

**Simmons College Graduate School of Library & Information Science
LIS 460: Technology in the School Library Media Center
Summer 2010, online**

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Throughout the semester I will be available to discuss course content, questions, assignments, etc. via email, phone, IM and Skype.

Note: This syllabus is not a contract. The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives.

Course Description

This course will prepare the library media specialist for integrating emerging technologies successfully within the work environment. Topics will include resources for curriculum development, such as multimedia programs and the Internet and other online services, as well as automated library systems. There will be an opportunity for hands-on learning, and for discussion of issues arising from technology implementation. In-service education, with the role of the library media specialist as an active resource person and a leader in technology implementation, will be emphasized throughout the course.

Prerequisites: LIS 407 and Technology Orientation Requirement

In the online format this course includes weekly activities in which students are required to use and explore technologies used in schools and school library media centers. Each week students are required to post information online. Several times during the semester students are also required to take part in online conversations with classmates and the instructor via Skype, DimDim or chat/IM.

Course Policies

- All students will complete – on time – the assignments as outlined in this syllabus
- All students will abide by the Simmons College honor code, found in the student handbook and detailed online at <http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>
- For each assignment that requires essay writing and/or the use of quotes or information from additional sources, students are required to use a consistent and recognizable citation style (MLA, APA, Chicago.) All quoted information must be appropriately cited.
- Assignments should be delivered in the method specifically specified for each assignment on the class syllabus. Please note, this method varies depending on the

assignment.

- Assignments that are late without first contacting the instructor to arrange a revised due date are subject to a loss of points prior to grading.
- Frequent and/or consistent spelling, grammar, and/or style mistakes in written assignments will result in a lesser grade.
- Reasonable accommodations will be provided for students with documented physical sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need reasonable accommodation in this class it is important that you contact the Director of the Academic Support Center, at 617-521-2471, early in the semester. Students with disabilities are also encouraged to contact their instructors to discuss their individual needs for accommodations. Information on the Academic Support Center is available at <http://my.simmons.edu/services/asc>.

Student Learning Outcomes

- Demonstrate knowledge of print and electronic information retrieval procedures. Develop user-centered strategies for solving reference service problems, while demonstrating a command of current issues and trends
- Analyze, synthesize, and communicate information and knowledge in a variety of formats.
- Demonstrate leadership abilities.
- Respond to diversity among individuals and communities through policies, collections, and services.
- Analyze information problems and develop solutions drawing from a wide range of information technology tools and practices.

CLASS WIKI

http://gslis.simmons.edu/wikis/lis460_summer2010

Class Podcasts

Each week I will post an audio file to the class podcast site that provides a short overview of the topic for the week. You can subscribe to this podcast by visiting the class podcast page. The class podcast page URL will be available on the first day of class.

The podcasts along with the class wiki will provide all the information you need in order to complete assignments for the week.

Software and Web-Based Accounts Required

There are several pieces of software and web-based accounts you will need to access for this course. Any software required is available for a 30-day trial download for free. Complete information on the software and web-based accounts needed is available on the class wiki.

COURSE SCHEDULE

| Week Of & Theme | Reading/Activities/Due |
|--|--|
| <p>June 14 Course Overview & Technology & the School Library Media Center</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Valenza, Joyce and Johnson, Doug, Things That Keep Us Up at Night, School Library Journal, October 2009, available at http://www.schoollibraryjournal.com/article/CA6699357.html • Watch danah boyd on being present in kids lives http://blip.tv/play/AYGung8C • Listen to Net @ Night #79 Interview with Don Tapscott on Grown Up Digital. Available at http://twit.tv/natn79 • Listen to Tapping into MySpace Minds available at http://audio.edtechlive.com/ChrisONeal.mp3 • Watch Did You Know 4.0 available at http://www.youtube.com/watch?v=6ILQrUrEWe8 <p>Weekly activities listed on the course wiki.</p> <p>Skype Call – signup on the class wiki</p> |
| <p>June 21 Technology Publishing, Watching, Listening</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Foote, Carolyn, Looking to Ramp Up Your Website: Try a Blog, School Library Journal, January 2010, available at http://www.schoollibraryjournal.com/article/CA6712732.html • Braun, Linda W. Are You Ready for Your Closeup? eVOYA, June 2008, available at http://tinyurl.com/4Inflx. • Valenza, Joyce. If You Give a Kid a Camera, School Library Journal Neverending Search blog, December 14, 2009, http://tinyurl.com/yjo9y7t • Watch Podcasting in Plain English http://tinyurl.com/y99jyzd <p>Weekly activities listed on the class wiki.</p> |
| <p>June 28, 2010 Technology & Collaboration & the Technology Behind Technology</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Cox, Ernie J. The Collaborative Mind: Tools for 21st Century Learning, Internet & Multimedia @ School, Sept/Oct 2009, pg 10. • Cunningham, Jeremy and Lisa Gonzalez, Collaboration: The Library Media Center And Educational Technology, Teacher Librarian, June 2009, page 33. • View and read through the materials at http://www.google.com/educators/p_docs.html <p>Weekly activities listed on the class wiki.</p> <p>Skype Call – signup on the class wiki</p> |
| <p>July 5, 2010 Technology & Research</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • The World of Search available at http://tinyurl.com/4k5zer • Thinking About Search Again available at http://tinyurl.com/6fxym1 • Critically Thinking About Teens And Technology available at http://tinyurl.com/l97629 • Still Thinking About Search: YouTube available at http://tinyurl.com/5egsa2 |

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| | <ul style="list-style-type: none"> • New “Fun” Tools available at http://tinyurl.com/cntymk • sten to the Resource Kit podcast interview with Frances Jacobson Harris available at http://tinyurl.com/y8a8cp6 • Valenza, Joyce, Database Widgets are Here: My Dream Comes True available at http://tinyurl.com/l5ep6r • Valenza, Joyce. Kids and Information Spaces: On the Stickiness of Widgets. Available at http://tinyurl.com/yb49uql • Williams, Bronwyn T. Trust, betrayal, and authorship: Plagiarism and how we perceive students. Journal of Adolescent and Adult Literacy. December 2007/January 2008. <p>Weekly activities listed on the class wiki.</p> |
| <p>July 12, 2010 Technology, Communication, and Literacy</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Green, John, The Future of Reading: Don't Worry it Might be Better Than You Think available at http://www.schoollibraryjournal.com/article/CA6712772.html • Trubek, Anne, Handwriting is History available at http://tinyurl.com/ydf6xon • Larson, Lotta, eReading & eResponding: New Tools for the Next Generation of Readers, Journal of Adolescent & Adult Literacy, November, 2009 pg 255. • Messaging Shakespeare available at http://www.netc.org/focus/examples/messag.php • Rapp David, Lift the Cell Phone Ban available at http://www2.scholastic.com/browse/article.jsp?id=3751073 • Report on Wireless Internet Use from the Pew Internet in American Life Project, available at http://tinyurl.com/nrvvcg • Yardi, Sarita, Whispers in the Classroom, available at http://tinyurl.com/3av33y • How the iPhone Could Reboot Education available at http://tinyurl.com/yjvo2to <p>Weekly activities listed on the class wiki.</p> <p>Skype Call – signup on the class wiki</p> |
| <p>July 19, 2010 Technology and Fun</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Listen to James Gee interview on the Spark podcast available at http://tinyurl.com/y9n9fa7. • Watch What Kids Learn When They Create with Digital Media available at http://www.youtube.com/watch?v=IUfHZu54W8c <p>Weekly activities listed on the class wiki.</p> |
| <p>July 26, 2010 The Legal Implications of Technology</p> | <p>Pre-Class Reading Listening Viewing</p> <ul style="list-style-type: none"> • Watch Wanna Work Together available at http://creativecommons.org/videos/wanna-work-together • Watch Get Creative available at http://creativecommons.org/videos/get-creative • Read through all of the materials for the lesson on Technology and Copyright Law: A Futurespective available at http://tinyurl.com/yaom9zz |

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| | <ul style="list-style-type: none"> Harris, Christopher, It's 2010 Do you Know Where Your Digital Information Is? School Library Journal, January 2010. Available at http://www.schoollibraryjournal.com/article/CA6712741.html <p>Weekly activities listed on the class wiki.</p> <p>Skype Call – signup on the class wiki</p> |
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Course Assignments

| Assignment | Points | Date Due |
|---|-----------|-----------------------------|
| Assignments that are late without first contacting the instructor to arrange a revised due date are subject to a loss of points prior to grading. | | |
| TechWhen | 15 | July 18 |
| Technology Portfolio | 25 | July 18 |
| The Real Thing | 15 | July 25 |
| Twitter | 15 | Throughout the class |
| Class Participation | 15 | Throughout the class |
| Collaboration | 15 | Throughout the class |

Technology Portfolio

Each week of the semester, as a part of the weekly activities, you will be required to develop projects using specific technologies – podcasts, screencasts, and so on. Each time you submit a technology project I will provide feedback on what you developed and include ideas for how you should improve the project in order to better support the needs of the audience and the goals of what you created. You can revise each of the projects using the feedback I provide and consider including the project in your final technology portfolio.

You should select five projects you developed for this class for your portfolio and create a Tumblr as the site to host the projects in your portfolio. (If you would like to use a technology other than Tumblr for the portfolio check with me before moving forward with that.) Select from:

- VoiceThread
- Animoto
- Screencast
- Podcast
- Glogster
- Prezi
- Comic Life
- Google Search Stories

Along with submitting the specific technology project, you are also required to include a reflection document that explains why you think the items submitted as a part of your portfolio are examples of high-quality school library technology projects and the goals

you are trying to achieve with the project. This document can be informal in presentation but should include the information as noted in the grading section below.

Grading for the Technology Portfolio

- Ⓢ Up to 5 points for submitting five project examples of technologies that we covered over the semester (or that you received permission to include) in your portfolio.
- Ⓢ Up to 10 points for demonstrating an understanding, through the projects submitted in the portfolio, of the use of the technology to meet a specific audience and purpose. Feedback provided when the technology project was first submitted needs to be taken into consideration. If feedback was not integrated into the revised project, the document submitted with the portfolio (see below) needs to explain why the feedback was not integrated into the final version of the technology project.
- Ⓢ Up to 5 points for including in the reflection document a clear explanation of why each of the projects included in the portfolio are good examples of their use with a school population. For this assignment, “explains clearly” refers to stating specifically what you think the aspects of each technology example are that succeed well for your audience and purpose. For example, if you include a podcast in the portfolio you need to specifically explain what you do well in the podcast in order to meet a particular goal (or goals) with a specific intended audience – teachers, students, parents, administrators, etc.
- Ⓢ Up to 5 points for including in the reflection document the goals you would like to achieve for the technology projects submitted. For example, if you include a Prezi in the final portfolio, in the reflection document you should include at least two goals that you hope to achieve via that Prezi. These goals can be related to the themes covered in the class, state standards/frameworks, 21st century learning standards, or national technology standards.

Technology Portfolio Due: July 18

TechWhen

In this class you look at, read about, and talk about a lot of different technology applications that might be used in a school library media center/classroom/school community. In this assignment you will work with your class collaborators and create a document that outlines specific examples of using the technologies covered in this class in a school library with teachers, students, administrators or other members of the school community.

Select five of the following technologies to include in the TechWhen project.

- Blogs
- Twitter
- Tumblr
- Chat/IM
- Cell phones/text messaging
- Google Tools – docs, iGoogle, Timeline, etc.
- Screencasts

- Digital storytelling tools such as Animoto, Comic Life and VoiceThread
- Prezi
- Podcasts
- Wikis
- Other – please check with me before selecting a technology not listed above for this project.

Your final document should be created using a document tool that allows you and your partner(s) to collaborate and discuss your ideas successfully. The final document should be linked on the Tech When page of the class wiki.

Grading for the Tech When project

- Ⓢ Up to 6 points for providing a real-life use example for five of the technologies listed above.
- Ⓢ Up to 9 points for providing a detailed real-life example of use of the technology in a school library setting. Details should include who the technology would be used with - teachers, students, administrators, etc, - how it would be used specifically, and why the use is appropriate to the specific technology. Be specific about the who – what group – the how – what’s an example of how – and the why – why this technology is more suited to the who and how than another.

Total points for the Tech When Project = 15

Tech When Due: July 18, 2010

The Real Thing

In this class we discuss various technologies and how they fit into library services for youth (both in and out of school.) For this final project you need to develop an innovative library program that integrates at least one of the technologies we talk about. The project should provide an example of the program – for example if you decide to create a wiki you should create sample wiki pages, if you decide to create a podcast you should create a sample podcast, and so on.

Along with the sample project, you should also develop a presentation that “sells” your idea to a specific school audience. For example, fellow librarians, principal, superintendent, parents, etc. The presentation should be in an electronic format – of your choice – and should be geared to your specific audience. The goal of the presentation is to gain buy-in from the audience so that in a real school library you would be able to move forward with the project.

You need to have my approval for your project concept before going ahead with this assignment.

The final example and the presentation should be available online in the location you deem appropriate for the project. You should link to the materials on the final projects page of the class wiki.

Grading for The Real Thing project

The example will be graded on the following:

- ② Up to 8 points for an example that is in a completed form so that you could actually use the project in a library or classroom. For example, if you create a wiki then the wiki should be more than links to pages, it needs to also include content that demonstrates how the wiki would be used with members of the school community. If you create a podcast, that podcast should be produced in the way that you would produce it for a real school community. And so on.

The presentation to sell your idea will be grading on the following:

- ② Up to 7 points for a presentation that clearly defines why this project should be integrated into the school library. If you develop an Animoto video to sell your idea than it should be clear from that video exactly what the idea is and why it's useful in the school library community. If you create a PowerPoint to sell your idea then that Powerpoint should include all of the details necessary to demonstrate why this is something that should be integrated into the school library. And so on.

Total points for The Real Thing = 15

The Real Thing due: July 25, 2010

Twitter

During the semester use Twitter as a tool to take notes and ask questions about what you read, view, listen to and think. You should also respond to the tweets of your classmates as a way to join in conversation with them about the materials and topics for the class. All of the tweets you post for the class should include the hashtag #lis460.

You are required to tweet at least 6 times during the week for a total of 78 tweets. Tweets should not be posted all at once but should be posted regularly throughout the semester.

During the semester you will also be asked to tweet as a part of class activities, these tweets are not included in the 78 required throughout the semester.

When you setup your account, you should post your Twitter name on the Twitter page of the wiki.

Grading for Twitter

- ② Up to 12 points will be given for Tweet quality. For example, in original tweets you

should include enough detail in order for readers to understand the point you are trying to make. Although you only have 140 characters in a Tweet, that should give you opportunity to include the detail required.

You might write, iGoogle perfect tool 4 linking teachers 2 resources b/c I can organize content by category & have as home pg on computers in school #lis460
When responding to a classmate tweets should include more than I agree or good point. Responses should provide some information on what you are thinking. For example, @lbraun2000 article on handwriting explains why students like 2 use computers 4 creative writing, easy 2 make changes & revise #lis460

- Up to 3 points will be given for tweeting regularly (6 times per week) over the course of the semester. Tweets cannot be posted all at once and tweeting must be ongoing throughout the semester in order to receive full points for this portion of the assignment.

Total points for tweeting = 15

Twitter Due: Throughout the class

Collaboration

During the first week of class you should find two other students with which you will collaborate on a variety of activities during the semester. On the wiki collaboration teams page post the names of your group.

Throughout the semester groups will be assigned various collaborative activities – details will be posted on the wiki for the week the activities take place.

Collaborations will be graded on the quality of the collaboration and the use of the software tools needed in order to successfully collaborate.

Total points for Collaboration = 15

Collaboration due: Throughout the class.

Class Participation

You may receive up to 15 points for class participation. These points are given based on full completion of weekly activities and active participation in online and DimDim and Skype discussions. In order to receive full points for class participation you need to participate in the online discussions each week by posting regularly with your thoughts on the topic as well as responses to your classmate's questions and thoughts that go beyond "I agree" or "good point."

Collaboration due: Throughout the class.