Credit Hours: 3

Prerequisites: LSC 772

Meetings

This is class will be a blend of face-to-face (f2f) and online class meetings. There are 8 face-to-face (required) meetings:

Tuesday, August 28 – assignment will be provided online.

Tuesdays, September 4 – October 23. These classes will be on campus in the first floor computer lab in Marist Hall.

October 30 - December 11. These classes will be held online. We will have a face-to-face class during this period of time if we need to catch up on presentations. In the online classes, you will be answering questions in response to articles or the text, and posting projects/responding to others posts and projects. Due dates will be Mondays at midnight before the next assignment is posted on Tuesday. Online participation is expected.

We will use an online class blackboard site for announcements, discussion, assignments, etc. Students are expected to monitor the class web site; updates, administrative information and reminders are posted there.

Instructor Contact Information
Ellen McNair • Phone and text: 703 629 5018 • CUA email: mcnair@cua.edu; mobile email: ejones5@me.com

Description
Theory and practice in the use of digital tools and planning and production of multimedia. Hands-on experience in design and use of digital tools/multimedia for instruction will be integrated into class and assignments.

Textbook Required:
Optional:


Optional texts: *There will not be any required readings in these optional texts. You may wait to purchase this book after reviewing it in the classroom. They are both good reference tools for you in your library.*

Course Goals
This course is designed to:

- Introduce concepts of instructional design and multimedia production.
- Prepare students to use and evaluate technology for computer-based multimedia production.
- To teach students the basic skills needed to produce instructional materials in a computer and Web-based environment.
- To promote critical thinking, problem solving and collaborative teamwork abilities for working with information technology and understanding media literacy.

Goals for Student Learning
At the end of the course students should be able to evaluate and apply understanding of:

1. Planning, developing and producing multimedia computer-based instruction.
2. How to develop Web-based instruction and multimedia projects.
3. Ethical use of web-based and Web 2.0 tools and their use in the classroom.
4. Legal, technical and management issues for Web-based instruction.
5. Choosing the most appropriate media for different types of instructional goals.

Instructional Methods
This course uses a variety of instructional methods and activities:

- Lecture and discussion based on the readings.
- Small group discussions.
- Hands-on exercises for skills development.
- A team project, including student presentation and critique.
- Collaborative learning - You will learn from each other by sharing experiences, knowledge and skills.
- Feedback to and from the instructor. In-class and online feedback is an integral part of the learning and assessment process for both the student and the instructor.
This course requires access to the Internet.

**Professional Standards Addressed**
American Library Association

- Knows the ethics, values and foundational principles of the library and information professions.
- Demonstrates a comprehension of current information and communication technologies, and other related technologies, as they affect the resources and uses of libraries and other types of information providing entities.
- Has basic knowledge of the concepts and processes related to the assessment and evaluation of the specifications, economic impact and efficacy of technology-based products and services.
- Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.
- Demonstrates proficiency in the use of standard information and communication technology and tools consistent with prevailing service norms and professional applications.
- Can recognize and respond to diversity in user needs and preferences for resources and services.

American Library Association/American Association of School Librarians

- Effective and Knowledgeable Teacher: Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school.
- Managing Program Resources: Human, Financial, Physical: Candidates organize, manage and assess all human, financial, and physical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies. Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.

**Course Structure**
Each F2F class will consist of four threads: Group Chapter Presentation and Discussion, Project Group Presentation, News Share (you are required to share an article from a journal on technology and education each week), and Article Discussion. The class will take place in a computer lab; a limited amount of time will be provided for group collaboration and exploration of tools during class. Instructor presentations on various topics will be included.

**Course Schedule**

<table>
<thead>
<tr>
<th>Classes</th>
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<tbody>
<tr>
<td><strong>August 28</strong></td>
</tr>
<tr>
<td><strong>Part I – Due on or before Friday August 31, 2012</strong></td>
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</tbody>
</table>

The blackboard course should be up and running by next Tuesday. In the meantime, please send this information to me in an email (ejones5@me.com) by Friday, August 31. I will wait to distribute the syllabus until our first meeting, after I have received this information. You are welcome to do this in a
bulleted format. Please precede each answer with the question:
- Where are you in your program? (How many more courses do you have? When are you scheduled to graduate?)
- If you know at this point what you hope to do with your degree, please briefly describe.
- Briefly describe your work experience (library related or not).
- Describe your use of technology; are you frequently showing others how to use digital tools?
- What device(s) [ipad or other tablet, laptop, smartphone, kindle, etc] are you using?

**Part II - Construct a Digital Poster  Due Tuesday, Sept 4, 2012**
1. Go to Glogster.com 2. Create an account. 3. Construct a glog (a digital poster) to introduce yourself to me, including this information:
- What is important in your life besides graduate school? Hobbies/Activities?
- If you had an extra room in your house, what would you do with it?
- Using the first letter of your first name, provide a word that describes your personality or one of your characteristic.
- What is your favorite book?
- What made you want to be a librarian? Or, At this point in time, what do you like best about being a librarian?
- Where were you born?
- When are you expected to finish school?
  • Include at least one picture. This is a visual tool; if you prefer pictures over text, feel free to use pictures to represent the information you are conveying.
  • Include at least one videos of something you enjoy (music, sport, book-trailer, movie trailer, etc) or a link to a website. In your oral presentation of the glog, explain why you chose that link or the videos.
  • Please send the glog to me by Tuesday September 4, and be prepared to showcase your glog for the class that evening. I will let you know before Tuesday which email address to use.

**Part III – Digital Poster Instruction – Due Tuesday, September 4, 2012**
• Submit two examples of how you might incorporate digital posters into library instruction or into a class project at the elementary, middle or high school level. Please include a rudimentary lesson plan (you may choose any lesson format plan you like).
• Be prepared to discuss: Advantages of this tool? Disadvantages?

Please order or download the text (Solomon, Gwendolyn and Lynne Schrum. *Web 2.0 • how-to for Educators*. International Society for Technology in Education. USA: 2010.)
[http://www.amazon.com/Web-2-0-Educators-Gwen-Solomon/dp/156484272X](http://www.amazon.com/Web-2-0-Educators-Gwen-Solomon/dp/156484272X) This book has a great kindle edition, with live links. If you have a kindle, or use the free kindle app for your phone or tablet, I recommend the e-book edition (you may order either edition for this course).

If you have any questions, please write to me at ejones5@me.com and include “CUA” in the subject. I will send my CUA email address as soon as I have access. I am a bit more efficient in responding to email than I am in returning phone calls. I am looking forward to telling you more about my background, hearing from you, meeting you in class, and sharing information and ideas with you.

**September 4 - Agenda**
Introductions
*Class structure
*Location
*The answer is in the room
*Projects
*Syllabus

-Glogs - Share-out lessons – would you include a Glog in your library instruction? Advantages/Disadvantages?
-Glog samples and ideas – World History, holocaust
-Active Engagement – stand up/pair up/share
-Lab – Explore and Sign-Up AASL

Share Outs
AASL top 10 Websites * Chapter reviews * Photostory/Animoto/moviemaker * E-learning fb page *
Report out on Crowd sourcing and flipped classroom * Report out on twitter #edchat *
Report out on instructional and library blogs: Free tech for teachers, Edublog, edutopia.org, blogs.kqed.org/ mindshift (how we will learn), The Ubiquitous Librarian, blog.Schoollibraryjournal.coml, Cut and Paste, The Unquiet Librarian * Report out on iPad apps/connecting the classroom * google webinars * social bookmarking * ted.com * apps for education/YALSA app * digital bookshelves/shelfari/ireads/goodreads*booktrailers * QR codes * wix/yola

Sept 11 - Agenda

-Share out on Intro – What are your 3 take-aways from this? Challenges and barriers. Critical Thinking? Discussion on chapter presentations. Which chapters are the most important to you?
-Photopeach Presentations: Use the tool to present to teachers or as a sample to students. Include lesson plan - how would you use this tool? What content/topics would you want students to cover? Is it a report or is there a critical thinking element? Which grade/subject area? Content?
-Web Assessment - View ted.com/google topic and discussion
-Media Literacy
Introduction of project on Web Assessment

Next week:
Media Literacy Presentations
Chapter Discussions

Sept 18 - Agenda

-LAB Rubrics
-Media Literacy Presentations – How would you introduce important elements in media literacy to your faculty in groups of 10-15 teachers? Use prezi or another tool besides powerpoint
-Chapter Discussion
-LAB Eschool news – lab and share out
-AASL Top 10 Presentations
--Active Engagement
**Next Week:**
animoto/moviemaker/photostory

**Sept 23 – Agenda**

Speakers:
Krissy Ronan and Gretchen Hazlin, Librarians, Fairfax County Public Schools: *Inquiry Bursts; Digital Tools for Teaching Research.*
Lelah Sullivan, Head Librarian, Loudoun County: *Copyright and Plagiarism in Multimedia projects*
Natalie Delaney, English Teacher, Stuart High School, Falls Church, VA: *Revising Multimedia Projects and Critical Thinking.*

-AASL top 10 (continued)
-LAB Share out: blogs (Copy/Paste, Edublog, the Unquiet Librarian, Etools for learning)
-Copyright
-Chapter discussion
-Lab: Free Tech 4 Teachers explore and report back
-Animoto Presentations: How can you market your library through Animoto? Would this be a tool your students would use? How? Advantages? Disadvantages? Ease of use?

**Coming Up:**
Eye-jot, voki, and skype lessons
Prepare info to share on crowdsourcing, flipped classroom, critical thinking, bighugelabs, commoncraft, yalsa app.

**October 2 – Agenda**

Copyright, Multimedia, and Inquiry Bursts Share-out from 9/23/2012
Active Engagement - Strategies in the Classroom
Share-out of Common Craft videos and usage

**Eyejot and skype:** Present lesson plan for use in classroom.
Critical thinking

**Share out:** crowdsourcing, flipped classroom, critical thinking, bighugelabs, commoncraft, yalsa app

**Chapter Discussion**

Assignment:
Media Literacy readings
Complete Interviews for News Show Production

**October 9 – Agenda**

NO CLASS – UNIVERSITY HOLIDAY

**October 16 – Agenda**
## Media Literacy

AASL Top 10 multimedia/digital tools presentations  
News Show Production

### Assignments:
- Authenticity Readings  
- Rubrics  
- 1 Multimedia Presentation

### October 23 – Agenda

- Authenticity/Project Development; framing relevant questions for all levels of library work  
- Multimedia Presentations  
- Rubrics  
- Chapter 6/Visual Literacy - Chapter Discussions

### Assignment: Assigned Readings: 21st Century Instructional Library Challenges

October 30

ONLINE – articles and discussion  
- 21st Century Instructional Library Challenges  
- Image Generators; Teaching Information Literacy Skills

MULTIMEDIA PROJECT and LESSON PLAN – Share and response

### Assignment: Voicethread Project

November 6

ONLINE – articles and response  
MULTIMEDIA PROJECT and LESSON PLAN – Share and response  
Voicethread Project share and response

Assignment: Prepare and share wix, weebly, or yola site; describe how you will use it to promote your library or inform students for a project or submit a lesson for students to create a site.

### November 13

ONLINE – articles and response  
MULTIMEDIA PROJECT and LESSON PLAN – Share and response

### Next Week:

Prepare and Share Multimedia Project and 1 Lesson Plan  
Teaching Citations

### November 20

ONLINE – articles and response  
MULTIMEDIA PROJECT and LESSON PLAN – Share and response  
Share-out Media Literacy Projects
Next Week:  Book Trailers (top favorite books, or new books, specific genre, topic, narrative nonfiction, glog, word document with links, prezi to embed in a blackboard course, or in a wix. Must be in a form that can embed links)

<table>
<thead>
<tr>
<th>November 27</th>
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<tbody>
<tr>
<td>ONLINE – articles and response</td>
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<tr>
<td>MULTIMEDIA PROJECT and LESSON PLAN – Share and response</td>
</tr>
<tr>
<td>Share out Book Trailers Projects</td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
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<tr>
<td>Prepare and share last Multimedia project and Lesson Plan</td>
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<tr>
<th>December 4</th>
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<tbody>
<tr>
<td>Face-to-Face class</td>
</tr>
<tr>
<td>Multimedia Projects and Lesson Plan - Share and response</td>
</tr>
<tr>
<td><strong>Assignment:</strong></td>
</tr>
<tr>
<td>Where do we go from here? Resources, Readings and Response online</td>
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<tr>
<th>December 11</th>
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<tbody>
<tr>
<td>Respond to questions posted online:</td>
</tr>
<tr>
<td>Where do we go from here? Resources, Readings and Response online</td>
</tr>
</tbody>
</table>

Note: This schedule provides an overview of topics and major assignments. Detailed information will be provided in class and on the class website. This schedule and syllabus is subject to change as needed.

Technologies

Webcam – Do Not Purchase. Basic webcam for use with your laptop or desktop may be used for projects; we have webcams you may borrow for this purpose.

Readings

Readings outside of the text will be posted in blackboard.

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Grades for this course will be based upon the following elements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Class/Online</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Lab Share-Outs</td>
<td>20%</td>
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<tr>
<td>Projects</td>
<td>50%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numeric range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
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<tr>
<td>B-</td>
<td>78-81</td>
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<tr>
<td>C</td>
<td>70-77</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
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University grades: The University grading system is available at [http://policies.cua.edu/academicundergrad/gradesfull.cfm#II](http://policies.cua.edu/academicundergrad/gradesfull.cfm#II) for undergraduates and [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

### Class Participation - In class and online

Each class is critical to your learning experience. Your energy in contributing to class and online discussions, and small-group exercises will be important. Therefore, coming to class prepared (e.g., reading all course readings before class, exploring assigned tools, working on project research, etc.) and actively participating will be necessary to receiving full credit for class participation. The readings are intended to stimulate questions in addition to providing information. It is a recommended strategy to make notes of questions and comments as you read - these can be useful contributions to the discussion.

### Exercises and Other Activities

Exercises and other activities are provided to help you learn and practice course material, especially specific techniques or tools. We will often start an exercise in class which you will finish afterwards. Although they are not formally graded, these exercises contribute to your class participation grade - you are expected to complete them and post your results, comments, etc. as instructed.

### Homework

If an assignment is submitted late, your grade will be reduced by 10%. Each day it is late thereafter you will lose an additional 5% point (e.g., submitting one day late would reduce your
grade by 15%).

**Submitting Assignments**

All assignments are to be submitted electronically through the designated site or posted online as instructed.

Late work. The instructor will not accept late work except by prior arrangement. If accepted, it may not be graded until the end of the term.

Makeup work. If a student has a legitimate reason, such as a medical or family emergency, the instructor may allow a student to do makeup work. The amount and nature of the work is up to the instructor's discretion. It will be graded at term's end. Documentation of the emergency (e.g. a doctor's letter) may be required.

Place your name and email address at the top of any project or assignment. Exemplary grammar, spelling or format problems is expected.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: [http://disabilitysupport.cua.edu](http://disabilitysupport.cua.edu). The CUA guide for services and accommodations for students with disabilities can be found at [http://counsel.cua.edu/ADA/publications/disbro/contents.cfm](http://counsel.cua.edu/ADA/publications/disbro/contents.cfm). Some basic guidelines and links to other information may be found at: [http://counsel.cua.edu/ADA/clicks/](http://counsel.cua.edu/ADA/clicks/).

**University Grades**

The University grading system is available at [http://policies.cua.edu/academicundergrad/gradesfull.cfm#II](http://policies.cua.edu/academicundergrad/gradesfull.cfm#II) for undergraduates and [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

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Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction." Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.

Plagiarism will not be tolerated. Always cite your sources.

**Participation and Conduct:**

Attendance is required, in keeping with university policy. Any non-emergency absences must be approved by the instructor before the first class of the semester. Your class participation grade depends on being in class and actively participating in class and online. Arrive on time. Late arrival will affect your class participation grades.

If class is cancelled due to weather, illness or other emergency, check the online announcements the next day. We will generally hold class online when this happens.

Behave respectfully. Students are expected to behave respectfully at all times: while in class, in public discussion forums, and when using email. Participation grades will reflect a student’s maturity level and professionalism; cooperation and collaboration with the class; and whether the meaningfully contributes to course discussions.

No phone calls during class. Turn off or silence cell phones and pagers. Students leaving the room for calls may not be allowed to return to that class session.

No grade discussions in class. Instructor will not discuss grades in class. First consider why the instructor deducted points. If you still disagree, explain your disagreement in an e-mail to the instructor.

**Accommodations for students with disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability...
Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: [http://disabilitysupport.cua.edu](http://disabilitysupport.cua.edu).

**Syllabus changes**

The instructor reserves the right to make changes to this syllabus as needed. Nothing in this syllabus may be construed as a contract. All changes will be provided to students via the class web site.

**Acknowledgements**

Portions of this syllabus were adapted from material by Joe Provenzano and Tim Steelman.