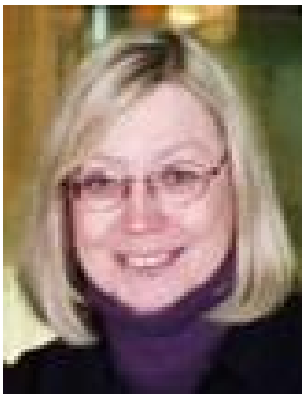
Welcome to INFO 527



Sherry Vellucci

Hello, and welcome to INFO 527: Organisation of Knowledge Resources. I'm Sherry Vellucci and I'll be coordinating this course, which examines how we organise information and design retrieval systems so that users can readily find information in them.

I have been involved in information organisation in the US for more than 25 years (so please excuse me if I slip into American spelling from time to time!). I started as a cataloguer at Princeton University, specialised in music cataloguing and music librarianship at Westminster Choir College, and currently teach Cataloguing and Classification, Information Organisation, and Metadata courses at Rutgers University. My current research projects involve analysing the important research in the field of information organisation for a book on Academic Research Perspectives, and examining music metadata records in the OCLC database for repurposing in the new FRBR data model. (You will learn about this FRBR data model later in this course.)

I will be assisted in teaching this paper by LIM Senior Tutor Charlotte Clements, who will introduce DB/TextWorks and provide practical support. Charlotte completed her MLIS as a distance student in Christchurch and Australia, so has an appreciation of some of the issues and difficulties faced by Open Learning Students.

If you have any queries about the academic material or content of the course, you can contact me by:

Email: `sherry.vellucci@vuw.ac.nz`

Room: EA 207, on the second floor of the Easterfield Building

Telephone: (04) 463 7436 (for calls within the Wellington free calling area)

Freephone: 0800 11 62 99 (for open learning students or internal students calling from outside Wellington). Either you will be put straight through to me, or our Administrator will relay a message.

Fax: (04) 463 5446

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

Sherry Vellucci
School of Information Management
Victoria University of Wellington
PO Box 600, Wellington

Assignments should *not* be sent to the above address; see the details under 'Assessment' below. Non-assignment material being delivered by courier or in person should go to the SIM Administration Office, EA 121, Easterfield Building, Kelburn Campus, Victoria University of Wellington.

If I am unavailable when you phone, please leave a message on my voicemail, or with the Administration Office on (04) 463 5103 or 0800 11 62 99. Email is usually the best way of contacting me to arrange a meeting (in person or by phone).

I hope you will find this course rewarding and enjoyable. Good luck with your studies.

Course materials

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 527 course are discussed along with course-specific administrative information and Internet conference or internal session details); and a section containing readings associated with each of the 12 modules.

The readings are augmented with material on the Blackboard website for INFO 527, including a study guide for each module, available at

`http://blackboard.vuw.ac.nz`

See 'Online information' for more on this.

Course description

This course examines how we organise knowledge resources, and construct information retrieval systems, so that users can readily find information. The focus of the course is on the theories, principles, and practices for organising recorded knowledge in different environments. The course content will include an overview of the following components of information organisation:

- Cataloguing, indexing, abstracting, and classification.
- Metadata structures, functions, and schemes.
- Access points and controlled vocabularies.
- Design and evaluation of databases and information retrieval systems.
- Relationship of information organisation to knowledge management.

Information resources come in a variety of formats, and are found in a diverse range of settings. Whether it is information in books, maps, scores, sound recordings, pictures, or electronic resources held by a library, in records relating to an historical event held in an archive, or in plans for a new commercial venture held in the records centre of a local business, we need to establish a system to link the user with the desired information. It is not sufficient simply to provide users with access to a store of documents or other items — some method of enabling users to find material relating to a particular topic or concept must also be provided. Piles of books stacked in a warehouse, or the large number of files available on the Internet, are not useful to users unless the material can be accessed in a way that allows them to retrieve relevant information appropriate to their needs.

This is not a straightforward task, and a number of potential problems arise. First, people searching for printed information may describe the concepts they are looking for using different language than that used by the authors of those documents. Second, the language used by the authors of those documents to describe the concepts may change over time. Third, people may in fact be searching for information that is not text-based — it may be visual or aural. Fourth, we need information retrieval systems that meet the requirements of users in particular types of environments, such as libraries, archives, and corporate records centres. And fifth, the systems must be able to store large amounts of information, and quickly retrieve the most useful information for a particular request.

While this course will consider a range of information environments, the information retrieval tools we shall examine are those found primarily in libraries, archives, and information centres. These tools are:

1. Library catalogues, indexes, bibliographies, and archival finding aids.

2. Classification systems, which group together information on the same topic (INFO 526 Bibliographic Organisation, the elective course that follows on from this one, examines the Dewey Decimal Classification scheme in more detail).

3. Controlled vocabularies, such as thesauri and subject headings schemes, which structure and standardise the terminology used to describe subject concepts (INFO 526 provides further hands-on experience with the Library of Congress Subject Headings).

4. Text-based databases and retrieval systems, which enable us to store and retrieve documentary information efficiently.

5. Image and sound databases and retrieval systems, which focus on concepts such as spatial relations, colours, textures, and audio frequencies as cues for retrieval.

6. Internet search engines and filtering systems, which ‘index’ millions of electronic documents available from remote sites.

6. Expert systems, which use artificial intelligence techniques to help users solve an information problem.

7. Knowledge management systems, which are being implemented within organisations to ensure that the knowledge held by staff is used as a corporate asset.

Learning objectives

By the end of the INFO 527 course, students should be able to:

1. Explain the need for different types of information retrieval systems in different contexts, in particular the type of information environment, the users' information requirements, and the nature of the information resource involved.

2. Describe a model of information retrieval, and outline some measures of evaluation and effectiveness for a text-based information retrieval system.

3. Articulate the theory and functions of descriptive, administrative, and structural metadata in an information retrieval system.

4. Articulate the theory and functions of subject retrieval metadata — including controlled vocabulary systems such as classification schemes, subject headings lists, and thesauri — in an information retrieval system.

5. Explain the theory and practice of constructing indexes and abstracts, selecting appropriate index terms and distinguishing among the different types of abstracts.

6. Explain the concept of information architecture and how it applies to information organisation.

7. Determine and incorporate the needs of the users when designing an information retrieval system.

8. Create a straightforward database application using standard database software.

9. Discuss issues in the provision of intellectual access to information involving newer forms of information retrieval systems, such as expert systems, World Wide Web search engines and the Semantic Web.

10. Describe the relationship of *knowledge management systems* to information retrieval systems in private sector and public organisations.

Practical work

The second assignment for INFO 527 will be the creation of a database. To prepare you for this, a demonstration version of the DB/TextWorks database software will be made available, along with self-paced tutorials. DB/TextWorks is used in a number of special libraries, and demonstrates a range of features that you may need in a database. The demonstration version contains all the features of the product, but enables you only to create databases of up to 50 records.

DB/TextWorks is the software we will use in this course. Unfortunately, this software is only available for MS-Windows; a Macintosh version is not available. If you have a Macintosh or other operating system, you will need to have access to a Windows computer for approximately 10–20 hours to complete the tutorial and the assignment. Wellington-based students can do this work in the VUW computer labs.

While the database section of the course is covered in Modules 8–10, you are advised to start working through the tutorials as soon as possible. Although the assignment is not difficult, it is very important that you don't leave it to the last minute.

Charlotte will be available (by phone or email if necessary) to answer questions about the DB/TextWorks database software. There will also be a "Frequently Asked Questions" section and a discussion forum on the INFO 527 Blackboard site.

Time commitment

To achieve satisfactory grades, you will need to spend 10 to 12 hours per week on INFO 527, including time spent in the seminar/lab or Internet/audioconference sessions. You may find that particular aspects of the course require less time, whereas others may require slightly more time. It is important that you manage your time wisely, ensuring that you spend time outside of the weekly sessions reading the course text, the material in the coursebook, and the additional readings posted on Blackboard, doing the module's preparation work, and working on the assignments.

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, it 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 527 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).

- **Internal students**
  All seminar and lab sessions will be held on Wednesdays (from 1.10–3.00 p.m.) in the Hunter Building, Room HU 119. One-hour (non-compulsory) demonstration sessions are scheduled to be held on Tuesdays at 1.00 p.m. during the first three weeks in May (Modules 8 through 10) in the Murphy Building, MY 211. In these sessions Charlotte will answer specific questions about your DB/Textworks databases.

- **Open learning students (outside Auckland)**
  The weekly Internet conference sessions (on Chatterbox) will be held on Wednesdays from 5.00–6.30 p.m. A practical session for DB/Textworks, either online or face-to-face, will be arranged with interested groups.

- **Open learning students (within Auckland)**
  Sessions for Auckland students will be delivered by a mixture of audio-conferencing 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	Labs (internal-only)
1	28 Feb-4 March	Organising information for retrieval in diverse information environments	No
2	7-11 March	Information retrieval systems: design and use	No
3	14-18 March	Subject analysis and access: providing verbal subject access	No
4	21-25 March	Indexing systems and abstract creation	No
5	11-15 April	Subject analysis and access: providing access through classification	No
6	18-22 April	Metadata encoding standards and structures	No
7	25-29 April	Metadata for description and access	No
8	2-6 May	Textual databases: structure and construction	Yes
9	9-13 May	Information retrieval and diverse end users	Yes
10	16-20 May	Evaluating information retrieval systems	Yes
11	23-27 May	Alternative modes of information retrieval: Hypertext, expert systems, & the Semantic Web	No
12	30 May-3 June	Knowledge management: is it the future of intellectual access?	No

Assessment

None of the LIM courses has a formal final examination. This course will be internally assessed, and there will therefore be two assignments due during the trimester

Assignment	Date due	Value	Length
1. Report	22 April 2005	40%	1500-2000 words approx. + literature review with brief abstracts
2. Creation of a database	3 June 2005	60%	10-record database + 1200 words approx.

Late assignments

Penalties for late assignments are as in the *Administration Handbook*.

Word count

It is anticipated that Assignment 1 will be in the region of 1500-2000 words, and the report for Assignment 2 will be in the region of 1200 words. Conciseness is a marking criterion for both reports.

Presentation

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

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.

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 527, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
  - **Courier:** To LIM O.L.—INFO 527, Room 121 Easterfield Building, Victoria University of Wellington, Wellington.

- **Internal students:**
  - **Post:** To LIM INTERNAL—INFO 527, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington.
  - **Deliver:** To the LIM Assignment Box, 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 527, Room 121, Easterfield Building, Victoria University of Wellington, 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 527 are expected to attend all scheduled sessions. Terms will be granted to students who have:

- attended a minimum of 75% of the scheduled Internet conference or seminar sessions;[1]
- submitted the two 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: Report

Due date: 5.00 p.m., 22 April 2005
Length: 1500-2000 words approx.
Value: 40% of the total mark for INFO 527

This assignment relates to Learning Objectives 1–4, and 7.

Choose ***one*** of the options provided below, and write a report of no more than 1500-2000 words. A literature review with article abstracts should be included to support your decisions and recommendations. Use the 'Criteria for assessment' below as a guide to help you prepare your report.

Option 1
You are the Coordinator of Database Operations in the information centre of an international organisation. The centre's main responsibility is to provide researchers and policy analysts with information to support the organisation's research agenda.

To support the researchers, the information centre currently operates an information retrieval system which consists of 10,000 surrogate records for the company's own research reports, and for journal articles and book chapters in the research areas of the staff. All surrogate records include descriptors assigned by library staff from an internationally recognised thesaurus. About 1000 new records are added each year.

One of the staff members has come up with the idea that a full-text database should be created *that relies fully on keyword searching*, and all of the resources should be scanned and loaded onto it. This would eliminate human indexing and speed up the entry of material into the retrieval system. However, an initial investigation has found that copyright restrictions make it impossible to load anything but the company's internally generated reports into such a database.

The manager of your information centre has asked you to investigate the indexing options available to the library, and to write a report of not more than 1500-2000 words to the information centre manager reviewing the options, making a recommendation for an indexing strategy, and explaining your reasons for it. Make sure you discuss the issues that arise with regard to the effectiveness of keywords versus controlled vocabulary in information retrieval systems.

Option 2

You are a consultant who has been hired by the manager of a research institute library. The institute has a strong environmental focus, and is very dependent on information obtained from other research institutes, such as NIWA.

The library currently contains 6000 items, mostly environmental reports and policy-related documents, and it is adding about 1000 new items each year. The library's mission is to ensure that the department's staff members obtain the information they need as rapidly, and as easily, as possible. Increasingly, the information received from the other scientific agencies is in digital form.

A senior scientist has commented to the library manager that the library should stop spending time classifying material, because old style classification schemes have become irrelevant in this age of digital information, Web crawlers, and virtual libraries. The department's library currently uses the Dewey Decimal Classification scheme to 'mark and park' all of its new books, reports, and offprints. Although the library has started to catalogue selected digital documents that are on the Internet, it does not currently classify this material.

The library manager has hired you to review the possible options with regard to classifying text. Write a report of not more than 1500-2000 words to the library manager reviewing the options, making a recommendation, and explaining your reasons for it. Make sure you investigate how classification can be used in relation to digital information.

Criteria for assessment

Marks will be awarded for:

- your understanding of the issues involved;
- the clarity of your argument;
- the relevance of the examples you use to support your argument;
- the relevance of the articles you include in your literature review;
- the written quality of your abstract and consistency of abstract content for each article;
- presentation, including conciseness, logical structure, and correct spelling and grammar.

Assignment 2: Creation of a database

Due date: 5.00 p.m., 3 June 2005
Length: 10-record database, plus report of 1200 words approx.
Value: 60% of the total mark for INFO 527

This assignment relates to Learning Objectives 2–8.

You have been asked to design a prototype database that will address an information retrieval problem in a library or information service. You will need to create a demonstration database using DB/TextWorks, and write a report. You should discuss your choice of project with Sherry or Charlotte before starting. Examples of projects include:

- a database to record reference enquiries at an information desk;
- a register of experts containing information about individuals with specialised skills and knowledge;
- a list of course readings held for student use in an academic library.

You should submit:

1. A database, with a representative sample of 10 records. The database will be copied to a hard disk, so should not contain any references to specific folders or drives on your machine.

You may submit your database:

- **As a disk:** Please tape a small envelope to the back of the first page of your report, and place your disk inside it. Write your student ID number on the disk label. Since we will be scanning all disks for viruses, please make sure that the disk contains only your database, and not any other files. This is because the time taken to scan each disk depends on the number of files the disk contains.
- **Via the Blackboard digital dropbox:** submit all the files comprising your database, and your report, as a single zip file.

DO NOT use the Password features available in DB/TextWorks. If you establish password protection and fail to provide the password, it becomes impossible to open the database for marking purposes. If the marker has to contact you to find out a

password, a 5% penalty will be imposed. (If you think password protection would be a useful feature, say so in the report, but do not implement it in the actual database.)

2. A report of approximately 1200 words, addressed to the information systems manager in the library or information centre in which the database is located. In this report you will describe the problem the database addresses, the scope of the database, the database structure, and issues that might arise in implementing the database. The report should include a data dictionary describing your database (data dictionaries are dealt with in Module 9).

The records in your database must include an abstract or equivalent, and must provide subject access through a classification system and/or controlled vocabulary. You must justify your choice of type of abstract and subject access system in your report.

Criteria for assessment

Marks will be awarded for:

- quality of database design;
- quality of data;
- choice and application of classification or controlled vocabulary;
- choice of abstract type and consistency of abstract content;
- the clarity and conciseness of communication in your report.

Prescribed text and recommended reading

The text for INFO 527 is

Taylor, Arlene G. *The Organization of Information*. 2d ed. Westport, Conn.: Libraries Unlimited, 2004. The price, including student discount, is $109.95.

Ordering the text

The prescribed text is available from Vic Books, PO Box 12-337 (or c/- Students' Union Building), Wellington, ph. (04) 463 5515 or freephone 0800 370 370, fax (04) 471 2124, email `vuwtexts@vicbooks.co.nz`. You can use any of these methods to place an order.

Please give the details of the book(s) you want, your delivery address, and your daytime phone number. If you have a credit card, you can also give your credit card number and expiry date, and the book will be sent to you directly. Otherwise, once your order is placed, you will be asked to send a cheque for the book(s) and postage. There is an $8.00 handling and delivery charge.

It is also possible to order texts through the Vic Books' online book ordering service at

`http://www.vicbooks.co.nz/vuwtexts/index.html`

Recommended reading

Aluri, Rao, D. Alasdair Kemp, and John J. Boll. *Subject Analysis in Online Catalogs*. Englewood, Colo.: Libraries Unlimited, 1991

Cleveland, Donald B., and Ana D. Cleveland. *Introduction to Indexing and Abstracting*. 3rd ed. Englewood, Colo.: Libraries Unlimited, 2001

Cook, Michael. *The Management of Information from Archives*. 2d ed. Aldershot: Gower, 1999

Foskett, A. C. *The Subject Approach to Information*. 5th ed. London: Library Association, 1996

Harvey, Ross. *Organising Knowledge in Australia: Principles and Practice in Libraries and Information Centres*. Wagga Wagga, N.S.W.: Centre for Information Studies, Charles Sturt University—Riverina, 1999

Jasco, Peter, and F. W Lancaster. *Build Your Own Database*. Chicago: American Library Association, 1999

Korfhage, Robert R. *Information Storage and Retrieval.* New York: Wiley Computer Publishing, 1997

Kowalski, Gerald. *Information Retrieval Systems: Theory and Implementation*. Boston: Kluwer Academic Publishers, 1997

Lancaster, F. W. *Indexing and Abstracting in Theory and Practice*. 2d ed. London: Library Association, 1998

Maybury, Mark T., ed. *Intelligent Multimedia Information Retrieval*. Menlo Park, Calif.: AAAI Press/The MIT Press, 1997

Meadow, Charles T., Bert R. Boyce, and Donald H. Kraft. *Text Information Retrieval Systems.* 2d ed. London: Academic, c2000

Orna, Elizabeth, and Charles Pettit. *Information Management in Museums*. Aldershot: Gower, c1998

Rowley, Jennifer, and John Farrow. *Organizing Knowledge*. 3rd ed. Aldershot: Gower, 2000

Tenopir, Carol, and Gerald W. Lundeen. *Managing Your Information: How to Design and Create a Textual Database on Your Microcomputer*. New York: Neal-Schuman, 1988

Wellisch, Hans H. *Indexing A to Z.* 2d ed., revised and enlarged. New York: H. W. Wilson, 1995

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 Programmes 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.