

LIS 648 / Summer 2018
Technology in the School Media Center

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

Office hours: By Appointment
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: research¹, reflection², learning³, and leading⁴. 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 (2018). *AASL Standards Framework for Learners*.

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

<https://standards.aasl.org/framework/>

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the Standard for Project Based*

Learning: A Proven Approach to Rigorous Classroom Instruction. Alexandria, VA: ASCD.

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 a sketchnoting tool, infographic builder or graphic design tool of choice. (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), Screen Recorder (iPad or iPhone iOS 11 or higher – enabled through Control Center under Settings – you will also need to long press the record button to access microphone) or Screencast-o-matic – available for free download. (rubric will be provided)

Maker challenge – students will pick one of the “Game Changers” or consider a Microbit (new technology since book was written) 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/MOOC– Using the book *Setting the Standard for Project Based Learning*, students will be writing a project sketch/ completing a project planner, will establish a digital bookmarking tool (like a hyperdoc, Pinterest board or Padlet) and set up a project space that includes directions for completing projects, assessment tools, screencasts and handouts. (rubric & assignment details 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 or programming – 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 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 7-13	Technology and the Role of Advocacy and Branding
June 14-20	Digital Citizenship and use of Social Media (Twitter discussion introduced & Begin Reading Invent to Learn)
June 21-27	SAMR reading and app review
June 28-July 4	Invent to Learn and Makerspace discussion
July 5-11	Setting the Standard for Project Based Learning Ch 1-4 & supplementals (intro to grant writing)/ Project Sketch due
July 12-18	Setting the Standard for Project Based Learning Ch 5-end & supplementals
July 19-25	Reinventing Project Based Learning (Part 3)
July 26-Aug 1	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).

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. 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
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llob_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.

Due Date	Module	Assignment	Points
June 8	Standards & Future Ready Librarians Framework	Discussion	5
June 11	Technology and the role of Advocacy and Branding	Discussion	5
June 12	Technology and the role of Advocacy and Branding	Discussion Follow Ups – minimum of 2	
June 13	Technology and the role of Advocacy and Branding	Introductory Infographic or Sketchnote (submit to the assignment AND share on discussion)	10
June 14	Technology and the role of Advocacy and Branding	Peer follow up to Introductory assignment due	
June 18	Digital Citizenship & Social Media	Discussion	5
June 19	Digital Citizenship & Social Media	Discussion Follow Ups – minimum of 2	
June 20	Digital Citizenship & Social Media	PD or Parent Communication assignment due (submit to the assignment AND share on discussions)	15
June 21	Digital Citizenship & Social Media	Follow up comments due on assignment sharing – minimum 2	
June 25	Technology Integration Models & App Review	Discussion	5
June 26	Technology Integration Models & App Review	Discussion Follow Ups – minimum of 2	
June 27	Technology Integration Models & App Review	Screencast App Review (submit to the assignment AND share on discussions)	15
June 28	Technology Integration Models & App Review	Follow up comments due on assignment sharing – minimum 2	
July 2	Invent to Learn & Makerspaces	Makerspace discussion	5
July 3	Invent to Learn & Makerspaces	Discussion Follow Ups – minimum of 2	
July 5	Invent to Learn & Makerspaces	Maker Challenge (submit to the assignment AND share on discussions)	20

July 6	Invent to Learn & Makerspaces	Follow up comments due on assignment sharing – minimum 2	
July 9	Setting the Standard for Project Based Learning & supplemental readings	PBL Panner Due (post to assignment and share on discussion board with a reflection on the resources and ideas from readings that were most helpful for peer review)	5
July 11	Setting the Standard for Project Based Learning & supplemental readings	Peer Reviews of Project sketch – for 2 students	5
July 16	Setting the Standard for Project Based Learning & supplemental readings	Partial Draft Project Space & Curation Tool (post to assignment and share on discussion board with a reflection on the resources and ideas from readings that were most helpful for peer review)	10
July 18		Peer Reviews of Project sketch – for 2 students	5
July 23	Setting the Standard for Project Based Learning & supplemental readings	Full Draft Project Space Complete (post to assignment and share on discussion board with a reflection on the resources and ideas from readings that were most helpful for peer review)	10
July 25		Peer Reviews of Project sketch – for 2 students	5
July 27		Project Based Learning – Final Project due	50
July 30		Twitter Chat Transcript Reflection Due	10
August 1	Technology in Schools and Funding	Grant Request Due	15