LIS 694 Virtual World Librarianship

Fall 2009: Meets Thursdays 1:00 - 3:40 p.m. in POST 318B and online in Second Life
Instructor: Dr. Diane Nahl, Professor
Office: POST 305F; Voicemail: 956-3494; Email (quickest response): nahl@hawaii.edu
Web Site: http://www2.hawaii.edu/~nahl/courses694.html
Course Google Group: http://groups.google.com/group/lis694-vw-librarianship

Office Hours: Email for appt.

Expanded Seminar Description
This seminar takes place in the immersive virtual world platform of Second Life (SL). The course allows students to explore virtual world innovations in librarianship, including avatar-mediated library services on the Info Island Archipelago and related educational and cultural islands. Students join the LIS Student Union and other professional and cultural groups; meet and collaborate with MLIS students in other programs; work with avatar librarians on service learning projects; shadow avatar reference librarians and study avatar information needs; create interactive collections, subject guides and pathfinders; acquire virtual world information literacy (VWIL) and basic building skills; and master SL information sharing and presentation tools. Projects involve students in applying skills learned via inworld tasks in producing VW educational events. Project-based, inworld and classroom workshop format.

Seminar participants create an interactive exhibit and public event for the Info Island Archipelago about the 50th anniversary of statehood. Students meet the librarians of Second Life and learn their roles and functions in providing inworld library research tools and services. Students collaborate with librarians to produce public professional and educational events. Students acquire, apply, and research virtual information literacy skills needed to accomplish tasks in immersive interfaces. The ICS Department provides classroom, meeting, events, lounge, and office space on UH System Island. The Alliance Virtual Library System provides meeting and event space on Info Island International.
LIS Student Union in SL Web site: http://www2.hawaii.edu/~nahl/studentunion/lis-su.html
LISSU SLURL: http://slurl.com/secondlife/Info%2520Island%2520International/74/233/32
UH System Island, POST Bldg. 2nd Floor, LIS Program, SLURL: http://slurl.com/secondlife/University%2of%20Hawaii/136/119/30

Significance of VW Courses for Librarians
The significance of VW courses in a graduate library and information science program is graduates are thereby prepared to operate within the evolving virtual workplace and virtual educational environment. The VW education movement continues to grow, and the millions of tweens currently playing and learning in VWs for kids and young adults will begin to enter college in five years, willing, prepared, and expecting to learn within engaging virtual educational environments. Librarians and educators are preparing for the increase in VW participation by pioneering work in SL, developing innovative approaches to traditional functions and resources, meeting information seekers and learners on VW ground, meeting the information needs of VW users, and supporting and collaborating with educators in VW learning environments. In addition, librarians and information professionals take full advantage of the professional networking capacity of SL by sponsoring frequent meetings and conferences for professional development and presenting research.

Prerequisite: None. Not required, but helps if comfortable using the web, social networking sites, and learning new things.
Professional Core Competencies
1. Professional Ethics
4. Technological Knowledge
5. Knowledge Dissemination--Service
6. Knowledge Accumulation--Education and Lifelong Learning
7. Knowledge Inquiry--Research
9. Social, Historical, and Cultural Context

Program Learning Objectives
This seminar addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology;

3. Apply the basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;

5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;

6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information sources;

9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;

10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;

11. Demonstrate basic competency in the latest specialized information technologies.

Course Learning Objectives
Students will:

1. Create subject pathfinders to virtual locations.

2. Critically review literature on aspects of virtual world information services.

3. Report on field observations of avatar-mediated information seeking, and avatar-created information collections and information sharing objects.

4. Design, conduct, and report on virtual world service learning projects.

5. Apply philosophical and ethical principles in designing and evaluating virtual world information objects and events.

Course/Teaching Philosophy
The goal of the course is to enable students to acquire virtual world information service abilities, to network with inworld avatar-librarians, and to design professional and educational VW projects and events from the users’ perspective. The seminar participants constitute a learning community since all are VW information system users. The seminar takes a person-centered
and hands-on approach to better understanding the VW information service experience. Assignments involve students in creating and assessing interactive experiences in virtual environments.

The Field Research Report assignment helps students to focus on the attentional demands on people in information-intensive virtual environments. Students design and develop VW Events Projects in the lab during Project Workshops to facilitate creating interactive information sharing objects and community events. Literature Partners lead discussions from the text on significant issues in virtual world librarianship, enabling students to gain a deeper understanding of a variety of approaches. The Virtual Pathfinder and Collection assignment enables students to explore SL and create subject guides linking virtual places and digital materials.

Professional Expectations
LIS graduate students are responsible for observing the highest standards of intellectual and personal integrity in every aspect of their careers at the University of Hawaii. The profession promotes ethical and behavioral standards in public service and dealings with colleagues. LIS students are expected to adopt these values and enact them in their interactions with fellow students, faculty, staff and professionals. Please read the Professional Expectations Notice for LIS Graduate Students at UH: http://www.hawaii.edu/slis/students/profexp.html

In consideration of everyone, please turn off cell phones and pagers during class.

Teaching Method
Seminars promote the exchange of ideas so attendance and constructive participation are required. Synchronous online attendance is acceptable on particular session dates. Primary emphasis is on creating immersive learning projects, collaborative work, group discussion, critical analysis, and presentation of experiences, readings, and projects. Assignments are designed to promote these activities in conjunction with guest avatar instructors, demonstrations, Project Workshops, and practical problem-solving exercises to enliven concepts and theories in readings. Consult written assignment instructions below.

Format & Emphasis
Service Learning
Collaboration and Teamwork
Inworld and Classroom Lab Workshop Format
Avatar-Librarian Mentoring
Avatar Information Seeking
Virtual World Information Literacy

Inworld Project Domains
Reference Service, Information Seeking, and Information Literacy
Creating Collections and Subject Guides
Information Sharing and Presentation Tools
Producing Professional & Educational Events

Research Methods
Students will study and apply the following research methods in course assignments:
Information Retrieval method to analyze SL search strategies; Participant-Observer method to study naturally occurring activities in VW information settings; Content Analysis of user discourse to study VW information practices.
Requirements

Readings

Assigned reading from the text is on the course schedule and will be the focus of class discussions. Students will selectively present chapters and collaboratively lead weekly discussions and exercises.

Assignments and Grading

Field Research Report 20%
  Written (10%)
  Oral (10%)
VW Pathfinder & Collection 25%
  Written (15%)
  Oral (10%)
VW Events Projects (3) 35%
Literature Discussions & Exercises 20%


Due Dates
One point (1) will be deducted each day for late assignments. If you miss class, you may attend the online portion, and you are responsible for obtaining notes from classmates and materials from the instructor. If you have an oral presentation due the same day as a written/project assignment, you may turn-in the written assignment one session later without penalty.

Participation Requirements
Active class participation is essential when discussing readings, practicing skills, and working in groups. Class exercises and discussions are central to the seminar's purpose of examining VW information systems. Literature Partners will present material from weekly readings and all members are expected to participate in the discussions. Attendance is required, online attendance is permitted for certain sessions. Two or more absences require written reports on the required readings for missed sessions. Full points (20%) will be awarded only if all participation requirements are met.

To accomplish these requirements, students will need to
1) Actively participate in class exercises and discussions.
2) Take written notes from lectures and readings that address the material and promote thoughtful consideration of issues.
3) Prepare discussion questions and present observations, understandings, comments, insights, and criticism.
4) Listen and learn from each other's contributions through constructive comments and reactions in discussions.
5) Create well thought-out responses for discussion.
6) Discuss readings without flipping through pages during the discussion to locate "the answer" because it removes a person from the discussion.

**Technology Requirements**
This technology-centered seminar requires you to use a computer to produce all of the assignments and participate in the exercises. PCs are available in the ICS Labs in POST 3rd floor (first obtain an ICS student account—application forms available in class), Keller Hall, Sinclair Library and other UH computer labs, but you must bring your own paper. Personal laptops are permitted and encouraged in class, UH login to wireless network required. Laptops may not be as effective for SL since wireless signal strength may be weaker than hard-wired lab machines. See the Second Life system requirements (Minimum Requirements may not be sufficient for a decent graphic experience): [http://secondlife.com/support/sysreqs.php](http://secondlife.com/support/sysreqs.php)

Seminar participants will use the virtual world software for Second Life. Students are expected to join SL groups, use relevant databases, the Web, and SL to explore the issues and content in the course. Students will locate and study electronic resources pertinent to the course topics, utilize several online database systems, and prepare assignments integrating these activities. See the Assignment Instructions following course schedule below.
## LIS 694 Fall 2009 COURSE SCHEDULE
*(Subject to change)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
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| (1)   | AUG 27| Virtual Worlds as Educational Learning Environments          | **Readings:** Ch 1 & 2  
**DUE:** VAI or Learning Curve Orientation; Join groups: Second Life Library 2.0, LISSU  
**Exercise:** Camera Controls: Acquiring Apparel & Objects |
| (2)   | SEP 3 | Librarians and Libraries in VW  
Robin Mochi, Karuna Island (Robin Ashford, George Fox University) | **Readings:** Ch 5 & 6  
**DUE:** Sloog account;  
[SL Tips & Tricks](#)  
**Project Workshop:** Slooging and Tagging Subjects in SL |
| (3)   | SEP 10| VW Library Collections                                       | **Readings:** Ch 8  
**DUE:**  
**Project Workshop:** Event Planning; Creating Information Sharing Objects |
| (4)   | SEP 17| VW Reference Service  
Daisyblue Hefferman, Land of Lincoln                          | **Readings:** Ch 7 & 11  
**DUE:** Pathfinder & Collection  
**Exercise:**  
**Project Workshop:** Making books |
| (5)   | SEP 24| Serving VW Communities                                       | **Readings:** Ch 9  
**DUE:** Event 1-Mixer 4-6:30 pm slt |
| (6) OCT 1 | Serving VW Genres | Readings: Ch 12 & 13  
DUE: Event 2; Pathfinder & Collection  
**Project Workshop** |
| (7) OCT 8 | Immersive Historical Education | Readings: Ch 14 & 15  
DUE: Pathfinder & Collection  
**Exercise:**  
**Project Workshop** |
| (8) OCT 15 | Administrators and Faculty | Readings: Ch 16  
DUE: Pathfinder & Collection  
**Project Workshop** |
| (9) OCT 22 | VW Presentation Tools | Readings: Ch 17  
DUE: Field Research Report  
**Project Workshop** |
| (10) OCT 29 | Teaching in SL | Readings: Ch 21  
DUE: Event 2; Pathfinder & Collection  
**Exercise:**  
**Project Workshop** |
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<tr>
<th>Date</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Event 2: Information Literacy Week in SL, Nov. 9-15&lt;sup&gt;th&lt;/sup&gt;; Pathfinder &amp; Collection Exercise: Project Workshop</th>
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<td>NOV 5</td>
<td>University Libraries in SL</td>
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<td>NOV 12</td>
<td>HLA Conference VW Librarianship Presentation</td>
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<td>NOV 19</td>
<td>VW Innovations in Teaching and Learning</td>
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<td>DUE: Event 3: 50&lt;sup&gt;th&lt;/sup&gt; of the 50&lt;sup&gt;th&lt;/sup&gt; Exhibit and Collection in SL</td>
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<td>Project Workshop</td>
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<td>NOV 26</td>
<td>Thanksgiving Day Holiday</td>
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<td>DEC 3</td>
<td>Hawaii Statehood Exhibit and Celebration, Info Island International</td>
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<td>DEC 10</td>
<td>Course Evaluation</td>
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ASSIGNMENT INSTRUCTIONS

Google group

Class resources and materials are in the google group for the course.

Literature Discussions, Project Workshops & Class Exercises

Weekly readings from the text are given on the Course Schedule. Students will form pairs to lead discussions or activities relating to the readings twice in the term. In the first class session Literature Partners sign-up for two discussion sessions. If two chapters are assigned that week, you must cover both chapters. Plan your session to emphasize engagement and involvement with concepts and content.

Collaborative weekly exercises and Project Workshops build VW skills and help participants develop VW projects. Participants are required to complete in class exercises.

Joining SL Groups

Seminar participants must join a minimum of 5 professional, educational, and cultural groups. Three are required for the assignments and building privileges:
LIS Student Union
University of Hawaii System
Second Life Library 2.0

You may select two other SL groups according to your interests and preferences. Get in the habit of looking at avatar profiles, double click on any group listed in a profile to see the profile for the group. This helps you decide about joining. There is a limit of 25 groups in SL. Many people have several avatars in order to belong to more groups.

Your membership brings access privileges, information in IMs, notices about events and activities, and affiliation with helpful people of similar interests. Use the notifications to plan for attending several events, activities, and locations in order to explore for your events projects assignments and your pathfinder assignment. You may wish to join groups relevant to your topic.

You can receive invitations to join groups by clicking signs or when someone sends a direct invitation. Some groups are Open Enrollment and can be joined from their profile. Some commercial establishments offer group membership for discounts and gifts. You can leave a group any time.

Inworld Time

The major part of each session is held in Second Life. Students must attend inworld and in the Lab. Later in the terms we will plan online only sessions and won’t meet in the Lab. Seminar participants must spend at least 4 hours per week inworld outside of class, working on assignments and with group members. It is important to explore SL to prepare for assignments. http://secondlife.com/support/?query=video%25252btutorial

Seminar Presentations

Participants will present on readings, exercises, assignments, experiences and events. The final class will feature a poster-session of student work presented inworld. You may choose any of the work you have done to present in the session, that may be sponsored by SLA-ASIST student chapters.
Virtual World Pathfinder and Collection

This assignment involves creating subject guides, information sharing objects, and collections for SL information seekers. Subject guides for digital collections linking to the Web and/or to inworld material, and thematic SLURLs linking to SL locations can provide educators, students, and researchers greater access to materials on particular topics. Portions of each class are devoted to lab time for Project Workshops.

Students will create a **VW Pathfinder** using the free inworld Sloog HUD worn by avatars. A HUD is a Heads Up Device. HUDs can be scripted for various functions, so your avatar typically wears several for different purposes. Virtual Pathfinders will be posted on the LIS Student Union Web site and students will create links to their Virtual Pathfinder pages in the LISSU and the library housing their collection.

Students will create and post a **VW Collection** based on the subject theme of their Virtual Pathfinder locations. Depending on the topic or theme, collections will be housed in one of the AVL library buildings, on one of the other AVL sims such as Rachelville or Cybrary City in a location arranged by the student.

**Procedures**
1. Explore AVL collections then select a topic more specific than a major subject area.
2. Discuss with a librarian the placement and timing of your collection, which may also take on the character of an exhibit, depending on your imagination and the librarian’s input.
3. Obtain your free Sloog HUD from the big green “vendor” in the LISSU: [http://slurl.com/secondlife/Info%2520Island%2520International/74/233/32](http://slurl.com/secondlife/Info%2520Island%2520International/74/233/32)
4. Create a free Sloog Web site account following the video instructions on the LISSU YT site: [http://www.youtube.com/user/LISstudentunionSL#play/uploads/5/iGUYiXxTGHs](http://www.youtube.com/user/LISstudentunionSL#play/uploads/5/iGUYiXxTGHs)
5. Use Robin Mochi’s Sloog page, Reference Desk resources on Info Island International, periodical databases, and the SL Search function to select and visit places in Second Life that would be useful to educators and students.
6. Develop evaluation criteria for SL site selection based on Web site evaluation criteria, such as, site has to work well with no dead links or dead clicks, interactive things work properly, accuracy of information, whether information sources are cited, etc. Discuss how you applied these criteria in your site selection process (see 6.).
7. Tag places with descriptive terms and assign a standardized tag or label to each site identifying the theme or subject, so the sites will appear as a grouping whenever that standard tag is clicked.
8. Create and assign a standard tag to each site for the location of your collection in an SL library.
9. Create brief annotations for VW Collection items. Add your site selection criteria explanation to this document.
10. All graphics used must be public domain, copyright free, and cited somewhere in the production. Watch this video on copyright: [http://www.youtube.com/watch?v=pUPsfYJONrU](http://www.youtube.com/watch?v=pUPsfYJONrU)

**VW Pathfinder and Collection Resources**

Robin Mochi’s Sloog page: [http://www.sloog.org/avatars/id/Robin-Mochi/places](http://www.sloog.org/avatars/id/Robin-Mochi/places)

SL Search interface

Info Island International Reference Desk resources and nearby AVL collections: [http://slurl.com/secondlife/Info%20Island%20International/120/236/33](http://slurl.com/secondlife/Info%20Island%20International/120/236/33)

Relevant disciplinary databases

Grading criteria: Working links and teleports; sites relevant to theme or subject; spelling and grammar in tags and notecards; complete citations; useful evaluation criteria; creativity in presentation of collection.
Field Research Report

The purpose of this assignment is to enable students to gain skill in examining the effectiveness of information services to residents in Second Life. The Reference Desk on Info Island International is near The Learning Curve, a basic VW skills orientation area designed by librarians for educators, librarians, and students new to Second Life. Students will record observations at the Reference Desk and on the Learning Curve with its 10 core skill stations.

Librarians are required to produce data for decision-making about services for users. Strategic planning models in most institutions and accrediting bodies require librarians to focus on assessing outcomes to show the degree to which services are effective, meet strategic goals of the institution and accrediting bodies, and how service could be improved. Involves:

- Shadowing professional avatar-librarians.
- Using research concepts, methods, and statistics to analyze VW user behavior and make useful recommendations for redesign and improvement of outcomes.
- Designing assessments to study VW system users in natural information settings.
- Valuing field research as a tool for improving service design.

Procedures
1. Look at the monthly SLLVR calendar (Second Life Library Virtual Reference) and select some reference slots to observe 4 times during the term. Note the name of the avatar-librarian on the shift. If no one arrives for the shift you can reschedule.
2. Note time zone differences: SLT/PST = 3 hours ahead of HST until daylight savings changes November 1, when SLT/PST = 2 hours ahead of HST.
3. Read the SLLVR Wiki: Answers, Tools, Desk Operations, policies, etc. https://sites.google.com/site/sllvrwiki/index
5. Arrive at the observation point and introduce yourself to the librarian, explaining you are an MLIS student in Hawaii. If it is not busy you may chat and ask questions, they like to help.
6. Learning Curve observations are free form since you can walk the course or use camera to see how people are doing at various stations. Schedule yourself for 4 observation periods.
7. After some practice, develop an observation recording method and a set of criteria. What will you keep track of? Types of questions asked? Nature of avatar-mediated interaction?
8. Make sure you are logging Local Chat so you will have user discourse to analyze. If you use a lab machine you need a USB drive to save chat.

Info Island International Reference Desk Schedule
https://sites.google.com/site/sllvrwiki/index/desk-operation/reference-desk-schedule

Learning Curve Volunteers Schedule
[under construction]

Reference Desk & The Learning Curve orientation SLURL:
http://slurl.com/secondlife/Info%20Island%20International/120/236/33

Marimar Berchot, AVL Volunteer Coordinator
Hypatia Dejavu, AVL Reference Coordinator

Grading criteria: Useful reference and instruction observations, and assessment criteria; useful personal experiences learning the VW; helpful data-based recommendations; accurate spelling and grammar.
**VW Events Projects**

Students will join the group Second Life Library 2.0, login at least twice weekly and attend some of the events advertised in Group IM and Group Notices. Students will work in teams to design, create, and implement three different professional and educational events in SL. Portions of each class are devoted to lab time for Project Workshops,

1. **Social Networking Mixer (entire class)**
   This event will be held early in the term to allow students to immediately utilize new VW skills to create an interactive event for the LIS Student Union on Info Island International.

   Students will form committees to select the theme for the mixer and design party environment; design and implement publicity and marketing for the mixer; obtain and create objects and activities for the party; coordinate entertainment; manage the mixer and obtain feedback from participants; clean-up; write a short article after the event for the SL periodical *RezLibris*; and report on the results to help with planning the next events.

2. **Design an Event (pairs)**
   This event will be held at various times and in various locations, depending on what you decide. Work with a partner and select one theme or area from the list below, only one team may work on each:
   1. VW Information Literacy (Due Nov. 5: IL Week in SL November 9-15, sponsored by ACRL in SL, contact Alexandria Knight in SL)
   2. Book Discussion, Literature Genre, or Author Event (various groups sponsor)
   3. Library Buzz Session (date to be determined, Thursdays, 6 pm SLT, sponsored by SLA in SL, contact Biblio Latte in SL)

   Join groups to get notices so you can attend similar events to experience how they work. Consult with representatives of the sponsoring groups for guidance regarding procedures, scheduling, etc. Obtain feedback from participants and write a short article after the session/event for the SL periodical *RezLibris*.

3. **Historical Anniversary Celebration and Commemoration (entire class)**
   A culminating project will be an exhibit, collection, and celebration of the 50th anniversary of the 50th state. The project will be produced in November and the exhibit will run through December on Info Island International.

   Students will form committees to research the 50th of the 50th anniversary, select the exhibit content, and design exhibit space; design and implement publicity and marketing for the exhibit, collection, and celebration event; create objects and activities for the exhibit and celebration event; coordinate entertainment for the celebration; manage the event and obtain feedback from participants; clean-up; report on the results, and write a short article after the session/event for the SL periodical *RezLibris*.

50th of the 50th exhibit and collection ready to set-up inworld: Due November 19. Actual set-up dates between Nov. 27-Dec 1.
50th of the 50th celebration event: Due Dec. 3. Event occurs in SL during class period.

Grading criteria: accurate spelling and grammar in displays, objects, and notecards; complete citations where text and graphics are used; useful event evaluation criteria; creativity in presentation of collection.