

LS 570 INSTRUCTIONAL DESIGN/LIBRARY MEDIA PRODUCTION
LS 570 is a required course for Master of Library of Science and School Librarian Certification
College of Education
Department of Library Science

Instructor: Tricia Kuon
 AB4, Room 425
 Box 2236/Huntsville, TX 77341-2236
 Phone: 817-789-0808
 tav005@shsu.edu
 Office hours: Mondays by appointment

Required Texts:

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/>

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.

Course Description:

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (*Indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
Locate, evaluate, and use information for specific purposes	<ul style="list-style-type: none"> • Assigned readings for discussion on issues of librarianship 	<ul style="list-style-type: none"> • Analysis of written discussion 	1.1 <u>c.2</u> <u>g.7</u>
Interact with the learning community to access, communicate and interpret intellectual content	<ul style="list-style-type: none"> • Collaborative Brochure/Newsletter on learning theories • Graphic organizer 	<ul style="list-style-type: none"> • Small group analysis of negotiation and social agreement on construction of brochure/newsletter • Analysis of diagram 	1.1 <u>g.15</u>

Adhere to and communicate legal and ethical policies	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>1.1</u> <u>g.9</u> <u>g.14</u>
Support flexible and open access for the library media center and its services	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>1.3</u>
Identify barriers to equitable access to resources and services	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>1.3</u>
Facilitate access to information in print, non-print, and electronic formats	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>1.3</u>
Comply with and communicate the legal and ethical codes of the profession	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>1.3</u>
Incorporate technology to promote efficient and equitable access to information beyond print resources	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>2.3</u>
Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures	<ul style="list-style-type: none"> • Listserv participation 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>3.1</u> <u>f.4</u>
Translate for the school the ways in which the library program can enhance school improvement efforts	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Analysis of product 	<u>3.2</u>
Utilize information found in professional journals to improve library practice	<ul style="list-style-type: none"> • Online journal reviews • Online hardware or software review • Leaders in Librarianship 	<ul style="list-style-type: none"> • Analysis of journal reviews • Analysis of review • Analysis of completed activities concerning leaders 	<u>3.2</u>
Apply accepted management principles and practices that relate to personnel, financial, and operational issues	<ul style="list-style-type: none"> • Policy Statement • Online hardware or software review 	<ul style="list-style-type: none"> • Analysis of statement 	<u>4.2</u> <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	<ul style="list-style-type: none"> • Listserv participation • Presentation 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>b.7</u>
Employ existing and emerging technologies to	<ul style="list-style-type: none"> • Defining mindtools 	<ul style="list-style-type: none"> • Analysis of oral presentation 	<u>d.3</u>

access, evaluate, and disseminate information for possible application to instructional programs	<ul style="list-style-type: none"> • Excel Spreadsheet & Graph • UGLY PowerPoint 	<ul style="list-style-type: none"> • Analysis of spreadsheet • Analysis of graph • Analysis of PowerPoint 	
Exhibit effective communication through written, electronic expression	<ul style="list-style-type: none"> • Email • Blackboard Discussion • Presentation 	<ul style="list-style-type: none"> • Analysis of effective timeline construction for communication • Analysis of presentation 	<u>f.2</u>
Evaluate and select existing and emergent technologies in support of the library program	<ul style="list-style-type: none"> • Blackboard discussion 	<ul style="list-style-type: none"> • Analysis of written communication 	<u>g.5</u>

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

Course Requirements:

More detailed instructions are to be found under the Assignment section of Blackboard for this course. All assignments must be completed in order to receive an “A” for the course. The grading system used is based on the following criteria:

1. Pre-test 10 points
due during 1st class
2. Using Computes as Tools for Higher-Order Thinking Rdg &Response 30 points
3. *Information Age 1* Reading and Response 15 points
4. *Information Age 2* Reading and Response 15 points
Information Age 3 Reading and Response 15 points
5. Excel Spreadsheet & Graph 20 points
6. Learning Theory Collaborative 25 points
7. UGLY PowerPoint Slide 10 points
8. Online Journal Reviews 25 points
9. Online Hardware or Software Review 20 points
10. Leaders in Librarianship 25 points
11. Acceptable Use Policy Statement 15 points
12. LM_NET Listserv Participation 10 points
13. Blackboard Discussion 25 points
14. Post Test 10 points
15. Final Presentation 30 points

Course Evaluation:

Final grades for the course will be assigned according to the following criteria:

A=270+

B=245-269

C=225-244

Expectations:**Knowledge:**

- Provide sufficient rationale for the use of technology in the school library.
- Describe current learning theories that are relevant to a school library setting.
- Identify and evaluate online educational technology and library journals that are relevant to the field.
- Describe the role of educational technology leaders.
- Develop and describe a policy statement regarding acceptable use of library equipment within a school.

Skills:

- Identify elements necessary for an appropriate policy statement for a school library.
- Evaluate computer hardware and software for use in a school library.
- Follow proper protocol for participation in an online global community listserv.
- Identify leaders in the field of educational technology.
- Produce multimedia presentations for use within the school library setting.

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.

Class Policies:

1. Late work is not accepted unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor's discretion.
2. 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.
3. 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.
4. Plagiarism is not tolerated 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.

5. Students need to be aware of the drop dates for the semester. It is the student's responsibility to either withdraw from the university (drop all classes) or drop this course by deadlines published in the catalog and online at www.shsu.edu.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for disabled Students by telephone (extension 1720).

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.

Computers in Libraries. ISSN 1041-7915.

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.

TechEdge. Austin, TX: Texas Computer Education Association

Technology & Learning. ISSN 1053-6728.