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Twitter: @libacat
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Office hours: By appointment

Course: Emerging Technologies in Libraries
Time: Monday 4:00-6:40 p.m.
Location: 202 Arts and Sciences Building
Twitter hashtag: #MUEmTech
Resources: https://sites.google.com/site/MUEmTech/

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

Classroom Learning Environment
Presentation of topics 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.

Student Obligations
Students should come to class prepared to engage in the classroom learning environment and to participate fully; readings should be read beforehand, assignments should be completed on time, and students should be prepared to share questions and ideas during the class. Students should expect to use a laptop in class and should plan to bring one. All students have the right to learn under the best circumstances possible. Students therefore should refrain from sleeping, talking at inappropriate times, and surfing the web for information unrelated to class. These behaviors are distracting to other students and disrespectful to all. While I understand the temptation to send SMS messages during class, unless these messages relate directly to the topics being discussed, they are not appropriate.

Because this is a graduate-level course, 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.

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 third 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.

Students are expected to use their MU email accounts for private (non-public) communication with the professor and are encouraged to make an appointment to discuss confidential topics. Although it is private, email is not a secure medium and grades will not be transmitted over email, as it is considered a violation of FERPA legislation protecting student privacy.
Evaluation

Participation
Readings should be completed by the beginning of class on the assigned day. As an aid to Participation, students should prepare a short list of comments and questions over readings and assignments as a way to engage discussion.

Participation grades will be based on active student engagement. While naïve questions have a place in the learning process, and while all well-reasoned questions are welcome in class, the highest marks in participation will be awarded to students demonstrating a robust understanding of the topics being covered. Given these requirements, course attendance is an obvious prerequisite to successful participation.

Preparation Necessary to Participation
In order to participate fully in the class, it is necessary for students to be prepared. 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.

Assignments
Assignments are due as indicated in the Course Schedule, and will include short, informal in-class demonstrations, videos, and written assignments. Further instructions about individual Assignments will be forthcoming.

Discussion Board-type Tweets
Weekly tweets will be assessed in the aggregate at the end of the semester. Additionally, 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 post between

For the purpose of Discussion Board-type Tweets, the week begins at 6:40 on Monday and ends at 4:00 on Monday. Students must post at least one and never more than two tweets in a given week. After doing the math, it will be clear that students should expect to explore, on average, two things per week, excluding the holiday weeks. This will leave one due before the final week of class. Absence from class is not an excuse to miss the weekly tweets.

Tweet Report
Students will write a concise report at the end of the semester on what they have learned from the Discussion Board-type Tweets. Included in that paper will be documentation of 1) date and week that they posted their tweets as an appendix (1 page max.), 2) “best-of” annotated bibliography of resources they consulted including scholarly pieces, software, and other elements pertaining to class, with references formatted according to APA (2 pages max.), and 3) brief personal reaction, drawing conclusions about continuing education, discovery and implementation of new technologies, using Twitter for communication, or any other noteworthy synthesis of what they have learned (3 pages max.).

Students are advised to begin maintaining this document as they begin investigating their technologies.
**Presentations**
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**
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.

**End of Term Presentation**
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.** We will be creating a collected volume of chapters (groups’ top-ten lists) and references for potential use by members of the local LIS community. This document will be made available online 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**

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<thead>
<tr>
<th>Grading Policy</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>Participation 30%</td>
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<tr>
<td>80-89%</td>
<td>Assignments 45%</td>
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<tr>
<td>70-79%</td>
<td>Presentations 25%</td>
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<tr>
<td>Below 70%</td>
<td>Total 100%</td>
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<table>
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<tr>
<th>A (4.0) (outstanding)</th>
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<td>B (3.0) (entirely satisfactory)</td>
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<tr>
<td>C (2.0) (acceptable only to a limited extent)</td>
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<tr>
<td>F (0.0) (the work has not satisfied the minimum requirements of the course)</td>
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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/](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), 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.
Topics

I. Technologies (emerged and emerging) and libraries

Week 1: Web-based technologies for communication, social media etiquette and expectations

Week 2: Gadgets and their uses; Approaches to intellectual property, standards, and data interoperability (Assignment 1 due: Informal description of a device)

Week 3: Cloud computing as a model for approaching library data and services

Week 4: Other and related new models and approaches for library data and services

II. Use and users of technologies

Week 5: Perspectives on technologies, or, “There’s no going back”

Week 6: User expectations (Assignment 2 due: One-minute video)

Week 7: Evolution of services, or, Libraries as growing organisms

Week 8: Midterm Presentations: Introducing an emerging technology

Week 9: Librarians as users, branding for librarians

III. Bringing emerging technologies to libraries

Week 10: Considering new technologies for possible adoption; Marketing and emerging technologies in libraries; Policy and meeting user expectations (Assignment 3 due: multimedia CV/résumé)

Week 11: Making a case for new technologies; Scholarly communication; Access and social media

Week 12: Privacy and libraries; Security and encryption; Intellectual property, reuse, and exchange

Week 13: Evaluating, reflecting, and sharing experiences (Assignment 4 due: social media guidelines)

Week 14: End of Term Presentations; Keeping up and getting ahead

December 9, 2011: Tweet Report due
Bibliography

Required Readings

Monograph


Articles


**Recommended Readings**

*New Technologies in Libraries*


http://dx.doi.org.proxy.mul.missouri.edu/10.1080/01930826.2011.531637

http://journal.code4lib.org/articles/2510


*Business and Marketing Approaches*


http://www.youtube.com/watch?v=mKQ00pJ3GYA&feature=player_detailpage


*Society and Information*


*Privacy*


*Technologies, Trends, etc.*


Hampton, K., Goulet, L. S., Rainie, L., & Purcell, K. (2011, June 16). *Social networking sites and our lives [report]*. PEW Internet & American Life Project. Available online: 

Harmon, E. (2009). *Site statistics and user privacy for nonprofit websites: Learn the facts before you install analytics tools*. Techsoup.org. Available online: 
http://www.techsoup.org/learningcenter/webbuilding/page12238.cfm?id=295300001


Varia, J. (2008). *Cloud architectures [white paper]*. Amazon Web Services. Available online: 