

**LIS 648 / Summer 2016**  
**Technology in the School Media Center**

**Instructor:** Heidi Neltner, Certified School Library  
**Office Address:** Distance Learning  
**Email:** [heidi.neltner@gmail.com](mailto:heidi.neltner@gmail.com) (preferred) or  
[heidi.neltner@fortthomas.kyschools.us](mailto:heidi.neltner@fortthomas.kyschools.us)

**Office hours:** Monday and Wednesday, 1 to 3:00 PM  
**Virtual Office hours:** Same as above in Canvas  
**Preferred method of contact:** Email/Canvas.  
I usually respond to questions within 1 day – weekends and holidays included. Should I be unavailable for a longer period of time, students will be notified.

**Course Description**

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

**Student Learning Outcomes**

The course will address the four themes that comprise the conceptual framework (CF) for the UK professional education unit: research<sup>1</sup>, reflection<sup>2</sup>, learning<sup>3</sup>, and leading<sup>4</sup>. 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, practitioner experience, and inquiry. Reflection on learning, observations and teaching will be integrated in learning opportunities through various formats throughout the course to encourage critical, professional reflection required to identify and encourage areas of growth. Students will work to explore ways that technology can be successfully used to enhance teaching and learning, as well as ways it can be used to advocate for the school library program. 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. Demonstrate understanding of technology integration models in relation to teaching and learning practices [CF 1, 2, 3]
4. Discuss current trends in educational technology [CF 1, 2, 3, 4]
5. Demonstrate skills in using common software and hardware, including Web 2.0 tools [CF 1, 2, 3, 4]
6. Demonstrate an understanding of the key elements of digital citizenship and how it relates to teaching and learning [CF 1, 2, 3]

7. Research and apply copyright standards to technology use [CF 1, 2, 3, 4]
8. Create technology integrated lessons [CF 1, 2, 3, 4]
9. Develop a professional development program using a multimedia presentation format (CF 1, 2, 3, 4]
10. Demonstrated reflection needed for personal and professional growth [CF 2, 3]

### **Required Materials**

American Association of School Libraries (2007). *Standards for the 21st-century learner*.

Chicago, IL: American Library Association. This is accessible from

ALA: <http://www.ala.org/aasl/standards/learning>

Boss, S., & Krauss, J. (2014). *Reinventing project-based learning: Your field guide to real-world projects in the digital age* (2nd Ed.). Eugene, OR: International Society for Technology in Education.

Martinez, S. L., & Stager, G. (2013). *Invent to learn: Making, tinkering, and engineering in the classroom*. Torrance, CA: Constructing Modern Knowledge Press.

### **Course Activities and Assignments**

200 points - refer to the Course Outline Matrix at the end for specific due dates etc

- Discussion board - 25 points
- Peer Review of student work -15 points
- Advocacy assignment -10 points
- Professional Development of social media - 15 points
- Review of a tool - 15 points
- Maker challenge - 20 points
- Project space – initial posting and revised - 20 points
- Final projects pace – 50 points
- Twitter discussion - 10 points
- Grant Proposal – 20 points

### **Summary Description of Course Assignments**

Discussion board participation - students will be required to respond to readings in a short, essay style format using APA citations, and respond to the thoughts of at least two students. Additionally, as part of larger assignments, students will be expected to informally share links to work and comment on others' work with the intent to see more ideas.

Peer Review of student work - students will work with others to provide feedback on work related to project based learning assignment.

Advocacy assignment – students will review literature and different tools related to advocacy in the library. They will create an introduction of themselves using either an infographic builder or graphic design tool like Canva. (rubric will be provided)

Professional Development on Social Media – students will learn about the important components of digital citizenship and will apply that to the use of a social media tool like: Twitter, Instagram, Facebook, Vine, Snapchat. Students will develop a professional development session intended for others in the field to highlight the different features of the social media tool and how it’s used in the library, as well as digital citizenship concerns that should be taken into consideration. Students are encouraged to use an online tool such as: Prezi, Haiku Deck, Emaze, Google Slides, PowerPoint Online, Sway or Thinglink. (rubric will be provided)

App or web tool review – students will create a screencast review of an app or web based tool and include a discussion of how it relates to the SAMR model of technology integration. Students will be provided with a list of tools, but may propose their own. Students will create their screencast using a tool like Quicktime (Mac users) or Screencast-o-matic – available for free download. (rubric will be provided)

Maker challenge – students will pick one of the “Game Changers” identified in the Invent to Learn book, will review it as if a blog entry, podcast or vodcast. (rubric will be provided).

Project Based Learning – Using the book *Reinventing Project Based Learning: Your Field Guide to Real-World Projects in the Digital Age*, students will be writing a project sketch/ completing a project planner, will establish a digital bookmarking tool and set up a project space that includes directions for completing projects, assessment tools, screencasts and handouts. (rubric & checklists will be provided)

Grant Proposal- Students will write a grant that could be submitted to an organization like KySTE for materials/technology needed to enhance the curriculum – ideally for the Project Based Learning assignment (rubric will be provided)

Twitter Transcript – students should participate in one library or education/ edtech related Twitter chat and provide a transcript via a site like Storify along with a reflection. (rubric will be provided)

### **Course Grading**

180-200 points	A
160-179 points	B
140-159 points	C
Below 140 points	E (Failing)

### **Tentative Course Schedule**

June 9-15 Technology and the Role of Advocacy and Branding  
June 16-22 Digital Citizenship and use of Social Media (Twitter discussion introduced & Begin Reading Invent to Learn)  
June 23-29 SAMR reading and app review  
June 30-July 6 Invent to Learn and Makerspace discussion  
July 7-13 Reinventing Project Based Learning Part 1 (intro to grant writing)/ Project Sketch due  
July 14-20 Reinventing Project Based Learning (Part 2)  
July 21-27 Reinventing Project Based Learning (Part 3)  
July 28-Aug3 Technology Funding /Grant writing  
**See the matrix at the end for more details on due date expectations**

### **Final Exam Information**

No Final Exam – Project based

### **Submission of Assignments**

All written assignments are expected to conform to basic standards for scholarly writing (including graded discussions on discussion boards). The course will use APA formatting and style for all assignments (including those posted on discussion boards)

You will be submitting all assignments through the course learning management system. Please do NOT email assignments.

Assignments, activities, and discussions should be submitted before midnight on the due date. No credit will be awarded for participation of discussion after the posted date.

Other assignments submitted within 24 hours after the posted due date will receive an automatic 20% point reduction. No assignment submissions will be accepted more than 24 hours after the posted due date.

### **Attendance Policy**

Because this is an online course and because students will be required to use feedback from peers on assignments. It is critical that students participate in the discussion board and give thoughtful feedback. Instead of attendance, you will be required to post on discussion boards multiple times throughout each week by the dates identified in the course outline section above.

In the event of an excused absence (see SR: 5.2.4.1 and 5.2.4.2), you must

- Notify the instructor (via email) of the absence prior to the absence or within one week after the absence;
- Submit any written documentation supporting their excused absence within one week after the absence;
- Submit any assignments missed during the absence within one week after the absence

Please note that absences for major religious holidays require a one week advance written notification.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for 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 for making up the missed work. The professor must 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.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense

against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

## 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: <http://download.uky.edu/>.

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

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

### **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 #: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan  
Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

## Course Outline Matrix

Specific resources, readings or videos for discussion and assignments will be posted online.

Module	Dates	Topic(s)	Assignments Description	Due by
1	June 9— June 15	Technology and the role of Advocacy and Branding	Advocacy readings and discussion question (graded)  5 points	Initial post due 6/13  Follow ups by 6/15
			Introduction via infographic or poster – post to discussion thread for informal sharing  10 points	Due 6/15
2	June 16— June 22	Digital Citizenship & Use of Social Media	Digital Citizenship and Copyright – discussion question (graded)  5 points	Initial post due 6/20  Follow ups due 6/22
		Twitter discussion introduced (due by 8/2)  Begin reading Invent to Learn	Create a Professional Development of a social media tool with a focus on digital citizenship with examples from a library using the tool – ex. Facebook, Twitter, Snapchat, Instagram, Vine, G+  <ul style="list-style-type: none"> <li>- Use an online tool like: Prezi, Haiku Deck, Emaze, Google Slides, PowerPoint Online, Sway or Thinglink</li> <li>- Post link to presentation on discussion thread (for informal sharing)</li> </ul> 15 points	Due 6/22
3	June 23— June 29	SAMR reading and app review based on SAMR model	SAMR – discussion question (graded)  5 points	Initial post due 6/27  Follow ups due 6/29
			Screencast review of an app or web based tool and how it applies to SAMR (any app listed, virtual reality, augmented reality )	Due 6/29

			Post review to discussion thread (informal sharing) 15 points	
4	June 30—July 6	Invent to Learn & Makerspace	Makerspace discussion 5 points	**Initial post due 7/1 – to accommodate holiday  Follow ups due 7/6
			Maker challenge – work with one of the “game changers” described in the book and review as if a blog entry, podcast, or as a vodcast – post to discussion thread  Post to discussion thread (informal sharing) 20 points	Due 7/6
5	July 7—July 13	Reinventing PBL (Part 1); introduction to grant writing	Project Sketch/PBL Planner (students will either create a PBL unit for a class or use the format to further their own personal or a patron’s learning about a tech trend) – post to Discussion 5 points	7/10
			Peer review projects for at least 2 students 5 points	7/13
6	July 14—July 20	Reinventing PBL (Part 2)	Examine Example Project Spaces  Set up Project Space (this could be a wiki, website, blog, Blendspace or Smore page) –Set up a digital bookmarking tool – resources shared (Padlet, Pinterest, Diiggo) – post both to discussion thread 10 points	7/17
			Peer review projects for at least 2 students 5 points	7/20

7	July 21— July 27	Reinventing PBL (Part 3)	Project space complete – should include everything needed for the project to be done including: handouts/directions, at least one screencast or video, and assessment/rubric) – post link to discussion board  10 points	7/24
			Peer review projects for at least 2 students  5 points	7/27
8	July 28— August 3	Technology in Schools and Funding	Final Project Space that reflects revision based on peer review  50 points	7/30
			Transcript of Twitter – Storify is acceptable or screenshots of discussion with reflection  10 points	8/2
			Grant proposal due – should relate to PBL assignment  20 points	8/3