

University of Missouri  
School of Information Science & Learning Technologies

**SYLLABUS**  
**ISLT 9410 Emerging Technologies in Libraries**  
**Fall Semester 2012**

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**Course:** *Emerging Technologies in Libraries*  
Time: Monday 5:30-7:00 p.m. via Bb Collaborate  
Twitter hashtag: #MUEmTech  
Blackboard shell: <https://courses.missouri.edu/>

**Course Description**

Critically examines web technologies, devices, standards, and structures promoting access to collections and services, social interaction, and enhanced communication. Focus on new and emerging software, resources, and communication methods including their discovery, mastery and implementation.

**Course Objectives**

1. Understand and effectively utilize emerging technologies as trends significantly impacting the library and information profession [1. Foundations of the Profession--1F & 1J]
2. Articulate the function and purpose of different kinds of new and web-based technologies that might be used in libraries or information agencies, either by librarians and information professionals in accordance with the goals and mission of the institution, or by patrons or users of services [4. Technological Knowledge and Skills—4.D; 5. Reference and User Services--5G]
3. Describe how emerging technologies might be implemented and evaluated in libraries or other information agencies [5. Reference and User Services—5.G; 8. Administration and Management—8.C]
4. Appreciate the importance of continuing education and current awareness initiatives relating to new and emerging technologies for all librarians and information professionals [7. Continuing Education and Lifelong Learning—7.A]

**ALA's Core Competences for Librarianship**

The final version of ALA's *Core Competences of Librarianship* can be found online:

<http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

## PEDAGOGICAL METHODS

### **Required Textbooks**

Manafy, M., & Gautschi, H. (Eds.). (2011). *Dancing with digital natives: Staying in step with the generation that's transforming the way business is done*. Medford, NJ: Information Today. ISBN: 978-0-910965-87-3

Wu, T. (2010). *The master switch: The rise and fall of information empires*. New York: Knopf.

### **Structure to Student Learning**

*This course is not self-paced; we will be going through topics as a group.* Learning will include the exploration of content relating to topics; presentation of content by the instructor and student colleagues; discussions focusing on assigned readings, assigned homework activities, and student interests relating to the week's topics; in-class exercises including pair and group work; and discussion relating to topics brought forth in class. A significant amount of student learning will be self-directed, focusing on the exploration of new and new-to-you technologies. Another significant portion of the content will be derived from peer experiences with technology shared in the context of the class.

### **Student Obligations**

Students should be prepared to engage in all aspects of this course experience in order to enrich the community of learners that we form. Because this is a graduate-level class, it goes without saying that the class moves quickly and that the content is more challenging than the content in undergraduate courses. Students are encouraged to work with their peers outside of class, forming study groups and peer networks to support learning.

**Preparation.** As with other graduate-level classes, students are expected to spend on average at least 10-12 hours per week preparing content, not including class meeting time, time working with Blackboard, etc. Students with little experience in emerging or web technologies may find they need to spend additional time on preparation to feel comfortable with the topic. This is normal! Students should be aware of these time commitments and should schedule their semesters accordingly. If you do not have roughly 15 hours in the week to devote to Emerging Technologies in Libraries, you will be shortchanging yourself and your degree, and it is not recommended that you take this class at this time.

**Synchronous Participation and Communication.** Although this is an online course, it is not self-paced. Weekly synchronous class meetings are an essential element of the learning environment – it is a time for us to come together in a structured way, to check in with each other, and to share experiences. Classes will be recorded so that students may revisit their favorite sections at their leisure.

**Citations.** As students of Library and Information Science, students of Cataloging must respect the intellectual property of others by citing resources that inform their work. In this class, we use APA 6<sup>th</sup> as a style guide. Standing on the shoulders of giants does not make you a bad student; in fact, it makes you a better one if done correctly.

## PEDAGOGICAL METHODS, cont.

### Communication

Because one of the main foci of this course is new web-based communication technologies, we will be using publicly available social media for communication. Students are reminded that in any **public** forum, the Golden Rule and rules of professional conduct and etiquette apply. While giving feedback is certainly acceptable in a public forum, vicious, malicious, unprofessional, or insensitive feedback is frowned upon in general by the profession and will not be tolerated in this class. In creating an environment where students are able to experiment with social media in a professional and responsible way, students are expected to be supportive of peers and to be professional in their postings.

For updates and announcements as well as for access to peer-created content on the week's topics, students are expected to follow the class hashtag on Twitter (#MUEmTech). Students will need to have created a Twitter account for themselves by the end of the first week of class and should provide the username of the account to the professor if they choose not to use their own names in the interest of privacy. While there is a requirement to use social media for class-related communication and for some graded exercises, there is no requirement for students to violate personal boundaries regarding privacy; students may always create accounts using false names, not use images that are personally identifiable, etc. **In agreeing to take this elective class, however, students understand that part of the course requirements involve posting content they have created to online, third-party websites. This approach is consistent with professional practice currently in vigor.** Students *must* respect the privacy of their peers when commenting and interacting with peer-created content online.

### Blackboard as Course Management System

This class will use Blackboard as a primary means of managing content (<https://courses.missouri.edu/>). Student questions and some assignments will be submitted via Blackboard or posted directly to wikis on the site. Student grades will be posted in a section of Blackboard only visible to the student receiving the grade.

**Weekly Online Meetings.** We will use Blackboard Collaborate (formerly WIMBA Classroom) for our weekly meetings, accessed through Blackboard's left-hand menu. You will be required to set up each machine you use and to invest in an **inexpensive microphone and speakers OR headset. Webcams** are strongly recommended, and video will be required for presentations.

- Before the first class, go to <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473> to check your system requirements. Collaborate software has been updated over the summer, so even if you have used it successfully in the past, it's good to check again.
- It is strongly recommended you take the time to review and study the Blackboard Collaborate Web Conferencing Guide at <http://library.blackboard.com/ref/8fb6da4a-0569-4d9e-89f3-c32ec8370cd9/index.htm> and the Getting Started Guide: <http://www.blackboard.com/docs/documentation.htm?DocID=65008PDF>
- If you are having any technical difficulties with Blackboard Collaborate, contact 24/7 support for Blackboard Collaborate at (877) 382-2293.

## **PEDAGOGICAL METHODS, cont.**

### **Structure to the Week**

The following is the recommended structure to the week (weeks run weekend to weekend). Naturally, it is up to each student to find a rhythm that will permit the appropriate amount of time for each activity, allowing for completion before the weekly due days indicated.

Saturday and Sunday: R&R (*rest & reading*) days – devote necessary time to doing the week's readings; formalize at least one informed question about the reading material.

By Sunday, midnight: finish week's readings. Post at least one question to the Readings Wiki.

Monday: further reflection/class day – read through questions of student colleagues before class and think about them. Prepare your discussion points for the class.

Class meetings: Plan to ask questions during the lecture (roughly 30 min.), do group work with peers as assigned by your instructor (roughly 30 min.), and report on peer work to the class, reflecting again on the big picture and the next week's topics (roughly 30 min.)

Tuesday through Friday: working days – prepare the week's assignment or work on exploring a new technology including ones mentioned in class or on Twitter. Links to readings will be made available for the coming week no later than Friday at noon (links are already posted in the Course Schedule).

By Saturday, 7:00 pm at the latest: submit any assignments due that week (including tweets) unless otherwise noted.

### **Instructor Availability**

While I will always strive to respond to your messages (in Blackboard, via email, via Twitter DM, on Skype, or via telephone) as soon as possible, I reserve the right to go off the grid between 10 p.m. and 10 a.m. every day. You can certainly expect a response within 24 hours unless I am traveling out of the country. Please understand, however, that the response will not likely come between 10 p.m. and 10 a.m.

## **EVALUATION**

Because no two students have identical comfort levels when it comes to Emerging Technologies in Libraries, this class is designed 1) to require everyone to progress beyond his or her current level of knowledge and 2) to set standards for deliverables not related to prior knowledge of technology while 3) promoting collaboration between students and their future peers, and 4) encouraging creative thinking and curiosity about new technologies in libraries. In short, there are no penalties for not being familiar with emerging technologies in the beginning of class. There is an expectation, however, that all students will increase their knowledge by the end of the class.

## EVALUATION, cont.

### Participation (20 pts)

Readings should be completed by the beginning of class on the assigned day. Adequate preparation in this course will require an average of 8 hours spent on weekly readings and preparation topics, etc. An additional 4 hours on average per week will be spent preparing Assignments (both weekly and ongoing) and Presentations. The nature of the topic is such that students will be taken out of their comfort zone and will be required to learn new things, some of which will have to be self-taught and may be time-consuming to master.

*Readings Wiki (10 pts).* As part of their Participation, students should prepare a short list of comments and questions over readings and assignments as a way to engage discussion. At least one of these questions should be posted to the appropriate place in the Readings Wiki.

*In-class Participation (10 pts).* Participation grades will also be based on active student engagement in the Collaborate sessions.

### Assignments (55 pts)

Assignments are due as indicated in the Course Schedule.

*Individual Assignments (25 pts).* Five Individual Assignments will be due throughout the semester and will include short, informal in-class demonstrations, videos, and written assignments. Further instructions about Individual Assignments will be forthcoming.

*Weekly Tweets (20 pts).* Weekly Tweets about New-to-You technologies will be assessed as an Assignment. Besides posting their own Weekly Tweets about new technologies, students will be asked to interact with content posted by other students and should expect to retweet peer posts and to alert student colleagues to interesting tweets or online content they have discovered. Students must plan to tweet on a weekly basis.

For the purpose of Weekly Tweets, the week begins at 7:00 p.m. on Monday and ends at 7:00 p.m. on Saturday. Students must post at least two new tweets (one on each of their chosen "New-to-You" technologies) in a given week. Absence from class is not an excuse to miss the weekly tweets. If you prefer to work on the weekend, schedule tweets in Hootsuite or in another Twitter dashboard.

*Tweet Report (10 pts).* Students will write a concise report at the end of the semester documenting what they have learned from the Weekly Tweets. Documentation will include a 1) synthesis of learning in the form of a brief personal reaction, drawing conclusions about continuing education, discovery and implementation of new technologies, using Twitter for communication, etc. (3 pages max.), 2) "best-of" annotated bibliography of New-to-You technologies including scholarly pieces, software, and other elements pertaining to class, with references formatted according to APA (2 pages max.), and 3) documentation of date and week that they posted their tweets as an appendix (1 page max.). Students are advised to begin maintaining this report as they begin investigating their technologies, as it should document their exploration of emerging technologies over the course of a semester.



**EVALUATION, cont.**

**Presentations (25 pts)**

Students will do two formal presentations during the semester: one as a midterm assignment covering a new technology of note and one at the end of the semester in partnership with other students.

*Midterm Presentation (10 pts).* Students will do a short instructional session on a new technology that they have discovered and mastered. Presentations will focus on what the technology is, how it is used, and how it might be used in libraries. Adequate visual supports (including virtual handouts, PPTs, etc.) will be expected.

*End of Term Presentation (10 pts).* With group members, students will choose a kind of library or information agency in which they might work. Reflecting on the most interesting technologies encountered over the course of the semester in conjunction with the class’s weekly tweets, readings, and other sources, students will devise a top-ten list of emerging technologies that employees in these libraries should know, making a case for each technology on their list. This list and the named technologies will be presented during the formal End of Term Presentation.

*Publication (5 pts).* We will be creating a collected volume of annotated resources (groups’ top-ten lists) and references for potential use by members of the local LIS community as a kind of a newsletter. This document will be made available online through the MOspace Institutional Repository and can be used by students as part of their professional portfolios. One student from each group will be asked to submit a final version of the group’s top-ten list along with a formal bibliography formatted according to APA. Further instructions will be forthcoming.

**Student Assessment**

<b>Grading Policy</b>		<b>Weighting</b>	
90-100%	<b>A</b> (4.0) (outstanding)	Participation	20%
80-89%	<b>B</b> (3.0) (entirely satisfactory)	Assignments	55%
70-79%	<b>C</b> (2.0) (acceptable only to a limited extent)	Presentations	25%
Below 70%	<b>F</b> (0.0) (the work has not satisfied the minimum requirements of the course)	<b>Total</b>	<b>100%</b>

This course will not be using the +/- grading option. For general information about grading, see the MU Graduate College’s *Grading & Credit Policies* web page:

<http://gradschool.missouri.edu/policies/progress/grading/>

## ADDITIONAL CONSIDERATIONS

### Deadlines

Deadlines for all course-related deliverables (assignments, presentations, reports) must be respected. The professor reserves the right 1) not to accept late assignments at all, especially from repeat offenders or on low point-value deliverables, and 2) to accept one late assignment from one student once but with a penalty of at least 10%. In extreme cases only (grave illness, tragedy, acts of God), the professor reserves the right to accept late assignments without a penalty. Extreme cases do not include computer, printer, or home internet connectivity issues; uncooperative family members, friends, pets, etc.; or other issues that could be avoided by working ahead of time, creating backups, changing locales, or making similar decisions that might be inconvenient but that enhance learning in the long run. I respect that you are busy. If you do not have the time or energy to devote to this class, I recommend that you not take it.

### Statement for Academic Dishonesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

### Statement for ADA

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a notetaker or extended time on exams), students must also register with the [Office of Disability Services](http://disabilityservices.missouri.edu), (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

### All Regulations and Policies

To access the rules and regulations that apply to University of Missouri students, visit [http://registrar.missouri.edu/Policies\\_Rules\\_and\\_Regulations/index.htm](http://registrar.missouri.edu/Policies_Rules_and_Regulations/index.htm)

## TOPICS

### I. Technologies (emerged and emerging)

Week 1: Introductions; Web-based technologies for communication; Social media/in-class/professional etiquette and expectations; Twitter as a communication tool

Week 2: Gadgets and their uses; Strategies for learning about and using emerged and emerging technologies (Assignment 1 due: Informal in-class description of a device)

Week 3: Birth and evolution of modern technologies, including the web; Web standards and their use

Week 4: Cloud computing, big data; APIs and mashups

### II. Use and users of technologies

Week 5: User perspectives on technologies, or, “There’s no going back”; Meeting user expectations in an on-demand environment (Assignment 2 due: One-minute video)

Week 6: User expectations; Approaches to intellectual property; Wisdom of the crowds; Visualization of content (Assignment 3 due October 6, 2012, 7:00 p.m.: Representative conference tweets.)

Week 7: *Midterm Presentations*: Introducing an emerging technology

Week 8: *Midterm Presentations*: Introducing an emerging technology

Week 9: Information literacy and emerging technologies; Librarians as users; Branding for librarians

### III. Emerging technologies in libraries

Week 10: Marketing, and emerging technologies in libraries (Social media revisited); Anticipating and meeting user expectations (Assignment 4 due: Multimedia CV/résumé)

Week 11: Making a case for and measuring new technologies, innovation; The wrong side of the digital divide

Week 12: Privacy and libraries, security and encryption; Personalization of results (Assignment 5 due: Library Policy/Library Plan)

Week 13: *End of Term Presentations*

Week 14: Keeping up and getting ahead, continuing education; Scholarly communication; Evaluating, reflecting, and sharing experiences

Monday, December 10, 2012, 7:00 p.m.: Tweet Report due



Figure 1: How PEW Internet & American Life smart phone user interviewees feel about their devices (Smith, 2011)

## BIBLIOGRAPHY

### Required Readings

#### Monograph

Manafy, M., & Gautschi, H. (Eds.). (2011). *Dancing with digital natives: Staying in step with the generation that's transforming the way business is done*. Medford, NJ: Information Today. ISBN: 978-0-910965-87-3

<sup>1</sup>Wu, T. (2010). *The master switch: The rise and fall of information empires* (1<sup>st</sup> ed.). New York: Knopf. ISBN: 978-0-307-26993-5

#### Course Materials on Reserve

Available through E-Reserves tab (Ellis Library) under our course name in Blackboard or at the following URL: <http://eres.missouri.edu/eres/coursepage.aspx?cid=3466>.

- Please consult your instructor for the password.

### Required and Recommended Resources

Abram, S. (2010). Ebooks part 2: Trends and standards. *MultiMedia & Internet@Schools*, 17(4), 24-27. Available online:

<http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=52707157&site=ehost-live>

Albanese, A. (2010). Betting the house on HTML 5: Interview with J. Friedman. *Publishers Weekly*, 257(29), 37-40.

<http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=502997025&site=ehost-live>

Alexander, L., et al. (2011). Mlibrary: Concepts for redefining reference. *Journal of Library Administration*, 51(4), 326-342. Available via Taylor & Francis: <http://dx.doi.org/10.1080/01930826.2011.556957>

Anderson, C. (2008). *Long tail, the, revised and updated edition: Why the future of business is selling less of more*. New York: Hyperion. ISBN: 9781401309664

Anderson, J., & Rainie, L. (2010, Jul 2). *The future of social relations* [report]. PEW Internet & American Life Project. Available online:

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<sup>1</sup> Paperback also acceptable.

[http://www.pewinternet.org/~media/Files/Reports/2010/PIP\\_Future\\_of\\_Internet\\_%202010\\_social\\_relations.pdf](http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Future_of_Internet_%202010_social_relations.pdf)

Anderson, J., & Rainie, L. (2010, Jun 11). *The future of cloud computing* [report]. PEW Internet & American Life Project. Available online:  
[http://www.pewinternet.org/~media/Files/Reports/2010/PIP\\_Future\\_of\\_the\\_Internet\\_cloud\\_computing.pdf](http://www.pewinternet.org/~media/Files/Reports/2010/PIP_Future_of_the_Internet_cloud_computing.pdf)

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<http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=77053494&site=ehost-live>

Barnes, F. R. (2010). Putting a lock on cloud-based information. *Information Management Journal*, 44(4), 26-30. Available via Proquest:  
<http://proquest.umi.com.proxy.mul.missouri.edu/pqdlink?did=2089548141&Fmt=7&clientId=45247&RQT=309&VName=PQD>

Berners-Lee, T., Hendler, J., & Lassila, O. (2001, May 17). The Semantic Web: A new form of Web content that is meaningful to computers will unleash a revolution of new possibilities. *Scientific American Magazine*, (2001, May 17).

Bhargava, R. (2008). *Personality not included*. New York: McGraw-Hill. Interview:  
[http://www.youtube.com/watch?v=mKQO0pJ3GYA&feature=player\\_detailpage](http://www.youtube.com/watch?v=mKQO0pJ3GYA&feature=player_detailpage)

*Big data, big impact: New possibilities for international development*. (2012). World Economic Forum. Available online:  
[http://www3.weforum.org/docs/WEF\\_TC\\_MFS\\_BigDataBigImpact\\_Briefing\\_2012.pdf](http://www3.weforum.org/docs/WEF_TC_MFS_BigDataBigImpact_Briefing_2012.pdf)

boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), article 11  
<http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>

Breeding, M. (2009). The advance of computing from the ground to the cloud. *Computers in Libraries*, 29(10), 22-25. Available via EBSCOhost:  
<http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=44864931&site=ehost-live>

Brown, J. S., & Duguid, P. (2000) *The social life of information*. Boston: Harvard Business School Press.

Burkhardt, A. (2010). Social media: A guide for college and university libraries. *College & Research Libraries News*, 71(1), 10-24.  
<http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=502995208&site=ehost-live>

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- Christenson, H. (2011). HathiTrust: A research library at web scale. *Library Resources & Technical Services*, 55(2), 93-102. Available via EBSCOhost: <http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=59922384&site=ehost-live>
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- \*Coombs, K. (2011). Leveraging OCLC cooperative library data in the cloud via web services. In E. M. Corrado & H. L. Moulaison (Eds.), *Getting started with cloud computing: A LITA guide* (Guide #16) (pp. 93-107). New York: Neal-Schuman. ISBN: 978-1-55570-749-1 [\*E-Reserve].
- Corrado, E. M., & Moulaison, H. L. (Eds.). (2011). *Getting started with cloud computing: A LITA guide* (Guide #16). New York: Neal-Schuman. ISBN: 978-1-55570-749-1
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- Duncan, R. (2010). Ebooks and beyond: The challenge for public libraries. *Aplis*, 23(2), 44-55. Available via EBSCOHost: <http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=51828431&site=ehost-live>
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