LIS5255- INFORMATION, TECHNOLOGY, AND OLDER ADULTS
Day | time
MODE OF INSTRUCTION: Online

Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:

Examines the information and technology needs, uses, and seeking of older adults, with attention to aging in society, successful longevity, lifelong learning, health information, information service provision and evaluation, technology and interface design, technology affordances, and information use environments of older adults.

This course emphasizes synthesis, evaluation, and assessment across the many factors and themes of importance to older adults and their use of information and technology. Students will gain a thorough, synthesized understanding of older adults' use of information and technology and their information needs and seeking behavior; learn how to plan, assess, and evaluate information and technology services and systems from the perspective of older adults; and reflect on and discuss their understanding and evaluation. Students should leave the course with the knowledge, skills, and abilities necessary to propose, implement, and assess information and technology services and systems intended for use by older adults.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:
1. Explain the factors that influence information and technology use by older adults
2. Assess the information and technology needs and seeking of older adults
3. Plan information and technology services for older adults
4. Evaluate information and technology with respect to design for use by older adults

COURSE MATERIALS:

Readings as assigned and posted to the course site.

COURSE ASSIGNMENTS AND EVALUATION:

A. EVALUATION ASSIGNMENT *(40 points)*

- Evaluation of information or technology system or service (20 points)

  Students will evaluate an information or technology system or service of relevance to older adults. Evaluations will be structured based on course material and readings that introduce students to the process of evaluation. Evaluations may be on but are not limited to web sites, library services, health information systems, library programs, technology training programs, digital libraries, and information technologies.

- Evaluation discussion leading (20 points)

  Students will each lead a class discussion on their evaluation of an information or technology system or service. Discussions should include a summary of the system or service and the evaluation, questions for fellow students, and time for questions from the class.

B. COURSE PROJECT *(60 points)*

- Project proposal (10 points)

  Students will submit a brief proposal for the course project they intend to complete. The proposal will include describing the topic, what outputs (mid-term and final) they will produce, and how the outputs will be useful to them. Possible proposed outputs include but are not limited to a synthesized literature review paper, a research proposal paper, a prototype of a web site or service, or a design brief for an information system or service. Students will receive feedback on their proposals towards their project and may be asked to consult further with the instructor.

- Project mid-term output (20 points)

  Students will complete approximately half of their course project, turning in one or more outputs (previously agreed on in the proposal and resulting feedback) to be given feedback

and check their progress. Possible mid-term outputs include but are not limited to a portion or draft of a synthesized literature review, a short literature review and method outline for a research proposal, a portion of a web site or service, or requirements gathering for an information system or service. Mid-term outputs should display similar effort to or greater effort than a 1,500-word paper. Students should incorporate feedback provided on their proposal into their mid-term output, and are expected in tum to incorporate feedback provided on their mid-term output into their final output due at the end of the semester.

- Project final output (30 points)

Students will complete their entire course project, turning in the outputs they committed to in the proposal and in consultation with the instructor. As noted above, possible outputs include but are not limited to a synthesized literature review paper, a research proposal paper, a prototype of a Web site or service, or a design brief for an information system or service. Students should incorporate feedback received on their proposal and mid-term output into this final assignment. Final outputs should display similar effort to a 3,500-word paper.

GRADE CALCULATION:

EVALUATION ASSIGNMENT (40 PTS.)
Evaluation of information or technology system or service 20pts.
Evaluation discussion leading   20pts.

COURSE PROJECT (60 PTS.)
Project / paper proposal   10pts.
Project / paper mid-term output   20pts.
Project / paper final output   30pts.
                                                         100 pts. TOTAL

GRADING SCALE:

The course will use the standard grading scale for courses taught at FSU:

A	93 - 100		C	73 – 76
A-	90 – 92		C-	70 – 72
B+	87 – 89		D+	67 – 69
B	83 – 86		D	63 – 66
B-	80 – 82		D-	60 – 62
C+	77 – 79		F	0 – 59

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Introduction to course and to information, technology, and older adults

2	Introduction to evaluation of information and technology services and systems
3	Introduction to design of information and technology services and systems
4	Longevity, "aging in place," and situated technology
5	Lifelong learning
6	Recreation and leisure
7	Health information 1: Older adult patients
8	Health information 2: Caregivers
9	Disabilities
10	Interface design for older adults
11	Social factors 1: Social support, social media
12	Social factors 2: Residential care, social engineering
13	Focus on diversity
14	Re-visiting the design and evaluation cycle
15	Conclusions and synthesis
16	No final exam; final project outputs due

SCHOOL OR DISCIPLINARY POLICIES:

Copyright Statement
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements
A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call

to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.