From educational software to informational websites and mobile apps, a wide range of electronic materials is currently available for children and young adults. These materials can help parents entertain and motivate their children. They can also assist teachers in meeting the individual learning needs of children.

Instructor Information

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Course Description

This three-credit hour course focuses on the evaluation, selection, management, and use of electronic materials for children and young adults including web, computer, and app-based materials. Learners will explore categories of resources and develop materials such as pathfinders, tutorials, transmedia projects and WebQuests to facilitate access and promote learning. Issues such as copyright, technology planning, and grant writing will also be explored.

This course will expand your thinking about the integral role of electronic resources in a comprehensive school, academic, and/or public library setting. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

Course Assumptions

The following entry skills are required for this course:

- demonstrate basic computer skills related to keyboarding, operating system, and disk management
- identify, select, access, and evaluate information found on the Internet and in the library
• use technology as a personal and professional productivity tool for activities such as word processing (Microsoft Word) and desktop presentations (Microsoft PowerPoint)
• use a word processor, web development tool, or raw HTML for simple web page development
• download drivers and plugins as needed
• use Oncourse for forums and information sharing

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to email or arrange a chat with your instructor any time!

Learning Objectives

Students will be able to:

• Make effective decisions related to electronic materials for children and young adults.
• Develop, manage, and organize electronic materials collections.
• Evaluate and select electronic materials resources in specific categories.
• Address access, organization, promotion, copyright, and censorship issues.
• Develop plans for addressing technology needs and acquiring funds.
• Integrate electronic materials into the K12 libraries, classrooms, and public libraries.
• Create pathfinders, tutorials, transmedia projects, WebQuests and other materials to facilitate access and promote learning.

MLS Program, Graduate Program and ALA Competency Connections.

This course addresses competencies related to the MLS program in the following areas:
• Assist and Educate Users
• Develop and Manage Library Collections
• Organize and Represent Information Resources
• Apply Management and Leadership Skills
• Work Effectively Within and Across a Variety of Organizational Structures
• Demonstrate Basic Technical Expertise
• Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in
the following areas:

• Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field

• Thinking critically, applying good judgment in professional and personal situations

• Communicating effectively to others in the field and to the general public

• Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

• Information Resources
• Organization of Recorded Knowledge and Information
• Technological Knowledge and Skills
• Reference and User Services
• Continuing Education and Lifelong Learning
• Administration and Management

Course Materials

Online Course Materials

• Syllabus - [http://eduscapes.com/electronic/course/syllabus.htm](http://eduscapes.com/electronic/course/syllabus.htm)
• Course Content - [http://eduscapes.com/electronic](http://eduscapes.com/electronic)
• Course Requirements - [http://eduscapes.com/electronic/course/requirements.htm](http://eduscapes.com/electronic/course/requirements.htm)
• Oncourse Sharing Area - [http://oncourse.iu.edu](http://oncourse.iu.edu)

Course Requirements

The course requirements will be addressed within a CourseGuide located at [http://eduscapes.com/electronic/course/courseguide.htm](http://eduscapes.com/electronic/course/courseguide.htm)

Course Content, Topics, and Calendar

For a current calendar with readings and due dates, go to [http://eduscapes.com/electronic/course/calendar.htm](http://eduscapes.com/electronic/course/calendar.htm)

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding
achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 100 points possible:

- **A** 98-100
- **A-** 95-97
- **B+** 92-94
- **B** 89-91
- **B-** 86-88
- **C** 80-85
- **D** 75-79
- **F** below 74

The meaning of the letter grades follows the SLIS Grading Policy:

**A**: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

**A-**: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

**B+**: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

**B**: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

**B-**: Marginal work. Student performance demonstrates incomplete understanding of course materials.

**C+, C, C-**: Unsatisfactory work and inadequate understanding of course materials.

**D+, D, D-**: Unacceptable work; course work completed at this level will not count toward the MLS degree.

**F**: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

**IUPUI Mission Statement**

The Mission of IUPUI is to provide for its constituents excellence in
- Teaching and Learning;
• Research, Scholarship, and Creative Activity; and

• Civic Engagement.

With each of these core activities characterized by
• Collaboration within and across disciplines and with the community;

• A commitment to ensuring diversity; and

• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**IUPUI Values Statement**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

**Student Academic Conduct**

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student's first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to [http://www.iupui.edu/code](http://www.iupui.edu/code)
Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu For more information, go to http://diversity.iupui.edu/aes/

Administrative Withdrawal

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class assignments within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class has assignments each week; thus if you miss more than three assignment in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.”
Learn more at http://registrar.iupui.edu/withdrawal-policy.html