TECHNOLOGY FOR MEDIA SERVICES

Semester Hours: 3

Semester/Year: Fall 2015
Instructor: O.P. Cooper, Ed.D.

Time/Location: Online, Tuesdays 6:00 – 9:00 p.m.

Office Location: Room 141 Education Annex

Office Hours: Mondays, 11:00 a.m. – 4:00 p.m.; Tuesdays, 10:00 a.m. – 3:00 p.m.
Online: Tuesdays 3:00 p.m. – 8:00 p.m.
Telephone: (678) 839-6108
E-mail: ocooper@westga.edu
Department Secretary: (678) 839-5259, Vicki Griffin
FAX: (678) 839-6097

Distance Helpline: (678) 839-6248
Distance Helpline after hours: 1-877-855-3238 (Toll free)

Online Support: D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

An introduction to technology for media services including basic computer operations, troubleshooting, and networking; Internet issues, resources, and applications; video resources and production; and technology training and instruction.

Prerequisite: MEDT 6401 or equivalent; MEDT 7461

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered 100% online. This requires the online equivalent of 2200 minutes of instruction (seat-time) and an additional 4400 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1200 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. identify basic maintenance and troubleshooting strategies for personal computers (Barron, Orwig, Ivers, & Lilavois, 2002; Bilal, 2002; Craver, 2002; Derfler & Freed, 2004; Education Development Center, 2002; Lowe, 2008; Tomsho, 2007) (D1 decision makers, D8 knowledgeable, D9 proactive; NBPTS Proposition 3; AASL 1.3, 4.1, 4.2);
2. describe the basic components and operation of a local area network (Barron, Orwig, Ivers, & Lilavois, 2002; Bilal, 2002; Craver, 2002; Derfler & Freed, 2004; Education Development Center, 2002; Lowe, 2008; Tomsho, 2007) 
(D1 decision makers, D8 knowledgeable, D9 proactive; NBPTS Proposition 3; AASL 1.3, 4.1, 4.2);

3. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging instructional technologies (Davidson-Shivers & Rasmussen, 2006; Nicholson, 2010; Peltier-Davis, 2012; Stefl-Mabry & Lynch, 2006; Tomsho, 2007; Valencia, 2011) 
(D2 leaders, D3 lifelong learners, D4 adaptive, D8 knowledgeable, D9 proactive; NBPTS Propositions 1, 3, 5; AASL 1.2, 1.3, 2.1, 2.3, 3.3, 4.1);

4. evaluate the impact of Internet filtering in schools and media centers (Barron, Orwig, Ivers, & Lilavois, 2002; Craver, 2002; Gralla, 2006; Woolls, Weeks, & Coatney , 2014) 
(D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS Propositions 1, 3, 5; AASL 1.1, 1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2);

5. demonstrate knowledge, skills, and understanding of concepts related to development of school library media center websites (Davidson-Shivers & Rasmussen, 2006; Williams & Tollett, 2006) 
(D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D9 proactive; NBPTS Propositions 1, 3, 5; AASL 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 4.1);

6. demonstrate knowledge, skills, and understanding of concepts related to development and use of digital video to support learning activities (Greenwood, 2003; Kyker & Curchy, 2003; McConnell & Sprouse, 2000) 
(D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D8 knowledgeable, D9 proactive; NBPTS Propositions 1, 3, 5; AASL 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2);

7. demonstrate knowledge, skills, and understanding of concepts related to technology and supporting the diverse needs of learners (Bray, Brown, & Green, 2004; Male, M., 2002) 
(D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS Propositions 1, 3, 5; AASL 1.4, 2.1, 2.3); and

8. apply current research on teaching and learning with technology when planning technology mediated learning environments and experiences for students and faculty (Dabbagh & Bannan-Ritland, 2005; Davidson-Shivers & Rasmussen, 2006; Williams & Tollett, 2006) 
(D1 decision makers, D2 leaders, D4 adaptable, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D9 proactive, D10 reflective; NBPTS Propositions 1, 3, 5; AASL 1.1, 1.3, 1.4, 2.1, 2.3, 3.1).
TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:  NONE

Suggested Texts:

(Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

(Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

**Required Instructional Resource**: Tk20 Subscription.  
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

References:


**ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

**Link to Conceptual Framework**

The focus of this course is on preparing media specialists to perform technology-related tasks that support school media programs. The overall evaluation of the course is structured so that
students complete projects or activities that will enable them to handle and resolve basic computer and networking related problems, apply and use video and internet strategies and tools to support instruction, and stay abreast of new and emerging technologies. At the completion of the course, students will have demonstrated achievement in the areas of decision making: selecting and designing technology solutions (Assignments 6, 8 - 12), leadership: taking responsibility for ongoing technology development and training support (Assignments 2, 3, 12), lifelong learning: staying informed about rapidly changing technologies that impact school media services (Assignments 1, 2, 3, 4, 6 - 12), being adaptive: changing technology support strategies to meet teacher and student needs (Assignments 1 - 3, 5 - 12), collaboration: working with teachers and staff to plan and carry out technology programs and training (Assignments 2, 3, 7 - 12), cultural sensitivity: adapting technologies to meet the needs of diverse students (Assignments 1, 3, 6 - 12), empathy: demonstrating sensitivity to the individual needs of students, faculty, and staff when implementing technology solutions and training (Assignments 1, 3, 7 - 12), knowledge: drawing on content and professional knowledge when planning and implementing technology solutions (Assignments 1-12), being proactive: implementing new technologies to better serve students, teachers, and staff (Assignments 1, 3, 6 - 12), and reflection: engaging in ongoing, continuous reflection to determine the effectiveness of technology solutions (Assignments 1, 3, 6 - 12).

Activities and Assessments:

1. Personal Information and video introduction (Individual). Each student will
   • Post a picture and biographical information to the Class Members discussion board providing the requested information, and
   • Produce a short video introduction using Animoto. The video should include at least five pictures of the student and accompanying narration describing his/her “proudest” moment, and identifying at least one thing about him/herself that most people don’t know. Projects will be evaluated on demonstrated competencies. (Objectives 3, 5, 6, 7; knowledge, skills, disposition; teacher observation)

2. Equipment Operations Assignment (Individual). Each student will work with his/her mentor to
   • learn basics of video distribution system
   • learn how to set up and use a student response system (aka “clicker system”), and
   • learn how to set up and use a Smart Board, Promethean Board, or other interactive whiteboard system
   • learn how to set up and use another piece of equipment used in the media center
If your school doesn’t have one of the technologies described above, you should find another school that has the missing technology and ask the media specialist or IT person at that school to show you how it works. Develop an illustrated “how to” guide for performing the one of the tasks described above. The text should explain how to perform the task IN YOUR OWN WORDS, and the illustrations should be ORIGINAL PHOTOGRAPHS (i.e., that YOU make with a digital camera) that depict the steps involved. DO NOT COPY INSTRUCTIONS THAT CAME WITH THE EQUIPMENT. YOU MUST WRITE THEM IN YOUR OWN WORDS. Be sure to identify the specific brand and model for each “how to” sheet.

3. Tech Tip / screencast (Individual). Each student will present a brief Tech Tip / screencast about a free web-based or Open Source software application that is available on the web and that would be useful in a media center or classroom environment. Examples might be an Open Office or Google doc software application, Voicethreads, Audacity, etc. The Tech Tip should
identify the application, how it can be accessed and tips for using it in the media center or classroom. A sign up list for dates and the specific technology to be featured will be posted in CourseDen or the course website. Tech Tips will be evaluated on demonstrated competencies including accuracy, completeness, relevance, clarity.
(Objectives 1, 3, 5; knowledge, skills, disposition; teacher observation)

4. Tech Tip Review & Feedback (Individual). Each student will be assigned 2 Tech Tips to review anonymously. Students will work through the Tech Tips and provide feedback on the usefulness and clarity of the Tip. Tech Tip reviews will be evaluated on demonstrated competencies including usefulness, accuracy, completeness, and clarity of provided feedback (Objectives 3, 7, 8; knowledge, skills, disposition; teacher observation)

5. Networking Diagram (Individual). Each student will draw, using Word or PowerPoint, a computer network diagram that represents the network components and wiring configuration for the network in his/her school. (NOTE: you must contact instructor for approval to use software other than Word or PowerPoint for this assignment.) The diagram should include **all networked clients in the media center**, and the network closets or main distribution frames (MDFs) and intermediate display frames (IDFs) for the rest of the school. Also include a diagram of a typical classroom. The network diagram should illustrate how these components tie into the head end of the network to connect to servers that support the media center and classrooms, and ultimately link to the Internet. A brief written report will identify significant features of the network. The completed network diagram will be submitted through CourseDen Assignments. Projects will be evaluated on accuracy, completeness, and clarity.
(Objectives 1, 2; knowledge, skills, disposition; teacher observation)

6. Internet Filtering Discussion and Position Paper (Individual and Small Group). Students will read articles related to Internet filtering in schools, how filtering impacts school library media programs, and the roles of the media specialist in this area. Students will conduct research on the topic, create a shared reference list, and participate in discussions via videoconference. Following the discussions, students will individually write a position paper on Internet filtering. Grades are based on the accuracy, completeness, relevance, and clarity of the submitted position paper and reference list, and participation in group discussion.
(Objectives 3, 4; knowledge, skills, disposition; teacher observation)

7. Blog (Individual and Small Group). Working in small groups, each student will participate in the development and maintenance of a blog discussing technology-related issues and how they impact school media centers. Topics will include the following, divided over seven weeks: Podcasting; Wikis; Media Center Web Pages; Social Networking and the Media Center; School TV News, Video Distribution Systems and GPB resources; Technology Training; Copyright and Multimedia; Digital Storytelling; and Technology, Diversity, and the Media Center. Each student will be required to post at least one **original entry for three blog topics** in his/her group blog, and will be required to post at least **three non-trivial, thoughtful replies to student entries on the four remaining blog topics** (one post in his/her group blog, two posts to other groups). Each week, after the blog entries have been posted, the student should submit the Blog Assignment entry for that topic in CourseDen with the notation “Original entry posted (date) to (Blog name)” or “Responses posted to (Blog names) on (dates)”. Weekly blog entries and responses will be evaluated on information accuracy, completeness, relevance, and clarity.
(Objectives 3, 5, 6, 7, 8; knowledge, skills, disposition; teacher observation)
8. **Library Media Center Orientation presentation (Individual).** Using assigned software, each student will create a tour of the media center that could be used as a “stand alone” introduction or orientation. Photos and descriptions of different areas, resources, materials, and activities should be included. Students must record narration as part of the presentation. If the images include people, written permission must be obtained from the parents/guardians of students and from any adults shown in the photos. Some schools request such permission from parents/guardians at the beginning of each school year and, if this is the case, additional permission is not required. This project may be a required element in the Electronic Portfolio submitted at the end of the program. Projects will be evaluated on information accuracy, completeness, organization, visual design, production quality, and communication clarity. (Objectives 3, 7, 8; knowledge, skills, disposition; rubric)

9. **Media Center Website (Individual, with team collaboration).** Each student will develop a library media website for a hypothetical school. The website will include media center information, policies, links to resources, etc. based on the media center web page readings and blogging discussion. Teams should provide support to each other through discussions, but each student will complete his/her own web page.

10. **Digital Storytelling Kit and Video (Individual).** For this project, each student will develop a lesson plan and resource kit including audio, video, graphic, photographic, text materials (and bibliography referencing the materials) that are available in the public domain. Using selected items from the resource kit, each student will produce a video documentary that falls into the digital storytelling genre. The video should be approximately 3-5 minutes in length. The topic must tie back to one of the Georgia Common Core Standards. The resource kit and video will be posted on the MEDT 7477 Wiki. Projects will be evaluated based on overall communication and storytelling quality, visuals, audio, editing, instructional value, and creativity. (Objectives 3, 6, 7, 8; knowledge, skills, disposition; teacher observation)

11. **Volunteer experience forms and course reflection (Individual).** Each student will post required volunteer experience documentation in TK20. Materials will be evaluated based on completeness, accuracy, relevance, and clarity. (Objectives 1-8; knowledge, skills, disposition; teacher observation)

**Evaluation Procedures:**

Students will be evaluated in following areas:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Information and Podcast Project</td>
<td>25</td>
</tr>
<tr>
<td><em>(Class Members discussion board 5 points, Podcast 20 points)</em></td>
<td></td>
</tr>
<tr>
<td>2. Equipment Operation and Troubleshooting Assignment</td>
<td>35</td>
</tr>
<tr>
<td>3. Tech Tip</td>
<td>30</td>
</tr>
<tr>
<td>4. Tech explorations</td>
<td>60</td>
</tr>
<tr>
<td>5. Networking Diagram</td>
<td>45</td>
</tr>
<tr>
<td>6. Internet Filtering Discussion and Position Paper</td>
<td>45</td>
</tr>
<tr>
<td><em>(Discussion &amp; contribution to team reference list, 15; position paper 30)</em></td>
<td></td>
</tr>
</tbody>
</table>
Grading Policy:

A= 92-100%,
B= 83–91%
C= 70 – 82%
F= 69% and below

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

• Participating in interactions and class activities in a positive manner.
• Collaborating and working equitably with fellow students in the class.
• Actively participating in class each week.
• Turning in assignments on time (late assignment submissions will result in a loss of points, up to one-half credit).
• Treating class members and colleagues with respect in and out of the virtual classroom.

Students are expected to log in to the CourseDen course frequently (at least 3 times per week) to check class notes, email, contribute discussion board postings, etc. Optional online sessions are scheduled, generally each week, to provide time for student questions about upcoming assignments or other issues. This course includes meetings using video conferencing software which runs on PC and Mac platforms. These video conferencing sessions are part of course participation.

Some assignments require the use of Microsoft Office application software (Word, PowerPoint, etc.). This software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at http://www.westga.edu/~mcastu/

Extra credit activities are not available in this course.

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.
Disability
Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCare/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

TENTATIVE CLASS OUTLINE

All due dates are Tuesdays, 11:59 p.m., unless otherwise stated.

August 25
  Class begins. Make sure you have webcam for video conference sessions.

September 1
  • Horizon Report
  • VC checkup
  • Opening video conference in GoToTraining, 6:30 - 7:30 p.m.
  • Confirm team blog set up (no submission due -- contact instructor if you aren't set with team blog by the end of the video conference session)

September 8
  • Video introduction assignment
  • Original posts for Blog 1: Podcasting
  • Ongoing: readings in 100 Tech Tools

September 15
  • Response posts for Blog 1: Podcasting
  • Original posts for Blog 2: Wikis

September 22
  • Response posts for Blog 2: Wikis
  • Original posts for Blog 3: Media center web pages
  • Tech exploration 1
  • "Tech in my media center" CourseDen discussion post
  • Ongoing: readings in Jurkowski text

September 29
  • Response posts for Blog 3: Media center web pages
  • Original posts for Blog 4: Social networking
  • Tech exploration 2: MakerSpaces GoToTraining, 6:30 - 7:30 p.m. with guest lecturers

October 6
• Response posts for Blog 4: Social networking
• Original posts for Blog 5: School TV news, video distribution systems, GPB resources
• Video conference: Overview of tech tip / screencast assignment: GoToTraining, 6:30 - 7:30 p.m. with guest lecturer

October 13
• Response posts for Blog 5: School TV news, video distribution systems, GPB resources
• Original posts for Blog 6: Technology training; copyright & multimedia
• Equipment operations assignment
• Progress video

October 20
• Response posts for Blog 6: Technology training; copyright & multimedia
• Response posts Blog 7: Digital storytelling; technology, diversity & the SLMC
• Video conference: Overview of digital storytelling assignment: GoToTraining, 6:30 - 7:30 p.m. with guest lecturer

October 27
• LMC orientation

November 3
• Media center website
• Video conference: share media center websites. Sign up forthcoming

November 10
• Tech tip / screencast

November 17
• Tech tip / screencast: review of classmates' work

November 24  Thanksgiving week -- no classes

December 1
• **Digital storytelling**

December 9
• Digital storytelling: review of classmates' work
• Distance & course evaluations
TK20 documentation, including volunteer experience

This online course will be conducted using CourseDen and other web-based tools. Internet access is mandatory.
ACADEMIC HONESTY
Students are expected to adhere to the highest standards of academic honesty. All work completed in this course must be original work developed this semester. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

IMPORTANCE OF WRITING QUALITY
It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammatical, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammatical or mechanical errors will NOT earn a passing score. If you are concerned about your writing proficiency, consider using the UWG Writing Center or a personal tutor.

COE WRITING EXPECTATION AND RUBRIC
Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

<table>
<thead>
<tr>
<th>COE Writing Rubric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.</td>
</tr>
</tbody>
</table>
| 4 = Exemplary       | There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the
MEDT File Naming Protocol
MEDT instructors use a file naming convention that all students must adhere to if they want full credit for their assignments. This protocol is designed to make things easier on you when it comes to compiling required assessment and portfolio materials to graduate from the program.

The file naming protocol is a simple one: course number (for instance, 7477) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Jerry Jingleheimer Johnson, a student in MEDT 7477, submitting his podcast assignment (a .mv4 file) would name that file like this: 7477_podcast_jjj.mv4

Normally, the period and file name (.mp3) should be automatically added by the program you are using, but it never hurts to double check. Please make sure you do NOT double up on the file extension by typing the file extension and letting the program add the extension as well. For instance, your file should NOT look like this: 7477_podcast_jjj.mp3.mp3.