TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO525 DIGITAL TECHNOLOGIES FOR INFORMATION PROFESSIONALS

Trimester 2, 2016

COURSE OUTLINE

Prescription
INFO 525 is a study of the technologies used for creating, storing, and disseminating information, including hardware, software, and virtual and physical environments. Students will use and evaluate technologies for information management.

Course Learning Objectives
At the end of this course, students will be able to:

1. Identify and analyse the functions of the main components of a computer system, including hardware, network, software, and data.
2. Demonstrate competency in a range of computer-based applications commonly used in information work.
3. Explain the technical aspects of significant information technologies that are being used in information management and assess their value and impact on specific information services.
4. Discuss issues in developing and maintaining computer-based systems for information management, including those involving privacy and security.
5. Identify trends in the ICT industry that will make a significant impact on information work, including those associated with preservation of digital information.

Course Content

Week	Topic	
1	Information technology	DD
2	Digital literacies, digital citizenship	GO
3	Managing data	GO
4	Software development (including requirements analysis)	GO
5	Open source/proprietary software	GO
6	ICT procurement	GO
	Mid-term break 22 August – 2 September	
7	Cybersecurity	DD
8	ICTs and community building	GO
9	Protecting user rights	DD
10	Digitisation and copyright	DD
11	Current technologies used in information organisations	DD
12	Keeping up to date – emerging technologies	DD

Trimester Dates
From Monday 11th July to Friday 14th October.

Withdrawal from Course
1.   Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.

2.   The standard last date for withdrawal from this course is Friday 23rd September 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.

Names and Contact Details

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Class Times and Room Numbers
INFO525 will be taught over a twelve week period on Tuesdays, from 6.40 pm to 8.10 pm via online internet conference (SABA) sessions.

Course Delivery
Course materials
Powerpoints, readings and other materials will be made available on Blackboard.

Online discussion
The Blackboard online discussion board will be used to discuss course topics. Information relating to the Information Studies Programmes will be found in the Blackboard *Information Studies* Community, and through the IST-students email list.

iConferencing
iConferencing sessions will be conducted using the interactive SABA Classroom platform. You will need an Internet-connected device, microphone, headphones/speakers (webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the *Information Studies* Community on Blackboard. If a scheduled session does not run, please check Blackboard for an announcement of any alternative arrangements that the lecturer may make. iConferencing session recordings will also be available on Blackboard.

<u>Readings</u>
This is an indicative list of readings, which may be amended when the course is delivered. All course readings will be made available through Blackboard.

Module 1
Clough, G.W. (2013). "Best of both worlds: Executive summary." In, *Best of both worlds: Museums, libraries, and archives in a digital age* (pp. 2-6). Washington, D.C.: Smithsonian Institution.

Breeding, M. (2012). "Types of solutions available." In, *Cloud computing for libraries* (pp. 9-32). Chicago: ALA TechSource.

Smallwood, R.F. (2013). "Storage and hardware considerations." In, *Managing electronic records: Methods, best practices, and technologies* (pp. 317-321). Hoboken, NJ: Wiley.

Hirsh, S. (2015). "The transformative information landscape: What it means to be an information professional today." In, S. Hirsh (ed.), *Information services today: An introduction* (pp. 3-9). Lanham, MD: Rowman & Littlefield.

Module 2
Bawden, D., & Robinson, L. (2009). The dark side of information: overload, anxiety and other paradoxes and pathologies. *Journal of information science*, *35*(2), 180-191.

Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, *33*(2), 211-221.

Module 3
Rice, R., Ekmekcioglu, Ç., Haywood, J., Jones, S., Lewis, S., Macdonald, S., & Weir, T. (2013). Implementing the research data management policy: University of Edinburgh roadmap. *International Journal of Digital Curation*, *8*(2), 194-204.

Macdonald, S., & Macneil, R. (2015). Service integration to enhance research data management: RSpace electronic laboratory notebook case study. *International Journal of Digital Curation*, *10*(1), 163-172.

Module 4
Bide, M., Dhiensa, R., Look, H., Oppenheim, C., & Probets, S. (2009). Requirements for a registry of electronic licences. *The Electronic Library, 27*(1), 43-57.

Hinze, A., & Bainbridge, D. (2015). Location-triggered mobile access to a digital library of audio books using Tipple. *International Journal on Digital Libraries*, 1-27.

Module 5
Palmer, A., & Choi, N. (2014). The current state of library open source software research: a descriptive literature review and classification. *Library Hi Tech*, *32*(1), 11-27.

Marijan, R., & Leskovar, R. (2015). A library's information retrieval system (In) effectiveness: case study. *Library Hi Tech*, *33*(3), 369-386.

Module 6
Westfall, M., Clarke, J., & Langendorfer, J. M. (2013). Selecting a Vendor: The Request for Proposal (RFP) from Library and Vendor Perspectives. *The Serials Librarian*, *64*(1-4), 188-195.

Norton, S. K. (2013). Technology planning: designing the direction to get there. *Knowledge Quest*, *42*(1), 64.

Module 7
Koerber, J. and Sauers, M.P. (2015). "Privacy and security." In, *Emerging technologies: A primer for librarians* (pp. 94-104). Lanham, MD: Rowman & Littlefield.

Breeding, M. (2016). Issues and technology related to privacy and security. *Library Technology Reports, 52*(4), 5-12.

Module 8
Thomas, B. M., Stewart, J. M., Bainbridge, D., Nichols, D. M., Rogers, W. J., & Holmes, G. (2015). Digital Libraries Unfurled: Supporting the New Zealand Flag Debate. In *Research and Advanced Technology for Digital Libraries* (pp. 330-333). Springer International Publishing.

Choi, Y., & Syn, S. Y. (2015). Characteristics of tagging behavior in digitized humanities online collections. *Journal of the Association for Information Science and Technology 67*(5), 1089-1104.

Module 9
Breeding, M. (2016). Privacy and security for library systems. *Library Technology Reports, 52*(4). 38 p.

Fortier, A., and Burkell, J. (2015). Hidden online surveillance: What librarians should know to protect their own privacy and that of their patrons. *Information technology and libraries, 34*(3), 59-72.

Module 10
Paul, M. (2014). Digital convergence and the information profession in cultural heritage organisations: Reconciling internal and external demands. *Library Trends, 62*(3), 613-627.

Kosbai, A. (2010). "Sorting through digital preservation systems." In, N. Courtney (ed.) *More technology for the rest of us: A second primer on computing for the non-IT librarian* (pp. 95-107). Santa Barbara, CA: Libraries Unlimited.

Module 11
Breeding, M. (2015). "Introduction and concepts." In, "Library service platforms: A maturing genre of products," *Library Technology Reports* 51(4), 5-19

Rolan, G. (2015). Towards Archive 2.0: Issues in archival systems interoperability. *Archives and Manuscripts, 43*(1), 42-60.

Module 12
Koerber, J. and Sauers, M.P. (2015). "Keeping up with emerging technologies." In, *Emerging technologies: A primer for librarians* (pp. 105-117). Lanham, MD: Rowman & Littlefield.

Dempsey, L. (2012). Libraries and the informational future: Some notes. *Information Services & Use, 32*(3-4), 203-214.

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 should expect to spend around twelve hours per week on INFO525 (including time spent in the weekly sessions or watching the recorded seminars). You will be expected to contribute to the class discussion, in the synchronous classes and on the INFO525 Blackboard discussion forums. The balance of your time should be spent reading material posted on Blackboard http://blackboard.vuw.ac.nz/ and doing any preparation work required for the seminars and assignments.

Assessment
The Assessment Handbook will apply to all VUW courses: see
http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Assessment	Due	Worth	Format
1. Discussion Board posts *Assesses learning objectives 1, 4 and 5*	Various	20%	200-500 words max
2. Develop video or written tutorial for specific technology *Assesses learning objectives 2, 3 and 5*	11 September	40%	2000 words max.
3. Analysis and evaluation of a crowd-sourcing/citizen science initiative. *Assesses learning objective 3, 4 and 5*	13 October	40%	2000 words max.

Materials and Equipment
The INFO525 Blackboard course pages will contain a Web-based forum for discussion of issues related to the course, links to sites of interest, course readings, assignment information and submission links and course announcements etc. You should read the appropriate module pages weekly.

You should prepare any work listed in the relevant Blackboard section before the relevant tutorial or seminar sessions. The tutorial/seminar sessions should not be regarded as a time to catch up on reading and/or exercises not done. Active participation in these sessions will be expected.

All students will also be automatically enrolled in the Information Studies community under 'My Organizations' on Blackboard. General announcements and information will be posted here, and students should check this site regularly. If you have any difficulties logging on to the Blackboard site please contact the ITS Help Desk, at: **its-service@vuw.ac.nz**

Student feedback
There is a new course coordinator for INFO525 this year, which means that access to qualititative feedback on the previous offering has not been possible.

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 Programme 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.

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