LIS 694 – Virtual Services

Spring 2015, meets in Adobe every two weeks or so. These are not mandatory and will be recorded for those who cannot attend.

Instructor: Lori Bell, Adjunct Instructor

Voicemail: 309-338-5115

Email: lbell927@gmail.com

Office Hours: Email or call for appt.

Web Site: Spruz social networking site – http://virtualservices.spruz.com (This will be open and ready for the first day of class January 12)

Course Description:

Libraries are getting more and more patrons visiting their websites and online presences. Although use of brick and mortar libraries has increased, so has use of library websites and other online spaces. Websites and online services appeal to patrons who may or may not use the traditional library. It is important that librarians understand how the website is the virtual front door, and that online services are just as important as at the physical library. This course will provide students with an overview of virtual online services provided by libraries in comparison with traditional services – reference, programs, collections, story times and more. Students will also have the opportunity to research and study a particular service of interest to them.

Librarians are spending more time online providing online services. This course will provide them with an overview of these services and the background to evaluate these types of services.

Through readings, discussions, exercises, lectures, and guest presentations, students will learn how libraries can effectively offer virtual services to their patrons. Students will do in-depth research on a topic of special interest and write a research paper/proposal and an online presentation on their topic of interest.

Core competencies addressed

Technological knowledge and skills

1. Information, communication, assistive and related technologies as they affect libraries and information agencies
2. Application of these technologies and tools consistent with professional, ethical and prevailing service norms
3. Methods of assessing specifications, efficacy, and cost efficiency of technology based products and services
4. Principles and techniques to identify and analyze emerging technologies
Research

- Fundamental of quantitative and qualitative research methods
- Central research findings and research literature of the field
- Principles and methods to assess the value of new research

Continuing education and lifelong learning

- Necessity of continuing professional development
- Role of library in lifelong learning of patrons
- Learning theories, instructional methods, and achievement measures in libraries and other information agencies
- Principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating and using knowledge and information

Program learning objectives and student outcomes addressed

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2a) Demonstrate understanding of leadership
2b) Work effectively in teams
2c) Develop, manage, and assess information services for specific users and communities
2d) Create instructional and outreach programs
2e) Demonstrate the ability to advocate effectively for information services

SLO 4: Evaluate and use the latest information technologies, research findings and methods

4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards
4b) Integrate emerging technologies into professional practice
4c) Apply current research findings to professional practice

Other student learning outcomes:

Identify and evaluate online service trends and how they affect libraries
Discuss how these trends affect libraries
Articulate ideas about virtual services in libraries
Compare virtual services to traditional services in libraries
Identify some of the top libraries offering virtual services
Specialize, research, and become knowledgeable about a specific virtual service libraries can offer

**Professional expectations:**

Please see the Professional Expectations Notice for LIS Graduate Students at UH: [http://www.hawaii.edu/lis/students/professional-expectations-notice/](http://www.hawaii.edu/lis/students/professional-expectations-notice/)

**Teaching method:**

- Online sessions with instructor and guest speakers will be provided via Adobe Connect. Students are not required to attend and recordings will be made for students
- Students will interact with other students and teacher using spruz social network.
- Students will be offered tours of several immersive environments/virtual worlds that are optional.

**Requirements (Course assingments and scoring)**

- **Discussion for each week’s topic- Assignment 1** – 20 points per week 10 topics – 200 points. Discussion questions will be posted each week and students will have 2 weeks to respond.
- **Assignment 2 - Final paper** - Students will choose a virtual service of interest to them and write a 10-12 page paper on their topic. The paper will be a persuasive proposal to a library administration to offer a virtual service for a library of the student’s choice. Proposed topic should be sent to instructor by February 15 for approval. Citations are expected and students will use a variety of resources for the paper - websites, articles, books, conversations, emails, etc. Further information and a rubric are included in the assignment guideline portion. Paper is due April 27. Worth 100 points.
- **Assignment 3 – Literature search** - Submit for research paper: Conduct literature search and submit list of at least 10 resources to be used for paper. The resources should represent a variety of resources including print, websites, journals, and possible interviews with practitioners. Due March 1 – 30 points.
- **Assignment 4 – Annotated bibliography** - Annotated bibliography for research paper. At least 5 resources annotated with 1-2 paragraphs about the source. Due March 30 - 35 points.
- **Assignment 5 - Presentation on final paper**
  Students will present a 7-10 minute persuasive presentation to the other students based on their paper. These will take place the week of April 27. These will be scheduled in Adobe Connect or can be recorded by students.100 points.
- **Assignment 6 –Interview with practicing librarian**
  Students will interview a practicing professional librarian involved in a virtual service of interest to them and interview the librarian. Possible questions and a rubric are included at the end of this syllabus. Instructor will help students find someone to interview. Due March 16 – 30 points
• **Assignment 7 – Overview of selected immersive environment for educators**
  Choose one immersive learning environment for education to explore and answer questions. A list of possible environments will be provided for students. Tours will also be provided of environments. Due Feb 15. More instructions and questions provided at end of syllabus under assignment guidelines. -30 points

**Total points possible – 525 points**

**Grading Scale:** 100-98 A+, 97-94 A, 93-90 A-; 89-87 B+, 86-83 B, 82-80 B-;

79-77 C+, 76-73 C, 72-70 C-; 69-67 D+, 66-63 D, 62-60 D-

**Required and optional texts, readings:**

No textbook required. Readings for each topic will be sent and posted to the site.

**Technology requirements:**

Students need technology and Internet access for the following:

- Online Adobe Connect software for live or recorded meetings. (Details on these sessions will be shared as we go through the semester)
- Email and google groups for course communication
- Internet access to obtain readings
- Computer and internet access to view social software
- Computer and internet access for visits to virtual worlds

**Guest speakers and lectures are not completely scheduled yet. When they are, they will be posted to the site and announced in the class. These are not required but students are welcome to attend. Each session will be recorded and made available for students.**

**Course schedule:**

Jan 12 – Introduction/course overview
Jan 19 – Technology planning
Jan 26 – Digital reference
Feb 2 – Immersive environments and virtual worlds
Feb. 9 – Immersive environments and virtual worlds
Feb 16 – Mobile services and trends
Feb 23 – Mobile services and trends
March 2 – Ebooks/audiobooks
March 9 – Ebooks/audiobooks
March 16 – Social software
March 23 – Spring break
March 30 – Social software
April 6 – Library programs/online training/tutorials
April 13 – Children’s and YA services
April 20 – Other topics of interest
April 27 – final presentations
May 5 – last day of instruction

Libraries are getting more and more patrons visiting their websites and online resources or presences. Although use of brick and mortar libraries has increased, so has use of library websites and other online resources. Websites and services appeal to patrons who may or may not use the traditional library. It is important that librarians understand how the website is the virtual front door, and that online services are just as important as at the physical library. This course will provide students with an overview of virtual online services provided by libraries in comparison with traditional services – reference, programs, collections, story times and more. Students will also have the opportunity to research and study a particular service of interest to them.

Through readings, discussions, exercises, lectures, and guest presentations, students will learn how libraries can effectively offer virtual services to their patrons
## Guidelines and rubrics for assignments

### Annotated Bibliography Rubric

(Each of 7 resources is worth 5 points, 1 point per part)

<table>
<thead>
<tr>
<th>Source Selection:</th>
<th>Corresponds to an 32-35</th>
<th>Corresponds to a 29-31</th>
<th>Corresponds to a 26-28</th>
<th>Corresponds to a 23-25</th>
<th>Corresponds to an 20-22</th>
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<tbody>
<tr>
<td>Sources chosen are highly relevant to the topic; Sources adds greatly to research potential; few, if any additional sources needed</td>
<td>Most sources chosen are relevant to the topic; May require a small amount of additional research</td>
<td>Some sources chosen are relevant to the topic; writer may need additional sources to complete research</td>
<td>Few sources chosen are relevant to the topic; writer may require significant additional research</td>
<td>Sources are not relevant to researcher’s topic; Sources necessitate extensive additional research</td>
<td></td>
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</table>

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<tr>
<th>Credibility:</th>
<th>All sources are from credible, scholarly materials</th>
<th>Most sources are from credible, scholarly materials</th>
<th>Some sources are from credible, scholarly materials</th>
<th>Few sources are from credible, scholarly materials</th>
<th>Sources lack credibility</th>
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<tr>
<th>Annotation s:</th>
<th>Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material</th>
<th>Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material</th>
<th>Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight</th>
<th>Few annotations meet the length requirement s, few annotations adequately describe the source material; annotations offer little insight</th>
<th>Most annotations are either too short or too long; Annotations do not describe the source material; annotations offer no insight</th>
</tr>
</thead>
</table>

<p>| Evaluation s: | Evaluation clearly explains why the sources were chosen; demonstrates a clear | Most evaluation s explain why the sources were | Evaluation sometimes explains why the sources were | Evaluation mostly lacking in explaining why the sources | Evaluation does not explain why the sources were chosen; |</p>
<table>
<thead>
<tr>
<th>Understanding of Research Process: Offers Insight into Source</th>
<th>Chosen; Understands the Process of Source Acquisition</th>
<th>Chosen; Demonstrates Some Understanding of Research Process</th>
<th>Were Chosen; Demonstrates Little Understanding of Research Process</th>
<th>Demonstrates No Understanding of Research Process</th>
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<tbody>
<tr>
<td><strong>Assignment Criteria:</strong></td>
<td>Each source has a proper citation; All citations are complete; All are in the proper MLA format</td>
<td>Most sources have proper citation; Most citations are complete; Most are in the proper MLA format</td>
<td>Some sources have proper citation; Some citations are complete; Some are in the proper MLA format</td>
<td>Few sources have a proper citation; Few citations are complete; Few are in the proper MLA format</td>
</tr>
<tr>
<td><strong>Mechanics, Grammar, and Proofing:</strong></td>
<td>Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met</td>
<td>Occasional minor errors do not distract the reader; the majority of assignment requirements were met</td>
<td>Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met</td>
<td>Errors are distracting, but the meaning is still clear; only some of the assignment requirements were met</td>
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**Based on:**
http://web.ics.purdue.edu/~smitsein/English_106/Assessments/Annotated_Bibliography_Assessment.html
Major Research Paper

Assignment & Grading

- The paper will be a persuasive proposal to a library administration to offer a virtual service for a library of the student's choice. - Students will choose a virtual service of interest to them and write a 10-12 page paper on their topic. The paper will be a persuasive proposal to a library administration to offer a virtual service for a library of the student's choice. Proposed topic should be sent to instructor by February 15 for approval. Citations are expected and students will use a variety of resources for the paper - websites, articles, books, conversations, emails, etc. Further information and a rubric are included in the assignment guideline portion. Paper is due April 27. Worth 200 points.

Paper guidelines

10-12 pages double spaced of publishable quality content excluding references, title page, abstract and highlights

10 or more references of all types – journals, books, websites, interviews, etc.

APA style

Title page – Title, author, affiliation, contact info – address, phone, email

Abstract – abstract of 100 words or less

Highlights of the paper in bullets

Use Word or another common word processing software

Use 12-point font.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Choice of topic with a paragraph explanation to instructor – due Feb. 15</td>
<td></td>
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<tr>
<td>Literature search on paper topic – List of at least 10 resources to be used for paper – Submit for research paper: Conduct literature search and submit list of at least 10 resources to be used for paper. The resources should represent a variety of resources including print, websites, journals, and possible interviews with practitioners. Due March 1 – 30 points</td>
<td>30</td>
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</table>
Annotated bibliography for research paper. At least 5 resources annotated with 1-2 paragraphs about the source. Due March 30

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<tr>
<th>Criteria</th>
<th>Excellent – consistent performance of all criteria 90-100</th>
<th>Good - Satisfactory – Consistent performance of most criteria 80-89</th>
<th>Acceptable 70-79</th>
<th>Unacceptable Under 70</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>Writer’s central purpose is clear to reader</td>
<td>Writing has clear purpose or argument, but may sometimes digress</td>
<td>Central purpose is not clear throughout paper</td>
<td>Purpose of argument is unclear</td>
</tr>
<tr>
<td>Content</td>
<td>Balanced information that supports the purpose. Shows a thoughtful, in-depth analysis of a significant topic</td>
<td>Ideas are arranged logically to support central purpose. Displays evidence of knowledge of a topic</td>
<td>Information supports central purpose most of the time. Analysis is basic or general</td>
<td>Central purpose is not clearly defined. Analysis is not evident.</td>
</tr>
<tr>
<td>Organization</td>
<td>Ideas arranged logically to support the topic. Ideas flow smoothly. Reader can follow line of reasoning</td>
<td>Ideas arranged logically. Usually linked to each other. Reader can follow reasoning most of the time</td>
<td>In general arranged logically. Sometimes ideas do not flow together</td>
<td>Writing is not logically organized. Ideas fail to make sense together. No line of reasoning.</td>
</tr>
<tr>
<td>Tone</td>
<td>Tone is consistent and professional for academic paper.</td>
<td>Tone is generally appropriate for academic paper</td>
<td>Tone is not appropriately consistent for academic research paper</td>
<td>Tone is unprofessional, not appropriate for research paper.</td>
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</tr>
<tr>
<td>Spelling, Grammar, Mechanics</td>
<td>The writing is free or almost free of errors</td>
<td>Occasional errors</td>
<td>Many errors</td>
<td>Unacceptable number of errors – distracts from reading of paper</td>
</tr>
<tr>
<td>Length</td>
<td>Paper is appropriate length – 10-12 pages</td>
<td></td>
<td></td>
<td>Paper is not appropriate length</td>
</tr>
<tr>
<td>Use of References</td>
<td>Compelling evidence from professionally legitimate sources. Attribution is clear. 12-15 sources.</td>
<td>Professionally legitimate sources; attribution is clear for most part 10-11 sources</td>
<td>Attributions are occasionally given. Some statements are unsubstantiated. 8-9 sources</td>
<td>References are seldom cited to support statements. Less than 8 sources</td>
</tr>
<tr>
<td>Quality of references</td>
<td>References are primarily peer-reviewed professional sources. Information can be trusted</td>
<td>Most of the references are professionally legitimate. Some may be questionable.</td>
<td>Some peer-reviewed resources. Some may have uncertain reliability</td>
<td>Virtually no sources that are professionally reliable</td>
</tr>
<tr>
<td>APA Format</td>
<td>Used reliably and consistently</td>
<td>APA format with minor errors</td>
<td>Frequent errors in APA format</td>
<td>Format of the document not recognizable as APA</td>
</tr>
<tr>
<td>Visual Presentation</td>
<td>Cover page with relevant info. Section headings. Clean and</td>
<td>Cover page Section headings Professional</td>
<td>Most relevant info there Some section headings May look like</td>
<td>Dirty or ragged appearance Missing titles, captions, headings, etc.</td>
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Sample Interview Questions for Virtual Services Librarian

1. Briefly describe the virtual services your library offers to users. What are the more popular of these services? Which are less popular? Which are growing rapidly in terms of popularity and use?

2. How long have you been involved in virtual services? Do you feel that your formal educational experiences prepared you to work providing virtual services, or did you basically learn on the job?

3. How have these virtual services changed and evolved since you began providing these types of services?

4. Do you think that public information services provided by non-library organizations (such as Google, Yahoo!, and ChaCha) pose a threat to the services your library provides? Are there any valuable lessons from these non-library organizations that your library can use or has used?

5. Does your library have any new virtual services that you would like to offer, or that are already being developed? If so, please describe.

6. What are some of the unmet virtual service needs that you are hearing from your users, or that you perceive based on your interactions with them?


8. Describe the types of staff members who provide virtual services at your library? Do most or all of them have library degrees? Do you use volunteers, interns, or student workers? Describe how your library matches the knowledge and skills of your staff with the types of virtual services you provide.

9. How does the administrative team at your library perceive how virtual services fit into the overall pursuit of the mission of your library? Would the library administration like to invest more resources into virtual services, or content, or technical services, or systems, or something else?

10. What do you see as the future of virtual services in your library? Do you think they will grow and evolve, or shrink as more users perform more information-seeking tasks themselves?

11. As more library users seek and use information online, what challenges does this present for the virtual services team at your library?
12. Do many users of your library bring portable information appliances (cell phones, tablet computers, ereaders, etc.) to your library and expect to be able to access library content, services, and systems on those devices? If so, how is your library addressing that need?

13. How does your library evaluate and assess the impact of the virtual services you provide?

14. Do you think that service points in the physical library (such as a reference desk, circulation counter, etc.) have a bright, useful future, or do you envision most users of your library will be accessing library services online?

15. Does your library serve users who speak different languages, are differently abled (that is, have challenges involving vision, hearing, mobility, or motor skills), who are functionally illiterate, or who are unemployed or under severe economic constraints? If so, what are the challenges and opportunities for providing virtual services to these segments of the population you serve?