

**LIS5255 INFORMATION, TECHNOLOGY, AND OLDER ADULTS**  
**SUMMER 2014, SESSION C, TU/TH 8-10 P.M.**  
**MODE OF INSTRUCTION:**  
Online

**Instructor: Michelle M. Kazmer**  
**Office: 242A Louis Shores Building**  
**Office Hours: Summer 2014 office hours in Shores:**  
**Mondays 9:30-2:30**  
**Wednesdays 9:30-12:00**  
**Thursdays 9:30-2:30**  
**Fridays 9:30-2:30**

**If you need me at another time, OR if you've arrived during one of these posted times and I've been called away, don't despair!**  
**You will still be able to reach me:**  
**Email: mkazmer@fsu.edu**  
**Mobile (text is best): 850-559-2421**  
**Skype/Facebook/Twitter/Google/etc.: michellekazmer**

**Course Website: Via Blackboard**

**COURSE DESCRIPTION:** Examines the information and technology needs, uses, and seeking of older adults, with attention to aging in society, 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. You 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. You 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:

- Explain the factors that influence information and technology use by older adults
- Assess the information and technology needs and seeking of older adults
- Plan information and technology services for older adults
- Evaluate information and technology with respect to design for use by older adults

**COURSE ASSIGNMENTS AND EVALUATION:**

EVALUATION (40 points)

- Evaluation of information or technology system or service (20 points) - Due **July 9th**

You will complete an evaluation, approximately 1,000 words in length, of an information or technology system or service of relevance to older adults. Your evaluations should be structured based on the course material and readings that introduce the process of evaluation; we will review this in class prior to the due date. Your evaluation may be on but is not limited to web sites, library services, library programs, technology training programs, digital libraries, health information systems, and information technologies. When you have completed your evaluation, please post it to the “Evaluations” discussion board by 11:59pm on **July 9th**. Note that all posts are due on the same day; you can do yours early, but you cannot do it late! :)

- Evaluation discussion leading (20 points) - *Choice of dates due **June 25th***  
You will each lead a class discussion for 20-30 minutes on your evaluation of an information or technology system or service. Your discussion should include a summary of the system or service and the evaluation, questions for fellow students, and time for questions from the class. Discussion leading will take place during the first hour of class on the following dates: **July 10, July 15, July 17, July 22, July 24, and July 29**. Please submit your top three date choices, and any dates you absolutely cannot lead, to Dr. Kazmer via e-mail by 11:59pm on **June 25th**. Once enrollment in the class is stable, I’ll [probably] divide the class into “groups” (but no graded group work!) so when you do your discussion leading you’ll be in a Collaborate room with a subset of students, not everybody. Each hour-long discussion leading session will [probably] feature two or three discussion leaders, and you’ll each be responsible for 20-30 minutes, not a whole hour!

### COURSE PROJECT (60 points)

- Project proposal (10 points) - *Due **June 27th***  
You will write a brief (approximately 500-word) proposal for the course project they intend to complete. The proposal will include three parts. First, describe the topic you wish to cover in your project this semester, including why you want to do it. Second, tell us clearly and concretely what outputs you will produce by the middle, and end, of the course. Third and finally, explain how the outputs will be useful to you in your education and career as an information professional.

Possible proposed outputs include but are not limited to a synthesized literature review paper (using at least six sources outside of course readings), a research proposal paper, a prototype of a web site or service, or a design brief for an information system or service. Refer to the mid-term and final output instructions below for more on what I will expect.

Turn your proposal in via Blackboard by 11:59pm on **June 27th**. I’ll provide feedback on your proposals and may ask for adjustments or for you to consult further with me if necessary, to ensure we agree mutually on what constitutes an acceptable project topic and an acceptable target for your outputs.

- Project mid-term output (20 points) - *Due **July 18th***  
You will complete approximately half of your course project, turning in one or more outputs (previously agreed on in the proposal and resulting feedback) to be given feedback and check your progress. Possible mid-term outputs include but are not limited to a portion or draft of a synthesized literature review (using at least three sources outside of course

readings), 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; if you have questions about our expectations, please let us know so we can clarify for you! You should incorporate the feedback we provided on your proposal into your mid-term output. In turn, we expect you to incorporate the feedback we'll provide on this mid-term output into your final output due at the end of the semester. Turn in your mid-term output via Blackboard by 11:59pm on **July 18th**.

- Project final output (30 points) - Due **August 1st**
  - You will complete your entire course project, turning in the outputs you committed to in your proposal and in consultation with us. As noted above, possible outputs include but are not limited to a synthesized literature review paper (using at least six sources outside of course readings), a research proposal paper, a prototype of a Web site or service, or a design brief for an information system or service. You should incorporate the feedback you received on your proposal and mid-term output into this final assignment. We expect final outputs to display similar effort to a 3,500-word paper; as with the mid-term output, if you have questions about our expectations please let us know so we can clarify for you! Turn your final output in via Blackboard by 11:59pm on **August 1st**.

**GRADE CALCULATION:**

**EVALUATION**

Evaluation of information or technology system or service	20 points
Evaluation discussion leading	20 points
<b>EVALUATION TOTAL</b>	<b>40 points</b>

**COURSE PROJECT**

Project / paper proposal	10 points
Project / paper mid-term output	20 points
Project / paper final output	30 points
<b>COURSE PROJECT TOTAL</b>	<b>60 points</b>

<b><u>FINAL GRADE TOTAL</u></b>	<b>100 points</b>
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**ISCHOOL POINT-BASED GRADING SCALE:**

The following standard grading scale will be used to assign your final grade in this course. (Note that you must earn a grade of “C” or better to count this course towards completion of your degree.)

A	93 - 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69

D	63 – 66
D-	60 – 62
F	0 – 59

### **REQUIRED READINGS:**

**You are encouraged but not required to have all the readings done before class. There isn't any graded participation, but please come to class ready to think and share, especially during discussion leading weeks.**

#### **Week 1 (June 24 and 26): Introduction to information, technology, and older adults Information and technology services evaluation**

- Williamson, K., & Asla, T. (2009). Information behavior of people in the fourth age: Implications for the conceptualization of information literacy. *Library and Information Science Research*, 31(2), 76–83. doi:10.1016/j.lisr.2009.01.002
- Powell, R. R. (2006). Evaluation research: An overview. *Library Trends*, 55(1), 102–120. doi:10.1353/lib.2006.0050
- Piper, D., Palmer, S., & Xie, B. (2009). Services to older adults: Preliminary findings from three Maryland public libraries. *Journal of Education for Library and Information Science*, 50(2), 107–118. doi:10.2307/40732568
- And skim: Wagner, N., Hassanein, K., & Head, M. (2010). Computer use by older adults: A multi-disciplinary review. *Computers in Human Behavior*, 26(5), 870–882. doi:10.1016/j.chb.2010.03.029

#### **Week 2 (July 1 and 3): Information and technology service design Aging in society**

- Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). User-centered design. In W. S. Bainbridge (Ed.), *Berkshire Encyclopedia of Human-Computer Interaction* (Vol. 2, pp. 763–768). Great Barrington, MA: Berkshire Publishing. [E-BOOK VIA FSU LIBRARIES]
- Lorenz, A., & Oppermann, R. (2009). Mobile health monitoring for the elderly: Designing for diversity. *Pervasive and Mobile Computing*, 5(5), 478–495. doi:10.1016/j.pmcj.2008.09.010
- Campbell, R. J. (2008). Meeting seniors' information needs: Using computer technology. *Home Health Care Management and Practice*, 20(4), 328–335. doi:10.1177/1084822307310765
- Khvorostianov, N., Elias, N., & Nimrod, G. (2012). “Without it I am nothing”: The Internet in the lives of older immigrants. *New Media and Society*, 14(4), 583–599. doi:10.1177/1461444811421599

#### **Week 3 (July 8 and 10): Interface design Lifelong learning, recreation, and leisure**

- Becker, S. A. (2004). A study of web usability for older adults seeking online health resources. *ACM Transactions on Computer-Human Interaction*, 11(4), 387–406. doi:10.1145/1035575.
- Davidson, J. L., & Jensen, C. (2013). Participatory design with older adults: An analysis of creativity in the design of mobile healthcare applications. *Proceedings of the 9th ACM Conference on Creativity & Cognition*, 114–123. doi:10.1145/2466627.2466652

- National Institute on Aging. (2009). *Making your website senior friendly*. <http://www.nia.nih.gov/health/publication/making-your-website-senior-friendly>
- Kim, A., & Merriam, S. B. (2004). Motivations for learning among older adults in a learning in retirement institute. *Educational Gerontology*, 30(6), 441–455. doi:10.1080/03601270490445069
- O'Connor, L. G. (2013). The information seeking and use behaviors of retired investors. *Journal of Librarianship and Information Science*, 45(1), 3–22. doi:10.1177/0961000611434761

**Week 4 (July 15 and 17): Health information**

- Cresci, M. K., & Novak, J. M. (2012). Information technologies as health management tools: Urban elders' interest and ability in using the Internet. *Educational Gerontology*, 38(7), 491–506. doi:10.1080/03601277.2011.567185
- Xie, B. (2009). Older adults' health information wants in the Internet age: Implications for patient-provider relationships. *Journal of Health Communication*, 14(6), 510–524. doi:10.1080/10810730903089614
- Kazmer, M. M., Glueckauf, R. L., Ma, J., & Burnett, K. (2013). Information use environments of African-American dementia caregivers over the course of cognitive-behavioral therapy for depression. *Library & Information Science Research*, 35(3), 191-199. doi:10.1016/j.lisr.2013.02.003

**Week 5 (July 22 and 24): Technology affordances and disabilities**

- O'Hara, K. (2004). "Curb cuts" on the Information highway: Older adults and the Internet. *Technical Communication Quarterly*, 13(4), 426–445. doi:10.1207/s15427625tcq1304\_4
- Jaeger, P. T., & Xie, B. (2009). Developing online community accessibility guidelines for persons with disabilities and older adults. *Journal of Disability Policy Studies*, 20(1), 55–63. doi:10.1177/1044207308325997
- Courtney, K. L. (2008). Privacy and senior willingness to adopt smart home information technology in residential care facilities. *Methods of Information in Medicine*, 47(1), 76–81. doi:10.3414/ME9104

**Week 6 (July 29 and 31): Social factors  
Conclusions and synthesis**

- Xie, B., Watkins, I., Golbeck, J., & Huang, M. (2012). Understanding and changing older adults' perceptions and learning of social media. *Educational Gerontology*, 38(4), 282–296. doi:10.1080/03601277.2010.544580
- Grimes, G. A., Hough, M. G., Mazur, E., & Signorella, M. L. (2010). Older adults' knowledge of Internet hazards. *Educational Gerontology*, 36(3), 173–192. doi:10.1080/03601270903183065
- Williamson, K., & Asla, T. (2009). Older adults' information needs and behavior. In *Encyclopedia of Library and Information Sciences* (3rd ed., pp. 3938–3943). Taylor & Francis. doi:10.1081/E-ELIS3-120043246

**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. (<http://facsenate.fsu.edu/Curriculum-Forms/Policies>, 06 February 2013)

**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/Academics/Academic-Honor-Policy>.) (<http://facsenate.fsu.edu/Curriculum-Forms/Policies>, 06 February 2013)

**ADA STATEMENT:** 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. This should be done during the first week of class.

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](mailto:sdrc@admin.fsu.edu)

<http://www.disabilitycenter.fsu.edu/>

(<http://facsenate.fsu.edu/Curriculum-Forms/Policies>, 06 February 2013)

### **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/](http://www.copyright.gov/legislation/archive/)).

### **SEXUAL HARRASSMENT 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/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

### **SLIS HARDWARE AND SOFTWARE REQUIREMENTS:**

A list of all hardware and software requirements for students participating in the School of Library and Information Studies (SLIS) courses can be found at the following location:

<http://slis.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).

**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.