Office phone: 516 299 3818
Cell phone: 631 514 5230

Office Hours
By appointment via phone. Please email for day and time.

Class Format
Class will be delivered fully online with one required Adobe Connect meeting scheduled on April 18; time will be determined based on student feedback. A total of 9 online modules will be completed throughout the semester. Some modules will be one week in length, while some will be two weeks in length. The length of each module will be explicitly communicated on the course calendar and within Blackboard. Each module will begin on Monday; assignments are due on the Mondays noted in the syllabus and course calendar.

Communication Procedures
Using your LIU e-mail account, you may e-mail me at bea.baaden@liu.edu Please include in the subject line: LIS629, your name and the issue. E-mail will be responded to within 24 hours Monday – Friday; 48 hours over the weekend.

A General Questions Forum is setup within the Blackboard course. If you have a general question to ask the instructor, please post it to this discussion forum. Often times, more than one student will ask the same question, so posting the question may help others in the class. Please note, the General Questions Forum is not a private forum, so it is recommended to e-mail the instructor for any private matters.

A “Class Contact Information” Wiki will be set up in which all class members will provide email, phone and address information. You will be able to contact your fellow students based on the information they will provide in this wiki (all students will be asked to provide their preferred contact information). This will enable students to communicate outside the course environment.

The Announcements feature of Blackboard will be utilized by the instructor to communicate any changes and or reminders to the course schedule. Announcements are posted to Blackboard and sent to all students LIU e-mail. Students are expected to check the Blackboard course and their LIU e-mail frequently.

Textbook and Course Materials

Additional readings are assigned in the Course Calendar and Blackboard.

Bulletin Description
Students will examine software, hardware, Internet utilities, and web sites to see how curriculum and technology facilitate learning in the school media center; and explore the ways hardware and software should be integrated into the curriculum, including examination of age-appropriate material for children with disabilities and special needs and use of adaptive technology. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practicum (internship).
**Student Learning Objectives**

This course fulfills the following Palmer School Learning Objectives:

- ✔ 2C – Students will be able to search, retrieve and synthesize information from a variety of systems and sources.
  

- ✔ 3C – Students will be able to integrate technology, including emerging technologies into operational services, as well as instruction and outreach programs.
  
  Method of Assessment: Digital Storytelling Project; Palmer ePortfolio Artifact

- ✔ 3B – Students will develop and deliver information programs designed to meet the needs of specific user and communities (best work ePortfolio entry: Online Safety Professional Development Plan and/or E-Book Review Wiki)

Questions related to ePortfolio requirements should be directed to the attention of Ms. Heather Ranieri at heather.ranieri@liu.edu.

**NYSTCE Objectives from the Framework for Library Media Specialist tests (that this course covers):**

Competency 0002 (Roles and Responsibilities of the Library Media Specialist):

b) demonstrate knowledge of strategies for providing classroom teachers with professional development related to the use of information, technology, and literature (Online Safety Professional Development Plan)

Competency 0007 (Social Responsibility and Legal and Ethical Issues):

b) recognizes the importance of modeling and promoting digital citizenship and methods for educating the school community in the ethical use of information and ideas (Online Safety Professional Development Plan)

f) demonstrates knowledge of strategies for teaching learners how to keep data safe...and follow accepted netiquette (Online Safety Professional Development Plan)

In addition, students will learn to:

Explore the impact of technology on the role of the School Media Specialist as teacher, collaborative partner and instructional leader;

- ✔ Explore the impact of technology on the program and services of the school library media center;
- ✔ Examine appropriate uses of technology to facilitate learning in the school environment;
- ✔ Evaluate electronic sources for accuracy, relevance, appropriateness, comprehensiveness, and bias..

**Contact Hours**

State Education Requirements, 150 hours (plus 25 hours of field experiences in a School Library Media Center)

Online components of this course include:

- ✔ Projects, assignments, and presentations
- ✔ Readings and videos
- ✔ Exploratory activities
- ✔ Online discussions and postings

**Technology needed for this online course:**

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (Firefox). For the Adobe Connect meeting, students will need speakers and microphone (or a headset).

You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience much more productive. Here are some recommendations:

- ✔ use Firefox Web browser if possible, as it is the browser that works best with Blackboard.
- ✔ be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- ✔ you can utilize the Blackboard Mobile Learn app if you wish to access the course on your iPad.
- ✔ sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

1.12.15
Student Resources/Technical Support


Students will need ongoing access to LIU’s online library, which will require LIU login credentials. The library site can be accessed at http://www2.liu.edu/cwis/cwp/library/libhome.htm.

Expectations for Students Completing Online Work
All assigned work must be completed by or prior to due date and submitted via Blackboard or methods designated by the instructor. Time management is essential for student success in online courses. Some recommended tips include:
- Use a planner, electronic or paper
- Login to Blackboard on a regular basis
- Set aside dedicated time for school work
- Review all orientation materials prior to the start of the course
- Balance school work and personal time
- Do not wait until the last minute to submit assignments

Netiquette
Communication is very important in this blended course. In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.
All students are expected to:
1. Show respect for the instructor and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
7. When responding to peers through online discussions, please address the person at the beginning of your post.
7. Use good grammar and spelling, and avoid using text messaging shortcuts.
Course Themes: This class will have 5 themes (not including the Introductory materials and SmartBoard tutorials/observations):

1. Digital Citizenship/ Online Safety (Unit I)
2. Searching for, Managing and Organizing Information (Unit II)
3. Content Collaboration and Social Bookmarking (Unit III)
4. Media Sharing (Unit IV)
5. New trends: Gaming, Codling, Makerspaces, Virtual Reality (Unit V: Final presentation)

Major Assignments, Directions and Due Dates:

Introduction Blog: After the readings and videos noted in your syllabus and in Learning Module, Introduce yourself to your classmates (and me) by graphically communicating through words and design:

1. what kind of learner you are (see page 15 in the Berge textbook)
2. what technologies you are facile with (or feel comfortable using) and your favorite websites

Then in a paragraph of 5 – 7 sentences, discuss one way in which your knowledge and learning style will enable you to develop a “personalized learning” environment in your library or classroom.

Try using one of the following tools:

- SmartDraw (free trial at www.SmartDraw.com)
- Make an Infographic using Wordle (doesn’t seem to work with Mac computers, but try it if you use a PC). Here are some other websites that will allow you to create a “word cloud”: wordlecreator.com; worditout.com; www.wordlewordcloud.com; www.edudemic.com/9-word-cloud-generators-that-arent-wordle/
- Go to: www.freeinfographictemplates.com (free account). Read: “How to make an infographic.” Choose a template to use
- Make a mind map or concept map from www.inspiration.com/visual-learning (free trial)
- A visual tool of your own

Due: 2/1 in Blogs.

Unit I: Digital Citizenship/ Online Safety Professional Development Plan: Scenario: Your principal has asked you (in your staff development role) to work with the classroom teachers in your school (you can choose grades 3 – 5, 6 – 8, or 9 – 12) to help them develop a school-wide Action Plan they will use in their classrooms to teach their students how to “practice safe, legal and responsible use of technology.” The principal would also like you to inform parents about these activities. The principal knows that there are fully developed Digital Citizenship curriculum available free on the Internet. The New York City Department of Education has a full curriculum with sample lesson plans called “Citizenship in the Digital Age.” There are also the “Google Digital Literacy and Citizenship Curriculum”; the “Digital Citizenship Curriculum” from the Anderson School District One in South Carolina; and Teacher Tube has a “Digital Citizenship Curriculum.” The principal doesn’t want to use the entire curriculum available online. He wants you to work with the classroom teachers so that they can create learning experiences that are relevant to them for their age group and interests. The principal will give you 3 professional development sessions so that you can provide the classroom teachers with the following:

- A list of 10 strategies or actions they can use in their classrooms to attain their goal
- What the desired result of the actions will be
- Resources that they can use

Due: 2/15 in Assignments.

Unit II: Develop a LibGuide or a set of “student interactive” organizers for a curriculum topic and grade level of your choice. This would be a perfect opportunity to work with your cooperating school librarians (the ones you will use for your observations) for what might be of use in their “classrooms.”

Due: 2/29 in Blogs.

Unit III: Content Collaboration: set up an interactive Book Review site for students and parents. You may work in pairs for this assignment. First, determine which grade levels this site will target, then which genre (or genres, if working in 1.12.15
pairs) — science fiction and real science; historical fiction and real history; realistic fiction and social science or health; or mystery and forensics. Notice the pairing of fiction and non-fiction. Develop a “book talk” of at least 10 titles to share. View the following to get an idea of what this should look like: http://slmsbookexhanges.wikispaces.com. Create your interactive book review site using a tool, such as Wikispaces, or another tool you find in the Berger textbook. Use audio or video format.

Due: 3/21 in Blogs.

**Unit IV: Media Sharing: Digital Storytelling** podcast, youtube, or vcast. This is a multimedia presentation. Use Voice Thread or Animoto or other tool. Include a script of the vocal narration – or story board. Create an introduction guide of 5 – 7 sentences.

Due: 4/11 in Blogs.

**Unit V: New Trends Sharing Presentation/ Report:** Choose one of the following and prepare a multimedia report to “teach” one of the following new trends to us: gaming, coding, virtual reality, makerspaces. Use any multimedia tool(s).

- Define its uses in education, in general
- Define its uses in the school library and implications for the SLMC
- Tools to use (name some; how would you plan to utilize such a tool? What age group or project? Evaluate its user-friendliness)
- Short demonstration of how to create something using the tool.

Short demonstration due at the Adobe Connect session: 4/18


***SmartBoard Training:** Knowing how to use the SmartBoard (or other Whiteboard tool) is critical for entering a school library position. This is something I expect you to do using one of the following methods:

1. attend a FREE IMC Workshop on the Post Campus. Workshops are scheduled for 2/2 and 2/8 at 3:45 – 5. Contact abir.koury@liu.edu. Or call Abir at 516 299 2895. Another workshop, offered through Phi Delta Kappa, also being held in the IMC, is on Saturday 2/27. If you are not able to attend one of these workshops, here is another option.

2. Watch tutorials at YouTube, which has a complete guide to setting and using SmartBoard.

3. If you are already facile at using the SmartBoard, then contact me and I do have an optional assignment for you.

Your observations will be spent mostly watching and learning how your cooperating librarian sets up and uses SmartBoard or any other interactive whiteboard. You will log your observation hours in which you state the time you spend developing your practical and theoretical knowledge of Smartboard technology.

In your log, please do the following:

- Date/time: list of what you have learned and how
- List of practice: where and what you did

Submit the **SmartBoard Observation Log by emailing it to bea.baaden@liu.edu** by May 2.

There will be additional discussion/ blog entry assignments, which you will find in the Learning Modules in Blackboard.

**Rubrics**

Rubrics will be used to assess major projects and homework. Timeliness is essential for a student to receive full credit. Points will be deducted if a student submits a late assignment, and no credit will be given to a student who does not submit work.

**Interactive Presentations:**

1. “New Trend” Presentation
2. Curriculum Topic LibGuide or Student Interactive
3. Book Review Wiki or website
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Student presents information in logical, interesting sequence which audience can follow throughout the presentation.</td>
<td>Information is presented in a logical, interesting sequence which audience can follow most of the time.</td>
<td>Audience has difficulty following presentation because presentation jumps around.</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
</tr>
<tr>
<td>Subject Knowledge &amp; Content</td>
<td>Student demonstrates full subject knowledge and content (more than required).</td>
<td>Student demonstrates subject knowledge and content.</td>
<td>Information is missing and lacking subject knowledge.</td>
<td>Student does not have grasp of information about subject.</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Activities include student participation with multiple opportunities for participation and presentation of information.</td>
<td>Strongly incorporates participation and ample opportunities for interactivity and presentation of information.</td>
<td>Interactivity is limited, some opportunities for students to interact are present with limited variation of information sources.</td>
<td>Very little incorporation of interactivity and little to no opportunities for students to participate. Little to no variation of information presented.</td>
</tr>
<tr>
<td>Overall Design</td>
<td>Student uses text, multiple graphics and transitions that explain and reinforce screen text and presentation.</td>
<td>Student uses text, graphics and transitions that explains and reinforces screen text and presentation.</td>
<td>Student occasionally uses text and graphics that sometimes support text and presentation. Transitions are not clear.</td>
<td>Student uses unnecessary text and graphics (or no graphics), with unclear transitions, which do not support screen text and presentation.</td>
</tr>
<tr>
<td>Mechanics/Grammar, Language Usage, Overall Presentation</td>
<td>Presentation has no misspellings or grammatical errors and final product demonstrates great effort.</td>
<td>Presentation has 1 or 2 misspellings and/or grammatical errors with overall good effort.</td>
<td>Presentation 3-4 misspellings and/or grammatical errors with more effort needed.</td>
<td>Student's presentation has multiple spelling errors (more than 4) and/or grammatical errors with little to no effort displayed.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Bibliography resources are exemplary, including more than the minimum number of sources.</td>
<td>Bibliography resources are exemplary, including the minimum number of sources.</td>
<td>Bibliography resources are satisfactory, including the minimum number of sources.</td>
<td>Biography resources are not satisfactory. The student did not provide the minimum number of resources.</td>
</tr>
</tbody>
</table>

*Timeliness is essential for full credit.*
# Digital Storytelling Project
**Worth 20% of Final Grade**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The digital story is original and grade level appropriate. Story is engaging to students.</td>
<td>The digital story is completed, yet the content is not grade level appropriate. Story displays originality.</td>
<td>The digital story is missing significant elements. Elements were integrated from other sources and lacks originality.</td>
<td>The digital story is not complete or original.</td>
</tr>
<tr>
<td>Process</td>
<td>The story is easy to follow and shows significant planning.</td>
<td>The story is complete, yet lacking depth and planning.</td>
<td>The story is difficult to follow.</td>
<td>There is no evidence of a storyline.</td>
</tr>
<tr>
<td>Quality</td>
<td>The digital story is engaging, visually attractive and ready to be used in the classroom.</td>
<td>The digital story is engaging, visually attractive, yet it is not complete for classroom use.</td>
<td>The digital story needs more details added.</td>
<td>The digital story does not meet the minimum requirements.</td>
</tr>
<tr>
<td>Format &amp; Technology Use</td>
<td>Project is presented with appropriate sound and visual images.</td>
<td>Project is completed, but more editing is needed with sound and visual images.</td>
<td>The project is emerging, but needs more work with sound and visual images.</td>
<td>The project is lacking significant amount of appropriate sound and images.</td>
</tr>
<tr>
<td>Mechanics/Grammar and Language Usage</td>
<td>Grammar and usage were correct and contributed to clarity, style and character development.</td>
<td>Grammar and usage were typically correct and errors did not detract from the story.</td>
<td>Grammar and usage were typically correct but errors detracted from story.</td>
<td>Repeated errors in grammar and usage distracted greatly from the story.</td>
</tr>
</tbody>
</table>

*Timeliness is essential for full credit.*
### Observation Log and Reflective Journal Summary:
#### Focus on SmartBoard
##### Worth 10% of Final Grade

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Log</td>
<td>Log is clearly organized and formatted with 25 or more hours of observation recorded.</td>
<td>Log, is the for the most part, easy to follow with the minimum of 25 hours of observation recorded. Minor formatting issues exist.</td>
<td>Log is somewhat organized but does not meet the minimum of 25 hours of observation.</td>
<td>Log is clearly not organized or formatted properly. Log does not meet the minimum required hours of observation.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection conveys extensive evidence of a personal response to the issues raised while observing in the field. Student demonstrates personal growth and awareness.</td>
<td>Reflection conveys evidence of a personal response to the issues raised while observing in the field. Student demonstrates that he/she is beginning to develop new ways of reflection on their world.</td>
<td>Identifies the problem/question and provides a poor summary or identifies an inappropriate problem/question.</td>
<td>Does not identify or summarize the problem/question accurately if at all.</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>Writing is clear and succinct.</td>
<td>Writing is generally clear, but unnecessary words are occasionally used. Paragraph and/or sentence structure requires more organization.</td>
<td>Writing is sometimes clear. Paragraph and sentence structure is not well organized.</td>
<td>It is difficult to understand what the writer is trying to express. Writing is difficult to comprehend.</td>
</tr>
<tr>
<td>Conclusions and implications</td>
<td>Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.</td>
<td>Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.</td>
<td>Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.</td>
<td>Does not identify or evaluate any conclusions, implications or consequences.</td>
</tr>
<tr>
<td>Mechanics/ Grammar and Language Usage</td>
<td>No grammatical errors or misspellings.</td>
<td>One grammatical error and/or misspelling.</td>
<td>Two grammatical errors and/or misspellings.</td>
<td>More than two grammatical errors and/or misspellings.</td>
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</table>

*Timeliness is essential for full credit.*
# Online Participation

**Discussions, Blogs, Wikis**

**Worth 30% of Final Grade**

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<th>Criteria</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Frequency &amp; Delivery</strong></td>
<td>Participates throughout the discussion and delivers responses to instructor and peers by assigned due dates.</td>
<td>Participates throughout most of the discussion and delivers responses to instructor or peers by assigned due dates.</td>
<td>Participates in some of the discussion and does not deliver responses to instructor and or peers by assigned due dates.</td>
<td>Participates in few discussions or no discussions, whereby responses are late or missing.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is off-topic, incorrect, irrelevant to discussion, or does not post at all.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style.</td>
<td>Contributes valuable information to discussion with minor issues related to clarity of posts.</td>
<td>Communicates in friendly, courteous and helpful manner with minor issues related to value of information and clarity of posts.</td>
<td>Posts long, unorganized information, or no content.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Posts are free of grammatical or spelling errors.</td>
<td>Posts contain minor grammar or spelling errors (1-2).</td>
<td>Posts contain some errors in grammar or spelling (3-4).</td>
<td>Posts contain multiple errors in grammar or spelling (more than 4) or may be inappropriate.</td>
</tr>
</tbody>
</table>

*A reduction in a student’s overall participation grade will occur when a student does not complete a homework assignment(s) or fails to participate in online activities.

Each unit in LIS 629 builds upon previous units. Keeping current with readings, explorations, postings, homework and other class activities is essential. In addition, preparation for class meetings and participation in class discussions is vital for the success of the class. The online discussions/homework/participation grade is based on:

- Successful participation in online forums
- Successful completion of homework assignments (including wikis, blogs and journals) in a timely manner

Note: It is recommended students check the course site located in Blackboard every other day for periodic announcements and/or changes.
LIS 629 Calendar Spring 2016

Modules go from Monday to Monday. Please plan your workload accordingly. Please note dates for initial discussion post and peer posts. Some modules are one week in length, while some modules are two weeks in length.

<table>
<thead>
<tr>
<th>Week #/Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Orientation to the Course</td>
<td>Textbook reading</td>
<td>Introduction Blog: See Major Assignment: Introduction Blog in syllabus. Blog posting due: 2/1 with at least 1 peer response by 2/3</td>
</tr>
<tr>
<td>Introduction</td>
<td>Student Centered Learning &amp; 21st Century Skills</td>
<td>Chapter 1, Learning, Literacy, and Web 2.0</td>
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<tr>
<td>Week of 1/25</td>
<td>“Personalized Learning”</td>
<td>Youtube videos in Blackboard: A Vision of K-12 Students Today</td>
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<td></td>
<td>Observation Log: Smart Board assignment</td>
<td>“What is Personalized Learning”</td>
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<td>The Journal Article on Student Centered Learning, “This Time It’s Personal” by Jenifer Demski</td>
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<td>at: <a href="http://thejournal.com/Articles/2012/01/04/Personalized-learning.aspx?p=1">http://thejournal.com/Articles/2012/01/04/Personalized-learning.aspx?p=1</a></td>
<td></td>
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<tr>
<td>Module 2 (Unit I)</td>
<td>Digital Citizenship/ Online Safety</td>
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<tr>
<td>Weeks of 2/1 and 2/8</td>
<td>Online curricula</td>
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<td></td>
<td>Key concepts</td>
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<td></td>
<td>Professional development plans for teachers</td>
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<td></td>
<td>Textbook: p. 173 – 175</td>
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<td>NYC DOE “Citizenship in the Digital Age: Sample Lesson Plans for K-12”</td>
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<td>TeacherTube Digital Citizenship Curriculum</td>
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<td>Digital Citizenship Curriculum (Anderson SD One, South Carolina)</td>
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<td>Google Digital Literacy and Citizenship Curriculum (<a href="http://www.google.com/goodtoknow/web/curriculum">www.google.com/goodtoknow/web/curriculum</a>)</td>
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<td>Joyce Valenza: “Be CyberSmart: Researching the Internet Wisely” (youtube)</td>
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<td></td>
<td>Due: 2/15 in Assignments.</td>
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<tr>
<td>Module 3 (Unit II)</td>
<td>Searching for, Managing, and Organizing Information</td>
<td>Textbook reading: Chapters 2 (Searching the Web) and 4 (Managing and Organizing Information)</td>
<td>Assignment: see Major Assignment for Unit II in the syllabus. Develop a LibGuide or “student interactive” for a curriculum topic and grade level of your choice. Due: 2/29 In Blogs.</td>
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</tr>
<tr>
<td>Module 4 (Unit III)</td>
<td>Content Collaboration Blogs</td>
<td>Textbook reading: Chapter 5 (Content Collaboration)</td>
<td>Discussion: Post a summary of the blog postings of the blogger you are following and your reaction, especially why you feel it is important – or not – to follow this blog for school library work. Discussion posting due 3/14; at least one peer response by 3/18. Interactive Book Review assignment: see Major Assignment for Unit III in your syllabus. Due 3/21 in Blogs.</td>
</tr>
<tr>
<td>Weeks of 2/29, 3/14</td>
<td>Wikis</td>
<td>Blog and Wiki Web Resources</td>
<td></td>
</tr>
<tr>
<td>Spring Break: 3/7 – 3/11</td>
<td>Follow a SLMS or Ed Tech specialists at one (or more) of the following blogs: “Top Ten School Library Blogs.” <a href="http://www.teachercertificationondegrees.com/top-blogs/school-library">www.teachercertificationondegrees.com/top-blogs/school-library</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5 (Unit IV)</td>
<td>Media Sharing Digital Storytelling Tools</td>
<td>Read chapter 6 Media Sharing in text</td>
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<tr>
<td>Weeks of 3/21, 3/28, 4/4</td>
<td>Research digital storytelling tools on the Web</td>
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<td>Online digital storytelling resources</td>
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<td>Copyright and creative commons resources</td>
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Module 4 **Blog**: After researching Digital Storytelling tools on the Web, post your tool of choice and why you selected this tool to our Digital Story Blog by 3/28, with at least one peer comment by 3/31.

Assignment: Begin developing a digital storytelling project for a School Media Librarian. Using online tools (i.e. iMovie, Audacity, Voicethread, Jing, Windows Live Moviemaker (to name a few) and submit link or file to the digital storytelling blog link in Blackboard by 4/11. Project specifications will be located in Blackboard. Also see Major Assignment for Unit IV in your syllabus. This project is worth 20 points!
<table>
<thead>
<tr>
<th>Module 6 (Unit V)</th>
<th>Week of 4/11</th>
<th>New Tech Trends:</th>
<th>Online Resources</th>
<th>See Unit V in Major Assignments for directions for this 2 part assignment.</th>
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<tbody>
<tr>
<td>Prepare: 4/18: Adobe Connect Meeting: Time to be determined</td>
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<td>Gaming Coding Virtual Reality Makerspaces</td>
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<td>Short demo by students of your chosen “new tech tool” on 4/18 at the Adobe Connect session</td>
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<td>Module 7</td>
<td>Week of 4/18</td>
<td>Adaptive Technology and Accessibility Universal Design for Learning</td>
<td>Online Adaptive Technology and Accessibility readings</td>
<td>Module 6 Discussion: Find 2 resources for a school librarian to reference to address accessibility of online materials. Post your original resources to the Adaptive Technology Discussion by 4/25, and reply to at least one student.</td>
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<td>Adobe Connect Session: student demonstration of “new tech tools” Time: TBD</td>
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<td>Module 8</td>
<td>Week of 4/25</td>
<td>SmartBoard Review</td>
<td>Review of assignment</td>
<td>Smart Board Observation Log due: 5/2</td>
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<td>Module 9</td>
<td>5/2</td>
<td>Course Evaluation</td>
<td>PMI</td>
<td>PMI due in Blogs before 5/5.</td>
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*Professor reserves the right to make changes to the calendar.*
Assignment Due Dates and Grade Points:

2/1 – 2/4: Introduction Blog (5 pts) and Peer Response (5 pts)
2/15: Digital Citizenship Professional Development Plan (10 pts)
2/29: Curriculum Topic LibGuide or Student Interactive (10 pts)
3/14 – 3/18: Discussion: School librarian bloggers (5 pts) and Peer Response (5 pts)
3/21: Interactive Book Review (10 pts)
4/11: Digital Storytelling Project (20 pts) **
4/25: New Tech Trend “reports (10 pts) and Adaptive Technology Discussion (10 pts)
5/2: PMI Course Evaluation; SmartBoard Observation Log (10 pts)

Participation
Online participation is critical to your success in this course. Since this is a fully online course, lack of participation in online discussions will reduce your final participation grade. This relates to ongoing discussions, wiki and blog postings.

LIU Post Academic Conduct Policy

The Academic Conduct Policy of the C.W. Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action.

Information about the Policy and resources to prevent violating it can be found in the Academic Conduct Policies and Standards section of the Web site. All students are required to review the contents of the Website located at:

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx

Students are also required to familiarize themselves with all university policies as outline in the student handbook and the university Website. If you have any questions about the policies, please speak to your professor.

Disability Services

If you are a student with a disability and require accommodations, please contact the Learning Support Center in Post Hall (lower level, East wing) at 299-3057 during the first week of the semester.