

LIS 647: Seminar on Emerging Technological Trends in Libraries

Fall, 2005

Course Description:

We examine the role of emerging technology trends in libraries including communication systems for information transfer upon the delivery of information to library and information center users.

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Course Philosophy:

Small group discussions are going to be the key instructional strategy in this seminar course. Through these discussions we will learn from each other about emerging technology trends and develop strategies to address a variety of issues associated with these trends. It is important to note that a seminar course is different from a lecture-based course, where seminars focus on discussion and active participation while lectures focus on transfer of information from teacher to student. We are all going to be learning from each other. Each person brings a unique perspective to the course and will provide valuable insight into the course topics.

The content for the course is emerging technology trends. The best way to determine which trends to investigate is to look at what experts in the library and information technology field consider important. We are going to be using as a springboard for our discussions some of the top technology trends defined by LITA (The Library and Information Technology Association.) The goal is to learn from each other while having fun along the way! ☺

Objectives: After completing this course, students will be able to:

- Develop knowledge of emerging technological tools, costs, and issues raised by the use of such technologies in libraries and schools.
- Examine the related ethical and legal issues.
- Develop strategies for assessing user needs.
- Review ongoing research and standards development.
- Study current and developing implementations of such systems locally, regionally, nationally and internationally.
- Devise an individual plan to keep abreast of future developments in the field.

Grading Criteria:

- 45% Small group discussions (3 discussions that are 3 weeks long, each is worth 15%)
- 25% Discussion Paper
- 10% Activities (2 activities at 5% each)
- 10% Small group facilitator
- 10% Participation in peer editing

Semester Grade Ranges:

- A = 93-100% (93-100 points)
- A- = 90-92.9% (90-92.9 points)
- B+ = 88-89.9% (88-99.9 points)
- B = 83-86.9% (83-86.9 points)
- B- = 80-82.9% (80-82.9 points)
- C+=78-79.9% (78-79.9 points)
- C = 70-77.9% (70-77.9 points)
- F = 0-69.9% (0-69.9 points)

Textbook

There is no textbook for this course. The required reading will either be available on electronic reserve on the library Web site or I will provide links to sources on the Web. The main Web resource that we are going to be using is LITA's Top Technology Trends listings. The main page for the Top Trends is at <http://www.lita.org/ala/lita/litaresources/toptechtrends/toptechtrends.htm> .

***Starting this fall, all LIS students will need to subscribe to TaskStream (taskstream.com) which we will be using for our electronic portfolios.

General description of Class Deliverables

Discussions (45% of final grade)

There will be three, 3-week long small group discussions. You will be assigned to a group at the end of the second week. To enhance the quality of the small group discussions I will assign each member of your group specific responsibilities for each discussion. You will be assigned your responsibilities for within the group at the time that you are assigned to a group.

The discussions will focus on 1) defining the trend and how the trend will impact libraries and schools (what and impact), 2) costs, and 3) how libraries and schools are currently managing these issues (how). Therefore, each person in the group will be responsible for providing the group with a summary of one of the above focal points. The assignments for each discussion will be as follows:

Trend	Member A	Member B	Member C
E-books (Jan. 2005)	How (Group Facilitator)	Costs	What and Impact
User Interface Design (Jan. 2004)	What and Impact	How (Group Facilitator)	Costs
WiFi (Jan. 2005)	Cost	What and Impact	How (Group Facilitator)

The summaries that you provide should be concise and to the point, and no longer than 8-10 paragraphs. There needs to be enough information to provide the group with a clear understanding of the issue that you are addressing but yet leave room for discussion. If there is too much information the discussion can get bogged down in the details and become overwhelming. It is important to strike a balance between too much and too little information.

In addition to the summaries, each person is responsible for responding to and expanding upon other summaries in the group.

Your score for each discussion will be based on the quality of your input for your assigned responsibilities, the quality of your responses to other group member's statements and your overall contribution to the group discussion in general. Additionally, at the end of each of the three discussions, I will ask each group member to provide confidential feedback on each group member's input to the discussion. I will then summarize the feedback from the team and provide that to each individual.

Discussion Paper (25% of final grade)

Since we are covering three technology trends, you will be able to choose a different trend that is interesting to you and write up a paper on that trend. You will choose one trend from the trends addressed by LITA in the top technology trends site.

Your paper must be between 7-10 pages. It should address each of the focal points that we will be covering for the three discussions (defining the trend, how the trend will impact libraries and schools, cost, and how libraries and schools are currently handling these issues.) You will need to cite at least five credible sources.

Each person will have their paper peer-reviewed by all other team members. There are two main reasons for the peer reviews. First, it provides valuable input for improving the paper. Second, it will allow your teammates to learn about the technology trend that you have examined.

Your paper will be evaluated on the quality, completeness, readability and thoughtfulness of the paper.

Activities (10% of final grade)

There will be two activities. These activities are due on Fridays as indicated in the course schedule. They need to be prepared in a word processor, and saved in the Word format (.doc) or as a text (.txt) file and then uploaded using the **drop box** utility in *Blackboard*. Please do not email me your assignments.

Your score for each activity will be determined by the thoughtfulness of your responses and the timeliness of your assignment. Assignments that are late will be worth 4% of the final grade rather than 5%.

Small Group Facilitator (10% of final grade)

One person in each group will be asked to be the group facilitator for one of the three discussions. There are two key responsibilities for the small group facilitator. The key responsibilities are to 1) lead/facilitate the small group discussion and 2) provide summaries of the group's discussions to the entire class.

Participation in Peer Editing (10% of final grade)

Each person in the group will be asked to review the discussion papers prepared by each member of the team. You are expected to read and provide helpful, substantive comments and criticisms regarding each other's paper. Your comments should include feedback on the parts of the paper that you thought worked well and why. Your criticisms should address how the paper can be improved.

I've scheduled the peer editing sessions for after the second small group discussions so that your groups will have time to get to know each other. See the course schedule for specific dates.

Note: Due to the online nature of this course, the activities, discussions, papers, and e-mail correspondence will be electronically recorded and stored for approximately one year. This will allow the instructor to evaluate each student's learning and it will allow the instructor to revise and modify the course where necessary.

Privacy

Please respect each other's privacy. All the course material, comments on the discussion boards, papers, and e-mail are intended for class participants only. As in a traditional classroom, when a person speaks to the class it is intended only for those in the class. I want people in this "virtual classroom" to feel comfortable communicating with others in the class without worrying about who else might see their comments.

University Policies

Please review the graduate catalog for all rules and regulations. These will be followed, including the rules on incomplete grades. Also review the UNCG Academic Integrity Policy (<http://saf.dept.uncg.edu/studiscp/Honor.html>) this policy will also be followed.

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the office or Disability Services, 157 Elliot University Center 334.5440.

Course Schedule and Outline

Week	Topic	Date	Due
1	Introductions	8/19	Introductory Activity
2	LITA Technology Trends	8/26	Tech Trends Exploration Activity
3	Trend 1: E-Books	9/2	
4	Trend 1: E-Books	9/9	First round trend 1
5	Trend 1: E-Books	9/16	Second round trend 1
6	Trend 2: User Interface Design	9/23	
7	Trend 2: User Interface Design	9/30	First round trend 2
8	Trend 2: User Interface Design	10/7	Second round trend 2
9	Peer Reviews	10/14	
10	Peer Reviews	10/21	
11	Peer Reviews	10/28	
12	Trend 3: Wireless Networks	11/4	
13	Trend 3: Wireless Networks	11/11	First round trend 3
14	Trend 3: Wireless Networks	11/18	Second round trend 3
15	Thanksgiving	11/25	
16	Professional Development	12/2	Professional Development Activity
17	Finals Week	12/9	Paper Due

* Note this schedule is tentative and subject to change.