LS 570 INSTRUCTIONAL DESIGN/LIBRARY MEDIA PRODUCTION
SPRING, 2008
LS 570 is a required course for Master's Degree in Library of Science and School Librarian Certification
College of Education
Department of Library Science

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Required Texts:
Barron, A. E., Ivers, K. S., Lilavois, N., & Wells, J. A. (2006). *Technologies for education: A practical guide,* (5th ed.). Westport, CT: Libraries Unlimited.

Recommended Texts:
American Association of School Librarians. (1998). *Information power: Building partnerships of learning.* Chicago: American Library Association.
American Psychological Association. (2001). *Publication manual of the American Psychological Association,* 5th ed. Washington, D. C.: APA. ISBN 1557988102.
Bell, M. A., Ezell, B., & Van Roekel, J. L. (2007). *Cybersins and digital good deeds: A book about technology and ethics.* New York: The Haworth Press.
Poole, Bernie, & Sky-McIlvain, Elizabeth. (2006). *Education for an Information Age: Teaching in the computerized classroom,* (6th ed.). Available online at http://www.pitt.edu/~poole/

Course Description:
Design and development of curriculum which utilizes the systematic approach to instruction. Emphasis on explicitly stated objectives, appropriate teaching strategies, and production of materials to facilitate achievement of goals using the latest in instructional technologies, including multimedia. Required for certification and MLS.

Standards Matrix:

Objectives/Learning Outcomes	Activities (*Indicates field-based activity)	Performance Assessment	Standards: • **State Standards** • *Specialty Organization Standards*
Locate, evaluate, and use information for specific purposes	• Assigned readings for discussion on issues of librarianship	• Analysis of written discussion	*1.1* c.2 g.7
Interact with the learning community to access, communicate and interpret intellectual content	• Brochure/Newsletter on learning theories • Graphic organizer • Presentation	• Analysis of brochure/newsletter • Analysis of diagram • Analysis of presentation and product	*1.1* g.15
Adhere to and communicate legal and ethical policies	• Blackboard discussion	• Analysis of written communication	*1.1* g.9 g.14

Support flexible and open access for the library media center and its services	• Blackboard discussion	• Analysis of written communication	*1.3*
Identify barriers to equitable access to resources and services	• Blackboard discussion	• Analysis of written communication	*1.3*
Facilitate access to information in print, non-print, and electronic formats	• Blackboard discussion	• Analysis of written communication	*1.3*
Comply with and communicate the legal and ethical codes of the profession	• Blackboard discussion	• Analysis of written communication	*1.3*
Incorporate technology to promote efficient and equitable access to information beyond print resources	• Blackboard discussion	• Analysis of written communication	*2.3*
Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures	• Listserv participation	• Analysis of written communication	*3.1* <u>f.4</u>
Translate for the school the ways in which the library program can enhance school improvement efforts	• Presentation	• Analysis of product	*3.2*
Utilize information found in professional journals to improve library practice	• Online journal reviews • Online hardware or software review • Leaders in Librarianship	• Analysis of journal reviews • Analysis of review • Analysis of completed activities concerning leaders	*3.2*
Apply accepted management principles and practices that relate to personnel, financial, and operational issues	• Policy Statement • Online hardware or software review	• Analysis of statement	*4.2* <u>c.7</u> <u>c.11</u>
Promote ongoing staff development for the learning community, particularly in the area of integration of information technology	• Listserv participation • Presentation	• Analysis of written communication	<u>b.7</u>
Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to	• Defining mindtools • Excel Spreadsheet & Graph	• Analysis of oral presentation • Analysis of spreadsheet • Analysis of graph • Analysis of PowerPoint	<u>d.3</u>

instructional programs	• UGLY PowerPoint		
Exhibit effective communication through written, electronic expression	• Email • Blackboard Discussion • Presentation	• Analysis of effective timeline construction for communication • Analysis of presentation	f.2
Evaluate and select existing and emergent technologies in support of the library program	• Blackboard discussion	• Analysis of written communication	g.5

Web address for **state standards**: http://www.sbec.state.tx.us
Web address for *specialty organization standards*:
http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf
Web link to AASL-Recognized Programs:
http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/AASLHistorical.cfm

Course Format:

The content of this course is a combined delivery of face-to-face and online using Blackboard and additional Web 2.0 technologies. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Student Evaluation of Instructor Effectiveness (IDEA): Towards the end of this course, the students will be asked to evaluate the instructor's effectiveness related to the course objectives and the general effectual teaching practices using the IDEA instrument via an online data gathering tool. Students will be invited to provide feedback that will be used to make needed adjustments in the future to the course and instruction. In addition, students will evaluate their learning for the following list of objectives, which are categorized as Essential or Important:

Essential Objectives: Gain Factual Knowledge
                         Developing Specific Skills, Competencies, and Points of View Needed by
                              Professionals in the Field
                         Learning to Apply Course Material

Important Objectives: Learning Fundamental Principles, Generalizations, or Theories

Course Content:

This course is designed for the preparation of school librarians **to gain factual knowledge** so that they may be the facilitators who bring the skills, information, and instructional resources of the global community into their schools through the use of technological applications. The preparation includes **developing specific skills, competencies, and points of view needed by professionals in the field**. The course explores and evaluates current leaders in librarianship and educational technology, along with current learning theories involving educational technology and applications. Experience evaluating hardware and software, and development of a policy statement will be emphasized. Active participation in listservs to collaborate with librarians on a global basis will be required. In addition, planning and producing a multimedia presentation will be essential for completing the course.

Course Requirements:
1) **Professional ism/Participation.** Graduate students are expected to be active, enthusiastic, and collegial participants during the semester. In addition, graduate course work should be completed in a timely and professional manner following the posted schedule. Points are lost if these expectations are not fulfilled.
2) **Assignments:**

a. **Pre-test**. This is for your self-assessment as well as for my assessment of where the class stands. Please complete this by the deadline posted in Blackboard.

b. **Blackboard Student Page.** This is your homepage in Blackboard and must be completed as soon as possible once the course has begun.

c. **Mindtools Graphic Organizer.** This demonstrates your use of a graphic organizer and your concept of the use of the computer as a tool for learning.

d. **Excel Spreadsheet and Graph.** This demonstrates your ability to use Excel to generate reports in the school library setting.

e. **UGLY PowerPoint.** This is an opportunity to try out everything you wanted to do in PowerPoint but have not had the chance using only one slide for demonstration purposes.

f. **Brochure/Newsletter on Learning Theories.** This demonstrates your ability to create a brochure/newsletter for communication purposes while communicating your knowledge about learning theories.

g. **Textbook Reading and Response.** This assignment allows you to communicate what you know, what you want to know, and what you will improve upon in education and instructional technology.

h. **Online Professional Reading of Journals.** This provides you with the opportunity to discover/discuss the various online professional journals available to you concerning educational technology.

i. **Online Hardware/Software Review.** This provides you with experience for reviewing either hardware of software for possible educational purchase for your library.

j. **Leaders in Librarianship.** This assignment allows you to become familiar with a leader in the field of educational technology or librarianship.

k. **Acceptable Use Policy.** This assignment is where you create an AUP for your school where one is lacking.

l. **Presentation.** This is a multimedia presentation where your peers review your library lesson geared for a designated grade level that addresses the AASL Standards for the 21st-Century Learner.

m. **LM_NET Participation.** This assignment establishes connections with the greater library and education community.

n. **Blackboard Discussion.** This is an important part of sharing in our learning while we are outside of our face-to-face meeting time. Ongoing and active participation is required for the student to receive an A in this course.

o. **Post Test.** This is a reflective self-assessment at end of course.

Evaluation:

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

- Late assignments lose a percentage of the points for that assignment. After one day – one-third of the points; Two days – one-half of the points. No assignments earn points after the second day, but must be completed.

- Student must participate in Blackboard Discussion in order to make an A in this course. However, Participation does not guarantee an A in the course.

- Rewrites: Do your best work the first time around. Professionalism counts. Any work that must be rewritten will be considered late and subjected to a significant loss of points.

- Attendance is strongly encouraged for required class meetings and roll will be taken. Absences exceeding three hours will result in a serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.

- All assignments are to be submitted via the Blackboard Assignment Section. I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can resend and prove promptness, if necessary.

- <u>Plagiarism is not tolerated</u> and is subject to the rules and regulations of the university. Work that is plagiarized will not be graded because it is not the student's work. Paraphrasing and work quoted should give credit to the original author(s). Without proper credit, the work will be considered plagiarized, and could result in the failure in the student's ability to pass this course and possible expulsion from the university. Persons caught plagiarizing will be reported to the proper university officials.

Grading: **Points towards Final Grade**

Blackboard Student Page	10 points
Pre-Test	10 points
Mindtools Graphic Organizer	30 points
Excel Spreadsheet & Graph	15 points
UGLY PowerPoint	10 points
Brochure/Newsletter	25 points
Textbook Reading & Response	45 points
Online Professional Reading	25 points
Online Hardware/Software Review	20 points
Leaders in Librarianship	25 points
Acceptable Use Policy	15 points
Multimedia Presentations	30 points
LM_NET Participation	10 points
Post Test	10 points
Blackboard Discussion	25 points

Final grades for the course will be assigned according to the following criteria:
        A=270+
        B=245-269
        C=225-244
The professor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

Expectations:
Technology requirements: It is expected that graduate students enrolled in this course have the following computer skills: sending/receiving email, attaching documents, conducting online searches, and utilizing library electronic resources. Microsoft Word is the word processing program that is necessary to complete the assignments unless otherwise stated. It is also necessary for the student to have access to a computer at home since much of this course is completed in the evenings and on weekends. This course moves quickly and all students need to hit the ground running. So, access to technology is a must.

Dispositions:
Exhibits ethical behavior.
Exhibits effective communication skills.
Respects diverse ideas and values.
Exhibits academic potential for graduate studies.
Collaborates with others.
Exhibits leadership.
Exhibits graduate level/professional behaviors.
Guides thinking and learning of self and others.
http://shsulibsci.pbwiki.com

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete

an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY
It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:
(Not exhaustive; check Blackboard for more resources)

Barron, A. E., Orwig, G. W., Ivers, K. S, & Lilavois, N. (2002). *Technologies for education: A practical guide* (4th ed.). Greenwood Village, CO: Libraries Unlimited.

Bell, M. A., Berry, M. A., & Van Roekel, J. L. (2004). *Internet and personal computing fads.* New York: Haworth Press.

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Cuban, L. (2001). *Oversold and underused: Computers in the classroom.* Cambridge, MA: Harvard University Press.

i.e. magazine. ISSN 1715-0205.

Information Today. ISSN 8755-6286.

Jonassen, D. H. (2004). *Learning to solve problems: An instructional design guide.* San Francisco: Pfeiffer.

Journal of Computing in Teacher Education. ISSN 1040-2454.

Journal of Research on Technology in Education. ISSN 1539-1523.

Learning & Leading with Technology. ISSN 1082-5754.

Morrison, G. R., & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Columbus, OH: Pearson.

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms.* New York: Teachers College Press.

Severson, R. W. (1997). *The principles of information ethics.* Armonk, NY: M. E. Sharpe.

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