Whether you’re interested in coordinating multimedia makerspaces and video game clubs in a public library, directing a Digital Media Commons in an academic library, creating movie trailers with students and promoting audiobook reading in school libraries, or coordinating audio and video collections in special libraries, this course is for you.

From circulating feature films and jazz music to creating podcasts and original video programming, librarians are involved with a wide range of digital audio and video sources. This three-graduate hour course focuses on decision making involving digital audio, video, and interactive media including video games in library settings. This includes collection development, management, production, and use. Issues such as access, marketing, copyright, and censorship will be discussed. Listening and viewing advisory services, multimedia literacy as well as integration of audio and video resources in all library settings will be explored. Tools and techniques for producing and disseminating audio and visual elements will be examined.

This course explores both the theory and practice involved with audio and video sources.

Instructor Contact Information

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Course Description

Catalog Description: This course provides a user-focused approach to decision making in the digital audio and video information environment. It emphasizes collection development in support of user services, including access to remote collections and evaluation of multimedia materials and delivery mechanisms, and issues related to emerging technologies. The scope includes adult and young adult audiences.

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

The following entry skills are required for this course:
• Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).
• Use basic audio and video production hardware and software.
• Identify, select, access, and evaluate information found on the Internet and in the library.
• Use Canvas for discussions and information sharing.

Students must complete S401 prior to enrolling in this course. It’s strongly recommended that students enroll in S501 and S502 concurrently with or prior to taking this course.

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange a chat with the instructor at any time.

Learning Objectives

Students will be able to:
• Make effective decisions related to digital audio and video information environments.
• Develop, manage, and organize digital audio and video information collections.
• Evaluate and select audio and video information resources.
• Address access, organization, promotion, multimedia copyright, and censorship issues.
• Implement viewing and listening advisory services.
• Develop plans for addressing multimedia literacy needs.
• Integrate multimedia resources into varied library settings.
• Apply techniques for sharing and disseminating audio and visual elements.
• Discuss current trends and possible futures for audio and video technologies.

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
• Apply Management and Leadership Skills
• Work Effectively Within and Across a Variety of Organizational Structures
• Conduct and Analyze Research
• 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:

- Foundations of the Profession
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Administration and Management

**Course Materials**

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

Go to [http://eduscapes.com/av](http://eduscapes.com/av).

**NO** textbook is required.

**Course Assignments and Assessments**

The learning objectives will be assessed through a series of activities and discussions. Course assignments are intended to help you apply the course materials.

**Media Experience Discussions.** You’ll be sharing nine experiences (postings) and nine reactions (replies) related to nine topics including audiobooks, digital audio collections and podcasts, music, subscription-based services, feature-length films, short video, video games, interactive experiences, and book-movie connections. You’ll be posting and replying throughout the semester. This assignment is worth 30 Points.

**Specto Assignments.** The word "specto" means to observe, watch, or see in Latin. Let’s use this term for our assignments. The course contains five Specto assignments worth between 10 or 15 points each. These "Specto" are intended to ignite learning and help you apply the course materials to a project environment. These projects bridge theory and practice so you’ll need to connect your course readings with real-world problems. The Sparks will be shared in the DISCUSSION area of Canvas. You’ll be posting your assignment, then replying to the work of your peers.

- Specto 1: Produce a Podcast (15 Points)
- Specto 2: Build a Pathfinder (15 Points)
• Specto 3: Manage Collections (15 Points)
• Specto 4: Produce Video (15 Points)
• Specto 5: Focus on Users (10 Points)

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.

**Late and Incomplete Work**

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

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

**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
Course Topics and Calendar

Topic 1: Overview
Read the Overview page and watch video.
Read Audio, Video, & Libraries, Information Seekers, and Locating Sources.

Topic 2: Resource Types
Read the Resource Types page and watch video.
Read Audio, Spoken Word, Music, Video, Video Types, and Interactive Media.

Topic 3: Collections
Read the Collections page and watch video.
Read Humanities, Social Science, Science & Technology, and Business.

Topic 4: Management
Read the Management page and watch video.
Read Building Collections, Selecting Sources, Acquiring Sources, and Managing Sources.

Topic 5: Production
Read the Production page and watch video.
Read Original Productions, Commons & Makerspaces, Student Productions, Planning & Recording, and Editing & Disseminating.

Topic 6: Use
Read the Use page and watch video.
Read Advisory Services, Media Literacy, Audio Use, Video Use, Game Use, and Book Connections.

For the currently calendar with links to readings, go to http://eduscapes.com/av/course/calendar.htm.