LIS 648: TECHNOLOGY IN SCHOOL MEDIA CENTERS

UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR

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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. Purpose

COURSE OBJECTIVES

This course will address the four themes of the conceptual framework for the UK professional education unit: research\(^1\), reflection\(^2\), learning\(^3\), and leading\(^4\). 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 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. [CF 1,2,3,4]
5. Create a functional media center webpage. [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. [CF 1,2,3,4]
INSTRUCTIONAL ACTIVITIES

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, the Kentucky Program of Studies, and the Commonwealth Accountability Testing System, which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

ASSIGNMENTS:

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.

**Webpage**

Students will create a functional media center webpage for a media center of their choice. The webpage should include curriculum resources, media center policies and procedures, as well as information about the school and the media center. [CF 1,2,3,4; AASL 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1]

**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. [CF 1,2,3,4; AASL 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.3]

**Reading Discussions**

Students will respond to assigned readings using their Blackboard account. Discussions will be evaluated on demonstration of critical thinking skills, completeness and participation. [CF 1,2,3,; AASL 2.1, 2.2, 3.1]
Annotated Bibliography of Resources

Students will choose a topic and create a bibliography of resources for a chosen audience for that topic. Resources may include Internet or software resources. [CF 1,2,3; AASL 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1]

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? [CF 1,2,3,4; AASL 2.1, 3.1, 3.2, 3.3, 4.2]

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 will be posted on the student’s media center webpage. [CF 1,2,3; AASL 1.3, 1.4, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3]

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”.

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.