Course Description

To study—from the viewpoint of librarians and information specialists- the evolving field of digital librarianship: the roles of the librarians and other information specialists in the digital age, the types of digital collections, the digital finding tools and resources, as well as the current and future economic, legal and management issues related to digital libraries.

Prerequisite LIS 601 or 670 (in Fall 2014 LIS 601 can be co-requisite)

LIS Student Learning Outcomes

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1a) Apply LIS theory and principles to diverse information contexts
1c) Develop and apply critical thinking skills in preparation for professional practice

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

2b) Work effectively in teams

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats

3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
3c) Search, retrieve and synthesize information from a variety of systems and sources

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

Course Learning Objectives

- To learn about the current state and the prospects of digital librarianship.
- To get familiar with the major projects, tools, resources and trends in digital librarianship, with emphasis on open access resources and tools.
- To understand the digital media alternatives and the essential features of software tools available for finding information efficiently, and
- To learn about creating simple Webliographies/Webguides.

Professional Expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/
Teaching Methods

A combination of lectures, demonstrations, students’ presentations and class-room discussions. Active participation (not just attendance) is strongly encouraged. Questions related to the assignments are answered only in class to provide the same benefit for every student. Each session starts with Q & A part.

Research Methods

- Action Research
- Case Study
- Experiment
- Heuristic Evaluation
- Information Retrieval

Technology Requirements

- Creating Word and Excel documents by specified sets of criteria
- Using the Internet for collecting, processing and presenting information in both print and digital format.
- Using subscription-based databases available through the Hawaii State Public Library, UH, and –for school librarians- the DOE databases, as well as appropriate Open Access databases.
- Creating visual summaries in Word, Excel and PowerPoint to summarize the findings of their research in a succinct and visually enlightening format with highlighted and annotated graphs, charts, tables and evidentiary screen-shots.

Required Readings and Instructional Materials

There is no textbook, but there is content-rich digital reading list & carrel. The reading items and other instructional materials are available at http://www2.hawaii.edu/~jacso/671/671-digr-fall-2014.htm. In the digital carrel the items are hot linked either to Web sites free for anyone or to articles in various ProQuest and EBSCO databases or publisher’s archives, that UH Manoa students can access for free after logging in. The digital carrel saves the drudgery of locating items of the reading list on the shelves. Use the time saved for reading about digital reference sources, and testing them. The readings complement the lectures and presentations, provide background and further information. They include some classical papers. Software and content features discussed in reviews and other articles keep changing for better or worse. It is essential to test the current version of a digital resource for determining its quality!

Assignments Learning Outcomes

1. Assignments to discover the differences between the digital versions of traditional dictionaries, almanacs, and encyclopedias against community created “equivalents” for different users on the topic of natural disasters
2. Assignments that require groups of students to reach a consensus in evaluating and grading the quality of the content of digital ready reference suites and the digital collections of two of the largest publishers of scientific journals
3. Assignments to collect non-traditional metadata about 6 books/conference proceedings, journals and book chapters, conference papers and journal articles (worldwide holdings by libraries, view and download statistics, impact factors from various digital sources)
4. All assignments imply that every librarian must become digitally literate and integrate the well-established and the emerging digital technologies into their daily practice for their axiomatic cost-effectiveness and much enhanced functionalities from cataloging to reference, collection development, and serials management services

Assignments and Grading

Initial search assignment and readings’ assessment and recommendations 30%
Midterm search assignment and readings’ assessment and recommendations 30%
Term search assignment and readings’ assessment and recommendations 30%
Classroom performance 10%
Students shall form a group of 3-4 members for the first two assignments. The term paper is a solo project.
For the term paper students will prepare an annotated, hyperlinked Webliography/Webguide with special features (in HTML format) of 6 articles, books, book chapters, conference papers, etc. related to the topic of tsunami warning. Derivative works based on existing guides are not acceptable even if acknowledged and this principle will be vigorously enforced.
The content of the Webliography/Webguide and its organization must reflect the students’ choices and opinions about the source. There are numerous tutorials on the Web about creating HTML pages. Our students’ Hui Dui workshops and/or the ITS Lab’s student monitors may also provide help with specific questions.
Students are urged to use a good screen capture program for the illustrations in their assignments. The easiest free capture program is ScreenGrab for Firefox. Snag-IT from TechSmith is one possible option, but choose what is appropriate for you as long as you can do partial screen shots (not just huge full-screen shots reduced to illegible size).
Please see the page about the General Guidelines for the Assignments.

Content Outline

Introduction and course overview. Traditional and novel access to information.
Digital dictionaries & encyclopedias I.
Digital dictionaries & encyclopedias II.
Digital almanacs, factbooks, and atlases and reference suites
Biographical, quotation, and review collections
Students’ presentations of initial assignment and related readings
Digital book and journal collections of publishers
Special indexing/abstracting databases I.
Special indexing/abstracting databases II.
Students’ presentations of midterm assignment and related readings
Open access digital resources
Conference proceedings, dissertations, newspapers
Digital book and non-book directories & catalogs
Students’ presentations of term assignment and related readings
e-Books and audio books collections content and software issues. Guest: Tony Larsen, Ebsco
Management, Economic, Social and Legal issues