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Course Number: LIS 648

Title: Technology in the Media Center

Catalog Description: An introduction to new and emerging educational technologies that could be integrated into the school curriculum. Includes hands-on experiences as well as critical reading on current issues relating to educational technology and the role of the media specialist in technology integration.

Required Text:

Burke, John J. (2006). *Library technology companion: A basic guide for library staff*. New York: Neal-Schuman

Other Readings:

Articles will be assigned throughout the semester. These articles will be available on the Internet or through the Kentucky Virtual Library.

Course Objectives:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*¹, *reflection*², *learning*³, and *leading*⁴. 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 for technology integration. [CF 1,2,3]
3. Discuss current trends in educational technology. [CF 1,2,3,4]
4. Demonstrate skills in using common software and hardware. [CF 1,2,3,4]
5. Create a functional media center webpage. [CF 1,2,3]
6. Analyze a school media center's current technology resources and create a five-year technology plan for that media center. [CF 1,2,3,4]
7. Research and apply copyright standards to technology use. [CF 1,2,3,4]
8. Create technology integrated lessons for use in the media center. [CF 1,2,3,4]

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.

Projects:

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.

Webpage

Students will create a functional media center webpage for a media center of their choice. The webpage should include curriculum resources, media center policies and procedures, as well as information about the school and the media center. A criteria chart and scoring guide will be provided by the instructor.

[CF 1,2,3,4; AASL 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1]

Technology Integrated Lesson Plan

Students will create a lesson plan integrating technology in the media center. This lesson may be a collaborative lesson with a content area teacher. A criteria chart and scoring guide will be provided by the instructor. [CF 1,2,3,4; AASL 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.3]

Reading Discussions

Students will respond to assigned readings using their Blackboard account. Discussions will be evaluated on demonstration of critical thinking skills, completeness and participation. [CF 1,2,3,; AASL 2.1, 2.2, 3.1]

Annotated Bibliography of Resources

Students will choose a topic and create a bibliography of resources for a chosen audience for that topic. Resources may include Internet or software resources. A criteria chart and scoring guide will be provided. [CF 1,2,3; AASL 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1]

Interview/Observation Paper

Students will interview and/or observe a practicing media specialist and reflect on his or her role as a media specialist in technology integration. What are the responsibilities of the media specialist? Does he or she fill multiple roles? What services does he or she provide the faculty and students in regard to technology? What is the comfort level of the media specialist in his or her role? Does he or she feel prepared to carry out that role? A criteria chart and scoring guide will be provided by the instructor. [CF 1,2,3,4; AASL 2.1, 3.1, 3.2, 3.3, 4.2]

Technology Plan

Students will create a five-year plan for a media center. This plan will include a mission statement, goals, assessment of current technology hardware, software, and usage, a budget, and a procedure for carrying out the goals. This plan will be posted on the student's media center webpage. [CF 1,2,3,4; AASL 1.3, 1.4, 2.1, 3.1, 3.3, 4.1, 4.2, 4.3]

Grading:

Points will be given for performance on all projects. Proper grammar, spelling, and punctuation are expected on all assignments. Points will be deducted for late assignments.

Academic Honesty

All work must be the student's own work. Cheating, plagiarism and any other academic dishonesty are clear violations of academic standards and will be dealt with accordingly.

Schedule

Session/Date		Discussion Topic or Training
1	1/14-1/18	Role of the Media Specialist in School Technology
2	1/21-1/25	Assessing Instructional Technology Interview/Observation Paper Due on 1/26
3	1/28-2/1	Instructional Role of the Media Specialist
4	2/4-2/8	Models of Integration
5	2/11-2/15	Differentiated Instruction and Accessibility
6	2/18-2/22	Internet Searching and Teaching with the Internet
7	2/25-2/29	WebPage Design
8	3/3-3/7	Internet Safety Midterm Technology lesson plan/unit due (3/7)
	3/10-3/15	Spring Break
9	3/17-3/21	Planning for Technology
10	3/24-3/28	Blogs, Pods and Wikis
11	3/31-4/4	Hardware, software, troubleshooting
12	4/7-4/11	Networking and storage Annotated bibliography of resources due (4/7).
13	4/14-4/18	Copyright basics.
14	4/21-4/25	Libraries of the Future
15	4/28-5/2	Technology Plan Due (5/2) WebPage Due in final format (5/2)

This is a tentative schedule.