Course Description

To study the objectives, principles and methods of evaluating digital information sources (especially databases), for advising users in selecting databases and Web sites most appropriate for their information needs, and for making database licensing decisions. Prerequisite: 601 or 670.

Objectives

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 storage, 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 and emerging technologies. (12)

Course Learning Objectives

- To learn about the criteria that are appropriate for objective evaluation of information resources
- To become familiar with the virtues and vice of digital information resources
- To understand the role of librarians and information specialists in recommending databases for users, and for licensing by the library
- To learn the theory and practice of evaluating and comparing the content of databases.

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)

Methodology

A combination of lectures, demonstrations, and class-room discussions about readings, experiences, opinions, current events related to the topics.

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
Course Assignments and Grading

- Initial group paper: 20%
- Individual evaluations of readings (Sessions 1-4): 5%
- Midterm group paper: 30%
- Individual evaluation of readings (Sessions 6-9): 5%
- Individual term paper: 35%
- Individual evaluation of readings (Sessions 11-15): 5%

675-Guidelines for the assignments
675-Guidelines for the readings’ evaluation and recommendations

Students shall form at the start of the course small groups of three people. The Initial and Midterm papers are to be submitted as a group work. The term paper and the evaluation of readings will be individual assignments. Late submission will be penalized by deducting 5 points for every 24-hour delay starting at 5:00 p.m. on the day they are due. No findings and opinions reported/presented by other students at the Student Presentation sessions can be used in late submissions.

Readings and Instructional Materials

The textbook is:

The following additional articles are the minimum required reading. Some of them cover several topics, others are focused on a specific topics of the course as indicated. Students are urged to follow cited references and/or do their own research for further papers on the subjects.

http://www2.hawaii.edu/~jacso/675/675-reading-list-fall-10.htm

The slides to be presented during classes will be available as digital notebooks in a series of PowerPoint files. They require Firefox 2.0 or Internet Explorer 6.0 if students want to consult them after classes.

I will provide access to all the required readings in digital format for your convenience. In return I ask you to explore, find, read and recommend additional materials, and use databases intensively. Most of the readings cover several topics related to database content evaluation, not just the specific ones assigned to the sessions. This helps you to understand the context. The slides to be presented during classes will be also made available as digital notebooks in a series of PowerPoint files by the morning of day of the session.

Schedule

**Session 1** Course Overview, Introduction to Evaluation
**Session 2** Digital Resources, Producers and Publishers
**Session 3** Database Content Evaluation Criteria
**Session 4** Database Subject Scope
**Session 5** Student presentation of Initial Paper
**Session 6** Database Dimensions I. - Size and Composition
**Session 7** Database Dimensions II. - Time Span, Currency
**Session 8** Database Source Coverage, Types of Sources, - Journal Base, Db Geographic & Language Coverage
**Session 9** Record Content - Special Metadata in Music Databases Guest Speaker: Dr. Gregg Geary, Manoa Library
**Session 10** Student presentation of Mid-Term
**Session 11** Accuracy, Consistency, Completeness
**Session 12** Cited References as Special Record Content
**Session 13** Quality of Subject Indexing & Abstracting
**Session 14** Term Paper Discussion, Cost Considerations & the Future in Database Licensing, Guest Speaker: Susan M. Johnson, Manoa Library, Linking on Steroids
**Session 15** CSA Illustrata & Deep Indexing, Guest Speaker: Karen Hinton, ProQuest-CSA
**Session 16** Students’ presentations of Term Paper