# Table of Contents

- IST673: Technology in School Library Media Centers .......................................................... 2
- CONTACT INFORMATION ........................................................................................................ 2
- COURSE INFORMATION ......................................................................................................... 2
- Location .................................................................................................................................. 2
- REQUIRED TEXTBOOKs .......................................................................................................... 2
- Free Downloads ...................................................................................................................... 2
- ASSIGNED READINGS ............................................................................................................ 3
- Department Level Goals ......................................................................................................... 4
- IST673 Student Learning Objectives ....................................................................................... 5
- Rationale of the Course .......................................................................................................... 11
- edTPA Goals and Learning Objectives .................................................................................. 12
- Learning Segments ................................................................................................................ 14
- RESEARCH NOTICE ............................................................................................................. 14
- COURSE POLICIES ................................................................................................................ 14
  - Academic Integrity ................................................................................................................. 15
  - Disabilities Accommodation ................................................................................................. 15
- COMMUNICATION .................................................................................................................. 15
  - Becoming a Participant in this Learning Community ............................................................ 15
  - Email .................................................................................................................................... 16
  - Sending Email ...................................................................................................................... 16
  - Inclement Weather/Snow Contingency Plans ....................................................................... 16
  - Blackboard .......................................................................................................................... 16
  - Blackboard Mobile .............................................................................................................. 16
- GRADING INFORMATION ....................................................................................................... 17
  - Grading Distribution ............................................................................................................ 17
  - Major Assignments ............................................................................................................. 17
- COURSE PROJECTS ............................................................................................................... 17
  - Reflections (6x @ 4 points each) 24%................................................................................... 18
  - Special Topic Research Papers/Presentations – (2 @ 10 points each) 20% total ......................... 18
  - Due Dates for Special Topic Papers/Lessons ........................................................................... 19
  - Field Notes – (3 @ 5% each) 15% ......................................................................................... 20
  - Working in the Digital Classrooms ....................................................................................... 20
- WORKS CITED ....................................................................................................................... 21
CONTACT INFORMATION
Instructor: Joette Stefli-Mabry, PhD
Office: Draper 104
Email: jstefl@albany.edu
Cell phone: 845-337-9008
Office Hours: By Appointment

COURSE INFORMATION

Course Dates
Arranged Saturdays:

<table>
<thead>
<tr>
<th>Week 1: September 12</th>
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<tbody>
<tr>
<td>Week 2: September 26</td>
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<tr>
<td>Week 3: October 3</td>
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<tr>
<td>Week 4: October 10</td>
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<td>Week 5: October 24</td>
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<tr>
<td>Week 6: November 7</td>
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<td>Week 7: November 21</td>
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Location
Husted 04 (Downtown Campus)

REQUIRED TEXTBOOKs

Free Downloads
Please download and have these resources handy to refer to for each class. If you haven’t downloaded and printed out #7 yet, the Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12 please do so and bring it to class for each meeting except the last two.

2. Engage NY Common Core Resources: https://www.engageny.org/ccss-library
4. SCALE (Stanford Center for Assessment, L., & Equity). (2014). Crosswalk-to- Danielson 2013-12114. You can only access this is you have an edTPA account. See course resources for a pdf of the document.
Specialist Assessment Handbook. In Board of Trustees of the Leland Stanford Junior University (Ed.) (available in Blackboard see: course resources).

6. The importance of research and the Common Core Learning Standards

7. Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12 Assessments/Common Core Alignment. Developed by the New York City School Library System. Free download available at:
   http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf

ASSIGNED READINGS
Readings will be assigned as appropriate to the topic of study. Files and links will be posted to Blackboard each week. Please read the material before class.
**Department Level Goals**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Assessments</th>
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| 1. Demonstrates a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines. | • Reflections  
• Assignments  
• Discussion Board  
• Field Notes  
• Special Topic Paper  
• edTPA |
| 2. Knows the history of the information professions and understand the changing roles of information professionals in a global environment | • Assignments  
• Discussion Board  
• edTPA |
| 3. Creates, selects, acquires, organizes, describes, manages, preserves, retrieves, and disseminate information using relevant theories and practices. | • Assignments  
• Special Topic Papers  
• Reflections  
• edTPA |
| 4. Assesses the information needs of diverse and under served populations and provides resources and instruction to meet those needs. | • Field Notes  
• Reflections  
• edTPA |
| 5. Recognizes the crucial role of users in the development and delivery of user-centered information systems and | • Field Notes  
• Reflections  
• edTPA |
| 6. Formulates, interprets, and implements information policy including issues of privacy, equity, intellectual property, and intellectual freedom. | • Field Notes  
• Reflections  
• edTPA |
| 9. Understands, implements and uses appropriate technologies in the delivery of information content and services. | • Field Notes  
• Special Topic Papers  
• Reflections  
• edTPA |
| 11. Understands the information environment and builds collaborative relationships to strengthen library and information services | • Reflections  
• Field Notes  
• edTPA |
IST673 Student Learning Objectives

1. Distinguishes the respective roles of curriculum, instruction, formative and summative assessment.

2. Demonstrates knowledge of the types, characteristics, and uses of multiple sources of information presented in diverse formats and media.

3. Demonstrates knowledge of the content of national information literacy and technology standards and strategies for integrating those standards into the school curriculum.

4. Demonstrates understanding of the principles of curriculum development, the importance of participating in curriculum development activities, and strategies for collaborating with teachers to identify curricular needs and teach information technology, and reading literacy skills.

5. Applies knowledge of how to collaboratively plan, implement, and assess differentiated instruction to support learning for students with diverse needs.

6. Interprets information provided about a classroom of students at a given grade level.

7. Reviews a curricular requirement and identifies critical information literacy/inquiry skills to be taught.

8. Discusses with sound reasoning why the selected instructional strategy would be effective, using current research and knowledge of information, technology, and literacy skills instruction.

9. Describes an effective strategy for modifying instruction, resources, or assignment requirements to address diverse student needs.

10. Discusses with sound reasoning why the selected modification strategy would be effective, using knowledge of current research information, technology, and literacy skills instruction.

11. Explains how to assess student understanding and application of the identified information literacy/inquiry skills.

12. Develops explicit intended learning outcomes for students.

13. Distinguishes educational assessment testing and grading.

15. Designs unambiguous student-centered formative assessments to understand the degree of student attainment of learning outcomes for student learning objectives.

16. Appreciates formative assessment as a collaborative process engaged in by educators and students.

17. Applies assessment information to improve teaching practice and student learning (formative use of assessment information).
Rationale of the Course

The purpose of this course is to prepare you to be great educators. By “great” I mean educators who are informed, aware, passionate, patient, reflective and willing to embrace challenge and change. Let me explain why I chose these descriptors and by doing so, I will reveal my core values:

Informed
As educators you must have expertise in your subject matter content area: information literacy. Mastery of this content area is critically important. Through this course my hope is that you will seek to understand what constitutes good pedagogical (teaching) practice, why it is good, and how you can work towards attaining it. The same is true for instruction and assessment, I encourage (challenge) you to think about what and why you are selecting not only the resources and tools that you will be using with students, but also the choices you make re: sequencing and presenting instruction. Are the choices you make supported by research? Why are you doing what you are doing? What tools (technology and/or traditional resources) are best for this particular task, or these particular learners? And most importantly, why?

Awareness
One of my goals this semester is for you to become more aware of who you are as an educator and learner and what your core values are re: teaching and learning. What is important/essential for students to learn about? Why is teaching this topic important? If it isn’t why are you teaching it? What is it that students are supposed to be learning – taking away – from this experience? How do you know what they are learning?

Passion
I hope that you find pleasure in teaching AND learning and that you are committed to attaining the skills, competencies and dispositions that you need to be successful, not only academically but also as a citizen of the world. I hope that you are passionate about helping others to do the same.

Patience
Please be patient with yourself and with those around you. I ask that you respect views that are different from yours, and try to see the world from multiple perspectives. Have patience with your peers, mentors and students. Step back, listen to what others are saying, question what you think you know.

Thought
This comes from candid and regular self-reflection and questioning. We all have strengths and weaknesses. If you are to grow as an educator and leader it is important that you are aware of what you need to do to strengthen and improve your skills and competencies. You know yourself better than anyone – reflect upon what you can do over the course of this semester to improve the learning environment (and experiences) not only for yourself, but for others as well.

Change
Being open and willing to change is not easy. We are creatures of habit. We tend to establish routines and balk when things don’t go as planned. Acknowledge that change is part of life, part of growth and often requires taking risks and making mistakes. Challenge yourself to take risks and grow in your understandings of new technologies, different instructional and assessment practices, and different ways to express learning.

**Format of IST673**

The format for IST673 is based on a method of teaching and learning referred to as Problem-based Learning, or simply PBL. PBL is a term first used in the 1960s in a Canadian medical school. PBL entails students working on loosely structured problems, discovering on their own what they need to learn to solve it, and applying what they learn to the problem (Savery & Duffy, 1996). In short, you will be placed in a context where you need to take charge of your learning. The course is an intellectual journey, complete with trials, tribulations and triumphs --and yes, even failures. I will encourage you to be reflective and candid about your teaching and learning experiences as the process -- creating an edTPA –based instructional unit -- unfolds. That means each of us is responsible for providing honest feedback about what we can do collectively and collaboratively to enrich the teaching and learning experience. There may be times that you will feel frustrated and confused, but please know that this “mess” (Salmon, 2007) or “swamp of important problems” (Schön, 1987, p. 3) is part of the learning process.

This “swamp: as he calls it is the place where most group workers and group work students choose to be despite the fact that it means dealing with the most difficult and messy of life’s problems, when the only certainty in the beginning is that the result will be hard to predict (Salmon, 2007, p. 79).

**edTPA Goals and Learning Objectives**

edTPA ([http://edtpa.aacte.org/](http://edtpa.aacte.org/)) is a nationally available performance assessment of readiness to teach for novice educators. This assessment has been adapted by NYSED and is a requirement for certification as a school librarian in New York State (effective May, 2014). It is designed with a focus on student learning and principles from research and theory. According to the edTPA Handbook, successful teachers

- develop knowledge of subject matter content standards and subject-specific pedagogy
- develop and apply knowledge of varied students’ needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. IST673 has been designed to provide you with experience in the three required edTPA tasks:

1. Planning for instruction and assessment
2. Instructing and engaging students in learning
3. Assessing student learning

To accomplish these tasks you will be working an inservice K-12 certified school librarian and classroom teacher and designing curriculum, assessments and instruction targeting on developing students’ information literacy skills. The curriculum (learning segment) that you design will be based on the instructional needs of the teacher.

Throughout the semester you will be provided with feedback about your instructional, assessment and pedagogical practice to help you gain confidence in your ability to design curriculum, assessments and instruction to engage K-12 students in meaningful ways to promote critical thinking and skillful researching.

It is tremendously important that you keep in mind that the ultimate goal of this course is **NOT to complete the edTPA, instead the goal is to examine the science and process of YOUR teaching and learning and its impact on students and your K-12 learning partners.**

I don’t believe that students are empty vessels waiting to be filled. Instead, each student brings a rich set of prior attitudes, skills, and knowledge that we will utilize over the course of this semester. This process requires ongoing deep reflection and self-assessment. Your field notes and your self-assessments will require that you reflect during, on and after your practice/experience in the K-12 environment (**D. A. Schön, 1983, 1987; D.A. Schön, 1992; Stefl-Mabry, DeQuoy, & Stevens, 2011**).

**If you ever have any questions, concerns, or just want to talk please do not hesitate to contact me via email (jstefl@albany.edu) or my cell phone: 845 337 9008.**

IST673 will be challenging and demanding and will require time, patience and intellectual rigor. As you work with your K-12 mentors you will be learning how to communicate, share ideas, and collaborate. Collaboration is hard work, and has also been referred to as that “awful “C” word” (**Atkinson, 1999**). It will require you to acknowledge and challenge your mental models and understand the importance of working in groups (**Scales, Matthews, & Johnson, 2005**) to enable you to make the most of your knowledgeable peers (**Bruffee, 1994**).

**Bruffee (1994) advises that partners undergo an examination of assumptions, which he describes as a “reacculturative process,” to avoid misperceptions, misunderstandings, and the like. In the initial stages of a project, tackling the issue of authority paves the way for a smoother collaborative relationship. At the onset, agreement on who has ultimate responsibility and decision-making power for project components is essential (**Brasley, 2008**).**

This will parallel the work that you, as an information professional will be doing day-to-day as a certified school librarian. Successful completion of this course will make a difference for teachers, school librarians, K-12 students and hopefully YOU.
Unlike some courses in which students are responsible for mastering a set amount of content, this problem-based learning (PBL) course is designed to challenge you to extend and enhance YOUR understanding of teaching, learning, information literacy, assessment and evaluation through active engagement in collaborative real-world learning experiences.

classroom. Each student is expected to complete at least 25 hours of fieldwork as per certification agreements the university has with the New York State Department of Education (NYSED).

Learning Segments

The learning segments should include in-class activities with carefully selected technologies and information resources that are designed to support and guide student learning and active student engagement. Each graduate student will create at least 3-5 consecutive lessons, or if teaching within a large time block, 3-5 hours of connected instruction, referred to in the edTPA Handbook as a learning segment. Consistent with the AASL Standards for the 21stCentury Learner 3, a learning segment should provide opportunities for students to develop their ability to become any or all of the following:

• critical thinkers
• enthusiastic readers
• skillful researchers and/or
• ethical users of information (American Association of School Librarians, 2007)

More specific information about the requirements of the edTPA can be found in the 2014 edTPA School Library Specialist Handbook and on the course calendar.

Please note – this course will not result in your final edTPA, but it can and should be used as a template and practice for the actual edTPA that you will need to successfully complete in order to become a certified school librarian in New York State.

RESEARCH NOTICE

As part of an on-going effort to improve the design and implementation of this course, you'll be asked to provide weekly reflections that may address questions related to the design and/or content of the course. You'll also be asked to participate in discussions on a variety of topics. Your responses to these inquiries will not have a negative impact on your final grade. Your responses will be used to improve the design of the course, and may be used as the basis of future journal articles and other publications. Neither your name nor any other identifiable information about you will be included in any such publications. Only the instructor of IST673 will have access to your responses. You may choose at any time to have your responses excluded. Such a request will not have a negative impact on your grade.

COURSE POLICIES
**Academic Integrity**

Due to the exploratory nature of this course, students are encouraged to form study groups and to talk about and read each other's assignments - in effect to "share knowledge." Learn by interacting with one another-collaborate, support, and help each another. Nonetheless, students are expected to give credit where credit is due, citing the work and ideas of others in papers that they write. As a policy for this course, plagiarism or cheating will result in a failing grade for the course. In addition, I will pursue further disciplinary action at the university level.

*Plagiarism, self-plagiarism or cheating* (see [http://library.albany.edu/usered/plagiarism/](http://library.albany.edu/usered/plagiarism/)) will result in a zero for the assignment in which the plagiarism occurred, a zero for the course and a referral to the Dean of Undergraduate Studies. After two referrals to the Dean's office for plagiarism students are automatically referred to the Office of Judicial Affairs. Please read the "Standards of Academic Integrity" in the Undergraduate Bulletin 1999-2000 at: [http://www.albany.edu/tree-tops/docs/undergraduate_bulletin/regulations.html](http://www.albany.edu/tree-tops/docs/undergraduate_bulletin/regulations.html). The standards described in this document will be upheld in this course.

“It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity” (see: [http://www.albany.edu/eas/104/penalty.htm](http://www.albany.edu/eas/104/penalty.htm)).

**Disabilities Accommodation**

Reasonable accommodations will be provided for students with documented disabilities. If you believe that you have a disability requiring accommodation please contact the Disability Resource Center (see: [http://www.albany.edu/disability/index.shtml](http://www.albany.edu/disability/index.shtml)) and request an accommodation letter. The Disability Resource Center is located in the Campus Center 137, 1400 Washington Avenue, Albany, NY 12222. Their phone number is 518 442-5490. It is the students' responsibility to notify professors about their disabilities (see: [http://www.albany.edu/disability/current.shtml](http://www.albany.edu/disability/current.shtml)).

**COMMUNICATION**

**Becoming a Participant in this Learning Community**

*Your participation is the learning experience.* This is not a passive experience. You are being invited to design, shape, and pursue learning experiences to meet your needs and is of benefit to your classmates as well as the professor. Toward that end, there are some things that would quickly erode our learning community and so must be avoided. These will be sufficient reason for you to fail the course immediately and/or be removed from the school library program.

- Missing more than 1 class without **prior** permission from me or the dean of graduate studies
- Lateness without **prior** permission from me
Abusiveness toward instructors, classmates, or our learning partners. You are expected to conduct yourself in a professional, courteous, supportive manner.

Non-class related use of mobile phones, instant messenger, email, or other non-class related resources.

Email

Each student is expected to have an Albany e-mail account for this class. Please see the professor if you do not have an account or if you have questions about how to get one. Students will need to check e-mail on a daily basis during the workweek. This is also the best method of communication with the professor concerning assignments, questions, readings and office hours. E-mail accounts can be applied for and accessed in the Draper user room (UNIX). See the door of the computer room for times. Each student should also subscribe to IST-L, the Department of Information Studies' listserv.

Sending Email

When sending email to me please include IST673 and your first & last name in the subject header (ex: IST673 Wendy Jones).

Inclement Weather/Snow Contingency Plans

In the event of inclement weather students will be notified as early as possible via email and twitter that the class has been canceled. Please set up a twitter account (http://www.twitter.com and follow me at: profsteftmabry@twitter.com).

Blackboard

Reliable Internet access is required to access the course’s Blackboard site. If you experience problems using Blackboard, please read the frequently asked questions (FAQs): https://wiki.albany.edu/dosearchsite.action?key=askit&searchQuery.queryString=Blackboard+FAQ&searchQuery.spaceKey=askit

Blackboard Mobile

Blackboard mobile is now free, see: https://wiki.albany.edu/display/public/askit/Blackboard+Mobile+Learn
GRADING INFORMATION

Grading Distribution

Major Assignments
90% of the final course grade will be based on the following major assignments. An additional 10% of the final course grade will be based on peer assessment of the final edTPA portfolio using the edTPA planning rubrics 1-5, instruction rubrics 6-19, and assessment rubrics 11-15 (see 2015 edTPA School Library Specialist Handbook).

<table>
<thead>
<tr>
<th>Course Projects</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Papers/Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Reflections (x6)</td>
<td>24%</td>
</tr>
<tr>
<td>Discussion Board Posts (x6)</td>
<td>12%</td>
</tr>
<tr>
<td>Field Notes (x3)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments (x7)</td>
<td>28%</td>
</tr>
</tbody>
</table>

Grades indicate the degree to which a student completes assignments according to stated requirements. Grades are determined on a 100-point scale where
90-100 Points = A
80-89 Points = B
70-79 Points = C
60-69 Points = D
59 and below = F

A grade of "R" (rewrite) will be given for any paper that does not meet graduate level standards. Students will have one week to rewrite the paper and resubmit it (together with the first graded submission) for review. The "R" grade will be removed at that time if the rewrite is substantially improved.

Remembering to hand in the rewrite is the student’s responsibility. Late rewrites will NOT be accepted.

COURSE PROJECTS

All assignments are explained in detail on Blackboard and are listed on the course calendar with their corresponding due dates.
Reflections (6x @ 4 points each) 24%

One of the most powerful ways to improve professional practice is through honest self-assessment. You are in the best position to assess your own practice and learning by being honest with yourself. Over the course of this semester I will encourage you to challenge yourself by trying out new approaches and practices.

Each week you will be asked to write up a reflection (typically 1-2 double-spaced pages) based upon the course readings and your edTPA learning activities. Specific details for each assignment can be found on the course calendar. You will post the self-assessments using Black Board. The writing rubric will be used to assess reflections.

Assignments (7x @ 4 points each) 28%

There will be seven assignments related to the course readings and/or your edTPA learning activities over the course of the semester. Assignments are designed to strengthen your role as instructional partner and assessment specialist.

Discussion Board Postings (6x @ 2 points each) 12%

Periodically you will be asked to post to the Discussion Board and comment upon the posts of your classmates. All discussion board postings are listed on the course calendar.

Special Topic Research Papers/Presentations – (2 @ 10 points each) 20% total

You will be responsible for developing and delivering two special topic research papers. The papers will focus on current research on a focused topic. The first focus area will be on technology and student academic achievement. The second focus area will be on school libraries and student academic achievement. As you can see both areas are very broad so you’ll need to do some reading first and then narrow down your topic. The first paper and presentation will be an individual effort. The second paper and presentation will be a group paper and presentation (no more than 3 to a group please).

Special Topic One: Technology and Student Academic Achievement (Individual Paper and Presentation)

Before you select a topic please read a variety of current (written in the past 5 years) research articles related to the topic. To help get you started please read:

Special Topic Two: School Libraries and Student Academic Achievement (Group Project)

Before you select a topic, please read a variety of research articles written in the past 10 years (note: this is a different stipulation than the first paper). Please share your topic and/or title of your focus area to the instructor BEFORE beginning the assignment.

Due Dates for Special Topic Papers/Lessons

- First special topic paper/lesson (individual) 09/26
- Second special topic paper/lesson (group) 10/24

Be sure to read ahead in Danielson (2009) and incorporate some of her suggestions for creating professional study groups (see pp. 430-467) to strengthen your special topic paper/presentation.

If you have other topic ideas please share it with the professor. For each presentation create a wiki site (linked on the class wiki on Blackboard) to facilitate sharing your paper, presentation and other related resources. Post the following information to your special topic wiki page one week before each presentation:

- Assign appropriate background readings to the wiki, and notify the class of the “assignments” at least one week before the presentation.
- Create an assignment based on the readings for the class to complete prior to the presentation (use Google forms!)

In addition each special topic paper/presentation will include:

- A 6-8 page paper identifying the most prominent current researchers and summarizing the major findings and implications of their research for teaching and learning (use APA format for all citations)
- A 1 page summary sheet to share as a hand-out with the class during each presentation
- A lesson plan outlining the goals and learning objectives of the presentation.
- A 20-minute lesson for the class sharing the major highlights of the research and actively engaging the class in one or more learning activities related to the topic.
- An in-class assessment activity(s) designed to determine how well the class attained the learning objectives of the material presented.

A writing rubric will be used to assess the papers. edTPA instruction rubrics (6-19) and assessment rubrics (11-15) will be used by the instructor to evaluate the lessons/presentations.

PLEASE NOTE:

- DO NOT READ YOUR PAPER to the class
- DO NOT READ YOUR NOTES to the class
- DO NOT READ POWERPOINT SLIDES to the class.
Share highlights of your findings with us in a way that you, as an audience member, would appreciate and find informative, engaging and entertaining.

Field Notes – (3 @ 5% each) 15%

Field notes will be collected three times over the course of the semester. Please use the field note template. A field note rubric will be used to assess the quality of your field notes. You must integrate course readings and assignments (as appropriate) into your field notes and cite resources using APA format. Theory should be used to inform and to compare and contrast theory with actual practice.

Be sure to label your field note files as follows:

lastnameFN-1 (for the first set - lastname refers to YOUR last name!) lastnameFN-2 (for the second set) etc.

edTPA Portfolio

Over the course of this semester you will be using the 2015 edTPA School Library Specialist Handbook to complete and compile all required documents, video components, artifacts, etc., as outlined on the course calendar. By the end of the semester you will:

- Complete your edTPA portfolio.
- Provide a 20-minute presentation highlighting what you did and what you and what you and the students learned (or didn’t learn) as a result of your learning segment.
- Share highlights of your videos with the class.
- Comment on what worked, what didn’t and why.
- Comment on what would you do differently and why.
- Comment on what you learned about students during the process.
- Comment on what you learned about yourself as an educator during the process.

Working in the Digital Classrooms

Since our classroom will also serve as our primary work area, there are some important issues you should be aware of:

- We are guests. As such **no food or drink** should be brought into the room. Crumbs fly, bottles leak. If you bring it, leave it outside the classroom door.
- We are bound by the software already installed on the systems. If we desperately need some new software installed, we can request it from ITS, but it may take some time. Plan accordingly.
- We must be considerate of classes meeting in the same room immediately before or after our class.
- Access to the classroom computers outside of our class time is likely to be very limited.
WORKS CITED


