Prefix & Number: **EDMD 7320/7326**  
Initial Term: **Fall 2009**

Select One:  
New **x**  
Delete  
Course Modification  

Type of modification:  
_____ Number  
_____ Title  
_____ Credit hours  
_____ Prerequisites  
_____ Grade Type  
_____ Description  

Title: **Advanced Information Sources and Services**

College/School: **Education**  
Dept: **EFLT**

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### CREDIT OFFERED

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<td>_____ Professional (P)</td>
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Maximum: **3**  
Minimum: **3**

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<td>_____ Alternate (A)</td>
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<td>_____ To be Arranged (T)</td>
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**Maximum Repeat: **3**  
(Total number of credit hours; not total number of times)

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### CONTROLS

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Prerequisites  None

Corequisites

Description for Bulletin  Electronic databases, advanced searching techniques, information representation, and the role of the media specialist in networking and creating electronic information sources.

Credit will not be given for both ___________________ and ___________________.

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<td>2nd:</td>
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<td>3rd:</td>
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Justification (Indicate reason for change)  On-campus course EDMD 7320 had been approved in 1998. We wish to extend to distance education students. We wish to build capacity to serve distance education courses in the College of Education, (e.g., Business Education, Music Education, Reading Education). We also need to be able to offer greater flexibility to School Library Media students and others, such as Leadership students who are also full-time teachers.

Additional resources or resource shifting required. If none, please explain.
No added resources are needed. Existing faculty will offer the courses.

Attach a copy of new syllabus to add course or to modify course except for changes in prerequisites that involve letter grade or GPA. Also, attach a copy of current syllabus for all changes except changes in prerequisites that involve letter grade or GPA. No attachment required to delete course.

Contact Person  Drs. Judith V. Lechner, Susan Villaume
Email  lechnv@auburn.edu and villase@auburn.edu  Phone #  Lecher 4-3053; Villaume 4-4448

Revised 5/24/02
Approvals

Undergraduate Requests

_________________________    Head    _______________________
Department                      Date
_________________________    Chair    _______________________
College/School Curriculum Committee Date
_________________________    Dean    _______________________
College or School                Date
_________________________    Chair    _______________________
University Curriculum Committee  Date

Graduate Requests

_________________________    Head    _______________________
Department                      Date
_________________________    Chair    _______________________
College/School Curriculum Committee  4/15/09
_________________________    Dean    _______________________
College or School                Date
_________________________    Chair    _______________________
Graduate Council                  Date
_________________________    Chair    _______________________
University Curriculum Committee  Date
1. **Course Number:** EDMD 7320/7326  
**Course Title:** Advanced Information Sources and Services  
**Credit Hours:** 3 semester hours  
**Prerequisite:** none  
**Corequisite:**

2. **Date Syllabus Prepared:** Revised March 25, 2009

3. **Texts or Major Resources:**


   Current journal articles and other readings (see Schedule of Assignments) A number of these are in PDF format and can be downloaded from the Web.

   You will need the [free] Adobe Acrobat Reader in order to read PDF documents. Adobe Acrobat Reader can be downloaded from AU Install. Go to AU homepage; Students; AU Install; Web Browsers and Plug-ins; Select Adobe Acrobat Reader.

   American Association of School Librarians and American Educational Communication and Technology. (1998) *Information Literacy Standards for Student Learning*. Chicago: American Library Association. This can be obtained in one of three ways. If is part of *Information Power: Building Partnerships for Learning*, ALA, 1998. It can also be purchased as a pamphlet, or it be accessed as an electronic book through NetLibrary, which is available through AU Library. Just type citation into the Online catalog AUBIECat and follow the link at the bibliographic record.

   American Association of School Librarians and American Educational Communication and Technology. *Standards for the 21st-Century Learner*. Chicago: American Library Association, 2007. THIS CAN BE OBTAINED IN ONE OF TWO WAYS. It can be purchased as a pamphlet from ALA, or it can be downloaded from ALA as a PDF file at the AASL Web Page: [http://www.ala.org/ala/aasl/aaslindex.cfm](http://www.ala.org/ala/aasl/aaslindex.cfm) This is not a substitute but an extension of *Information Literacy Standards for Student Learning* (see above).


Recommended texts:


I might keep this on hand for library aids. It is concise and deals with all the aspects of reference services.

Lyons, Charles. (2005, March 5). The Library: A distinct local voice? *First Monday, Peer-Reviewed Journal on the Internet*, 12(3). www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544 If you go into Archives at this page you can pull up the volume and issue and this article is free full-text.


*Recommended reference books for small and medium-sized libraries and media centers.* (2008). Hysell, Shannon G. (Ed.). Westport, CT: Libraries Unlimited. $70. This resource is based on the American Reference Books Annual 2008 and includes reviews of 530 print, CD-ROM and web based reference works. BUY THIS FOR YOUR MEDIA CENTER, AS IT IS NEW AND IS ALREADY AVAILABLE ON AMAZON AS A USED BOOK.

*Reference sources for small and medium-sized libraries.* (2008) 7th ed. J. Gorman (Ed.). American Library Association. $80.00. This is an essential resource for collection development that is updated on an irregular basis. (The 6th edition came out in 1999 and is available on NetLibrary through AUBIECat). This edition deals with internet sources. THIS IS THE YEAR TO BUY THIS FOR YOUR MEDIA CENTER AS IT IS BRAND NEW.


Shaw, Maura. (2007). *Mastering online research: A comprehensive guide to effective and efficient search strategies.* Cincinnati, OH: Writer’s Digest Books. If the word ‘delightful’ can be applied to any book about online searching, this is it. The author, an editor for *Encyclopedia Americana* introduces readers to topics ranging from understanding URLs, basic and advanced searching, accessing special areas such as the news, medical and other subjects, and various formats.


4. **Course Description:**

Electronic databases, advanced searching techniques, information representation, and the role of the media specialist in networking, and creating electronic information sources.
5. **Course Objectives:**

Upon completion of this course, students will be able to:

1. Define the school’s community of learners
2. Identify the information needs of the community of learners
3. Define the current and future roles of the media specialist as information specialist as information provider; teacher; and instructional partner
4. Identify and distinguish between various types of electronic information sources
5. Evaluate electronic databases
6. Identify and use electronic networks: collection development; information gathering; dissemination; and social networking
7. Conduct workshop on one specific information tool
8. Conduct advanced searching techniques of electronic databases and the Internet
9. Discuss issues of information retrieval for precision vs. breadth
10. Create a thesaurus and a name authority file for a bibliographic or curricular materials database
11. Create an electronic information center and community referral file

6. **Course Content and Schedule:**

The following means will be employed in order to ensure timely and effective communications between students and instructor and among students: Blackboard’s (or the currently adopted classroom management program’s) chat, discussion board, e-mail, and assignment posting and submission tool; wikis (e.g. Wikispaces), available free on the Web; blogs (e.g. Blogger), available free on the Web. Additionally, in order to ensure real-time interaction, Horizon Wimba’s Live Classroom or other similar technology will be used. Finally, Web links to online based resources such as electronic reserves in the University Library; the Alabama Virtual Library; online video and audio podcasts will be utilized throughout the semester. Given the varied nature of information sources and services, the variety of technological approaches to communication and information gathering and production is entirely in keeping with the interactive technologies utilized in this course.

<table>
<thead>
<tr>
<th>Week Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Information Power</strong> (1998) Ch. 7 pp. 122-123 (See in Blackboard—Articles—Community of Learners Definitions)</td>
</tr>
<tr>
<td><strong>Course Introduction</strong></td>
<td>Community of Learners — Definitions in Educational Leadership (See in Blackboard—Articles—Community of Learners Definitions)</td>
</tr>
<tr>
<td>Who are the members of the community of learners?</td>
<td>Mindy Whipple (2007). Community analysis needs ethnography: an example from Romania. <em>Library Review</em> 56(8): 694-706. (Scan for next week, focusing on purpose of study, definition of community, and methodology.)</td>
</tr>
<tr>
<td>Informational needs of the community of learners - conducting surveys, interviews, questionnaires and other data gathering techniques</td>
<td>OELMA Research Study Summary and the</td>
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<tr>
<td>Week 2</td>
<td>The Role of the Media Specialist in the Electronic Information Age</td>
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<td></td>
<td>Media specialist as information provider - communicating information to members of the community of learners</td>
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<tr>
<td></td>
<td>Information explosion and the media specialist as educator for intellectual access</td>
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<td>Current issues in information services</td>
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<tr>
<th>Week 2</th>
<th>Bopp &amp; Smith Ch. 11 Update on Libraries Unlimited page: <a href="http://lu.com/boppsmith/updates.cfm">http://lu.com/boppsmith/updates.cfm</a></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Houghton, Sarah. (2005, Jan/Feb). Virtual Reference @ Your Library. Knowledge Quest on the Web 33. 3p. <a href="http://www.ala.org/ala/mgrps/divs/aasl/aaslarchives/v33/333houghton.cfm">http://www.ala.org/ala/mgrps/divs/aasl/aaslarchives/v33/333houghton.cfm</a>  This brief article brings the issues home to school libraries, giving suggestions for a manageable virtual reference service.</td>
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<tr>
<th>Week 3</th>
<th>Advanced Searching Techniques of Electronic Databases (Week 3)</th>
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<tr>
<td></td>
<td>Command versus menu systems</td>
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<td></td>
<td>Advanced Boolean search techniques</td>
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<td></td>
<td>Evaluating and modifying searches</td>
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<tr>
<th>Week 3</th>
<th>Bopp &amp; Smith Chapter 5 Electronic Resources for Reference</th>
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<tr>
<th>Week 4</th>
<th>Advanced Searching Techniques on the Internet (Week 4)</th>
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<tr>
<td></td>
<td>Exploring and comparing search engines</td>
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<td>Exploring search statements using different search engines</td>
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<td>Evaluating search results and modifying searches</td>
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<tr>
<th>Week 4</th>
<th>Bopp &amp; Smith Ch. 6 Understanding Electronic Information Systems pp. 126-136; 142-1-45; online update from publisher for chapter 6 <a href="http://lu.com/boppsmith/updates.cfm">http://lu.com/boppsmith/updates.cfm</a></th>
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<th>Week 5</th>
<th>Measures of Retrieval Success</th>
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<tr>
<td></td>
<td>Breadth vs. precision</td>
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<td>Utility as a measure</td>
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<td>Statistical methods of defining retrieval success</td>
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| Week 5 | UC Berkeley web site on the topic of Meta-search Engines – definitions and evaluations. http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html In particular, follow up the link to Rita Vine’s “Some Cautionary Notes on Vivisimo” (which is the original name of Clusty). Vine’s article is 4 years old. Things may |
| Week 6 | Selection Criteria for the Electronic Information Center  
Developing selection criteria for electronic databases  
Developing selection criteria for Internet information sources  
Copyright issues and electronic databases |
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<tbody>
<tr>
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<td>have changed since then. Even the databases searched by Clusty have changed. No readings assigned.</td>
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<tr>
<th>Week 7</th>
<th>Media Specialist as Teacher</th>
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<tr>
<td></td>
<td>Request a trial subscription to NoodleTools <a href="http://www.noodletools.com/index.php">http://www.noodletools.com/index.php</a>, designed by school library media educator and editor of Knowledge Quest Debbie Abilock, with teachers, students, and parents in mind. Read their “About Us” and other relevant descriptions of their “for fee and for free” services.</td>
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| Week 8 | The Electronic Information Center  
Creating the electronic information center - definition  
Exploring electronic information centers  
Evaluating electronic information centers |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
Joyce Valenza’s dissertation Discovering a Descriptive Taxonomy of Attributes of Exemplary School Library Websites in Blackboard under Articles (see Introduction, Methodology p. 45-50; Appendices E and F – identify relevant categories) |

| Week 9 | The Electronic Information Center (continued)  
Planning the organizational structure  
Creating the interface for the electronic information center  
Creating the electronic information center in Wikispaces or other easy-to-manipulate Web-based software. |
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<tr>
<td></td>
<td>Valenza, Scan Literature Review Chapter (Ch. 2) and Results chapters (Ch. 4); Look closely at Tables 5, 6, 7, 8, and pp.85-88 (Navigation and Organization);91-92 (Aesthetic Qualities); 92-95 (Interactive elements);96-99 (Freshness) and Table 10.</td>
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| Week 10 | Creating Informational Databases - Definitions and Issues Relating to Purpose of Database  
Definitions, issues and problems  
Identifying scope  
Identifying retrieval fields |
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<td>Read article online by John Kupersmith Library Terms that Students Understand at <a href="http://www.jkup.net/terms.html">http://www.jkup.net/terms.html</a> to help you with terminology to use on your web page.</td>
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| Week 11 | Creating Informational Databases - Name Authorities and Thesauri  
Purpose and methods of creating name authority files |
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<tr>
<td></td>
<td>Examine ERIC Thesaurus for possible subject terms</td>
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<tr>
<td>Purpose of methods of creating thesauri</td>
<td>Exploring rules for thesaurus building</td>
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<td>----------------------------------------</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Read Charles Lyons. (2005, March 5). The Library: A distinct local voice? <em>First Monday</em>, Peer-Reviewed Journal on the Internet, 12(3). <a href="http://www.uic.edu/hbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544">www.uic.edu/hbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544</a> If you go into Archives at this page you can pull up the volume and issue and this article is free full-text.</td>
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<tr>
<td><strong>Students Build an Electronic Vertical File or Community Referral File for a Specific Curricular or Career/health/psychological Counseling Need to be selected by student</strong></td>
<td>Read Bernard Lukenbill, <em>Community resources in the school library media center: Concepts and methods</em>. Ch. 2 Curric &amp; Community Resources; Ch3 Selection &amp; Management;</td>
</tr>
<tr>
<td>Identify purpose and audience for file based on curricular requirements or known community information needs Identify scope of file (content, dates covered, material excluded) Define fields, categories, and subcategories of information to be identified and recorded for retrieval purposes</td>
<td>Lukenbill Ch. 5 Organizing the Collection; Ch. 6 Models &amp; Issues</td>
</tr>
<tr>
<td><strong>Building name authority files and thesauri for the database</strong></td>
<td>No new readings</td>
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<tr>
<td>Create name authority file Create a thesaurus for the database showing relationships between concepts and terms Begin building the database</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Submit by sending the Web address of the completed Community Referral File using e-mail in Blackboard</td>
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<tr>
<td><strong>Complete Electronic Vertical File or Community Referral file</strong></td>
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<td><strong>Week 15</strong></td>
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<tr>
<td><strong>Student Presentations of Rough Draft of Community Referral Files</strong></td>
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<tr>
<td><strong>Week 16 Final Draft of Community Referral File</strong></td>
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7. **Course Requirements/Evaluation:**

A. Attend and participate in all class discussions and exercises. If class meets synchronously, attend each session.
B. Read all required readings and be ready to discuss (using chat, Live Classroom or discussion board)
C. Write a brief paper on “Media Information Needs and Uses Studies” based on articles and reports
D. Evaluate 3 for-fee professional electronic databases
E. Evaluate 3 free (Web-based) search engines
F. Evaluate 3 exemplary school library web pages identifying their purpose and
effectiveness as an information center
G. Create web page as information center for a K-12 school. This assignment consists of 2 components: planning for the Web page; actual Web page
H. Create a small database (30 entries) using a database package or a spread-sheet package, for a specified subject (curriculum related vertical file or a counseling referral file or other file to be identified by student). The following components must be included:
- Planning document which include: needs assessment results; purpose of database; criteria for selection and plans for acquisitions; plans for organization of files/database
- Searchable fields and subfields;
- Prototype name authority file;
- Prototype thesaurus

Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Readings and discussions 20%
Evaluation of 3 for-fee professional electronic databases 5%
Evaluation of 3 free (Web-based) search engines 5%
Evaluation of 3 exemplary school library Web pages 5%
Paper on “Media Information Needs and User Studies” 10%
School library Web page created by student (Plans 10 pts; Web pg 15 pts) 25%
Database (30 entries) for a specified subject. (Plans 10 pts; Database 20 pts) 30%
Plans: Written statement of purpose, scope, searchable fields and subfields
Database: Written statement of purpose, scope, searchable fields and subfields
Total Points 100%

Any assignment presented or turned in late will be penalized 5% for each class period that it is late.

The following grading scale will be used:
90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; Below 60% = F

Readings and discussions (20 pts)

- **Readings and Class Preparation**: You must complete the assigned readings prior to each class meeting. All students should respond to questions regarding readings as posted in Discussion Board in Blackboard or in Assignment Drop Box, and be ready to discuss these in class.

Evaluation of 3 For-Fee Professional Electronic Databases (5 pts)
1. Evaluate 3 professional electronic databases (i.e. databases that index articles and other resources for teachers and librarians) using criteria in Evaluation Criteria Forms (See Blackboard – Syllabus and Assignments – Evaluation Forms. Choose the Periodical Indexes/Abstracts—Computer Database Evaluations).
2. You may alter the form to be more readable and to provide additional criteria that you feel would be useful in evaluating databases.
3. Use the reporting **Format for Comparative Evaluations** in Blackboard—Syllabus and Assignments—Evaluation Forms Folder AND keep and post a **Search Log** of your search processes. See Search Log form in Blackboard—Syllabus and Assignments—Evaluation Forms Folder.

4. **SUBMIT IN ASSIGNMENTS DROP BOX** – All students

**Evaluation of 3 Free (Web-based) Search Engines (5 pts)**
1. Select three search engines
2. Read reviews in Greg Notess’s Search Engine Showdown, or another Search engine review source, such as SearchEngineWatch’s
3. Conduct your own trial of these search engines using familiar, curriculum-related topics
4. Fill out a comparative chart on the three search engines. Adapt the evaluative criteria from Evaluation Forms – Periodical Indexes/Abstracts—Computer Database Evaluations

5. **SUBMIT IN ASSIGNMENTS DROP BOX** – All students

**Evaluation of 3 Exemplary School Library Web Pages (5 pts)**
1. Read the article by Church, and the following pages in Joyce Valenca’s dissertation *Discovering a Descriptive Taxonomy of Attributes of Exemplary School Library Websites*. University of North Texas, 2007, (see link in Blackboard – Articles and Reviews–Exemplary School Websites) scan the literature review pp.- 10-32; read 45-50 and examine closely Appendix F: Features Coding Form/Taxonomy and Appendix G: Characteristics Coding Form/Taxonomy
2. Find three (3) exemplary SLM Center web sites (you can use the schools Joyce Valenca looked at or select links from School Library Websites in Blackboard Web Links) and evaluate them for the following categories, but you may add others, based on your readings and Joyce Valenca’s more refined criteria, that you consider important:

**AUDIENCE**: for teachers, students, parents, volunteers; other community members; public

**CONTENT**: School Library Functions (Valenca’s ‘features’):

- **Administrative**: news about media center and school; mission statement; hours; contacts; policies, etc.
- **Information Access and Delivery**: Library Catalogue; for fee databases (i.e. through a virtual library such as AVL and through local library subscription); links to useful web sites; Pathfinders; Bibliographies; Subject Guides; Virtual Reference service - chat, e-mail, Instant Messaging
- **Teaching and Learning**: curriculum related information; scaffolding information for productivity; research paper writing tools; copyright and other ethical considerations, etc.;
- **Readers Advisory**: Book lists; links to book discussion and book reviewing sites; student book reviews; other (e.g. podcasts of author interviews).

**TECHNICAL AND DESIGN ISSUES** (Valenca’s ‘Characteristics’)

- **Appearance**: organization, layout, readability (font size and reading level)
- **Interactivity**: blogs; wikis; e-mail; embedded explanations or definitions (roll-over or pop-up)

**Format for reporting**: Create a chart that deals with each of the categories specified above. You can use Joyce Valenca’s format in Appendix F and G.

**SUBMIT IN ASSIGNMENT DROP BOX** – All students
Paper on “Media Information Needs and User Studies” (10 pts)

Compare 4 reports of user studies/information behavior studies (See papers assigned in Week 1 Readings and an additional research paper). Begin by analyzing each of the studies, addressing the following:

1. What was the purpose of the study?
2. What was the justification for conducting the study?
3. Who were the subjects of the studies? Describe the location and extent of the location (whole state, one school district, Internet users?) Explain how and why these people were selected.
4. How many people were interviewed or otherwise included in the study? Express as N=
5. How representative were these people of the target population of the study?
6. How did the researchers ensure that the people in the study were representative?
7. Describe the method of data collection.
   a. Describe survey instruments, interview protocols (i.e. instruction for interviewer),
   b. Describe other directions that researchers followed to gather their data.
8. How did the researchers ensure that their instruments of data collection were valid? (i.e. that they asked the right questions for obtaining the answers that would support the study’s purpose)
9. How did the researchers ensure that their instruments of data collection were reliable? (i.e. that respondents understood each question the way the researcher meant them to be understood across subjects, and over time). The reports may not explicitly state this, but look to see if they dealt with questions of validity and reliability.
10. What biases if any did you find in these instruments?
11. How generalizable are the findings from each of these studies?
12. What conclusions can you draw from each of these studies individually

Setting up your paper:

Describe each study on a separate page as per guidelines above, starting with full bibliographic information.

In a final paragraph, synthesize what you have learned from these studies, collectively, about information use or information needs and libraries, including where children turn for answers to different types of information needs.

SUBMIT IN ASSIGNMENT DROP BOX – All students

School Library Web page created by student (Plans 10 pts; Web pg 15 pts, Total 25 pts)

Objective: To develop an ‘ideal’ school library media center website for your school, based on research regarding those elements of a school library web site that make it exemplary in terms of fulfilling the functions of a school library in the four areas specified in *Information Power* (1998) and *Standards for 21st Century Learners* (2007 and subsequent revisions).
1. Information access and Delivery
2. Learning and Teaching
3. Books and Reading
4. Program Administration

The website needs to reflect its purpose. It should be inviting; well designed to aid students with navigating the site; accessible, and interactive.

Step 1. After having read relevant portions of Joyce Valenza’s dissertation *Discovering a Descriptive Taxonomy of Attributes of Exemplary School Library Websites*, University of North Texas, 2007, (See readings Week 8) and after having evaluated three exemplary websites using a template based on Valenza’s evaluative criteria of Features and Characteristics of exemplary websites, evaluate your own school library’s website for areas of strengths and weaknesses. All students submit a 2 page plan to Blackboard Assignments Planning the School Library Web Site (10 pts)

Use “Core Features and Characteristics” based on Valenza’s Tables 5, 6, 7 and description of characteristics (pp. 67-68;77-78;79; 84; 85-99) for planning.

Student Designed Web Sites should evince the following, based on identified plans: completeness: 17-20 features; annotated links; plans for instruction that are closely tied to curriculum; evidence of collaboration with teachers and students; navigability; aesthetic qualities; interactivity (see Rubric for Student-Designed Web Sites in Blackboard Assignments)

**Database (30 entries) for a specified subject Group Project. (Plans 10 pts; Database 20 pts)**

Before beginning this project read Lukenbill, ch. 2, 3, 5. Since this is a group project you will need to communicate with each other. You may use Blackboard’s Discussion Board for planning.

Community Information Files - Planning
1) Complete a needs assessment for a community Information File.
2) Decide on the purpose for the community information file using the typology described in Lukenbill. If curriculum related, identify topics/projects that you share as a group.
3) Decide how you will select and acquire Community Information.
4) Plan for the organization of Community Information Files/Resources Directory – i.e. descriptors and name authority file.

Database of Community Information. Create a database of 30 items based on the plans for the Community Information. Use a spreadsheet for creating the entries and upload them to Wikispaces for group manipulation. Identify purpose of community information resources directory; categories of entries; subject authority; and name authority for further entries. (See Rubric for Database of Community Information Files).

8. Class Policy Statements:

**Attendance:** Attendance in class or by distance each week is required.

You are expected to attend each class, and to be on time. Should you be unable to attend
class and you have a valid excuse, you are responsible for making arrangements to complete the week’s responsibilities, including viewing archived class session in Horizon Wimba Live Classroom. Excused absences include illness of student or severe illness of the student’s immediate family; death of member of the student’s immediate family; court subpoena. Each unexcused absence or lateness (within a margin of 10 minutes) will result in a deduction of 2 points from your final grade).

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

See also [http://www.auburn.edu/academic/provost/ahe_stu.html](http://www.auburn.edu/academic/provost/ahe_stu.html) for Examples of Violations of Academic Honesty.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions a [http://www.auburn.edu/academic/provost/ahe_stu.html](http://www.auburn.edu/academic/provost/ahe_stu.html) re listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

9. Justification for Graduate Credit(for Graduate Courses Only)

EDMD 7320/7326 Advanced Information Sources and Services is needed by students earning Specialization Certification in School Library Media. The course is also needed to serve master’s and doctoral students in related programs such as Reading Education, Business Education, etc. This course explores some of the concepts that allow for the systematic and efficient organization and retrieval of information in an electronic environment. This course goes beyond the basics of information sources and services by introducing the research base on which modern bibliographic databases have been developed and by providing students the opportunity to create their own systematically planned databases for specific information needs. The course needs to be available through distance delivery as well as on-campus to accommodate working school library media specialists and teachers and to fulfill curricular needs of students participating in other programs that use distance delivery of course content.