TECHNOLOGY FOR MEDIA SERVICES

Semester Hours: 3

Semester/Year: Spring 2013
Instructor: O.P. Cooper, Ed.D.

Office Location: 141 Education Annex

Office Hours: Wednesdays 10:00 a.m. – 5:00 p.m.

Online Hours: Mondays 6:00 – 9:00 p.m.;
Telephone: Office: (678) 839-6108
Department Secretary: (678) 839-5259, June Barry
Home phone: (770) 834-8109

E-mail: ocooper@westga.edu

FAX: (678) 839-6097

Distance Support: CourseDen Home Page
http://westga.view.usg.edu
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help, or
http://help.view.usg.edu (Click on “Request Support” for live chat)
UWG Online Learning Connection
http://www.westga.edu/~online
Distance Learning Library Services
http://www.westga.edu/~library/depts/offcampus/
Ingram Library Services
http://www.westga.edu/~library
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisite: MEDT 6401 or equivalent; MEDT 7461

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.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (American Association for School Librarians [AASL] and Georgia Professional Standards [GaPSC]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Insert the various pedagogical methods you will draw upon for this class (e.g. interactive technology, guest speakers, small group discussion, case studies, etc.)

Insert the information in quotation marks for all classes with an online component (removing the information in parentheses and inserting the percentages applicable to your class in the blanks). A calendar to calculate the minutes based on the percentage the course is online may be found at [http://uwgonline.westga.edu/minutes-calculator.php](http://uwgonline.westga.edu/minutes-calculator.php)

"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 of 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 (Bray, Brown, & Green, 2004; Davidson-Shivers & Rasmussen, 2006; Stefl-Mabry & Lynch, 2006; Tomsho, 2007) (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; Simpson & McElmeel, 2000) (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:


**Required Instructional Resource:** Tk20 Subscription. These are available at the University Bookstore or at 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. 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, 9 - 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 Podcast Project (Individual).** Each student will
   - Post a picture and biographical information to the Class Members discussion board providing the requested information, and
   - Produce a short podcast using Windows Movie Maker or iMovie introducing him/herself to the class. The podcast must 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. The podcast will be uploaded and linked to the MEDT 7477 Wiki. No written materials need be submitted. After the
podcast has been linked to the MEDT 7477 Wiki, the student should submit the Podcast assignment with the notation “Posted to the Wiki.”

Projects will be evaluated on demonstrated competencies.
(Objectives 3, 5, 6, 7; knowledge, skills, disposition; teacher observation)

2. Equipment Operations Assignment (Small Group and Individual). Each student will work with his/her mentor to

- learn how to replace the bulb in an overhead projector
- learn how to replace the bulb in an LCD/LED video projector
- learn how to hook up and use an LCD/LED projector with a computer and other input sources (such as DVD or VCR),
- 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.

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. Then, working in teams, students will develop brief, illustrated “how to” guidelines for performing each 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.

The instructions (in both WORD and PDF formats) will then be posted to the Equipment Operations page of the MEDT 7477 Wiki. Teams collaborate on how to divide the workload (see additional instructions with assignment). After posting his/her sections to the Wiki, each student will submit the Equipment Operation Assignment entry in CourseDen with the notation “Posted to Wiki.” Each student will also submit in CourseDen the Equipment Operations form which describes when, where, and what specific equipment the mentor showed the mentee (remember, you may have several different mentors for this project), as well as comments about what seemed most difficult to do (or to remember how to do). Projects will be evaluated on accuracy, completeness, clarity, organization.
(Objective 1; knowledge, skills, disposition; teacher observation)

3. Tech Tip (Individual). Each student will present a brief Tech Tip 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. Tech Tips will be posted to the CourseDen Tech Tips discussion board according to the date the student selects for presentation. A sign up list for dates and the specific technology to be featured will be posted in CourseDen or the MEDT 7477 Wiki. 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. Reviews will be posted on the MEDT Tech Tips Wiki page. After each review has been submitted, students will submit the appropriate Tech Tip Review
assignment form through CourseDen. 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 their school. (NOTE: you must contact instructor for approval to use any 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. Exam (Individual). Each student will complete a written exam. The exam will consist of a variety of questions to assess the student’s ability to recall and apply a variety of computer and networking information. Exams will be posted on CourseDen one week prior to the due date. A closed book component will be posted as a CourseDen assessment, and an open book component will be posted in CourseDen assignments. (Objectives 1, 2; knowledge, skills, disposition; exam)

7. Internet Filtering Discussion and Position Paper (Small Group and Individual). Individually, students will read articles related to either the pros or cons of internet filtering in media centers. Students will be assigned to a “pros” group or a “cons” group and, in these groups, will compile a bibliography of the related materials they locate and read. Then, each “pros” group will be paired with a “cons” group, and each pair of groups will select a time to meet in a CourseDen chat room to share their findings and discuss the related issues. Following the discussion, students will individually write a 2-3 page position paper on the issue and complete a group participation form. Grades are based on the information accuracy, completeness, relevance, and clarity of the submitted bibliography, group discussion, participation form, and support of position in the paper. (Objectives 3, 4; knowledge, skills, disposition; teacher observation)

8. Blog (Small Group and Individual). Working in self-selected 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
9. **Library Media Center Orientation PowerPoint (Individual).** Using PowerPoint, 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 PowerPoint, and may also use the notes component of PowerPoint to describe what has been documented in the PowerPoint 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. For this course, the project will be posted on the MEDT 7477 Wiki, **but is also a required element in the Electronic Portfolio submitted at the end of the program.** After the assignment has been posted to the Wiki, the student should submit the Library Orientation PowerPoint Assignment entry in CourseDen with the notation “Posted to Wiki.” Projects will be evaluated on information accuracy, completeness, organization, visual design, production quality, and communication clarity. (Objectives 3, 7, 8; knowledge, skills, disposition; rubric)

10. **Media Center Web Page (Individual, with team collaboration).** Each student will set up a blog to function as the Media Center Web Page for a hypothetical school. The blog will include media center information, policies, links to resources, etc. based on the media center web page readings and blogging discussion. After the blog has been completed, each student will post the Media Center Web Page URL to the MEDT 7477 Wiki and submit the Media Center Web Page assignment to Course Den. Teams should provide support to each other, but each student will complete his/her own web page.

11. **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 MovieMaker or iMovie video documentary that falls into the digital storytelling genre. The video should be between approximately 2.5-3.5 minutes in length. The topic must tie back to one of the Georgia Performance Standards or Common Core Standards. The resource kit and video will be posted on the MEDT 7477 Wiki. After the project has been posted to the Wiki, the student should submit the Digital Storytelling Assignment entry in CourseDen with the notation “Posted to 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)

12. **Field experience forms and course reflection (Individual).** Each student will submit a field experience mentor form and will compile a log of field experiences completed in conjunction with this course (i.e. the field experiences time log), a reflection form covering those experiences (field experience reflection form), and the field experience hours summary form. See the **Field Experience Handbook**, mentor, log, reflection sheet, and summary form posted in CourseDen.
Students will also submit a course reflection (formerly the “Foliotek” course reflection) that addresses how what they have learned in this course connects with the COE Framework and AASL standards. Materials will be evaluated based on completeness, accuracy, relevance, and clarity. All forms and reflections will be submitted through CourseDen Assignments.

(Objectives 1-8; knowledge, skills, disposition; teacher observation)

Note: Students who work with P-12 teachers and students during their field experience this semester should document those experiences on the Documentation of Work with Teachers and Students form (this form will NOT be turned in this semester, but will be turned in when the student is enrolled in MEDT 7487 Practicum). Also, students should continue to update the general hours Activities Checklist form. These forms, along with the full day form (also to be turned in during MEDT 7487 Practicum) are included in Course Den in the “Other Field Experiences forms” folder.

IMPORTANT: 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 pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

MIT File Naming Protocol: MIT has a department-wide file naming convention that all students MUST adhere to if they want credit for their assignments. This protocol is designed to make things easier on you when it comes to compiling all of your 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 (shift + the dash key next to the number 0 on your keyboard), followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. This is important: 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 (an .mv4 file) would name that file: 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

Again, this is a required naming convention for ALL MIT assignments submitted in ALL MEDT courses in your program of study. POINTS WILL BE DEDUCTED IF YOU DO NOT OBSERVE THE FILE NAMING PROTOCOL.

Evaluation Procedures:

Students will be evaluated in following areas:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Point</th>
</tr>
</thead>
</table>
1. Personal Information and Podcast Project
   *(Class Members discussion board 5 points, Podcast 20 points)*

2. Equipment Operation and Troubleshooting Assignment

3. Tech Tip

4. Tech tip reflection

5. Networking Diagram

6. Exam

7. Internet Filtering Discussion and Position Paper
   *(Discussion & contribution to team reference list, 15; position paper 30)*

8. Blog
   *(Total of 7 weeks. Three original posts are worth 10 points each or 30 pts total; each weekly set of 3 response comment posts is worth 6 points per set or 24 pts total for four sets)*

9. Library Media Center Orientation PowerPoint

10. Media Center Web Page

11. Digital Storytelling Kit and Video *(Resource kit 30 points, Video 30 points)*

12. Field Experience Forms and Course Reflection
   *(Mentor form, field experiences time log, field experience reflection form, field experience hours summary form, course reflection form, 5 points each)*


Grading Policy:

A = 505 – 550 points, B= 456 – 504 points, C= 385 – 455 points, and F= less than 385 points.

**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 the face-to-face or online environment 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 assignments will result in a loss of points).
- Arriving at on-campus classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

This course has one mandatory face-to-face meeting, with one optional face-to-face meeting. Students are expected to log in to the CourseDen course 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.
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
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. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

TENTATIVE CLASS OUTLINE

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

Monday, January 14
• Horizon Report
• Video conference: 8:00 - 9:15 p.m. in AnyMeeting (see VC checkup)
• Text readings: Jurkowski, Ch. 1, 2, & 3

Monday, January 21
• Confirm group blog set up
• Podcast
• Mentor form
• Discussion posts: computer maintenance/troubleshooting, tech in my media center
• Text readings: Jurkowski, Ch. 7 & 10; Courtney, Ch. 5.

Monday, January 28
• ebook management assignment

Monday, February 4
• Progress video 1
• Tech exploration 1

Monday, February 11
• Equipment operations and troubleshooting assignment (TEAMS collaborate, but each person submits individual work)
• Tech tip topic selection (see assignment for list of possible topics and form for signup)

Monday, February 18
• Blog 1: Podcasting
• Internet filtering debate in Elluminate classroom (TEAMS)
• TEAM participation form for Internet filtering

Monday, February 25
• Internet filtering position paper
• Progress video 2
• Blog 2: Wikis
• Text readings: Jurkowski, pp. 57-63; Courtney, Ch. 3.

Monday, March 4
• LMC orientation
• Blog 3: Media center web pages
• Text readings: Jurkowski, Ch. 5 & 6.

Monday, March 11
• Media center web page
• Video conference: share media center web pages (Doodle sign-up)
• Blog 4: Social networking
• Text readings: Jurkowski, Ch. 3; Courtney, Ch. 7.

March 18-24 SPRING BREAK

Monday, March 25
• Tech exploration 2
• Blog 5: School TV news, video distribution systems, GPB resources
• Text readings: Jurkowski, Ch. 13 & 14; Courtney, Ch. 11.
• Video conference: share tech tips (Doodle sign-up).
• Networking assignment

Monday, April 1
• Tech exploration 3
• Blog 6: Technology training; copyright & multimedia
• Tech tip
• Progress video 3

Monday, April 8
• Blog 7: Digital storytelling; technology, diversity & the SLMC
• Digital story with archived resources kit
• Volunteer experience documentation
April 15
  • Review digital story videos of 5 classmates
  • Tech tip reviews

April 22
  • Final exam

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.

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.

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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

Again, this is a required naming convention for all assignments submitted in MEDT courses in your program of study.