Course Syllabus

LIS 641 – Digital Librarianship
Fall 2018 * Tuesday 1:30-3:00 PM * HL 3G

Course Instructor- Stanislava Gardasevic, MA,
CIS Ph.D. Student, LIS Teaching Assistant
email - gardasev@hawaii.edu;
skype: stanislavabeograd1
Office- HML 003E

Course Description
This course will provide you with the knowledge necessary to feel comfortable as a librarian dealing with digital services and content. We will explore both current and future digital librarianship trends for successfully promoting library resources on the web (via website, institutional repository, social networks and mobile apps). Furthermore, the course will provide you with a gentle hands-on experience in basic HTML. Students will be introduced to the area of scientific data curation and management, both highly desirable skills for academic librarianship. Throughout the course students will select from plethora of technologies and services that are interesting to them personally and give a short presentation on them, while placing them in the broader picture of the mind map- “Digital Librarian’s Tree” that we will be building together. The final assignment will consist of creating a LibGuide that will describe one such technology, service, even process, that can be included in the ePortfolio required of Fall 2018 new students. The main learning objective for this course is SLO 4- Technologies, accordingly it implies basic level of information literacy and usage of information technology as a prerequisite.

General Education Outcome
Upon finishing this course, students will be able to evaluate available digital services and content; develop skills to implement the services and promote the content; and develop strategies to curate digital content and facilitate online information delivery.

Student Learning Objectives (SLOs) & Course Goals (C#)

SLO4 Technologies- Evaluate and apply information technologies.

C1. Students will gain a broad picture of current state-of-art technologies and important services that are being utilized in academic libraries for the purpose of research support.

C2. Students will be able to use skills such as:
- Application of best-practice principles in website presentations and services;
- basic HTML to improve web presence and usability.
- mobile, new and social media strategy and usage;
- utilizing LibGuide software to create research, course or subject guides.
• critical evaluation of important factors in research data management and digital rights management.

**SLO2 Professions** - Apply forward thinking strategies to re-examine professional roles and identity.

C3. Students will be able to critically think and evaluate current state of academic librarianship, but also anticipate the possible developments of the profession in the future. By practicing methods of foresight (scenario creation), they will be able navigate towards redefinition of professional roles, as well as promotion of new values for the profession.

**Course Structure and Philosophy**
During this class we will attempt to contribute to the “Digital Librarian’s Tree”, a mind map that is made of infrastructure, e-services, e-content and other aspects that are important for digital librarianship. The philosophy behind this approach is to allow to each student to focus on a library technology or service that is of his/her particular interest. By exploring it further and sharing it to rest of the class, we will contribute to the bigger picture of connected aspects of the profession. In order to do so, you will have 5 opportunities to present a featured technology, service or best practice (TSB), and will use a post-it to place it on the “Tree” mind map. We will be using Laulima to post assignments and comments; and a dedicated course LibGuide for further information.

**Course Materials**
Readings and occasional videos with links are cited below, and the full text will be available in Laulima. More info on each of the class and eventual additional links will be available via the LibGuide for this class. Make sure to consult the pertinent page before each class. Students are expected to have read all required readings, and to contribute to the class discussions and activities. In order to successfully complete this course, students are expected to seek additional materials to supplement their learning, particularly in the case of the featured reports and final project.

**Communication**
Please feel free to contact me via email at any time and about any concern. Office hours are on: Thursday 3:30-5 PM, HL 003E.

**Course Syllabus**
This syllabus will serve as a general guide to the course, however it is subject to change.

**Student’s Conduct**
UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. The department applies the university's Academic Integrity Policy, and all students are expected to become familiar with and adhere to the professional expectations. Be sure not to miss the classes, especially before previous notice, be in time for the class and for the assignment submission.
Kokua
If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa’s KOKUA program. KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student’s disability status is considered confidential information and is only disclosed to faculty with the student’s permission.

Support Services
Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/

Outline of Topics and Assignments Due Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Tracks</th>
<th>Readings/Resources</th>
<th>Assignment</th>
<th>Other</th>
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<tbody>
<tr>
<td>Class 1 Aug 21</td>
<td>Introduction</td>
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<tr>
<td>Class 2 Aug 28</td>
<td>Key Trends (Available Services)</td>
<td>Horizon Report</td>
<td>Featured TSB Report 5%</td>
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<tr>
<td>Class</td>
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<td>5</td>
<td>Sept 18</td>
<td>Library Web Sites &amp; Services, LibGuides &amp; HTML</td>
<td>Getting to know LibGuides: <a href="https://support.springshare.com/libguides/training/basics/recording">https://support.springshare.com/libguides/training/basics/recording</a></td>
<td>- Best Practices for LibGuides: <a href="https://www.youtube.com/watch?v=FNgswCwdeBc&amp;t=1986s">https://www.youtube.com/watch?v=FNgswCwdeBc&amp;t=1986s</a></td>
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<td>(Creating Content, Skills)</td>
<td><a href="https://www.hostinger.com/tutorials/difference-between-html-and-html5">https://www.hostinger.com/tutorials/difference-between-html-and-html5</a></td>
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<td>6</td>
<td>Sept 25</td>
<td>Library Web Sites &amp; Services #4- HTML (Skills)</td>
<td><a href="https://www.w3school.com/html/default.asp">https://www.w3school.com/html/default.asp</a></td>
<td>WWW3 school lessons Screenshots of 30 practice tests 5%</td>
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<td>Class</td>
<td>Topic</td>
<td>Lecturers/Readings</td>
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| Oct 16     | Class 9   | Social Networks in Libraries (Promoting Content, Policy)              | - Bradley, P. (2017). **chapters 8-10**  
- Boateng, F., & Quan Liu, Y. (2014).      | -Featured TBS Report 5%  
-Scenario-5% |              |
- Gasparyan et. al,(2017).  
- Ilik, V. et. al, (2017)                  | -Featured TBS Report 5%                                                                                   |              |
Guest Lecturer: Prof. Brian R. Huffman |              |
| Nov 6      | Class 12  | Research Data Management 1, general (Curate Content, Availability)    | - Vellucci, S. L. (2015).  
- Rimkus, K., (2014)  
- Data Management Plans  
- Research Data Management Guidelines |                                                                                |              |
- Gasparyan, A. Y., (2017)  
- Thanos et. al, (2016)               |                                                                                |              |
| Nov 27     | Class 14  | Presentations                                                         |                                                                                    | Take home test 10%                                                                 |              |
| Dec 4      | Class 14  | Presentations                                                         |                                                                                    | LibGuide 30%                                                                 |              |
Assignments and Grading:

Assignments are due on Tuesdays (the class day) at 1 PM.

Each of the assignment writeups should be written as a double spaced, 12 pt. text, following APA citation rules.

**Grading Scale**

100 - 99 (outstanding work) = A+
98 - 92 = A
91 - 90 = A
89 = B+
81 - 80 = B
88 - 82 = B-
79 = C+
78 - 72 = C
71 - 70 = C-

**Class Participation- 15%**

Class participation includes the TSB post-it placement, presentation (max 5 minutes + 3 minutes Q&A/discussion). Also, participation in group activities is graded, as well as questions for another student’s TSB. Use Laulima Class Discussions space to post conclusions to given activities.

**Due by Classes 2, 3, 7, 9, 10**

Assignments: Featured Tech/Service/Best Practice (TSB) – (5 x 5% = 25% total)

As previously described, the point of these assignments is to have different technologies, services and best practices covered. Thus, the topic choice will be based on a “calling dibs” system- the first student who claims the particular technology gets to cover it. There is a chance for 1 more student (second dibs) to do it, but he/she has to coordinate with the other student, so the different aspects of the same TSB are covered.

The topic claiming time starts at 9 AM each Wednesday (day after the class), so it is recommended that you skim through the readings for the following week. Please declare your intended topic in the Week’s thread in the discussion forum in Laulima.

The TSB assignments will consist of minimum 1 and maximum 2 pages featuring particular technology, service or its successful implementation in a library. This exercise is intended to give students the opportunity to explore further something you found interesting and/or intriguing in the course readings, and share that with the class.

The feature should consist of overview chosen library technology and/or service, why it is useful and helpful and example of successful usage (with possible focus on a particular institutional implementation – good or best practice example). It could be one of the TSBs found in the reading for the given following week, or related area. Cite minimum 1 resource other than the course readings (not limited to scholarly resources).

Furthermore, you are to reed and post a question to 2 features by other students. The questions will be discussed in class.

Each feature will be posted in Laulima, as an edited post of the previously declared topic. Also, it will consist of posting the post-it on the “Digital Librarian’s Tree”, shortly presenting the TSB (5 minutes) and answering to eventual questions (2 minutes). For the online students,
I will place the post-it for you (the “Tree” image is available in LibGuide and Laulima Resources. In your presentation try to reflect on the connection of chosen TSB with 2 other concepts found on the Tree. If you feel uncomfortable speaking before class, you can use other means to present the chosen topic (e.g. YouTube video), or ask questions about it to start the discussion- in which case please include that in the post.

In short:
- TSB writeup- Laulima Post
- 2 questions to another student’s post
- TSB post-it & short presentation.

**Due by Class 4**
Assignment- Usability Review- 10%
For this assignment, you will choose one of the academic/research library websites and do a usability analysis based on the criteria found in readings for the Class 3. The analysis should have minimum 2 pages and should reflect on features of the website as well as give recommendations for eventual improvements.

**Due by Class 6**
Assignment- HTML exercises- 5%
In order to know how to use HTML, you just have to play around with it. For that reason, a fairly easy and popular online school W3School is a perfect test-bed for it. For this assignment, you will upload screenshots of the correctly answered 30 exercises from given modules.

Honesty- in order for me to be sure that each student has done their own exercises, please make sure to take a screenshot when the browser screen is not fully expanded, but I can see the part of your background/taskbar with time taken etc.
The good and bad example screenshots, as well as the short tutorial will be available at the course LibGuide.

**Due by Class 9**
Scenario- 5%
This exercise is intended to stimulate imagination/anticipation/foresight/strategic thinking about our profession in the future, yet will be based on the methodological principles that are covered in the readings for the Class 8. You can choose 1 of the 4 proposed scenarios (transformational, disciplined society, collapse, “business as usual”) and build upon it to present the Academic/Research Librarian in a time frame we choose (30-100 years).
The post will have minimum 2 pages, including a timeline.

**Due by November 28th, 9 AM**
Take home test- 10%
You will be given a question (or more) to answer to, in order to show your understanding of topics covered by classes 11-13 and the given assigned readings. You should be able to do this assignment during that week’s class time; however, there will be no class so you will have more time better justify the reasoning behind the responses.
Guideline for this, and all other assignments, is: How can I apply the concepts from readings in my library/archive/institution? The format will be PDF and it will be uploaded in the dedicated Laulima assignment space.

Due by Class 14
Final Assignment - 30% (100 points)
LibGuide on Library Technology/Service

ePortfolio Assignment (SLO 4 - Technologies)

Throughout this course we will be focusing on currently applied and potentially useful library technologies and services. In this assignment you will focus on one (or more related) such technologies and/or services (TSs) and create a comprehensive guide for it. Rather than using the format of a final paper, you will be using LibGuide to present your critical analysis, but at the same time to show the skills you have obtained during the class (using the software functionalities, HTML, usability and UX principles, and other relevant principles). Therefore, the LibGuide you will create will not be a classic pathfinder that only outlines relevant material. Rather, it will be made to serve other librarians that might be interested in implementation of a TS, as a reference point and literature review.

The content of TS analysis should be a reflection on following issues:
- about the TS - history and usage;
- issues that this TS addresses; what could potentially be improved or solved;
- potential downfalls and dangers it might impose for particular user groups;
- requirements (technical, human resources, etc.), and comparison to related TS;
- implementation; organizational challenges and opportunities (issues such as organizational culture, management);
- minimum of 1 best practice example explained. If the TS is not yet implemented, use Scenarios method to describe its potential normative (best possible) usage.

The analysis should be based on minimum 12 resources, out of which 4 or more relevant scholarly publications, other than the class readings. Other types of resources that could be used to demonstrate the point are: images, videos, lecture material, and similar. The content part of the assignment will carry 20%.

The other part of this assignment has to do with the structure of the web presentation (remaining 10%). It should demonstrate your ability to optimally use the LibGuide software and its functionalities. For full credit, it is expected that the LibGuide webpage is visually appealing, and to fulfill basic usability principles (user friendly URLs, readable and well-organized content organization, etc.). Also, the it should have minimum one of each of the following: a gallery box, a library resource (book), a table, a video, the librarian’s profile, a widget, and similar integral parts of this tool. Finally, as a demonstration of understanding and usage of HTML, you will submit screenshots of 5 source code edits (options will be additionally discussed).

You will present your LibGuide at the final class for 10 minutes, followed by 5 minutes of Q&A time. The presentation will not be graded, but is obligatory for the full assignment.
credits. In case you are unable to get to the class, you will upload the presentation to the Laulima, next to the link.

**Due dates:**
Tuesday, 10/09/2018; Class #8, HST, 1:00 p.m,
- Choose a tentative TS as topic, submit your LibGuide link (post in Laulima)

Tuesday 10/30/2018; Class #11, HST, 1:00 p.m,
- LibGuide overall structure (pages & boxes) and resources

Tuesday, 12/04/2018; Class #14, HST, 1:00 p.m,
- LibGuide due (post in Laulima) & class presentation

**Reading List:**
(please read in the given order)

**Class 2**

**Class 3**


Class 4


Getting to know LibGuides
https://support.springshare.com/libguides/training/basics/recording

Class 5- Guest Lecturer: Dr. Jan Stelovsky (ICS)


Difference Between HTML and HTML5,

Class 6


Class 7


Class 8 – Guest Lecturer: Dr. Jenifer Sunrise Winter (COM)


Class 9


Class 10


Class 11- Guest Lecturer: Brian Huffman (Law School Library)


Class 12


Research Data Management Guidelines 101- https://www.youtube.com/watch?v=_pHVMwfOZf8

Class 13
