LIS 694 Informatics and Website Design
3 Credits
Summer 2016

Instructor: Brian Richardson, Ph.D.
Office: Hamilton 002H
E-mail: richards@hawaii.edu (please put LIS 694 in the message line)
Telephone: (808) 956-5809 — e-mail is preferred
Fax: (808) 956-5835

Course page: via login at http://laulima.hawaii.edu/
Office Hours: by appointment — please send e-mail
also available via Skype

Classroom: online
Schedule: asynchronous, July 5th to August 12th, 2016

Course Description

LIS 694: Informatics and Website Design (3 credits)

The emerging field of “Informatics” broadly describes the study and practice of creating, storing, finding, manipulating and sharing information. Combining a concern for technology, information, and humans, informatics considers how information technology is designed and used in our society, specifically in such fields as Health Information Science and Business.

The course will focus on website design from an information science perspective, with specific attention to the interaction between design, institutional needs, and available technological tools. The course will combine academic discussions with applied projects. The roles that librarians can have in designing web-based resources will be a central theme. In the end, the successful student will be able to design web pages that integrate dynamic data and discuss the design, content, and assessment strategies in a thoughtful and effective way.

Prerequisites: None

Recommended preparation: basic understanding of HTML and database design; understanding of online learning technology.

Professional Expectations

All students in the Program are expected to become familiar with an adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/.
Student Learning Outcomes (SLOs) Addressed

This course addresses the following Program SLOs:

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

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   a: Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.
   b: Organize, create, archive and manage collections of information resources following professional standards

SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   b: Integrate emerging technologies into professional practice
rom http://www.hawaii.edu/lis/content/advising/ALA_Cor Alignment_LIS_Student_Outcomes.pdf

Course Learning Objectives

The successful student will be able to:

1. Define Informatics and related terms;

2. Explain the relationship between information acquisition technology and information structures;

3. Articulate and justify a thoughtful content management strategy for an institution.

4. Explain approaches to assess information content strategies; and

5. Develop capacities for research and critical thinking in the relationship between information systems, the social order, and the individual.

Technology Requirements

This is an online class where students must have a reliable internet connection and a computer capable of running the latest internet programs, including a recent web browser, and word processor, and so on.

If you have issues with the technology, online help is likely available. For Laulima problems, there is a "Request Assistance" link at all Laulima pages. Also, you can contact me any time. Technological problems are one of the main reasons why students do not succeed in online classes, and the faster they can be resolved, the better.
Teaching Methods

The course will be taught in an asynchronous-online environment where interactions with the instructor and the learning materials.

The online modality means that the course is able to take advantage of different types of learning resources and activities. At the same time, learners are given more responsibility for their learning, including developing adequate technology skills and time management, and engaging with the class.

Two main reasons why students do not succeed in online classes is because of technological problems that are not addressed right away or because the course timeline is not followed. These issues are not unique to online classes, but they are much more pronounced online. Of course, as you may point out, this data is largely based on undergraduate students, and so other factors may also be at play. Nonetheless ...

A meaningful online presence and constructive participation are required. Some assignments will appear readily applicable, while others will lay the foundations for more advanced understanding.

Assignments are designed to promote critical analysis and reflection on class materials. Assignment due dates are indicated on the course schedule in Laulima.

The course is intended to develop technological and intellectual skills that include the ability to write institutional and academic work.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses” (see http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/):

- **Action Research** the course applies to the creation of action research as part of the assessment and creation of online data-driven websites.
- **Case Study** the course applies to studying specific examples of data-driven websites.
- **Evaluation Research** the course will include tools for evaluating databases and their expression in websites.
- **Needs Assessment** the course will consider the value and limitations of needs assessment in data-driven website design.
- **Usability Testing** the course will focus on usability testing.

Other methods, such as instructional design and survey research will also be considered to some extent.
Course Requirements

- Assignment 1: Note Taking - from the readings 10%
- Assignment 2: Short Writings 30% total, 5% each
- Assignment 3: PHP/SQL Website Development 20% total
- Assignment 4: Needs Assessment 20%
- Assignment 5: Content Management Plan 20%

Details of the assignments can be found on the course Laulima site. The assignments can be submitted up until the last day of class. No late assignments will be accepted.

Grading Scale

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<thead>
<tr>
<th>100 to 98 A+</th>
<th>89 to 87 B+</th>
<th>79 to 77 C+</th>
<th>69 to 67 D+</th>
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<tbody>
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<td>97 to 94 A</td>
<td>86 to 83 B</td>
<td>76 to 73 C</td>
<td>66 to 63 D</td>
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<tr>
<td>93 to 90 A-</td>
<td>82 to 80 B-</td>
<td>72 to 70 C-</td>
<td>62 to 60 D-</td>
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Required Textbooks


Additional readings will be assigned and made available from *Laulima* [https://laulima.hawaii.edu/](https://laulima.hawaii.edu/).

Disability Accommodations

If you need reasonable accommodations because of the impact of a disability, please:

[1] contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Liliʻuokalani Center for Student Services, [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/);

[2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.
Assignments

Assignment details are available online in Laulima via the Assignments tool. Due dates and late policy for specific assignments will be indicated in the respective assignment's description.

Assignment 1: Note Taking (10%)

A series of short writings (based on handouts) connected to the readings for the course.

Assignment 2: Short Writings (30%)

A series of short projects will be assigned, including a review of an academic article, an interface assessment of an existing website, and short database design challenges. The top six short projects will be counted towards the final grade.

Assignment 3: PHP/SQL Website Development (20%)

Students will construct a series of html pages containing PHP code and calls to an SQL database (provided by the instructor). Students will demonstrate a basic understanding of PHP coding, of HTML, and of how PHP is used to connect to an SQL database.

Assignment 4: Needs Assessment Plan (20%)

Students will construct a needs assessment plan for an institution website, which will include questions and plans for a focus group. The format will be as if the plan was to be submitted to the IRB. This is the primary application of Krug's Don't Make Me Think.

Assignment 5: Content Management Plan (20%)

Students will construct a Content Management Plan for an institutional website. This is the primary use of Halvorson and Rach's Content Strategy for the Web.

Alignment of Assignments to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment 1: Note Taking</th>
<th>Assignment 2: Short Projects</th>
<th>Assignment 3: PHP/SQL Website Development</th>
<th>Assignment 4: Needs Assessment Plan</th>
<th>Assignment 5: Content Management Plan</th>
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<tr>
<td>SLO 2c: Develop, manage, and assess information services for specific users and communities</td>
<td>SLO 3a: Demonstrate understanding of the processes by which information is created, evaluated, and disseminated</td>
<td>SLO 3b: Organize, create, archive and manage collections of information resources following professional standards</td>
<td>SLO 4b: Integrate emerging technologies into professional practice</td>
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General Assignment Policies

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii”.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you cite the specific page. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a Library Journal interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “…..”

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use 12-point Times (or Times New Roman or something similar) font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be paginated.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.