**Course Syllabus**

**LIS 641 – Digital Librarianship**

**Spring 2020 \* Thursdays 1:00-3:30 PM \* HL 3G**

**Course Instructor**

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**Course Description**

This course will provide you with the knowledge and skills necessary to feel comfortable in the role of a librarian dealing with digital services and content. We will explore both current and future digital librarianship trends for successfully promoting library resources on the web (via website, institutional repository, social networks and mobile apps). Furthermore, the course will provide you with a gentle hands-on experience in basic HTML manipulations. Also, students will be introduced to the area of scientific data curation and management, both highly desirable skills for academic librarianship. Throughout the course students will be picking from plethora of technologies and services those that are interesting to them personally, and give short presentations on them, while placing them in the broader picture of the mind map- “Digital Librarian’s Tree” that we will be building together. The final assignment will consist of creating a LibGuide that will describe one such technology, service, even process, that will be a part of the ePortfolio assignment, as proof of a new valuable skill obtained. Considering the main learning objective for this course is SLO 4- Technologies, accordingly it implies basic level of information literacy and usage of information technology as a prerequisite.

**General Education Outcome**

Upon finishing this course, students will be able to evaluate available digital services and content; develop skills to implement the services and promote the content; and develop strategies to curate digital content and facilitate online information delivery.

**Student Learning Objectives (SLOs) & Course Goals (C#)**

**SLO4 Technologies-** *Evaluate and apply information technologies.*

C1. Students will gain a broad picture of current state-of-art technologies and important services that are being utilized in libraries to support various user needs, especially in the web environment.

C2. Students will be able to use skills such as:

* Application of best-practice principles in website presentations and services;
* Basic HTML manipulations with focus on improving the web presence and usability.
* Mobile, new and social media strategy and usage;
* Utilization of LibGuide software to create research, course or subject guides.
* Critical evaluation of important factors in research data management

**SLO2 Professions-** *Apply forward thinking to develop vision and re-examine professional roles and identity.*

C3. Students will be able to critically think and evaluate current state of academic librarianship, but also anticipate the possible developments of the profession in the future. By practicing methods of foresight (scenario creation), they will be able to navigate towards redefinition of professional roles, as well as promotion of new values for the profession.

**Course Structure and Philosophy**

During this class we will attempt to contribute to the “Digital Librarian’s Tree”, a mind map that is made of infrastructure, e-services, e-content and other aspects that are important for digital librarianship. The philosophy behind this approach is to allow each student to focus on a library technology or service that is of his/her particular interest. By exploring it further and sharing it to the rest of the class, we will contribute to the bigger picture of connected aspects of the profession. In order to do so, you will have 5 opportunities to present a featured technology, service or best practice (TSB), and will use a post-it to place it on the “Tree” mind map. We will be using Canvas to post assignments, and comments; and a dedicated course [LibGuide](https://lisdemo.libguides.com/uhm_lis_641_digital_librarianship) for further information.

**Course Materials**

Readings and occasional videos with links are cited below, and the full text will be available in the Google Drive. More info on each of the class and eventual additional links will be available via the [LibGuide](https://lisdemo.libguides.com/uhm_lis_641_digital_librarianship) for this class. Students are expected to have read all required readings, and contribute to class discussions and activities. In order to successfully complete this course, it is expected of you to seek additional materials to supplement your learning, particularly in the case of the featured reports and final project.

**Communication**

Please feel free to contact me via email at any time and about any concern. Office hours are on: Thursday 3:30 PM-4:30 PM.

**Course Syllabus**

This syllabus will serve as a general guide to the course, however it is subject to change.

**Student’s Conduct**

UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. The department applies the university's Academic Integrity Policy, and all students are expected to become familiar with and adhere to the [professional expectations](https://www.hawaii.edu/lis/resources/professional-expectations/). Be sure not to miss the classes, especially before previous notice, be on time for the class and for the assignment submission. Missing class will result the participation points.

**Outline of Topics and Assignments Due Dates:**

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| --- | --- | --- | --- |
| **Date** | **Topic**  **& Tracks** | **Assignment** | **Notes** |
| **Class 1**  Jan 16 | Introduction |  |  |
| **Class 2**  Jan 23 | Key Trends  (Available Services) | Featured TSB Report 5% |  |
| **Class 3**  Jan 30 | Privacy and Ethics in Big Data Era  (Current issues) |  | Guest lecturer;  Crystal Boyce, MLIS |
| **Class 4**  Feb 6 | Future Studies  Scenarios  (Organizational issues) |  | Guest lecturer  Dr. Winter (COM) |
| **Class 5**  Feb 13 | Library Websites & Services #1- Usability,  CMS, Virtual References  (Infrastructure, Available Services) | Scenario 5%  Featured TSB Report 5% | Write to Cheri to set up LibGuide account |
| **Class 6**  Feb 20 | Library Web Sites & Services #2- LibGuides  (Creating Content) | Usability review of a library website 10% | Bring Own Computer |
| **Class 7**  Feb 27 | Library Web Sites & Services, #3-LibGuides & HTML  (Creating Content, Skills) | Go through  WWW3 school lessons, pt.1 | Bring Own Computer |
| **Class 8**  March 5 | Library Web Sites & Services #4- HTML  (Skills) | WWW3 school lessons pt.2  Screenshots of 20 practice tests, 5%  Choose the tentative TSB for the final Project; Submit LibGuide link | Bring Own Computer |
| **Class 9**  March 12 | Mobile Apps & New Media in Libraries  (Available Services) | Featured TBS Report, 5% | Bring Own Computer |
| NO CLASS | Spring brake |  |  |
| NO CLASS | Kuhio Day |  |  |
| **Class 10**  April 2 | Mobile Apps and New Media #2  Creating an app  (Available Services) |  | Guest lecturer  Dr. Oppegaard (COM) |
| **Class 11**  April 9 | Social Networks in Libraries  (Promoting Content, Policy) | Featured TBS Report -5%  Overall LibGuide Structure |  |
| **Class 12**  April 16 | Academic Services  (Available Services)  OhioLINK, Researcher Profiles, OpenVIVO | Featured TBS Report 5% | ORCIDid Workshop |
| **Class 13**  April 23 | Research Data Management #1  NO CLASS MEETING | LibGuide Overall Structure & Resources |  |
| **Class 14**  April 30 | Research Data Management #2 |  |  |
| **Class 15**  May 7h | Presentations |  |  |

**Grading Scale**

100­- 99 (outstanding work) = A+ | 98- ­92 = A| 91­-90 = A- |89 = B+|88-­ 83 = B­ |8­2- 80 = B- |79 = C+| 78-­72 = C |71­-70 = C­-

**Grading:**

Except for the following outlined assignments and class participation, there will be several opportunities to earn extra credit.

Each of the assignment write ups should be written as a **double spaced, 12 pt. text,** following [**APA citation rules.**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)  Not complying to the citation rules will result in loss of credits.

**Assignments:**

**Classes 2, 5, 9, 11, 12**

**Featured Tech/Service/Best Practice (TSB) – (5 x 5% = 25% total)**

As previously described, the point of these assignments is to have different technologies, services and best practices covered. Thus, the topic choice will be based on a “calling dibs” system- first who claims the particular tech gets to cover it. There is a chance for 1 more student (second dibs) to do it, but the he/she has to communicate with the first, so the different aspects of the same TSB are covered.

The topic claiming time starts at 9 AM each Friday (day after the class), so it is recommended that you scheme through the readings for the following week. Please declare your intended topic in the Week’s thread in the discussion forum on Canvas.

The TSB assignments will consist of a **of 1 double spaced page** featuring particular technology, service or its successful implementation in a library. This exercise is intended to give students the opportunity to explore further something you found interesting and/or intriguing in the course readings, and share that with the class.

The feature should consist of overview chosen library technology and/or service, why it is useful and helpful and example of successful usage (with possible focus on a particular institutional implementation – good or best practice example). It could be one of those found in the reading for the given following week, or a related area. Cite minimum 1 resource other than the course readings (not limited to scholarly resources).

Furthermore, you are to **read and post a question to 1 feature by another student**. The question will be discussed in class. Also, it will consist of posting the post-it on the “Digital Librarian’s Tree”, shortly **presenting the TSB** (up to 7 minutes- Ligthtnening Talk) and answering to eventual questions (2-3 minutes).

**In short:**

* Claim a topic in Canvas Discussion

- TSB writeup- Canvas Discussion Post

- 1 question to another student’s post

- TSB post-it & short presentation.

**Class 5**

**Scenario- 5%**

This exercise is intended to stimulate imagination/anticipation/foresight/strategic thinking about our profession in the future, yet will be based on the methodological principles that are covered in the readings for the Class 4. You can choose 1 of the 4 proposed scenarios (transformational, disciplined society, collapse, “business as usual”)- and build upon it to present the Academic/Research Librarian in a time frame we choose (30-100 years). You will present your scenario to the class.

The post will have minimum 2 (double spaced) pages, including a timeline.

**Class 6**

**Usability Review- 10%**

For this assignment, you will choose one of the academic/research library websites, and do the usability analysis based on the usability criteria found in readings for the Class 3. The analysis should have minimum 2 pages and should reflect on features of the website as well as give recommendations for eventual improvements. Present your findings to the class (7 minutes).

**Class 8**

**HTML exercises- 5%**

In order to know how to use HTML, you just have to play around with it. For that reason, a fairly easy and popular online school W3School is a perfect test-bed for it. For this assignment, you will upload screenshots of the given exercises for particular lessons.

Honesty- in order for me to be sure that each student has done their own exercises, please make sure to take a screenshot when the browser screen is not fully expanded, but I can see the part of your background/taskbar with time etc.

The good and bad example screenshots, as well as the short tutorial will be available at the course LibGuide.

**Class Participation- 15%**

Class participation includes the TSB post-it placement, presentation (max 7 minutes + 3 minutes Q&A/discussion). If you feel uncomfortable speaking before class, you can use other means to present the chosen topic (e.g. YouTube video), or ask questions about it to start the discussion- in which case please include that in the post. Also, participation in group activities is graded, as well as questions for another student’s TSB.

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**ePortfolio Assignments (SLO 4- Technologies)**

**Class 14**

**Research Data Management - 10%**

For this assignment you get to do the [Coursera MOOC on Research Data Management](https://www.coursera.org/learn/data-management/home/info). Once you finish this 12h course, we will discuss what you have learned at it during the Class 14. By then, you should obtain the certificate that will become part of your ePortfolio as a proof of obtained valuable skill set sought after in the academic library job market.

**Class 15**

**Final Assignment- 30% (100 points)**

**LibGuide on Library Technology/Service**

Throughout this course we will be focusing on currently applied and potentially useful library technologies and services. In this assignment you will focus on one (or more related) such technologies and/or services (TSs) and create a comprehensive guide for it. Rather than using the format of a final paper, you will be using LibGuide to present your critical analysis, but at the same time to show the skills you have obtained during the class (using the software functionalities, HTML, usability and UX principles, and other relevant principles). Therefore, the LibGuide you will create will not be a classic pathfinder that only outlines relevant material. Rather, it will be made to serve other librarians that might be interested in implementation of a TS, as a reference point and literature review.

The **content** of TS analysis should be a reflection on the following issues:

* about the TS- history and usage;
* issues that this TS addresses; what could potentially be improved or solved;
* potential downfalls and dangers it might impose for particular user groups;
* requirements (technical, human resources, etc.), and comparison to related TS;
* implementation; organizational challenges and opportunities (issues such as organizational culture, management);
* minimum of 1 best practice example explained. If the TS is not yet implemented, use *Scenarios* method to describe its potential normative (best possible) usage.

The analysis should be based on minimum 12 resources, out of which 4 or more relevant scholarly publications, other than the class readings. Other types of resources that could be used to demonstrate the point are: images, videos, lecture material, and similar. The **content** part of the assignment will carry **20%**.

The other part of this assignment has to do with the **structure** of the web presentation (remaining **10%**). It should demonstrate your ability to optimally use the LibGuide software and its functionalities. For full credit, it is expected that the LibGuide webpage is visually appealing, and to fulfill basic usability principles (user friendly URLs, readable and well organized content organization, etc.). Also, the it should have minimum one of each of the following: a gallery box, a library resource (book), a table, a video, the librarian’s profile, a widget, and similar integral parts of this tool. Finally, as a demonstration of understanding and usage of HTML, you will submit screenshots of 5 source code edits (options will be additionally discussed).

You will present your LibGuide at the final class for 10 minutes, followed by 5 minutes of Q&A time. The presentation will not be graded, but is obligatory for the full assignment credits. In case you are unable to get to the class, you will upload the presentation to the Canvas, in the pertinent discussion

**Due dates:**

03/05/2020; Class #8, HST, 1:00 p.m,

- Choose a tentative TS as topic, submit your LibGuide link (post in Canvas)

04/09/2020; Class #11, HST, 1:00 p.m,

- LibGuide overall structure (pages & boxes) and resources

07/05/2020; Class #15, HST, 1:00 p.m,

- LibGuide due (post in Canvas) & class presentation

**Class resources:** Class LibGuide - [**https://monoahawaiilis.libguides.com/uhm\_lis\_641\_digital\_librarianship**](https://monoahawaiilis.libguides.com/uhm_lis_641_digital_librarianship)