas. The recommended framework for developing KCAS lesson plans and activities mirror the framework for college and career readiness developed by the Partnership for 21st Century Skills (P21) in which
Kentucky is a member. AASL’s Standards for the 21st-century learner intentionally support these standards because AASL is one of the founding partners of the P21 initiative.

The activities and projects will utilize a variety of learning tools such as guest lectures, discussions, case studies, cooperative learning experiences, multimedia demonstrations, and field experiences. The focus of these activities and projects is to introduce you to technology’s role in the library, your role in integrating technology throughout the school setting, and some tools and skills for keeping up-to-date. The new knowledge you obtain will be shared with others through a Blackboard blog page. This will enable us to support each other in this learning process and we all will leave with a wider breadth and depth level of skills and understanding of how we as professionals are a critical component in preparing our students for the 21st century.

ASSIGNMENTS:

Reading Discussions - weekly

Students will use their Blackboard account’s discussion board and respond to weekly assigned readings related to the text Educational leadership and planning for technology (5th edition) by Anthony G. Picciano and other readings and activities deemed appropriate. The purpose of this ongoing assignment is to discuss trends and issues related to the leadership and planning of technology and how they affect us. Discussions will be evaluated on demonstration of critical thinking skills, completeness and participation. [CF 1, 2, 3; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4]

Group Reading Project – Weekly starting 9/10/2012 through 11/18/2012

Students will work in diverse groups to lead the discussion on specific sections of the text 21st Century Learning in School Libraries by Kristin Fontichiaro. The group will use the LIS 648 Blackboard blog page for the sharing portion of their project. The purpose of this activity is for students to take a leadership role and use a Web 2.0 tool to educate others about specific trends and issues in technology, education, and implementing AASL’s standards. The group project consists of the following components: synthesizing and summarizing the main points of the assigned chapter, identify the specific technology used and its role in implementing the standards, and leading a discussion that enhances our understanding of the chapter being discussed. In the end, we will have the tools and critical thinking skills needed to implement and support technology in our schools. The project will be evaluated on the quality of the above components – synthesis and summarization of material, identification of technology, and leadership ability to foster discussions. [CF 1, 2, 3, 4; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4]

Project 1 Video due by: 9/2/2012 by 11:59 pm Bb reflection due by: 9/12/2012 by 11:59 pm

Introduction Video

Students will create an introductory video. The project will have 3 components – create and share a video of who you are, view everyone’s videos, and reflect on the experience. The purpose of this project is to use technology and address a challenge for distance learning - the lack of personal interactions. It is also an opportunity to ensure
everyone has the experience of creating and posting a video to share with others. As a group we will reflect on this experience via Blackboard. That will enable us to start developing a learning community just as we would if we were to meet face-to-face and look at this project through the lenses of AASL’s 21st – century learner standards. The project will be evaluated on the video’s components and on the reflection of the whole project. [CF 2, 3; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4]

**Project 2**  Due by:  9/30/2012 by 11:59 pm

**Interview/Observation Paper**

Students will interview and/or observe a practicing media specialist and reflect on his or her role as a media specialist in technology integration. What are the responsibilities of the media specialist? Does he or she fill multiple roles? What services does he or she provide the faculty and students in regard to technology? What is the comfort level of the media specialist in his or her role? Does he or she feel prepared to carry out that role? The writing assignment will be evaluated on demonstration of critical thinking skills, completeness of the assignment, and reflection/insight gained from the experience. [CF 1, 2, 3, 4; AASL 2.1, 3.1, 3.2, 3.3, 4.2]

**Project 3**  Due by:  10/28/2012 by 11:59 pm

**Technology Plan**

Students will create a five-year plan for a media center. This plan will include a mission statement, goals, assessment of current technology hardware, software, and usage, a budget, and a procedure for carrying out the goals. This plan is a component of the SLIS portfolio and will be posted on the student’s media center web or wiki page. The project will be assessed for its content and ability to clearly articulate its purpose. [CF 1, 2, 3, 4; AASL 1.3, 1.4, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3]

**Project 4**  Due by:  11/4/2012 by 11:59 pm

**Annotated Bibliography of Resources**

Students will choose a topic related to library and technology and create an annotated bibliography of resources for a chosen audience for that topic. For example, the use of online plagiarism sites for high school students, podcasts for elementary age students, or collaboration with middle school teachers. Resources will include professional and student resources, Internet and software resources. The annotated bibliographies will be posted in LiveBinder so that we can create a wider body of knowledge and resources to tap into as we develop personal learning networks (PLN’s). The project will be evaluated for its breadth and depth. [CF 1, 2, 3; AASL 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1]
Project 5  Due by: 11/18/2012 by 11:59 pm

Technology Integrated Lesson Plan  OR  Professional Development Plan on Technology –

Students have the opportunity to select a technology project to complete. The projects focus on technology but are designed for different targeted audiences – the lesson plan is for students and the professional development plan is for educators. The purpose of this option is to enable you to select the project that can help you develop tools and skills needed for integrating technology within your school and highlight your role as a technology leader. This is an opportunity for you to step out of your comfort zone and tackle a project with colleagues offering support. You will be sharing your project with the class via the class blog page. This will allow us to give feedback so that we can learn from each other.

Technology Integrated Lesson Plan

Students will create a lesson plan integrating technology in the media center. This lesson may be a collaborative lesson with a content area teacher. The purpose of this project is to support teachers’ and students’ integration of technology with core content. The project will include all components of a lesson plan needed for its implementation and assessment, including any student instructions and a grading rubric. The project will be evaluated based on the quality of the lesson in integrating technology with core content and the completeness of the lesson plans. [CF 1, 2, 3, 4; AASL 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.3]

Professional Development Plan on Technology

Students will create a professional development (PD) plan for fostering technology in the school setting. The project will include identifying the steps needed to implement a PD plan in your school or school district and conclude with a mini presentation of the PD plan to the students in this class using the specific technology it is highlighting. For example, if your PD is about Prezi, then your mini-presentation for this class will involve using Prezi to highlight key components such as needed hardware and software, the cost, targeted audience, pros and cons of the resource, and where to find additional resources. The audience will be educators and the focus will be on meeting an identified technology need. The purpose of this project is to demonstrate the leadership role librarians play in integrating technology throughout the school community. The plan will be evaluated on identifying the steps and information needed to implement a PD, the use of the specific technology to teach its content, and the content of the presentation. [CF 1, 3, 4; AASL 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3]

Project 6  Due by: 12/2/2012 by 11:59 pm

Web or Wiki Page

Students will use Web 2.0 tool to create an Internet based resource like a webpage or Wiki page for a media center of their choice. The web or wiki page should include curriculum resources, media center policies and procedures, technology resources as well as information about the school and the media center. The purpose of this project is to develop an online resource for your school community about the library media center and
demonstrating its role in supporting learning and technology in the school setting. The project will be evaluated based on the quality of information gathered and the ease in which users can navigate the site. [CF 1, 2, 3, 4; AASL 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3]

**Project 7**  Due by: 12/9/2012 by 11:59 pm

**Reflection paper**

Students will use AASL’s four strands (skills, dispositions, responsibilities, and self-assessment strategies) as the framework for identifying and reflecting on personal learning during this course. The purpose of this paper is for you to use reflective thinking and focus on your personal and professional development growth in relationship to becoming technology self-sufficient. The practice of reflection is required by the National Board for Professional Teaching Standards for certification, by the Kentucky Teacher Internship Program, and by the conceptual framework for the UK professional education unit because this process can help you develop the skills and self-sufficiency needed to be an effective and reflective teacher. The paper will include an analysis of the course so that the course can benefit from your perspective. The paper will be evaluated on your demonstration of critical thinking skills and completeness. [CF 2; AASL 1.4, 2.4, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4]

The Bb COURSE MATERIALS link will contain individual folders for each of the assignments and projects. Inside each folder will be the directions and grading rubrics for the assignments and projects. Please read over the information carefully. If you have any questions pertaining to the assignment or project, do not wait until the day before to ask.

**ONLINE COURSE REQUIREMENTS & TECHNOLOGICAL REQUIREMENTS:**

Please read over this section carefully since this is an online course that is focusing on technology. You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is your responsibility to ensure that you have a reliable computer for use during this course. Ongoing “computer problems” will not be considered a legitimate excuse for missing course activities.

The class will be conducted via Blackboard. Please visit:
1. [http://www.uky.edu/Blackboard/](http://www.uky.edu/Blackboard/) to learn about this system and the login requirements
2. [www.uky.edu/DistanceLearning/current/technology/techReqs.html](http://www.uky.edu/DistanceLearning/current/technology/techReqs.html) and run the speed test to ensure the Internet connection you will be using for this course meets the minimum requirement needed to support all the systems used for Distance Learning.

We will also be utilizing Adobe Connect because it is a video conferencing system that is free to UK students and staff. We will use it to create synchronized meetings as needed and for Virtual Office Hours (Monday nights from 8 pm to 9 pm or by appointment). Adobe Connect can be used by students for group projects and since sessions are taped, can be shared with others at a later time. Directions for accessing Adobe Connect can be found in a TECHNOLOGY FOLDER located within COURSE MATERIALS. Also check to make sure your computer is ready for

Here are some additional resources you will need and/or use:

- Headphones with a microphone (mic) are needed for any videotaping or videoconferencing because the mic makes the audio component of the experience much clearer for the listener.

- Webcam for videotaping (your first project) and for videoconferencing. If you do not have a webcam, many handheld devices have the needed capability for this type of assignment. It is up to you to find a device and figure out how to use it. If you do not know how, ask your peers, the technology experts in your school and/or school district. This could be a great opportunity to network with others. Also please share your results and experiences via Blackboard. We all have a lot to learn this semester.

- Videotaping software - there are many free taping programs available such as Eyejot (directions will be in Projects/Assignments’ LIS 648 folder) and you might want editing software such as Microsoft’s Movie Maker and Apple’s iMovie. Both are free.

- Group work tools – there are a couple of ways you can do group work long distance. Google Apps has a number of applications that would meet this need. To do so, please follow these directions: In order to use this collaborative tool, you will be required to have a University of Kentucky Google Apps account (username@g.uky.edu). Most of you will have acquired this account when you transitioned to cloud email last summer. For those of you who have not, please go to https://ukam.uky.edu/manager/, log in with your LinkBlue ID and password and set up your Google Apps account there. You may create a Google Apps account even if you chose to create a Microsoft WindowsLive account during the cloud email transition.

- Become familiar with UK’s resources and tutorials about Blackboard and other tools at http://www.uky.edu/acadtrain/site/welcome. We will be using Blackboard’s Blog to share new knowledge.

### GRADING PROCEDURES

Points are awarded for performance on assignments 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”.

The grade for this course will be based on the following point scale:

<table>
<thead>
<tr>
<th>Assignment/Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction Video</td>
<td>20</td>
</tr>
<tr>
<td>Reading Discussions</td>
<td>25</td>
</tr>
<tr>
<td>Group Reading Project</td>
<td>25</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Technology Plan</td>
<td>20</td>
</tr>
<tr>
<td>Interview</td>
<td>20</td>
</tr>
<tr>
<td>Technology Project (lesson plan or PD plan)</td>
<td>25</td>
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</tbody>
</table>
**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>180 – 200 pts</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>160 – 179 pts</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>140 – 159 pts</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>139 or less</td>
<td>F</td>
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</tbody>
</table>

**LATE ASSIGNMENTS AND PROJECTS**

Assignments and projects are due on the date and times specified in our calendar. Late assignments will have an automatic 10% deduction if turned in late up to 48 hours past due date and time. Assignments and projects beyond 48 hours late will not be accepted unless there are documented extenuating circumstances (see excused absences below). Assignments and projects will be turned in as directed in the assignment and project directions.

**INCOMPLETES**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)

**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/)
- [http://www.uky.edu/StudentAffairs/Code/part2.html](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 for this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center (Room 2, Alumni Gym), Jake Karnes (Director) at 859-257-2754, or jkarnes@email.uky.edu.

WRITING EXPECTATIONS

The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. APA (6th edition) formatting is required for citations. Writing Resources can be found on the Blackboard site in the Writing Tools folder.
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.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students (for the purpose of this online course, this means all 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. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/ version currently recommended by UK’s Blackboard administrators.

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. Please e-mail me at jamesy.herdelin@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. 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/;  859-218-4357.
Information on Distance Learning Library Services  http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian  Email: dllservice@email.uky.edu
• Phone Number:  Local: 859 257-0500, ext. 2171; Long-distance: (800) 828-0439 (option #6)
• DL Interlibrary Loan Service:  http://libraries.uky.edu/page.php?web_id=253