



LONG BEACH STATE UNIVERSITY
College of Education
ETEC 523
INFORMATION AND DIGITAL LITERACIES
FALL 2021
#6879

"Teaching for Life-Long Learning, Professional Growth, and Social Responsibility"

Melvin Cobb, M.A. Ed.

- Office: LA-1 203 E
- Telephone: (562) 938-4894
- Email: mcobb@csulb.edu

Office hours (Zoom Conference):

- Wednesday: 4:30 – 5:30pm
- Friday: 9:00am to 10:00am
- *Links to conference room are in course website*

Update: August 20, 2021

ETEC 523 Information and Digital Literacies (3 units)

Course Description: Information and digital literacies; principles and theories for integrating technologies into learning environments to improve planning, designing and implementing learning experiences; issues of technology planning, collaboration, and assessment; and digital citizenship. Course meets Level II Technology Standards.

Recommended reading:

American Association of School Librarians. (2007). *Standards for the 21st-century learner*. Chicago, IL: Am. Library Assn. (optional)
Farmer, L. (2011). *Instructional design for librarians and information professionals*. New York, NY: Neal-Schuman. (optional)
Farmer, L. (2005). *Librarians, literacy and the promotion of gender equity*. Jefferson, NC: McFarland. (optional)
Roblyer, M. (2012). *Integrating educational technology into teaching* (6th ed.). Upper Saddle River, NJ: Merrill. (optional)

Student Learning Outcomes

By the end of the course, each student will demonstrate the knowledge and skill to:

Meet the level II California Commission on Teacher Credentialing (CTC) Technology Competencies

1. Use technological resources fluently and critically.
2. Use available technology to assess, plan, and deliver instruction so all students can learn.
3. Enable students to use technology to advance their learning.
4. Communicate and collaborate with students, colleagues, resource personnel, and families to provide learners equitable access to state-adopted academic content standards.
5. Follow technology policies to maximize students' learning and awareness around privacy, security, and safety issues.

Students will also be able to demonstrate CTC information and digital literacies competence:

6. Explain theories about information and digital literacy, including the nature, architecture, and cycle of information, technology resources and tools.
7. Model information literacy: how to access, evaluate, process, use, integrate, generate, and communicate information.
8. Practice trans-literacy.
9. Articulate how formats and communication channels impact information and how information and ideas are processed and transformed using digital tools.

Grading and Assignments

Assignments	SLO	Tech Tool	Points:	Due Dates
Assignment 1: Information Theories Guide and Comparison	1, 4, 6	BeachBoard, Google Docs	10	9/6
Assignment 2: DEI and the Information Cycle	6	apps	6	9/13
Assignment 3: Information Format Analysis	1, 6-9	Table	10	9/20
Assignment 4: Information Literacy Database	1,7	Internet searching, Screen capture, Database	30	10/04
Assignment 5: Advocacy Infographic	6,7, 8,9	Photo editing, Drawing, Video editing, Flowchart, Infographics	20	10/11
Assignment 6: Media Literacy Grid	1, 6, 7, 9	Google Docs	6	10/18
Assignment 7: Trans-Literacy	2, 3, 4	Search tool	4	10/25
Assignment 8: Digital Citizenship Podcast	1-9	Podcasting	20	11/01
Assignment 9: E-Portfolio	4	Web design, Personal content management tools, FAQ service	20	12/14
Assignment 10: OER Repositories Comparison	2, 7	Database	9	11/13(15)
Assignment 11: Web Quest	1-4	Custom search tools, Survey tools, Rubrics	45	11/29
Assignment 12: Assistive Technology Spreadsheet	1,4,9	Spreadsheet	30	12/06
Group Project				
Collaborative Professional Development Tutorial Presentation	All	Various	20	See course site for due dates
Total Points:			230	

Commented [A1]: 2aA, 2bA, 2cA, 3bA, 5cA, 5dA, 11aA, 11cA

Commented [A2]: 3cA, 3eA, 10aA

Commented [A3]: 3cA, 3eA, 10aA

Commented [A4]: 5bPA, 7cPA, 10aPA

Commented [A5]: 5bPA, 7cPA, 10aPA

Assignment 1: Information Theories Guide and Comparison

Explain and compare three information theories using Google Docs. This task meets SLO 6.

1. Choose one theory from this week's list (no more than 2 people per theory). Post a one-slide study guide that includes: definition, explanation, example, representative image, source of information citation, and implications for school librarianship (or your chosen profession if different).
2. In a 100 word essay, compare your chosen theory to a peer's AND to Shannon & Weaver's information theory. Save the essay as a pdf file and post in the Assignment #01 discussion topic.

Assignment 2: DEI and the Information Cycle

Even group has a different perspective and role in the information's life cycle. This task meets SLO #6: Explain theories about information and digital literacy, including the nature, architecture, and cycle of information.

1. As a team, choose one population (e.g., within BICOP, individuals with a specific disability, LGBTQAI).
2. Discuss how that population might participate in -- and be impacted -- by the information cycle. What would be one strategy to improve diversity, equity, or inclusion at each step?
3. Write up your team's conclusions in the Information Cycle Discussion Topic (be sure to put your names in the posting's subject box).

Assignment 3: Information Format Analysis

As events occur, each person perceives and records it uniquely because of personality, prior experiences and attitudes. Furthermore, information and its communication are shaped by their format. This task compares information about an event over time. The table format helps to organize information, especially to compare aspects of information, such as timeliness or medium. This task enables you to meet the module's course SLO #9: Articulate how formats and communication channels impact information, and how information and ideas are processed and transformed using digital tools. It also meets SLO 4 (because you are creating an accessible table to communicate).

1. Identify an event (e.g., earthquake, strike, etc.). For that event, find two different documents in different formats, and in a primary source document (in a third format).
2. Compare the time frame of the document's creation, the information conveyed, and how the format impacts that information. Cite your sources. The document should be in the form of a table: one column for each document, and one row for each aspect (citation, time frame, information conveyed, and format impact). Make sure your document is web accessible.

Commented [A6]: 3cPA, 10cPA, 10dPA

Assignment 4: Information Literacy Database

You will be creating a database of information literacy learning objects (i.e., stand-alone learning resources that can be repurposed; examples include tutorials, simulations, presentations, animations, case studies, modules, assessments, etc.). This task meets course SLO 3: Enable students to use technology to advance their learning. It also meets SLO 1 Use technology fluently and critically; and SLO 7 Model information literacy.

1. Locate, evaluate and select 6 learning objects (1 per standard; for AASL and California standards, 2 standards will have 2 learning objects each) that address information literacy needs of a defined age range (elementary students, middle schoolers, high schoolers, undergraduates, workplace employees) and general content area (e.g., science, social studies).
2. Create a database that lists and describes the 6 learning objects. The database fields should include: title, URL, target audience, information literacy standard (AASL, ACRL, or California), suggested use. NOTE that you can incorporate some of the resources into your learning activity (module 8 WebQuest variation). Use Microsoft's Access database program if possible.

Commented [A7]: 3dPA, 4bPA, 6cPA, 6dPA, 6ePA, 10bPA

Assignment 5: Advocacy Infographic

It is important to be able to represent information visually. As Common Core State Standards are becoming more important, it is useful to describe how educational technology and media endeavors support it. Similarly, infographics can be used to advocate for positive change, such as addressing diversity, equity, and inclusion (DEI). One effective way to communicate that concept is visual. This task meets SLO 6, 7, 8, and 9.

1. Visually explain technology or library program's role relative to Common Core or DEI using an infographic tool. Post the URL (or document) in the infographic discussion topic.
2. As a reply to a peer's posting, write a paragraph about how visual literacy techniques could help the peer advocate for the Common Core State Standards or DEI (cite at least one source in your justification).

Commented [A8]: 5aPA, 10cPA

Assignment 6: Media Literacy Grid

By examining and comparing media using a table to visualize information, you -- and your students -- can use these criteria when encountering the myriad of media messages daily. The result of this assignment is a class crowdsourced finished grid that can be incorporated into various curricula. This assignment meets SLO 1, 6, 7, and 9.

Task: On the online Media Literacy Grid document, each student completes 2 cells/squares, providing the appropriate information for each space, including a short in-text citation from the book *Introducing Media Studies* or other materials from this module that justifies your statement. Every cell needs to be filled, and no more than 3 students can fill/complete one cell.

Commented [A9]: 3cPA, 10aPA, 10cPA, 10dPA

Assignment 7: Trans-Literacy

Social media, especially with its collaborative underpinning, lends itself to transliteracy learning activities because it enables learners to gain information from different media and generate knowledge using a different medium. This task meets SLO 2, 3 and 4.

1. Locate a lesson that uses a collaborative approach and demonstrates transliteracy.
2. Explain why you think it fulfills these criteria, and cite one reading from this module to justify your stance.
3. Submit your lesson (title and URL) and explanation to the Transliteracy discussion topic.

Commented [A10]: 10cPA

Assignment 8: Digital Citizenship Podcast

Now that you have worked with several literacies, you can apply those skills to create a media message that teaches/sells the importance of digital

citizenship. Media messages can also be a way to address fake news. This task meets SLO 5: Follow technology policies. It also meets SLO 1 Use technology resources fluently and critically, and SLO 4 Communicate.

1. Create a 30-60 second podcast that addresses digital citizenship. Use all original audio material. Think in terms of a PSA (public service announcement). Your objective should be clear in your PSA, and you should also post your podcast transcript in the message box (for accessibility reasons).
2. Post your podcast in the PODCAST discussion topic (typically a URL). In the discussion message box, include citation of your source of information, program that you used to create the podcast, and target audience.
3. In a reply, critique a peer's podcast using a rubric.

Commented [A11]: 2aPA, AaPA, 5bPA, 7aPA, 10aPA, 10bPA, 10dPA, 10ePA, 11aPA, 11cPA

Assignment 9: E-Portfolio

Eportfolios serve as an organized structure to authentically demonstrate your competency. Eportfolio websites also facilitate the incorporation of different media such as audio and video files, which can showcase your content and technological expertise more richly and dynamically. Your eportfolio will show that you meet all the SLOs, which includes the Teacher Librarian Special Class Authorization standards (SLOs # 6-9).

1. Create a wiki or webpage.
2. Put your name on the home page. Add an image, such as a photo of you at your workplace.
3. Address standards 4 and 5. Provide two pieces of evidence that shows your met that standard.
4. Link your work to the standard component, and state in 2-3 sentences why your evidence demonstrates that you met the standard.
5. Post your eportfolio URL on the eportfolio discussion topic.

Commented [A12]: 5cA, 10a-eA, 11a-cA

Assignment 10: OER Repositories Comparison

While OERs appear to be attractive alternatives to costly educational materials, many educators have difficulty finding high-quality, relevant free educational resources. You can help them. By examining reputable OER repositories, you can recommend them to colleagues and help them find appropriate materials for their courses. This task meets SLO 2 and 7.

1. Locate a repository that focuses on OERs.
2. In a 100-150 word write-up, analyze your chosen repository in terms of: target user group(s), scope/range of coverage of subject matter and types of content, approximate number of resources, searching and access features, content origin (e.g., creators, selection criteria), and quality control (e.g., peer review). (You may use bullet point phrases.)
3. Post your write-up on the OER discussion topic.
4. In a 50-word REPLY to a peer's write-up, compare your chosen OER to the peer's.

Commented [A13]: 4bPA, 6cPA, 10bPA

Assignment 11: Web Quest

WebQuests (<http://webquest.org/>) offers a useful structure for developing an engaging, interactive learning activity. It enables teachers to select appropriate, relevant websites, and facilitate inquiry-based learning that meets content standards. To that end, you will develop a WebQuest that incorporates design process and computational thinking. This task meets SLO 1: Use technological resources; SLO 2: Use available technology to assess, plan, and deliver instruction; SLO 3: Enable students to use technology to advance their learning; SLO 4: Communicate.

1. Create a WebQuest using the template provided. The topic needs to incorporate digital citizenship, along with a content standard. Structure your WebQuest as a design process where the student needs to solve a problem using computational thinking. Where it asks you to list resources, create a searchable set of URLs using Google Custom Search or MERLOT's bookmark collection tool. The set should include 8-10 digital/web resources; at least one needs to serve as a reference source, one has to be a primary source, one has to be a video clip, and one needs to support diversity (you can incorporate resources you located earlier in this course).
2. Submit the lesson in a web-accessible format for the search engine to be embedded easily. Alternatively, you can use the same website development tool as you are using for your eportfolio. Post the WebQuest URL in the Lesson Discussion topic.

Commented [A14]: 2aPA, 2bPA, 3cPA, 3dPA, 6cPA, 7aPA, 11aPA, 11bPA, 11cPA

Assignment 12: Assistive Technology Spreadsheet

An important task in instructional design is matching technology to the learner. This task is critical to meet special needs. This assignment thus gives you an opportunity to plan for such technology, including the costs associated. A spreadsheet offers an efficient way to accomplish this task, particularly because of its formula feature. This task meets SLO 3: Enable students to use technology to advance their learning; SLO 4: Provide learners equitable access; and SLO 1: Use technology resources fluently and critically.

1. Based on your choice and assessment of a population of students with special needs, evaluate and select 5 different relevant technology resources (e.g., software, hardware, peripherals).

2. Create a budget spreadsheet listing those resources, with a narrative (below the spreadsheet) to explain costs. Make sure that you use a spreadsheet program (not a table) with the formula feature to calculate quantities of items, and a total cost. Your spreadsheet should be ADA-accessible (e.g., headings and image alt-text), AND you should include a link to the vendor's accessibility statements.
3. Post your plan in the Spreadsheet discussion topic.

Commented [A15]: 4aPA, 5bPA, 7cPA, 10aPA

Collaborative Professional Development Tutorial Presentation

During the course, as the tech tool is noted in the relevant module, each student will present a 5-minute professional development screencast about a technology tool:

1. Briefly describe the tool, its features, its applications to information or digital literacy; then show how to use the tool. The student presenter serves as the tool expert for the rest of the course.
2. Assess a peer's presentation using the course's rubric, and post it as a reply to the presentation.

Commented [A16]: 2aPA, 2bPA, 2cPA, 3bPA, 5cPA, 5dPA, 11aPA, 11cPA

Grade		Points
A	-	207 – 230
B	-	184 – 206
C	-	161 – 183
D	-	138 – 160
F	-	0 – 137

Grading: Points are determined based on accuracy, thoroughness, clarity, attention to detail, alignment with assignment, and insight. A and B work should be of graduate study quality. Students are expected to participate online as appropriate.

Late Assignments: You are strongly encouraged to keep up with assignments and turn them in on time. Assignments are due on the published due date and time. **Assignments are not accepted late.**

Note on missing assignments: I generally stick to the policy denoted above about not accepting late work. However, since I want students to do the work because it is beneficial to them, I am open to the following compromise. Complete the late assignment and submit it as instructed. I will review it and provide comments, however, it **will not** receive a score. If at the end of the term your grade **can** be influenced by the late assignment, I will score it with a penalty assessed on it.

Class Format

This course utilizes a blend of synchronous and asynchronous instructional sessions. While the class is scheduled to meet at the designated time on the specified weeks, all instructional material is presented in the learning guides. This format provides optimal flexibility and allows students to review the material multiple times throughout the week. It is **strongly** recommended that students designate a specific time during the week for the following purposes in the following order:

1. Time to review the learning guides and lecture material
2. Time to review assigned readings
3. Time to complete the Project Assignments. Please note several project assignments are allotted multiple weeks for completion.

Live sessions will be dedicated to discussing the focus topic of the week as well as the assignments associated with the lectures. In addition, a portion of the live session time will be allotted to serve as an “open lab” in which the instructor will be available to answer questions, provide demonstrations, etc. While students are strongly encouraged to participate in the live sessions, they are **not** mandatory and no points are associated with attendance.

Registration/Withdrawal: The university policy on dropping/withdrawal from classes is set forth online and in the schedule of classes. Students must officially withdraw from their courses even though they have not attended.

I-GRADES: Incompletes are available on a case-by-case basis in unforeseen circumstances prevent you from successfully completing course assignments. Students must have completed at least 75% of the coursework in order to be considered for an I-Grade. The I-Grade allows two additional terms to complete course work.

COMPUTERS: You are expected to have Internet access and meet ETEC technology program basic competencies. Internet access is available to students at CSULB (e.g., library, labs). Often you will receive/send email messages via Beachboard. Verify that the Beachboard email address is your preferred email address. To change your primary address, log in to <http://my.csulb.edu> and select the *Personal Portfolio* option. If you change your preferred email address, also notify your instructors. For technical help, contact <http://helpdesk.csulb.edu> and 562-985-4959.

Ethical Use: careful and ethical use of computing resources is the responsibility of every user. As such, you agree to be subject to the guidelines of the [Policy Governing Access to and Use of CSULB Computing Resources](#).

Students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should see the assistance of the Director Disabled Student Services on Campus.

Cheating and plagiarism: See the *Schedule of Classes* for definitions of cheating and plagiarism. Depending on the circumstances, penalties may include a zero score on the involved assignment/exam, an “F” for the course, and/or referral to the Office of Judicial Affairs. In some cases, the Office of Judicial Affairs may impose possible probation, suspension, and/or expulsion.

Netiquette – Just as respectful conversational techniques are expected in an on-campus classroom, proper netiquette is important when taking an online class. Please remember that using the written word as we do in an online class can be difficult since we don't have facial expressions or body language to aid us in understanding what you are saying. Good online resources for you to check out are: <http://www.aibion.com/netiquette/>

Student / Instructor Communication

Here are some important email communication tips:

- I will generally respond to message sent to me within 24 hours. However, I do not

respond to email on Sundays. Any messages received on Sunday will be responded to on Monday.

- Water Cooler Forum and Q & A Forum - Please use these areas to post questions regarding coursework - and if you have happen to have the answer, feel free to provide it to your fellow students. While I will post responses as well, this forum is primarily for student-to-student communications.

SCHEDULE

WEEK 1 AUGUST 24 (non-meeting week)	WEEK 2 AUGUST 31 (meeting week)
<p>Reading: Review Syllabus</p> <p>Focus Topic:</p> <ul style="list-style-type: none"> Course Introduction What is Information? <p>Assignment:</p> <ul style="list-style-type: none"> Introductions 	<p>Reading: Review Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Theories of Information <p>Assignment:</p> <ul style="list-style-type: none"> Professional Development Tutorial Review Assignment #1: Information Theories Guide and Comparison (Due 9/6)
WEEK 3 SEPTEMBER 7 (meeting week)	WEEK 4 SEPTEMBER 14 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Information Cycle <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #2: DEI and the Information Cycle (Due 9/13) 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Information Analysis <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #3: Information Format Analysis (Due 9/20)
WEEK 5 SEPTEMBER 21 (meeting week)	WEEK 6 SEPTEMBER 28 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Information Literacy <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #4: Information Literacy Database (Due 10/04) 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Visual Literacy <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #5: Advocacy Infographic (Due 10/11)

Commented [A17]: 3eIP each week

Commented [A18]: 3cIP, 3eIP, 10cIP

Commented [A19]: 5bIP, 7cIP, 10aIP

Commented [A20]: 3cIP, 10cIP, 10dIP

Commented [A21]: 3dIP, 4bIP, 6cIP, 6dIP, 6eIP, 10bIP

Commented [A22]: 5aIP, 10cIP

WEEK 7 OCTOBER 5 (non-meeting week)	WEEK 8 OCTOBER 12 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Media Literacy <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #6: Media Literacy Grid (Due 10/18) 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Trans-Literacy <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #7: Trans-Literacy Lesson (Due 10/25)

Commented [A23]: 3clP, 10alP, 10clP, 10dlP

Commented [A24]: 10clP

WEEK 9 OCTOBER 19 (non-meeting week)	WEEK 10 OCTOBER 26 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Digital Literacy & Citizenship <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #8: Digital Citizenship Podcast (Due 11/01) 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Information Services and Knowledge Management <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #9: Eportfolio (Due 12/14)

Commented [A25]: 2alP, 4alP, 5blP, 7alP, 10alP, 10bP, 10dlP, 10elP, 11alP, 11cP

Commented [A26]: 5cA, 10Aip, 10B-eP, 11Aip, 11b-cP

WEEK 11 NOVEMBER 2 (meeting week)	WEEK 12 NOVEMBER 9 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Resources for Learning <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #10: OER Repository (due 11/13 for Analysis; 11/15 for Comparison) 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Instructional Design Resources <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #11: WebQuest (Due 11/29)

Commented [A27]: 4blP, 6clP, 10blP

Commented [A28]: 2alP, 2blP, 3cP, 3dlP, 6cP, 7alP, 11a-clP

WEEK 13 NOVEMBER 16 (meeting week)	WEEK 14 NOVEMBER 23
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> Incorporating Technology to Meet Learner Needs <p>Assignment:</p> <ul style="list-style-type: none"> Assignment #12: AT Spreadsheet (Due 12/06) 	<p style="text-align: center;">Thanksgiving Weekend</p>

Commented [A29]: 4AIP, 5bP, 7cIP, 10aIP

WEEK 15 NOVEMBER 30 (non-meeting week)
<p>Focus Topic(s):</p> <ul style="list-style-type: none"> Course wrap-up <p>Assignment:</p> <ul style="list-style-type: none"> Course Evaluation