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.

LIS Student Learning Outcomes

1. Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions
   - Apply LIS theory and principles to diverse information contexts
   - Develop and apply critical thinking skills in preparation for professional practice
2. Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills
   - Work effectively in teams
3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
   - Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
   - Search, retrieve and synthesize information from a variety of systems and sources
4. Evaluate and use the latest information technologies, research findings and methods
   - Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
   - Integrate emerging technologies into professional practice
   - Apply current research findings to professional practice

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.

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
Assignments Learning Outcomes

1. Assignment to compare the variety, objectivity, and balance of books about religion-based crusades and terrorist activities in Amazon.com versus Books in Print versus the state or university library holdings
2. Assignments that require groups to reach a consensus in evaluating and grading the quality of the content of Books in Print and Amazon
3. Assignments to determine the size, composition, topical coverage, time span, journal base, breadth of coverage of 3 library
4. All assignments are supported by required readings reporting about both classical and very current research findings. Students must grade 10% of the readings by specific criteria, and suggest 5% for removal/addition along with succinct justification

Course Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Initial group paper</td>
<td>20%</td>
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<tr>
<td>Individual evaluations of readings (Sessions 1-4)</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm group paper</td>
<td>30%</td>
</tr>
<tr>
<td>Individual evaluation of readings (Sessions 6-9)</td>
<td>5%</td>
</tr>
<tr>
<td>Individual term paper</td>
<td>35%</td>
</tr>
<tr>
<td>Individual evaluation of readings (Sessions 11-15)</td>
<td>5%</td>
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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. Derivative works based on existing guides are not acceptable even if acknowledged and this principle will be vigorously enforced. The content and its organization must reflect the students’ choices and opinions about the source. 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 following additional articles are the minimum required readings. Some of them cover several topics, others are focused on a specific topic 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-11.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 expect you to explore, find and read 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 before the session starts.

Outlines

Session 1 Course Overview, Introduction to Database Content 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, Depth, Currency
Session 8  Database Source Coverage, Types of Sources, Journal Base
            Database Geographic & Language Coverage
Session 9  Record Content - Special Metadata. Database Variants Optimized for Education Level.
            (joint session with LIS 684 students)
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
            Discussion about Term Paper
Session 14 Students' presentations of Term Paper
Session 15 Linking on Steroids. Cost Considerations & the Future in Database Licensing.