

Welcome to INFO 523



Berenika Webster



Alastair Smith

Kia ora / Hello. I'm Berenika Webster, and I am the coordinator for INFO 523 Information Resources and Client Services.

This course is an introduction to reference and information work. In it, you will learn the sources and strategies required to provide an effective information service in a library or information centre.

My colleague Alastair Smith will be co-teaching this course. **However, please note that all administrative issues should be directed to me, and not Alastair.**

If you wish to discuss any aspects of the paper with me or with Alastair, you can contact us as follows:

Email: Berenika.Webster@vuw.ac.nz

Telephone: (04) 463 6868 (for calls within the Wellington free calling area)

Room: Rm 226, Easterfield Building . If I'm not in my room, email me, leave a note, or leave a phone message to arrange a time to see me.

Email: Alastair.Smith@vuw.ac.nz

Telephone: (04) 463 5785 (for calls within the Wellington free calling area).

Room: Rm 227, Easterfield Building.

Freephone: 0800 11 62 99 (for open learning students or internal students calling from outside Wellington).

Fax: (04) 463 5446

During teaching time, we endeavour to respond to phone messages, email, or faxes within one working day. Please feel free to make an appointment if you want to see either of us in our offices.

If you wish to send something to me by **post**, my address is:

Berenika M. Webster
School of Information Management
Victoria University of Wellington
PO Box 600, Wellington

Assignments should *not* be sent to this address; see the details under ‘Assessment’ below. Non-assignment material being delivered by courier or in person should go to the Administration Office, Easterfield Building, Kelburn Parade, Wellington.

If we are unavailable when you phone, please leave a message with the school’s Administration Office, on (04) 463 5103.

We hope you enjoy this course.

Structure of the coursebook

This coursebook, which should be read in conjunction with the LIM Programmes *Administration Handbook*, is divided into two sections: this course information section (in which the contents of the INFO 523 course are discussed along with course-specific administrative information and Internet/audio conference or internal session details); and a section containing twelve study modules (which will be followed by any readings associated with those modules). This print coursebook is augmented with a website:

<http://blackboard.vuw.ac.nz>

See ‘Online information’ for more on this.


The coursebooks used in the LIM programmes have been developed over a period of time. As a result, each coursebook is likely to include new material contributed by the coordinator and staff involved in the current offering of the course, as well as material contributed by staff involved in earlier offerings. Every effort has been

made by our academic and editorial staff to ensure that all material is correctly attributed and complies with the University's copyright license obligations.


If quoting or referring to material written for this coursebook, you should treat it as being contributed anonymously rather than being attributable to the person delivering the particular module in which it appears, unless the authorship is clearly indicated.

Each module ends with a section entitled 'Preparation for the weekly session'. You should make sure that you prepare the work listed in this section before the weekly session for that module. Reading 'Preparation for the weekly session' *before* starting work on the module will help you to use your study time effectively.

In this coursebook, you will encounter two types of boxes, which separate work to be done from the body of the text. Boxes in this format:

	Now read Jackie Mardikian and Martin Kesselman, "Beyond the Desk: Enhanced Reference Staffing for the Electronic Library," <i>Reference Services Review</i> (Spring 1995): 21–28, 93. (Reading 1)
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detail reading which you should do before continuing with the module text. Boxes in this format:

	Think of a range of information queries that you have observed, have handled, or have yourself asked recently, and see which category of enquiry each fits into.
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contain self-review questions. You should consider these, and note your answers or conclusions, before continuing with the module text. Some self-review questions will be discussed during the weekly session.

Course description

INFO 523 is an introduction to the tools and techniques of reference and information work. Topics include the nature of reference and information work; issues of information literacy and user education; management of reference services; types of reference tools and their evaluation; search strategies; and the use of electronic searching tools.

Learning objectives

By the end of the INFO 523 course, students should be able to:

1. Understand the nature of reference enquiries and services, and be able to interact effectively with a range of users to clarify their information needs.
2. Understand the importance of information literacy and the role of information services in developing information literacy skills (and more specifically. preparation and evaluation of a user education programme for information problem solving and retrieval).
3. Identify and demonstrate an ability to use the predominant types of reference sources in print and electronic format, including bibliographies, indices, abstracts. and ready reference.
4. Apply appropriate criteria for evaluating print and digital sources of reference information.
5. Gain appreciation of the range of management issues surrounding provision of quality reference services.

Time commitment

You should expect to spend 10–12 hours per week studying for this course, and attending the weekly session. Remember to allow plenty of time for searching. This applies particularly to electronic databases and networks, which may not always be available. An unhurried approach, allowing plenty of time to read introductions, instructions, and on-screen messages thoroughly, and to explore alternative approaches in problem-solving, is the best guarantee of a hassle-free learning experience.

The weekly sessions will be in a seminar format, in which you will be expected to contribute to the discussion. Before the session, you should have read the module for the week's topic, have looked at the appropriate course content in Blackboard, and prepared yourself to discuss the readings, the review questions, and other preparation work.

General University requirements

Students should familiarise themselves with the University's requirements, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures, contained in the statutes in the VUW website.

University policies and statutes

The Statute on Student Conduct and the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the university's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. Further information is available in the Faculty Student Administration Office, or at

http://aida.its.vuw.ac.nz/policy/policy/general_statute_-_statute_on_student_conduct.htm

The Policy on Staff Conduct is available at

http://aida.its.vuw.ac.nz/policy/policy/policy_-_policy_on_staff_conduct.htm

Academic grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the LIM Programme Director (Tony Hooper, tony.hooper@vuw.ac.nz) or the Head of School (Sid Huff, sid.huff@vuw.ac.nz). If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked.

These are set out in the Academic Grievance Statute, available at

http://aida.its.vuw.ac.nz/policy/policy/general_statute_-_statute_on_academic_grievances.htm

Students with special requirements

The University has a policy that aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the

Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email, disability@vuw.ac.nz.

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work; you *must* acknowledge all sources you use. This includes published and unpublished work, the Internet, and the work of other students and staff. While you are encouraged to work together while preparing for the weekly sessions, assessed work must be completed individually, and collaboration confined to discussion of general points. I expect you to present information in your own words, based on your understanding of the background material you read. ***Any assignment which is plagiarised will receive an automatic fail grade.***

Plagiarism is also an example of misconduct in the Statute of Student Conduct; see www.vuw.ac.nz/policy/StudentConduct

Student support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

Staff	Faculty	Room number
Sue Dover	Student Support Coordinator,	2 Wai-te-ata Road
Kirstin Harvey	Law	Old Gvt Bldg, Rm 103
Liz Richardson	Science, Architecture & Design	Cotton Building, Rm 150

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/, or email student-services@vuw.ac.nz. VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice, and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Course schedule

INFO 523 will be held in the first trimester (February–June) of the 2005 academic year. There will be no sessions for two weeks during the mid-trimester break (28 March–10 April 2005).

In addition to the scheduled classes, there will be announcements and discussion on the Blackboard website for this paper. Please check this at least **three** times a week, and check the module web page under “Course Material” as part of your preparation for each module.

- **Internal students**

There will be a seminar on Wednesdays (from 10.00–11.50 a.m.) in the Easterfield Building, Room EA 206.

- **Open learning students (outside Auckland)**

The weekly conference sessions will be held on Wednesdays from 6.45–8.15 p.m.

- **Open learning students (within Auckland)**

Sessions for Auckland students will be delivered by a mixture of audioconferencing and face-to-face teaching. Auckland students should refer to the separate ‘Auckland mode’ timetable for details.

Seminar, Internet and audioconference participation

Please prepare your work before the session for which it is required. Advance preparation is required to assist critical thinking, analytical skills, and deep understanding of the material. Participation demonstrates thoughtful and thought-provoking interaction with colleagues, and shows respect for and engagement with both the material and the learning environment. As the sessions are meant to be interactive, you should be prepared to answer questions, contribute comments, and ask for clarification of issues pertaining to the material under discussion. In some sessions you may be asked to talk about a specific topic, or to share your experience in exploring the resources we are discussing with the rest of your seminar group. You should always be prepared for this.

Schedule

Week	Dates	Topic	Lecturer
1	28 Feb-4 March	User needs, information-seeking behaviour, and question negotiation	BW
2	7-11 March	The reference interview	BW
3	14-18 March	Information literacy and user training	BW
4	21-25 March	Management of reference services	BW
5	11-15 April	Information sources: databases I	AS
6	18-22 April	Information sources: databases II	AS
7	25-29 April	Information sources: bibliographies and catalogues	BW
8	2-6 May	Information sources: ready reference I	AS
9	9-13 May	Information sources: ready reference II	AS
10	16-20 May	Information sources: Web	AS
11	23-27 May	Information sources in science and technology	AS
12	30 May-3 June	Information sources in social sciences and humanities	BW

Assessment

None of the LIM courses has a final examination. This course will be internally assessed.

Assignments

The assignments for this course are:

Assignment	Date due	Value	Length
1. Video of reference interview and reflection	20 March 2005	20%	5–7 min video and 2 pages (max.) of text
2. Learning plan and materials	25 April 2005	20%	2–3 pages of learning plan and enough teaching materials to cover a 30-minute session
3. Survey of a reference service	12 June 2005	60%	2000–2500 words

Late assignments

The policy on late assignments, including penalties, will be as detailed in the *Administration Handbook*.

Word count

Assignment 1: please, no more than two pages of your commentary to the video.

Assignment 2: 2-3 pages of teaching plan and enough teaching materials to cover a 30-minute session.

Assignment 3: should be in the region of 2000 to 2500 words.

Plagiarism

You should read and take heed of the statement on collaboration and plagiarism above and also in the *Administration Handbook*. Note especially that direct quotes from websites must be acknowledged as such.

Presentation

Details of the LIM Group's assignment policy, including presentation, will be found in the *Administration Handbook*.

Submission

Remember to keep a copy of each assignment you send us, just in case the original goes astray. Assignments should be submitted as follows:

Open learning students:

- **Post:** To LIM O.L.—INFO 523, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
- **Courier:** To LIM O.L.—INFO 523, Administration Office, Easterfield Building, Kelburn Parade, Wellington.

Internal students:

- **Post:** To LIM INTERNAL—INFO 523, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
- **Deliver:** To the LIM Assignment Box, Box 114, 1st floor, Easterfield Building. This box is cleared at 5.00 p.m. on the due date. Any late assignments should be delivered to the following address:
- **Courier or late delivery:** To LIM INTERNAL—INFO 523, Administration Office, Easterfield Building, Kelburn Parade, Wellington.

Terms

Terms are the minimum course requirements that must be satisfied in order to earn the right to be assessed for a final grade. Students in INFO 523 are expected to attend all scheduled sessions. Terms will be granted to students who have:

- attended a minimum of 75% of the scheduled Internet/audioconference or seminar sessions;¹
- submitted the three assignments required for assessment within the time allowable.

¹ To be considered in attendance at an Internet conference session, an open learning student must be able to contribute orally to the session using the Internet conferencing software; that is, the student must have a working microphone attached to his or her computer making it possible to respond to questions, and to contribute ideas orally.

Assignment 1: Video of reference interview and reflection

Due date: 5.00 p.m., 14 March 2005

Value: 20% of the total mark for LIBR 523

This assignment assesses Learning Objective 1

This assessment comprises two parts: a video-taped reference interview, and a written document reflecting on the interview process. The mark will be split equally between both elements.

1. To demonstrate that you have developed the skills which have been shown to be critical to the effectiveness of the reference interview, you are required to make a short video in which you demonstrate these skills. An interview of 5–7 minutes' duration is expected. The appropriate use of the following elements will be evaluated:
 - Use of non-verbal communication skills: eye contact; posture; gestures; expression; tone of voice.
 - Use of appropriate language.
 - Active listening.
 - Summarising and reflecting back.
 - Use of open questions.
 - Parameters of the query covered (e.g. subject, level, amount, currency, format, proposed use, time wanted and time available, defined by end of interview).

2. To demonstrate that you can critically reflect on a reference interview process, you are required to submit a written commentary/analysis on your interview. **This should be no longer than two pages.** You will be required to comment on your use of five elements listed above, and:
 - Provide a statement outlining the context of the reference interview, e.g. in a public library, etc.
 - Briefly describe your behaviour/questions.
 - Explain what were you aiming to achieve by displaying it/asking them.
 - Comment how it helped (or not!) in providing a satisfactory outcome for the user.

Equipment will be made available in the School of Information Management to on-campus students, or you can use equipment that you, or your friends or family, own. Open learning students should contact the Administration Office if they are unable to gain access to suitable equipment.

Students may work in groups of two to four for the first part of this assignment, and may assist each other to gain the required skills. Remember to use the web pages on “Interpersonal Communication”, which accompany Module 2, as a guide to these skills. The finished videos will be viewed by the course coordinators and a grade assigned on the basis of the range of skills shown in using these techniques.

The quality of your written commentary (i.e. step-by-step analysis of the interview, and a reflective evaluation of the process) will form the evaluation criteria for the second element of this assessment.

Notes and hints

- Although you may practise and remake the video several times, and you may want to think about the questions and responses you will use, do not script your interview. Above all, do not read from a script! A scripted video does not give any indication of your ability to interact with different clients approaching you for information.
- Would-be Peter Jacksons, please note that this assignment is not marked on production values: just use a single fixed camera position, and don't edit the video.
- You may share a tape between two or more students. Clearly label the tape with your names, and indicate the person who is conducting the reference interview (include a brief shot of a piece of paper with the name of the “reference librarian” at the start of each sequence). Indicate which person the tape is to be returned to.
- Avoid “second hand questions”, e.g. a parent asking for help with their child's homework. It's difficult to conduct an effective reference interview if it isn't with the person who has the actual information you need.

- Avoid a topic on which you know a lot – you'll be tempted to assume that you know what the question is.

Assignment 2: Learning plan and materials

Due date: 5.00 p.m., 25 April 2005

Length: 2-3 pages of teaching plan and enough teaching materials to cover a 30-minute session

Value: 20% of the total mark for INFO 523

This assignment relates to Learning Objectives 2–4.

Prepare a teaching plan and design teaching materials for a 30 min. BI session. This can be aimed at a particular user group (e.g. first year history students), or a particular source (e.g. LISA, local library OPAC, Web of Science).

Your teaching materials should include:

- a description of the target audience;
- definition and overview of the topic, explaining its importance;
- clearly stated learning objectives and learning outcomes;
- actual learning material (slides, handouts, etc.);
- suggested self-assessment exercises;
- suggested evaluation method

As with other LIM assignments, the rules on plagiarism apply. Material must not be copied from Internet or other sources without specific acknowledgement, and material for which you expect to be given credit must be your own. Some examples of teaching aids will be linked from the Blackboard site, along with an FAQ section relating to this assignment.

Criteria for assessment

- Appropriateness of the teaching content to the needs of targeted audience.
- User friendliness and appropriateness of the teaching materials (e.g. format and presentation).
- Relationship between stated learning objectives and the teaching content.
- Relationship between learning outcomes stated and the self-assessment exercises.
- Conciseness and clarity of expression.

Assignment 3: Survey of a reference service

Due date: 5.00 p.m., 12 June 2005

Length: Approximately 2000 to 2500 words in length.

Value: 60% of the total mark for INFO 523

This assignment relates to Learning Objectives 3–5.

Select a reference service of your choice (e.g. a help desk, reference desk, database service, bibliographic service, etc.) and provide an in-depth discussion of that service. You may choose a service in your workplace, your local public or academic library, or a special library. Your discussion may include (but is not limited to):

- broader context in which the service operates;
- types of users and queries;
- available and most frequently used reference materials (local and remote, paper-based and electronic);
- staffing levels and structures;
- monitoring and evaluation methods used in the service;
- future directions of the reference service as identified by staff and/or in policy documents.

Your discussion of a reference service should be informed by your readings and discussions in this course, but it also should include your own observations and experiences, discussions/interviews with staff members of a service you are analysing, and analyses of policy documents and statistics (if available) from these services.

A useful framework for your evaluation can be RUSA's *Guidelines for Information Services*, available at

<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesinformation.htm>

Important note:

Please ensure that you gain the permission of the service head to conduct your study. You must make explicit to them what types of information you are seeking, and for

what purpose. If anonymity or is requested, you must ensure it. You may be asked to present your project to the service head before submitting it for marking.

Criteria for assessment

- Breadth and depth of your description.
- Soundness of your comments on presented aspects of reference services.
- Clarity and conciseness of communication.

Recommended reading

Katz, William A. *Introduction to Reference Work*, 8th ed., vols 1 and 2. Boston: McGraw-Hill, 2002

Janes, Joseph. *Introduction to Reference Work in the Digital Age*. New York: Neal-Schuman, 2003

Bopp, Richard E., and Linda C. Smith, eds. *Reference and Information Services: An Introduction*. Englewood, Colo.: Libraries Unlimited, 2001

Recommended reading: periodicals

You should browse *Reference and User Services Quarterly* (formerly *RQ*), *Reference Services Review*, browse *Online* and *Econtent* (formerly *Database*). You should also carry out searches on specific topics on *Library and Information Science Abstracts*.

Online information

In addition to the coursebook, you will be required to use the online resources for this course which are available in the School's Blackboard online learning environment:

<http://blackboard.vuw.ac.nz/>

The Blackboard environment will contain a web-based forum for discussion of issues related to the course, links to sites of interest, additional readings and information, updates, etc. You should read the appropriate module web pages in conjunction with this coursebook.

Details on how to access Blackboard are in the *Administration Handbook*, but if you have any difficulties logging on please contact the Help Desk, at:

scs-help@vuw.ac.nz

All LIM students will be automatically enrolled in LIM Programme Information on Blackboard. General announcements and information will be posted here, and students should check this site regularly.

Internet conferencing

Distance sessions are now being conducted via the Internet using the Chatterbox application; in order to participate students will need an Internet-connected PC running Win98 or better, microphone, and headphones/speakers. To connect, go to the Internet conferencing page (and read the “Getting Started” information) at

`http://www.sim.vuw.ac.nz/conferencing/`

Some days before your first session, and at least 15 minutes before each subsequent session, you should test your system by going to the Echo Room. Regular classes will be held in the LIS Room; additional Discussion Rooms are available for breakout groups, and as a “waiting room” if a class is proceeding in the main LIS room. Study groups can use the discussion rooms out of regular class times.

For further information, follow the help links on the Internet Conferencing page; details, including screen name conventions, are also available on Blackboard under LIM Programmes Information.

LIM Students email list

Mass communication between the school and students is via the email list. It is your responsibility to ensure you are on the email list; subscription is essential.

To subscribe: send an email to

`lim_students-subscribe@vuw.ac.nz`

To unsubscribe: send an email to

`lim_students-off@vuw.ac.nz`

No text in the body or subject line is required. You will be sent a confirmation email, and must confirm the operation by clicking reply and send. You will then receive a welcome or goodbye email.

