

School of Information Management

INFO520 THE INFORMATION PROFESSIONS

Trimester 1, 2016

COURSE OUTLINE

Names and Contact Details

Course Coordinator and Lecturer: Professor Anne Goulding

Room RH 410, Rutherford House

Tel +64 4 463 **5887**

Email: anne.goulding@vuw.ac.nz

Senior Tutor (Other distance students and Wellington): Kathryn Oxborrow

Room RH 512, Rutherford House

Tel +64 4 463 **6557**

Email: kathryn.oxborrow@vuw.ac.nz

Senior Tutor (Auckland): Sally Pewhairangi

Email: sally.pewhairangi@vuw.ac.nz

Programme Administrator: Chris King

Room RH 520, Rutherford House

Tel +64 4 463 **5875**

Email: chris.king@vuw.ac.nz

Prescription

This course explores the role of the information professions in society, focusing on the diverse nature of librarianship / information work and the key issues and trends impacting its development.

Course Learning Objectives

By the end of the INFO 520 course, students should be able to:

1. Assess the nature and functions of the information professions.
2. Discuss the roles and relationships of information professionals within organisations, institutions, society and the professional environment.
3. Identify and analyse current issues and challenges facing the information professions.
4. Reflect on their work experience in an information environment with which they are unfamiliar.
5. Analyse Māori and indigenous perspectives on issues relating to the information professions.

Course Content

- Mataranga Maori
- Libraries and information in the New Zealand context
- Library and information services in the community
- Archives
- Records management
- Academic & research libraries
- Scholarly communications

- Services to children in school and public libraries
- Information management in the workplace
- National memory institutions
- The information professions and networking

Trimester Dates

From Monday 29th February to 12th June 2014.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 13th May 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Class Times and Room Numbers

The course will be taught via a combination of face-to-face classes in Wellington and Auckland, Saba online classes and some asynchronous content. Face-to-face classes in Wellington will be held on Wednesday 5.00 – 6.30 but not every week.

Course Delivery

Course materials

Study guides, readings and other materials will be made available on Blackboard.

Online discussion

The Blackboard online discussion board will be used to discuss course topics.

IST programmes information

Information relating to the Information Studies Programmes will be found in the Blackboard Community Information Studies, and through the IST-students email list.

INFO520 includes a period of work shadowing. Students will be asked to nominate an information workplace or type of information organisation with which they are unfamiliar and of which they would like to gain more experience and understanding. The School of Information Management will approach organisations on the students' behalf to arrange a day's work shadowing, to be arranged between the individual student and the host organisation.

Readings

These readings are indicative and will be supplemented and/or replaced by others as the course progresses.

Webster, F. (2002), "The Information Society Revisited", In: Lievrouw, L. A. and Livingstone S. (eds) Handbook of New Media. London: Sage, pp 255-266.

Wikipedia - Information Society - http://en.wikipedia.org/wiki/Information_society

Public libraries of New Zealand, Strategic Framework for Public Libraries in New Zealand

Ranking, C. and Brock, A. (eds) (2015) Library Services from Birth to Five: Delivering the Best Start. London: Facet, 2015.

Abbott, A. (1988). The Information Professions. In: The System of Professions (pp. 215-246). Chicago: University of Chicago Press

Michalak, S. (2012). This changes everything: transforming the academic library. *Journal of Library Administration*, 52(5): 411-423.

- Budd, J. (2012). The academic librarian. In *The changing academic library* (Chapter 10: pp. 303-336). Chicago: Association of College and Research Libraries. VUW Library Permanent Link: <http://helicon.vuw.ac.nz/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=480856>
- Roy, L., Lilley, S. and Luehrsen, V. (2011). "Indigenous cultural models in information literacy delivery including programmes for Māori and Pasifika students at New Zealand universities." Paper presented at the World Library and Information Congress, 77th IFLA Conference and Assembly, 13-18 August, San Juan, Puerto Rico. Available online from: <http://conference.ifla.org/past-wlic/2011/94-roy-en.pdf>
- Jacobs, M.L. (2008). Ethics and ethical challenges in library instruction. *Journal of Library Administration*, 47(3-4): 211-232.
- Williams, C. (2013). Records and archives: concepts, roles and definitions In Brown, C. (Ed.) *Archives and Recordkeeping: theory into practice*.(pp.1-29). London: Facet.
- Goulding, G. (2013). Archives New Zealand: Twenty First Century Archives *Archifacts*, (April), 11-24.
- Mead, H.M. (2012) Understanding Mātauranga Māori. In New Zealand Qualifications Authority (Eds) *Conversations on Mātauranga Māori* (pp.9-14).
- Marsden, M. (2003). Kaitiakitanga: a definitive introduction to the holistic worldview of the Māori. In Te Ahukaramū Charles Royal (Ed.), *The woven universe: Selected writings of Rev. Māori Marsden* (pp. 54-72). Otaki: Te Wananga o Raukawa.
- Budd, J. M. (2012). The system of scholarly communication. In *The Changing Academic Library*, Second Edition (pp.165-197). Chicago, IL: The Association of College and Research Libraries.
- Jankowski, N.W., and Jones, S. (2013). Scholarly publishing and the internet: A NM&S themed section. *New Media Society*, 15(3), 345-358.
- Stanton, K. V. & Liew, C. L. (2012). Open access theses in institutional repositories: an exploratory study of the perceptions of doctoral students. *Information Research*, 17(1), Paper 507.
- Bresnahan, M. M. & Johnson, A. M. (2013). Assessing scholarly communication and research data training needs. *Reference Services Review*, 41(3), 413 - 433.
- Cave, R., & Coleridge, K. (1985). For gospel and wool trade: Early printing in New Zealand *Printing History*, 7(1), 15-27.
- Garlick, J. (1998). Māori language publishing in *New Zealand Maori language publishing. Some issues* (pp. 15-27). Wellington: Huia.
- Young, G. (2002). The construction of national storehouses of knowledge in post-war New Zealand *Turnbull Library Record*, 35, 55-74.
- Matarazzo, J. M., & Pearlstein, T. (2014). Corporate Libraries: A Confluence of Forces Pressing on their Future. *Journal of Library and Information Sciences*, 2(1), 1.
- Financial Times/Special Library Association. (2013). The evolving value of information management.
- Zhang, X., Majid, S., & Foo, S. (2010). Environmental scanning: An application of information literacy skills at the workplace. *Journal of Information Science*, 36(6), 719-732.
- Oliver, G., Evans, J., Reed, B., & Upward, F. (2010). Achieving the Right Balance: Recordkeeping Informatics - Part 2. *IQ: The RIM Quarterly*, 26(1) February 42-45, 52.
- Rice, R. (2014) Policing the Boundaries: Establishing the scope of New Zealand's cultural collections in the 1930's. *Archifacts*. April 2014.

Mandatory course requirements

Complete all the course assignments in the required timeframe and achieve an overall passing grade in them.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Expected Workload

To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO520, including time spent in class and/or Saba online sessions and the work shadowing. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic.

Before each session, please read the material for the week's topic on Blackboard, and be ready to discuss the readings and other set work prepared for the class.

Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assignment	Word count	Due	Value	CLOs
Essay on an issue of current concern within the information profession	2,000	13/04/16	45%	1-3 & 5
Reflective report of work placement	2,000	29/05/16	40%	4 & 5
3 Blackboard Discussion Board posts of 200 words each	600 in total	12/06/16	15%	2, 3 & 5

Penalties

The penalty for late submission of work without a prior extension arrangement is a reduction of 10% of the available marks each calendar day, starting from the due date and time, up to 5 days after the due date. At the course coordinator's discretion, work handed in after 5 days may be assessed and feedback provided, but no grade will be assigned.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Student feedback

Last year's course feedback was positive. Students particularly appreciated the shadowing exercise and report. An additional piece of work incorporating Blackboard Discussion Board posts has been added this year in response to feedback about the nature of the assignments last year.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Further details about the course, and additional information, will be made available through Blackboard.

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
