Course Description
To study—from the viewpoint of librarians and information specialists—the evolving field of digital librarianship: the roles of the librarians and other information specialists in the digital age, the types of digital collections, the digital finding tools and resources, as well as the current and future economic, legal and management issues related to digital libraries.

LIS Program Learning Goals and Objectives

- Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources; (5)
- Demonstrate theoretical understanding of and basic competencies in retrieval, dissemination, utilization and evaluation of information sources; (6)
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments; (3)
- Demonstrate basic competency in the latest specialized information technologies; (11)
- Demonstrate an understanding of the above goals within the perspective of prevailing technologies. (12)

Course Learning Objectives

- To learn about the current state and the prospects of digital librarianship.
- To get familiar with the major projects, tools, resources and trends in digital librarianship, with emphasis on open access resources and tools.
- To understand the digital media alternatives and the essential features of software tools available for finding information efficiently, and
- To learn about creating simple Webliographies/Webguides.

ALA core competencies addressed:

Resource Building: creations, evaluation, selection of collections of information; storing, preserving and conserving information; (2)

Technological Knowledge: current information and communication technologies as they affect information centers, concepts and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) and tools; (4)

Knowledge Dissemination—Service: concepts, principles and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user need. (5)

Professional Expectations
All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp
Methodology
A combination of lectures, demonstrations, students' presentations and class-room discussions. Active participation (not just attendance) is strongly encouraged. Questions related to the assignments are answered only in class to provide the same benefit for every student. Each session starts with Q & A part.

Research Methods

- Action Research
- Content Analysis
- Evaluation Research
- Experiment
- Heuristic Evaluation
- Information Retrieval

Readings and Instructional Materials

There is no textbook, but there is content-rich digital reading list & carrel. The reading items and other instructional materials are available at http://www2.hawaii.edu/~jacso/671/671-digr-sp-11.htm. In the digital carrel the items are hot linked either to Web sites free for anyone or to articles in various ProQuest and EBSCO databases or publisher's archives, that UH Manoa students can access for free after logging in.
If you are on campus, there may be no need for user-id and password. If you are off-campus then you are asked for some of the readings to provide your UH identifiers. The digital carrel saves the drudgery of locating items of the reading list on the shelves. Use the time saved for reading about digital reference sources, and testing them. The readings complement the lectures and presentations, provide background and further information.
Software and content features discussed in reviews and other articles keep changing for better or worse. It is essential to test the current version of a digital resource for determining its quality!

Assignments and Grading

Students shall form a group of 3-4 members for the first two assignments. (25%, 30%) The term paper is a solo project (40% of the grade). Quality of class-room participation represents 5% of the grade.
For the term paper students will prepare an annotated, hyperlinked Webiography/Webguide with special features (in HTML format) of 12 articles, books, book chapters, conference papers, etc. related to the topic of tsunami warning. Derivative works based on existing guides are not acceptable even if acknowledged and this principle will be vigorously enforced.
The content of the Webiography/Webguide and its organization must reflect the students' choices and opinions about the source. There are numerous tutorials on the Web about creating HTML pages. Our students' Hui Dui workshops and/or the Keller Lab's student monitors may also provide help with specific questions.
Students are urged to use a good screen capture program for the illustrations in their assignments. The easiest free capture program is ScreenGrab for Firefox. Snag-IT from TechSmith is one possible option, but choose what is appropriate for you as long as you can do partial screen shots (not just huge full-screen shots reduced to illegible size).
Please see the page about the General Guidelines for the Assignments.