LIS 694 Virtual Librarianship

Fall 2012: Meets Thursdays 1:00 - 3:40 p.m. in HL 2K, online on the Web and in Second Life
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Office Hours: Email for appt.
Web Site: http://www2.hawaii.edu/~nahl/courses694.html
Course Google Group: https://groups.google.com/a/hawaii.edu/forum/-!forum/lis694-virtual-librarianship-grp

Seminar Description

The focus is on professionalization in this hybrid technology-intensive seminar that takes place in a classroom lab, online on the Web and in the immersive virtual world platform of Second Life (SL). The seminar allows students to explore technology innovations in librarianship, including Web 2.0 applications, online professional development services, and avatar-mediated library services. Conducted in a collaborative, project-based, online, inworld, and classroom workshop format.

- Students examine how technology is integrated in the careers of individual librarians in a variety of settings; examine professional values and skill sets; reflect on strengths and aspirations; prepare a personal tech inventory and a career trajectory plan.
- Students participate in online professional development conferences and Webinars freely offered by ALA, ACRL, Library 2.0, SJSU, and others; report on the impact of session content and online environment; and reflect on the value of online professional education.
- Students meet avatar librarians and collaborate on service projects; create interactive collections, subject guides and pathfinders; acquire virtual world information literacy (VWIL) including basic building skills; and master Second Life information sharing and presentation tools.
- Students participate in professional social networking sites, blogs and services; join professional online groups; manage online identity; and connect with professionals online.

Significance for Librarians

21st century librarians spend increasing proportions of professional time working online. LIS graduates will be prepared to operate within the constantly evolving virtual workplace and virtual education environment via courses examining online applications. Online, Web 2.0 and VW education movements continue their growth. The millions of tweens currently playing and learning online in virtual worlds for kids and young adults will begin to enter college in three years, willing, prepared, and expecting to learn within engaging virtual educational environments. Librarians and educators are preparing for the increase in online participation by pioneering work in virtual spaces, developing innovative approaches to traditional functions and resources, meeting readers, information seekers and learners on virtual ground, meeting the information needs of online users, and supporting and collaborating with educators in virtual learning environments. In addition, librarians and information professionals take full advantage of the national and international professional networking capacity of online applications by sponsoring frequent meetings and conferences for professional development and presenting research.

Prerequisite: None. Helps if comfortable using web applications, social networking sites, and learning new things.
Program Level Student Learning Outcomes
This seminar addresses the following learning outcomes of the LIS Program, enabling students to:
1. Understand, apply, and articulate the history, philosophy, principles, and ethics of library and information science and the related professions.
   1c) Develop and apply critical thinking skills in preparation for professional practice
   1d) Craft and articulate a professional identity

2. Develop, administer, assess, and advocate for information services by exercising principled communication, teamwork, and leadership skills.
   2b) Work effectively in teams

3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate resources in a variety of formats.
   3b) Organize, create, archive and manage collections of information resources following professional standards
   3c) Search, retrieve and synthesize information from a variety of systems and sources

4. Evaluate and use the latest 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

5. Engage in projects and assignments dealing with multicultural communities, and representing diverse points of view.
   5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders

Course Learning Outcomes
Students will:
1. Examine the role of technology in a variety of library and information settings; examine professional values and skill sets; reflect on strengths and aspirations; prepare a personal tech inventory and a career plan.

2. Critically review literature and conference presentations about and report on experiences with virtual information services.

3. Collaborate with avatar librarians on service projects; acquire and demonstrate virtual world information literacy (VWIL) and basic building skills.

4. Create inworld interactive subject pathfinders to virtual locations integrating Information from URLs and inworld resources, and master and demonstrate VW information sharing and presentation tools.

5. Join and participate in professional social networking sites, blogs and services and professional online groups; and manage professional online identity.

6. Participate in online professional development conferences and Webinars; report on the impact of session content and online environment; and reflect on the value of online professional education.
Course/Teaching Philosophy
The goal of the course is to enable students to acquire virtual abilities, to network with librarians online, and to design professional and educational virtual projects. The seminar participants constitute a learning community since we are all exploring virtual applications together. The seminar takes a person-centered and hands-on approach to better understanding virtual information work experience. Assignments involve students in participating in, creating, and assessing interactive experiences in a variety of virtual environments.

The Career Trajectory Plan assignment helps students to focus on their preparation for technology intensive careers. Students lead weekly online discussions on significant issues and ideas in virtual librarianship, enabling students to gain a deeper understanding of a variety of concepts as well as broad perspectives. Discussions draw on assigned readings, professional blogs, online conference sessions, and reflections on use of Web 2.0 applications. The Virtual World Pathfinder and Subject Guide assignment enables students to work collaboratively exploring Second Life and creating subject guides linking virtual places embedded with content and digital materials. Project Workshops facilitate creating interactive information sharing objects and community exhibits.

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 in-person and online. LIS students are expected to adopt these values and enact them in their interactions with fellow students, faculty, staff and professionals. Be aware these behaviors are easy to observe and evident to faculty asked to write references for scholarships, internships and job applications. Please read the Professional Expectations Notice for LIS Graduate Students at UH: http://www.hawaii.edu/lis/students.php?page=profexp

In consideration of all during class, please turn off or set vibrate on mobile devices.

Teaching Method
Seminars promote the exchange of ideas so attendance and constructive participation are required. Some sessions will be online to be scheduled by consensus. Synchronous online attendance is acceptable for FTF lab sessions. Primary emphasis is on examining and using Web 2.0 applications and reflecting on their value for librarians and libraries, creating immersive learning projects, collaborative work, active online group discussion, critical analysis, and presentation of experiences, readings, and projects. Assignments are designed to promote these activities in conjunction with guest instructors, demonstrations, Project Workshops, and practical problem-solving exercises to enliven concepts and theories. Consult written assignment instructions pp. 8-13.

Research Methods
Students will study and apply the following research methods in course assignments: Information Retrieval method to develop search strategies for project research; Participant-Observer method to study naturally occurring activities in virtual information settings; Content Analysis of user discourse to study online information practices. Image Capture and Flow method to demonstrate evidence of participation and process.
Requirements

Readings


Assigned reading from the texts is on the course schedule and will be the focus of online discussions. Students selectively present chapters and lead weekly online discussions. Additional readings for exercises will be posted in the Google Group.

Assignments and Grading

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<th>Assignment</th>
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<tr>
<td>Career Trajectory Plan</td>
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<tr>
<td>Blogs &amp; Web 2.0 Online Reflections</td>
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<td>Online Conference &amp; Literature</td>
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<td>Discussions</td>
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<td>VW Pathfinder &amp; Subject Guide</td>
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<td>Inworld Product (15%)</td>
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<td>Inworld Oral (10%)</td>
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<td>Class exercises</td>
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**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-

Due Dates

One point (1) will be deducted each day for late assignments. If you must miss class, you may attend the online portion, and you are responsible for obtaining notes from classmates and materials from the instructor.

Participation Requirements

Active class and online participation is essential when discussing readings, practicing skills, and working in groups. Class exercises and online discussions are central to the seminar’s purpose of examining virtual information systems. Students will present material from weekly readings and all members are expected to participate in the online 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 will be awarded only if all participation requirements are met.

To accomplish these requirements, students will:

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 activities, exercises, 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 a professional level discussion.
Technology Integration and Requirements
This course requires you to use a computer to produce all of the written assignments. You may bring laptops, netbooks or tablets to class provided (1) you bring your own extension cord and (2) you do not use it for non-class activities in class.

PCs are available in the open LIS Alcove Lab in HL 3 and during posted hours in HL 2K (first obtain an ICS student account—application forms available in class and the LIS office HL 2). Your ICS lab account must be renewed annually.

EMAIL: You are required to obtain and use your free hawaii.edu Gmail account and subscribe to lis-stu the LIS internal student mail list [Not on the list? send UH email to lquiroga@hawaii.edu].

You are required to subscribe to and use the LIS 694 Google Group for communication and updated course information. Required software is listed in Assignment Instructions pp. 9-10

Students will submit assignments electronically via attachment or shared Google Documents, use Jing for image capture and annotation, and work collaboratively via Google+ Hangout.

Second Life: 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 find content for the pathfinder assignment. Students will locate and study electronic resources pertinent to the course topics, utilize several online database systems, and prepare assignments integrating these activities.

REGISTERING for SECOND LIFE
1.) Review the System Requirements, Recommended works best: http://secondlife.com/support/system-requirements/
2.) To register for a free account and download the Second Life Viewer software: Click the big orange Join Now button. http://secondlife.com/?lang=en-US
3.) Think carefully about choosing your avatar name, it cannot be changed, although you can have multiple avatars. Shorter names are easier to manage. Please choose a pronounceable name that others can easily say and type.
4.) Registering for a free SL account requires name, birthdate and email. You get your account and avatar immediately. Record your login name and password because you need it in class.
5.) After choosing an avatar: Click the Download and Install Second Life button http://secondlife.com/?lang=en-US
6.) After registering, and downloading and installing the SL software you can login for the first time. Open the software. Type your login name and password and login. Your avatar will land at the main SL Orientation Area. Go through the 6 orientation areas and do the short exercises.
7.) Teleport to UH System Island opening the World Menu, select World Map. In the search window type University of Hawaii. The UH Islands map appears with a red circle in the center. Click the Teleport button in the Map window. Your avatar will land inside the UH Island Freebie Store.
8.) NOTE: If your system cannot meet the Recommended Requirements and has difficulty with the SL Viewer, you can try an alternate viewer that uses less system resources: Phoenix http://www.phoenixviewer.com/downloads.php or Imprudence http://wiki.kokuaviewer.org/wiki/Downloads

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
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| (1)   | AUG 23 | Virtual Librarianship and the Rise of Virtual Work | **Readings:** Assig. Instructions, pp. 8-13  
**Exercise:** My Technology Inventory |
| (2)   | AUG 30 | The Pace of Change and the Rise of Technology in Libraries | **Readings:** Kane Ch 1  
**Exercise:** LinkedIn  
**DUE:** My Technology Inventory |
| (3)   | SEP 6  | Blended Librarianship Professional Social Networking | **Readings:** Kane Ch 2  
**Exercise:** Twitter and Professional blogs  
**DUE:** Linked-In profile, Friends & groups |
| (4)   | SEP 13 | Professional Blogs and Microblogs                 | **Readings:** Kane Ch 3  
**Exercise:** Evernote  
**DUE:** Twitter and Professional blogs |
| (5)   | SEP 20 | Online Subject Guides                             | **Readings:** Kane Ch 4  
**Exercise:** LibGuides  
**DUE:** Subject guide idea |
| (6)   | SEP 27 | Managing Your Professional Online identity        | **Readings:** Kane Ch 5  
**Exercise:** Conference site  
**DUE Next Week:** Library 2.0 online conference Oct. 3, 4, & 5 |
| (7)   | OCT 4  | Digital Curation                                 | **Readings:** Gleick Ch 1 & 2  
**Exercise:** Pinterest  
**DUE:** Facebook &/or Google+ settings |
| (8)   | OCT 11 | Virtual Worlds as Educational Learning Environments VW Reference Service | **Readings:** Gleick Ch 3 & 4;  
**Mon**  
**Exercise:** Second Life  
**DUE:** Second Life avatar; Pathfinder teams  
**Project Workshop** |
| (9)   | OCT 18 | Creating Information Sharing Objects              | **Readings:** Gleick Ch 5 & 6  
**DUE:** Pinterest pages; Pathfinder topics  
**Project Workshop** |
| (10) OCT 25 | VW Presentation Tools | **Readings:** Gleick Ch 7 & 8  
**Exercise:** SL Viewer & Speaker Tools  
**DUE:** SL LibGuide  
Project Workshop |
| (11) NOV 1 | Teaching in SL | **Readings:** Gleick Ch 9 & 10  
**Exercise:** SL Media Prim and Interactive Poster  
**DUE:** SL Viewer & Speaker Chat  
Project Workshop |
| (12) NOV 8 | Maker Spaces in Libraries | **Readings:** Gleick Ch 11 & 12  
**Exercise:** Conference site; Etsy  
**DUE:** SL Media Prim and Interactive Poster  
**DUE Next week:** Global Education online conference November 12-16  
Project Workshop |
| (13) NOV 15 | 15 Things (Web 2.0 tools) | **Readings:** Gleick Ch 13 & 14  
**Exercise:** 15 Things  
**DUE:** My Career Plan;  
**DRAFT:** SL Pathfinder  
Project Workshop |
| NOV 22 | Thanksgiving Day Holiday | |
| (14) NOV 29 | Course Evaluation | **Readings:** Gleick Ch 15; deFreitas  
**DUE:** Inworld Pathfinder |
| (15) DEC 6 | Online Session in SL | **DUE:** Oral Pathfinder Project presentations in SL; All assignments |
ASSIGNMENTS OVERVIEW

Literature Discussions, Project Workshops, Class Exercises, Reports & Presentations

Google group: https://groups.google.com/a/hawaii.edu/forum/#!forum/lis694-virtual-librarianship-grp

Weekly readings from the text are on the Course Schedule. Students lead online discussions relating to the readings in the Google Group. During the first class students sign-up for two online discussion sessions on the 694 Google Spreadsheet. If two chapters or articles are assigned that week, you must cover both. Plan your discussion sessions to emphasize engagement and involvement with concepts and content.

Participants will also use the LIS 694 Google Group to comment on exercises, assignments, experiences and events. The final class session is online and features student pathfinders presented live inworld.

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

Students prepare a written career plan integrating their experiences with technologies over the term.

Professional Blogs

Students will follow and read professional and technical blogs and comment on these resources online in the LIS 694 Google Group. Students post weekly comments about the content of blogs to inform the class about news and resources, as a method for keeping up with change in the profession and for spotting useful trends. The Kane text lists blogs of many of the librarians interviewed and others can be found online. Students may follow professional Twitter microbloggers. Choose some you like, the following are recommended:

Robin Ashford, George Fox University, OR http://librarianbydesign.blogspot.com/
David Lee King, Topeka and Shawnee County Public Library http://www.davidleeking.com/
Jessamyn West, MetaFilter.com http://www.librarian.net/
Sarah Houghton, San Rafael Public Library http://librarianinblack.net/librarianinblack/

Joining Professional Online Groups and Conferences

Seminar participants join a minimum of 6 professional, educational, and/or cultural groups. Groups are required in the networking assignments and for VW building privileges:
  1) Join 2 groups in Second Life: University of Hawaii System; 2) Second Life Library 2.0

Your membership brings access privileges, e.g., information sent in IMs, notices about events and activities, and affiliation with helpful people with similar interests. You may wish to join groups relevant to your pathfinder topic.

Inworld Time

In the second half of the term a major part of each session is held in Second Life. Students must attend inworld and in the Lab with some online only sessions. It is important to explore Second Life to prepare for assignments.
Required Online Conference Participation

Online conferences are a convenient channel for updating professional knowledge, connecting to other librarians and educators with similar interests and concerns, and practicing online communication skills. The LIS profession has recently begun to offer free online conferences in connection with universities and professional social networks. Videoconferencing software such as Adobe Connect (Hawaii at UHM), WebEx, Elluminate, and others makes possible online conferences with hundreds of people. Participating in online conferences is particularly important for professionals in distant and rural locales such as Hawaii. Since travel budgets are challenged and time away is hard to spare we are fortunate to be able to connect with colleagues online in virtual conference venues.

For this professionalization assignment students will:
1. Attend sessions in two online conferences offered via video conferencing.
2. Join two conference networks and fill out professional profiles at least one week before each conference.
3. Send Friend requests to class members to begin a professional network within these networks, search for others to Friend.
4. Choose sessions and plan for online participation by downloading necessary plug-ins, conducting audio and other system checks of the videoconferencing software, and logging in 15 minutes before sessions begin.
5. Actively participate by entering information and responses into the online chat during sessions.
6. Copy and paste the online chat from the sessions attended into a Google document and Share with nahl@hawaii.edu.
7. Students will comment on sessions attended in the LIS 694 Google Group within a week after the conference ends and in their My Career Plan report.

Library 2.0: The Future of Libraries in the Digital Age
October 3-5, 2012
http://www.library20.com/page/2-012-strands

Join Library 2.0 network and fill in your professional profile to attend the free online conference. http://www.library20.com/page/2-012-conference

Global Education Conference
November 12-16, 2012
http://www.globaleducationconference.com/page/2012-conference

Join the Global Education network and fill in your professional profile to attend the free online conference.

Grading criteria: Following instructions; posting in conference sessions, posting comments about the sessions attended to LIS 694 Google Group; spelling and grammar.
Required Social Network Participation

Class exercises are designed to encourage exploration of tools, profile development, professional group membership and other aspects of rich media sites. For these assignments students will:
1. Join social networks by setting up accounts, and filling in profile information, and sending Friend requests to class members and others.
2. Examine professional online communication tools to discover information channels and join or visit professional sub-groups (Facebook, Twitter, LinkedIn, etc.).
3. Comment weekly on gleanings from these sites in the LIS 694 Google Group, comment on their usefulness to librarians and libraries, and include in My Career Plan.
4. Create pages and networks on required sites (LinkedIn, Pinterest, LibGuides).

Digital Curation Tools

Evernote: [http://evernote.com](http://evernote.com)


Storify: [http://storify.com/storify](http://storify.com/storify)

TechSmith Screencast.com [http://screencast.com](http://screencast.com)

Jing (for screen capture and annotation and screen casting) [http://www.techsmith.com/jing.html?qclid=CJHE84u2wLECFeUaQgodEGMAEA](http://www.techsmith.com/jing.html?qclid=CJHE84u2wLECFeUaQgodEGMAEA)


Professional Social Networking Tools

LinkedIn: [http://www.linkedin.com](http://www.linkedin.com)

Twitter: [http://twitter.com](http://twitter.com)

Google+: (Google Hangouts for online meetings and screen sharing, UH GMAIL will not work) [https://plus.google.com/up/start/?et=ad&type=st](https://plus.google.com/up/start/?et=ad&type=st)

Facebook: [https://www.facebook.com/](https://www.facebook.com/)

Ning: (free trial only, excellent for educators) [http://www.ning.com](http://www.ning.com)

Scheduling and Polling Tools

Doodle: [http://doodle.com](http://doodle.com)

Whenisgood: [http://whenisgood.net](http://whenisgood.net)

PollEverywhere: [https://www.polleverywhere.com/login](https://www.polleverywhere.com/login)
Required Seminar Readings

The syllabus lists weekly readings. Each week a student will lead an online discussion based on the assigned readings. Everyone will participate in weekly online discussions and related class activities. The goal is to engage participants to experience the issues within online environments. Students keep logs of posts and responses on a Google spreadsheet.

- Readings are intended to promote critical thinking and in-depth discussion of ideas and concepts, and to help you apply technology concepts in assignments. What do these readings tell us about technology integration that we can apply in our professional and personal life?
- Emphasis is on critical analysis of readings and technology use. Students will gain experience with a variety of software and professional services.

Online Research Literature Discussions

Seminar participants lead two (2) sessions on the readings via chat in the 694 Google Group. Choose readings for two specific sessions and sign up on the Google Spreadsheet. You will be on the schedule to lead the online discussion that includes the text chapter(s) and other readings for that week.

Requirements for Discussion Leaders:
1. On the Monday before the session, post a question (or quote) or two and ask people to respond to one or two questions only. Or give them a choice among several questions.

2. Post your own opening discussion and address your own ideas, realizations and insights, as well as the issues, concepts, ideas, controversies, challenges, etc. found in the readings that contribute to the knowledge base and to assignments. It is not necessary to address everything, be selective and integrate points you consider to be most interesting and useful.

3. Respond to some of the subsequent posts in the discussion, and after the discussion closes, summarize the ideas people came up with by the end of Friday after the class session it is due.

Requirements for Discussion Participants:
1. On the Monday or Tuesday before the week’s session, select questions and post your responses so others can respond to your post before class Thursday.

2. Read and reply to at least one other student's response to the question(s) by Thursday class time.

Non-text readings on the course schedule:


Grading criteria: Following instructions; responding to discussion questions on time; logging posts on Google spreadsheet; spelling and grammar.
My Career Trajectory Plan [2012-2017]

Due Nov 15

Where do you see yourself in the next five years in your career? Throughout the term students will reflect on their future career path and prepare a planned trajectory incorporating development of their knowledge of and abilities with technologies over the next five years (2012-2017). The assignment begins with constructing My Tech Inventory to map current areas of competence and confidence, subsequently students construct their plans as they interact with tools throughout the term.

My Tech Inventory

Create a classified listing of all of the software and hardware or devices you are familiar with (use complete names and versions if known). For each indicate the number of your perceived level of confidence and expertise using these two scales:

Very Confident 10 9 8 7 6 5 4 3 2 1 Unsure Expert 10 9 8 7 6 5 4 3 2 1 Novice

My Tech Inventory includes technology you do not own but use at school, work or elsewhere as well as your own technology. For this assignment list but do not identify which items you personally own.

Use a Google Documents table or spreadsheet to list and group the items, sites, and services you have used and currently use. Share the Inventory with nahl@hawaii.edu. Create the clusters that make sense to you and name the groupings. Be prepared to discuss in class.

My Career Plan

After creating your tech inventory, keep updating it during the term and making notes about adoption of new (to you) software and hardware. Use the notes to prepare a written plan that covers the next five years. Examine position descriptions to identify necessary tech abilities.

Elements to address in the written plan:

1. Technologies I want to learn in the next five years and why.
   a) List and describe the technologies you intend to learn.
   b) Describe tech abilities that attract your attention given in position descriptions.
   c) Describe your confidence and expertise with My Tech Inventory items by the end of the term.

2. My Online Networking Participation
   a) List and describe the online conference sessions you attended and in what ways the session chat impacted the topic and interaction.
   b) List and describe the professional and technical blogs you have read this term.
   c) List and describe blog sources you plan to read.
   d) List and discuss the social network groups you joined and your pattern of “Liking” entries.

3. My Professional Values
   a) Discuss your approach to acquiring technology skills in a fast-paced profession and mobilized global society.
   b) Discuss some of the librarians in Kane, especially in what ways you diverged from or identified with their values and views toward technology in libraries and in librarian’s work.

Grading criteria: Following instructions and addressing all points under My Tech Inventory, 1, 2, and 3; subtitles, spelling and grammar; complete citations.
Virtual World Pathfinder and Collection

Due Nov 29

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 embedded with content can provide educators, students, and researchers greater access to materials on particular topics. Portions of several sessions are devoted to lab time for Project Workshops.

Students work in pairs to research, create and post two Virtual Pathfinder exhibits based on subject themes. Students will place their work on two exhibit areas near the LIS Student Union and the CVL Reference Desk on Info Island and on UH Island in Second Life. Students compile and build the subject guides on UHS and the Community Virtual Library (CVL) hosts LIS student pathfinders and exhibits.

Procedures
1. Explore CVL collections and others to select a topic more specific than a major subject area. Write a scope note for the topic identifying the intended audience, focus and the coverage of the topic.
2. Use CVL Reference Desk resources on Info Island, periodical databases, and the SL Search function to select and visit places in Second Life that would be useful to educators and students.
3. Topics will be finalized through consultation with the instructor and mentor librarian.
4. 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.
5. Create brief annotations for pathfinder items, objects, URLs and Landmarks. Add your site selection criteria explanation to the pathfinder in a Notecard.
6. All graphics used must be public domain, copyright free, and cited somewhere in the pathfinder. Watch this video on copyright: http://www.youtube.com/watch?v=CYj_c4FND0&feature=player_embedded - !
7. Create and texture prims and objects to present the content including interactive objects, Notecards, Landmarks (teleports), and a media prim (MOAP). Set permissions in the Edit pane to allow the exhibit to be copied by anyone.
8. CVL rotates exhibits, so remove the pathfinder on time to permit another exhibit to be placed.
9. Pathfinders will be evaluated according to the grading criteria below.

Virtual Pathfinder and Exhibit Resources
SL Search
Info Island Reference Desk resources and nearby CVL Community Virtual Library collections: http://maps.secondlife.com/secondlife/Info%20Island/115/112/34
Relevant disciplinary databases open source and freely available without subscription.

Sample Topics [not limited to these!]
- Maker spaces in libraries
- Digital curation
- The mobile revolution and the rise of m-learning
- Intellectual property protection in virtual worlds

Grading criteria: Working links and teleports; sites relevant to theme or subject; spelling and grammar; accurate and complete citations to SL, Web, and traditional sources; useful evaluation criteria for resources; helpful annotations; creativity in presentation.