

University of Kentucky
School of Library and Information Science
Course Syllabus
LIS 647
Fall 2007

Jackie White
Office: 518 C King Library South
Office Phone: 859.257.4439
E-mail: jrwhite@uky.edu

Office Hours: M/Th 9:30 – 11:00 a.m.
M 1:30-3:00 p.m.
and by appointment
NOTE – practica observations take precedent

Course Number: LIS 647

Title: Current Trends in School Media Centers

Catalog Description: An intensive study of trends in school media centers with emphasis on research, technology, and the role of the school library media specialist in the school curriculum. Collaboration with school faculty and assessment of student learning are also stressed.

Text: *Curriculum Connections through the Library*, Barbara Stripling, editor. Libraries Unlimited, 2003. 1-56308-973-4

Course Objectives:

During this course the student will have opportunities to demonstrate research¹ and reflection² for leading³ and learning⁴ by being able to:

1. Demonstrate a relationship between the media specialist and the educational setting. [CF 1, 2, 3, 4]
2. Define the instructional and information partner roles of the media specialist. [CF 1, 2, 3, 4]
3. Demonstrate techniques for integrating information literacy throughout the school curriculum. [CF 1, 2, 3, 4]
4. Define flexible and fixed scheduling and demonstrate techniques to implement flexible scheduling into a media center. [CF 1, 2, 4]
5. Define media literacy and demonstrate the media specialist's role in promoting media literacy within the school community. [CF 1, 2, 3, 4]
6. Develop a WebQuest to integrate information literacy standards, technology standards and core content for assessment into the curriculum. [CF 1, 2, 3, 4]
7. Research a topic in technology and demonstrate how that technology is used in a media center to enhance the curriculum. [CF 1, 2, 3, 4]
8. Discuss the current trends in research related to the school library media center. [CF 1, 2, 3, 4]

Content Outline:

AASL Standards for School Media Librarians are examined throughout the course in the following areas:

- A. Educational Trends in Innovative Schools
- B. Education Reform
- C. Action Research
- D. Roles of the School Library Media Specialist
- E. WebQuests
- F. Multiple Intelligences and forms of assessment
- G. Information Literacy (including media literacy)
- H. Integrating Information Literacy into the Curriculum
- I. Collaboration
- J. Professional Development
- K. Flexible Scheduling and the Curriculum
- L. Electronic Resources
- M. Technology in the School Library Media Center
- N. The Visible School Library Media Specialist

Instructional Activities:

Instructional activities will include demonstrations, videos, a midterm exam, discussion via Blackboard. The student is expected to participate fully in all assignments and discussions. This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Conceptual Framework Theme: Research¹ and Reflection² for Learning³ and Leading⁴ listed in the following assignments as CF and appropriate numbers.

Assignments:

Action Research Problem; CF 1, 2, 4

Objective: Students will be able to define action research and determine appropriate use of action research to resolve problems within the school media program.

Activity: Design an action research plan to address a problem within the school media program. Write a two or three page overview of the action research project for

submission to the instructor; include a bibliography of supporting documents. Use the Action Research WebQuest to help you develop your project.

Evaluation: Refer to the Action Research WebQuest Rubric. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Articles and Textbook Readings; CF 1, 2

Objective: The student will be able to articulate an understanding of trends within the school media center

Activity: Read assigned readings in Bb Course Document folders and the textbook.

Evaluation: The student will be evaluated on participation in Blackboard discussion and in the mid-term exam. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Flexible Scheduling Handout; CF 1, 2, 4

Objective: The student will be able to define flexible scheduling and demonstrate techniques to implement flexible scheduling into a school library media center.

Activity: Prepare a handout encouraging the implementation of flexible scheduling into a school library media center. The handout may be addressed to a faculty, a school advisory committee, or a principal.

Evaluation: The assignment will be evaluated via a rubric that addresses creativity, persuasive characteristics, clarity, spelling, and grammar. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Media Literacy Brochure/Flyer; CF 1, 2, 3, 4

Objective: The student will be able to define media literacy and demonstrate the media specialist's role in promoting media literacy.

Activity: In small groups or individually, you will produce a brochure or flyer using at least one graphic. The brochure/flyer can be created for either (1) teachers in school or (2) parents of the students in a school. The brochure/flyer should explain media literacy and the roles or services provided by the school media specialist in support of media literacy.

Evaluation: The assignment will be evaluated via a rubric that addresses accuracy or information, creativity, clarity, spelling, and grammar. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

WebQuest; CF 1, 2, 3, 4

Objective: The student will develop a WebQuest which incorporates an Information Literacy Standard or Standards and student technology standards into the school curriculum. Kentucky Core Content for assessment must also be addressed in the WebQuest.

Activity: The WebQuest will be posted for in-class viewing and discussion. Be prepared to answer questions in the class forum

Evaluation: Refer to the WebQuest Rubric. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Midterm Exam; CF 1, 2

Objective: The student will demonstrate knowledge of the role of the media specialist in the curriculum and recent trends in research regarding the school library media center.

Evaluation: The exam will be evaluated on the accuracy and completeness of your written answers. **AASL/NCATE Standards: 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3; Kentucky Teacher Standards**

Collaboration Case Study; CF 1, 2, 4

Objective: The student will develop a response to a collaboration case study.

Activity: In small groups, students will create a plan to initiate LMS and teacher collaboration which will include the assessment of student learning.

Evaluation: The assignment will be evaluated on clarity, completeness, and creativity of the plan. LIS647 students will participate in developing the rubric for assessment of this assignment. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Technology Paper/Presentation; CF 1, 2, 3, 4

Objective: The student will research a topic in technology and demonstrate how the technology can be used in a school library media center to enhance the curriculum.

You may work alone or with one other person to present the topic in a professional development session. The PD should be for an audience of teachers or school library media specialists.

Write a 3-6 page double-spaced, typed paper on the particular technology and its use in the media center, emphasizing how it can enhance the curriculum of a school. At least two of the pages **should present background** information on the technology topic; the remaining pages can be a description of your professional development, with possible lesson plans or handouts. Include a bibliography of at least three sources (none older than 1997) that you have consulted. At least one source must be in print format. The others can come from Internet, interviews or other sources. Use one of the following style formats for your paper: APA or MLA. Include a title page and indicate on the title page which style you have used.

Present a professional development session on your technology. The class will serve as the professional development participants. The session will be limited to 20 minutes, but you may tell the class what activities would follow the 20 minutes that you are provided in class. You do not need to include all the information in the paper in your oral presentation. Be prepared to answer questions.

- Provide an evaluation form for each class member to evaluate the PD presentation
- Provide one copy of an advertisement flyer or brochure to encourage attendance at your PD session.

Evaluation: The evaluation of this assignment will be based on the appropriateness of the topic for the course objectives, evidence of research on the topic, organized synthesis of the information, inclusion of appropriate professional development techniques, completeness, and proper use of style format, grammar, and spelling. Each student will

submit a written paper. Refer to the rubric for your oral presentation. You may present individually or with one other person. **AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.**

Resources:

Resources will include the textbook, journals, videos, and the Web.

Grading Policies:

Points are awarded for performance on assignments and discussion. Work turned in late will be penalized. Major assignments will be assessed via a rubric.

Assignment	Points	Points/Letter Grades
Action Research Project	25	185-200=A
Flexible Scheduling Speech and Handout	10	170-184=B
Media Literacy Brochure/Flyer	10	150-169=C
Midterm Exam	30	
WebQuest	40 (34 written, 6 “oral”)	
Collaboration Case Study	25	
Technology Paper/PD	40 (20 written, 20 oral)	
Class Participation	20	
	200	

Attendance Policy: If you miss class discussion, it is your responsibility to contact the instructor regarding missed participation.

Academic Honesty: The instructor will assign a grade of E for the course to any student found guilty of cheating or plagiarism on an examination or a class assignment. Unless formally approved by the instructor of this class, a student may not use academic work completed for another class (e.g., a paper, etc.) to satisfy the academic requirements of this class. As defined by the University Senate Rules (6.3.2), a student’s use of previous class work to satisfy the academic requirements of this class is a form of academic cheating. For details regarding cheating and plagiarism please refer to Section 6.4.0-1 of the **Student Rights and Responsibilities Handbook** (<http://www.uky.edu/StudentAffairs/Code/>) and Section 6.3 of the **University Senate Rules** (<http://www.uky.edu/USC/Section VI.pdf>) for details.

Schedule

Note: On-campus meetings are scheduled for Saturday, August 25 and December 8. Class discussion is expected via Blackboard Monday-Friday of each week. Written assignments are due on Mondays by 7 AM.

August 25	On campus 9:30- 11:00 AM. Introductions; Syllabus; Internet Delivery Overview. Discussion of Topics for WebQuests and Technology Presentations; Video (Education Reform)
August 27	Action Research reading and discussion; A.R. Webquest
September 3	Roles of the School Library Media Specialist; reading and discussion;
September 10	WebQuest introduction and discussion. Planning document due 7 AM October 8. WQ due October 29.
September 17	Media Literacy reading and discussion; Media Literacy Brochure/Flyer (due to instructor 7 AM October 1)
September 24	Action Research proposal due. Multiple Intelligences & Assessment; NCLB discussion.
October 1	Media Literacy Brochure due. Information Literacy; Literacy Standards; Plagiarism
October 8	WQ Planning Document due. Professional Development; Library Power reading and discussion
October 15	Midterm Exam (Available Monday, October 15 – Tuesday, October 16) Single attempt only.
October 22	Current Trends in Research; Technology in the curriculum/technology standards readings/discussion
October 29	WebQuest should be posted by 7 AM October 29. Class discussion of posted WQs Monday-Friday.
November 5	Flexible Scheduling Discussion (handout due to instructor by 7 AM November 12)
November 12	Flexible Scheduling handout due. Information Literacy and Collaboration Readings/Discussion (case study due by 7 AM on November 19)
November 19	Collaboration Case Study due. Software and Webpage evaluation
November 26	LMC Program Advocacy Readings/Discussion. Technology paper due by 7 AM, December 3.
December 8	Professional Development Presentations ON Campus. ½ of the class will present Saturday morning, remaining students will present Saturday afternoon

Note: Saturday, October 6 (9-11:00) I will be in CAIT lab for WebQuest consultation IF students e-mail me of their planned attendance.

This syllabus and schedule are tentative and open to revision. However, efforts will be made to follow the syllabus and schedule as closely as possible.