INST 651: Promoting Rich Learning with Technology

Fall 2018 Course Syllabus*

PROFESSOR
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Office Hours: By appointment

* Please consider the syllabus a living document that is subject to modification with prior notification and based upon the needs of all class members.
GENERAL COURSE INFORMATION

Course Description: In this online course, students will engage in readings, discussions, personal research, hands-on activities, and projects to explore how technology can promote rich learning experiences, with a particular focus on youth populations.

Students will assess the how, when, and why of infusing technology into the teaching and learning process. In addition, students will engage in their own personal projects where they will independently learn and try out new technologies, and share their insights with their peers throughout the semester.

Finally, students will gain experience in online learning activities that focus on knowledge production (e.g., writing, discussion, sharing of ideas, and building a sense of learning community with peers online) rather than knowledge consumption (e.g., watching videos passively, taking quizzes etc.).

Course Goals & Student Learning Outcomes: Upon completion of this course, students are expected to be able to:
1. Identify technology-based resources, which are applicable to teaching and learning across different developmental ages and levels.
2. Understand methods for teaching with technology, including the appropriate environment for learning, and different types of learner groups such as children, teenagers, and young adults, as well as learners with different needs.
3. Demonstrate an aptitude to find, identify, independently research and learn about, and use new technologies in order to evaluate their efficacy for one's teaching goals.
4. Reflect on the quality of technology-infused teaching lessons.

Course Delivery: Our course is hosted using Canvas. Each distance learning course offered through the College of Information Studies has its own space within this system which typically includes the syllabus, lectures, a forum for class discussions, and a place to submit assignments. Access our course site at: https://myelms.umd.edu/login. For questions regarding technical aspects of the course site please visit: http://helpdesk.umd.edu/.

Course Materials: In order to fully participate in and successfully complete this course, students must have:
1. Reliable access to the Internet.
2. The ability to record and upload text, audio, and video documents.

Textbook/Readings: There is no required textbook for our class. All required readings are available through our course site.
COURSE COMMUNICATION

Bi-weekly Discussions: You will participate in discussions that focus on issues related to course topics. To allow for sufficient time to consider the topic and post thoughtful responses, each discussion thread will take place over a two-week period. The expectation is that discussions will involve robust interactions among students. You are expected to actively engage with your classmates during each discussion thread; guidelines for responses will appear in each discussion prompt. To keep discussion threads manageable, you will be assigned to a specific discussion group; a student or pair of students will be designated to lead and manage each discussion thread. Please be sure to make discussion posts in your assigned discussion area unless otherwise instructed. I will monitor all discussions and will post responses and/or questions as appropriate/necessary.

Contributions to discussion threads are graded. Each post should be well thought out and clearly stated and will be assessed on these criteria. The content of each post should indicate that required documents have been read in their entirety. You may include anecdotes from work and/or personal experiences, completed assignments, things learned in other courses, or descriptions of other relevant readings, etc. Please keep these discussions on the specified topic.

Other Discussion Boards: A “Faculty Office” discussion board is provided so that you may post questions of a general nature that you would like for me to answer. If a question posted in this forum does not receive a response within 48 hours, please feel free to send me an email asking me to check the board. Questions related to your specific situation should be sent via email.

A “Student Café” discussion board is provided for you to post additional comments on a discussion topic or for informal discussions on other relevant topics. The decision to read messages in the Student Café is optional. Discussions specific to individual students are not appropriate for placement in the Student Café and should take place via email or other forms of private communication.

Direct/Private Communication with Professor Hill: You can contact me via either the messaging function located within Canvas or by sending me an email. If your message is sent via non-Canvas email, please be sure to include a descriptive title in the Subject line of your message. If you do not receive a response to your message within 48 hours, please feel free to send me a gentle reminder via email: rfhill@umd.edu

Please note: I typically do not read or respond to email on Saturday and Sunday; if a course-related emergency arises, please call my cell phone.

Other Means of Communication: You may also request a video conference or phone conversation.
ASSIGNMENTS & ASSESSMENT

You will be assessed via the following methods:
1. Individual assignments and one paired assignment.
2. Participation in bi-weekly discussions.

All assignments must be submitted on by 11:59 p.m. on the date listed. In addition to quality, timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. If you need to request an extension, please contact me. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties.

Unexcused delays in submission of assignments will result in a deduction of one full letter grade for each day the assignment is late.

Assignment Formatting: Unless otherwise specified, all written assignments should be formatted as follows:
1. Use either Arial or Times New Roman in 12-point font;
2. Save your assignments as .doc or .docx;
3. Always include your name, date, course name/number, and assignment title on the first page; no running head is required on subsequent pages;
4. Pages must be double spaced, numbered, and include a one-inch margin all around (unless otherwise noted in the assignment instructions);
5. Use consistent section titles/subtitles to organize your papers;
6. Use American Psychological Association (APA) format for citations/references. It is best to purchase the latest edition of the APA Publication Manual but an excellent resource is found at Purdue University's Online Writing Lab at: http://owl.english.purdue.edu/owl/resource/560/01/

Brief Assignment Descriptions (Full descriptions and grading rubrics appear on course site):
Syllabus Quiz (worth 5 points): This quiz is intended to ensure that you have clarity about our course expectations.

Assignment 1: Electronic Learner Profile Questionnaire (worth 50 points)
This assignment requires you to consider the setting in which you are most interested in pursuing a career to create an electronic document that will allow you to collect information about the learning needs and preferences of the youth you are likely to encounter.

Assignment 2: Mini Lesson Plan (worth 75 points)
To complete this assignment, you will construct a lesson plan that includes instruction about some aspect of technology that could be delivered in 20-30 minutes to a group of young learners in a specific age/grade range.

Assignment 3: Cyber Awareness PSA (worth 100 points)
You will use a tool of your choosing to create and record a video presentation to inform youth about an issue related to Internet ethics, safety, cyberbullying, etc. But there's a catch...

Assignment 4: Technology Evaluation Wiki (worth 100 points)
Paired with another classmate, you will try out and evaluate various types of technology that you might use in a youth-focused setting. You will create a wiki that describes the tools and presents your assessment of each.
Participation in Discussion Threads (worth 70 points)
To allow for interactions among class members, you will participate in two whole group discussions during the first and last weeks of the semester (worth a total of 15 points) and six small group discussions (worth a total of 60 points).

GRADING SCALE
The chart below shows the correlation between letter grades and points earned for each assignment.

<table>
<thead>
<tr>
<th>POINTS Earned</th>
<th>LETTER GRADE</th>
<th>%</th>
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<tbody>
<tr>
<td>376-400</td>
<td>A</td>
<td>94-100</td>
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<tr>
<td>360-375</td>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>348-359</td>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>336-347</td>
<td>B</td>
<td>84-86.9</td>
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<tr>
<td>320-335</td>
<td>B-</td>
<td>80-83.9</td>
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<tr>
<td>308-319</td>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>296-307</td>
<td>C</td>
<td>74-76.9</td>
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<tr>
<td>280-295</td>
<td>C-</td>
<td>70-73.9</td>
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FINAL NOTE ABOUT ASSIGNMENTS
I am not a proponent of “busy work.” Each assignment has been designed to allow for creativity and authentic assessment. I am very interested in your perspective and I believe that everyone will be successful in this class. My expectation is that you will create and submit *original* assignments reflective of high-quality graduate work. I am confident that you will not let me down!

*Original=Submissions that were constructed by you and not submitted previously at this or any other educational institution.
UNIVERSITY STATEMENTS

**Academic Integrity:** The academic community of the University of Maryland, the College of Information Studies, and your instructor require the highest standards of professional ethics and personal integrity from all members of the community. Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper without prior approval, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all resources you use and make sure all ideas and quotations are properly acknowledged.

The University's Code of Academic Integrity is found at: [http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a](http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a)

**Students with Disabilities:** Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. The University of Maryland, College of Information Studies, and your instructor are committed to your success and also to supporting section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (ADA).

If you believe that you need accommodations for a disability, please contact the university's Accessibility and Disability Service Office (ADS) to request a consultation. ADS is located in 0106 Shoemaker Building. Its website is [http://www.counseling.umd.edu/ads/](http://www.counseling.umd.edu/ads/) , and ADS staff may be reached at 301-314-7652 or adsfrontdesk@umd.edu.

Please discuss any necessary academic accommodation with me by the second week of class.
### COURSE CALENDAR

**Notes:**
1. Links to each week’s readings and activities appear on the course site.
2. Full references for weekly readings appear in readings list below calendar.

<table>
<thead>
<tr>
<th>COURSE WEEK/DATES</th>
<th>TOPICS</th>
<th>READINGS/VIEWINGS</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week 1 8/27-9/2   | • Introductions  
• Course overview | **Read:**  
1. Course Syllabus & Calendar  
3. *Optional:* Queens College Tips for Success  
**View:** Course Overview | **Submit Syllabus Quiz (due by 11:59 PM, 9/2)**  
**Record & post intro video (due by 11:59 PM, 9/2)**  
**View classmates’ intros** |
| Week 2 9/3-9/9    | Teaching Today’s Learners Part 1 | **Read:**  
**View:** Mini lecture or other recording | **Read Week 2/3 discussion prompt [posted by Professor Hill]**  
**Sign up for discussion topic you will lead/co-lead** |
| Week 3 9/10-9/16  | Teaching Today’s Learners Part 2 | **Read:**  
1. Lemley, J.B. et al. (2014)  
**View:** Mini lecture or other recording | **Engage in Week 2/3 discussion** |
| Week 4 9/17-9/23  | New Media, New Literacies (?) | **Read:**  
**View:** Mini lecture or other recording | **Discussion leaders post Week 4/5 discussion prompt**  
**Submit assignment #1: Electronic Learner Profile (due 11:59 PM, 9/23)** |
| Week 5 9/24-9/30  | Building Inquiry Skills | **Read:**  
2. Stripling, B. (2010)  
**View:** Mini lecture or other recording | **Engage in Week 4/5 discussion** |
| Week 6 10/1-10/7  | Guiding Young Learners in Searching for Information | **Read:**  
**View:** Mini lecture or other recording | **Discussion leaders post Week 6/7 discussion prompt**  
**Choose partner for Tech Evaluation Wiki assignment** |
| Week 7 10/8-10/14 | Guiding Young Learners in Vetting Resources | **Read:**  
**View:** Mini lecture or other recording | **Engage in Week 6/7 discussion** |
| Week 8 10/15-10/21| Using Social Media in Learning Activities | **Read:**  
1. Dodds, L. (2017)  
**View:** Mini lecture or other recording | **Discussion leaders post Week 8/9 discussion prompt** |
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<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>View:</strong> Mini lecture or other recording</td>
<td><strong>Engage in Week 8/9 discussion</strong></td>
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<td></td>
<td></td>
<td><strong>View:</strong> Mini lecture or other recording</td>
<td><strong>Engage in Week 10/11 discussion</strong></td>
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<tr>
<td><strong>Week 11</strong> 11/5-11/11</td>
<td>Ethical Use of Information</td>
<td><strong>Read:</strong> 1. Waters, J.K. (2013)</td>
<td><strong>Engage in Week 10/11 discussion</strong></td>
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<td></td>
<td></td>
<td><strong>View:</strong> Mini lecture or other recording</td>
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<td><strong>View:</strong> N/A</td>
<td><strong>Submit assignment #3: Cyber Awareness PSA (due 11:59 PM, 11/18)</strong></td>
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<td><strong>Week 13</strong> 11/19-11/25</td>
<td></td>
<td><strong>HAPPY THANKSGIVING</strong></td>
<td><strong>Engage in Week 12/14 discussion</strong></td>
</tr>
<tr>
<td><strong>Week 14</strong> 11/26-12/2</td>
<td>Cyber-safety Part 2</td>
<td><strong>Read:</strong> 1. Magnuson, L. (2011)</td>
<td><strong>Week 15 Final discussion posts [Professor Hill posts prompt]</strong></td>
</tr>
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<td></td>
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<td><strong>View:</strong> Mini lecture or other recording</td>
<td><strong>Submit assignment #4: Technology Assessment Wiki (due 11:59 PM, Saturday, 12/15)</strong></td>
</tr>
<tr>
<td><strong>Week 15</strong> 12/3-12/9</td>
<td>Semester wrap-up</td>
<td><strong>Read:</strong> N/A</td>
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<td><strong>View:</strong> 1. Wrap-up message</td>
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Reading List

Below is a full listing of the required and optional readings for the semester.

WEEK 1: WELCOME & COURSE INTRODUCTION


WEEK 2: TEACHING TODAY'S LEARNERS PART 1


WEEK 3: TEACHING TODAY'S LEARNERS PART 2


**Optional (Strongly Recommended):**

- Common Core State Standards: http://www.corestandards.org/

WEEK 4: NEW MEDIA, NEW LITERACIES(?)


WEEK 5: BUILDING INQUIRY SKILLS


**Optional:**


WEEK 6: GUIDING YOUNG LEARNERS IN SEARCHING FOR INFORMATION


WEEK 7: GUIDING YOUNG LEARNERS IN VETTING RESOURCES


**Optional:**

WEEK 8: USING SOCIAL MEDIA IN LEARNING ACTIVITIES

WEEK 9: USING GAMING IN LEARNING ACTIVITIES

**Optional:

WEEK 10: INSPIRING TECHNO-CREATIVITY

**Optional:

WEEK 11: ETHICAL USE OF INFORMATION

**Optional:

WEEK 12: CYBER-SAFETY PART 1

**Optional:

WEEK 13: THANKSGIVING BREAK: NO READINGS

WEEK 14: CYBER-SAFETY PART 2

**Optional:

WEEK 15: SEMESTER WRAP-UP
No readings
ABOUT YOUR PROFESSOR

Dr. Renee F. Hill

I am passionate about and committed to researching and teaching about issues that involve examining methods for increasing understanding of diversity issues in Library and Information Studies. My work focuses on examining information needs and information access as they relate to diverse populations (e.g., members of various racial/ethnic groups, individuals with disabilities).

I earned a Bachelor's degree in Exceptional Student Education at Florida Atlantic University and taught middle school special education for a period of time. Both my Master's and Ph.D. were earned in Library and Information Studies at Florida State University.

On a personal note, I was born in Houston, TX and raised in Fort Lauderdale, FL. I joined UMD’s iSchool after having been a faculty member at Syracuse University for nine years. I am married to Thomas Hill and we have five children ranging in age from 4 to 25. I am a voracious reader and I enjoy a variety of topics and genres.

**Acknowledgements: My sincerest thanks go to:

- The iSchool faculty and staff who conceived this class and provided the framework for making it a reality.
- All of you for enrolling in this class and being engaged learners and conscientious information specialists.