UNIVERSITY OF BORÅS

Methods and tools in libraries
Bibliotekens redskap och arbetsmetoder
15 credits
15 högskolepoäng

Ladok Code: C3FBR1
Version: 1.0
Established by: Committee for Education in Librarianship, Information, and IT 2021-04-20
Valid from: Autumn 2021

Education Cycle: First cycle
Main Field of Study (Progressive Specialisation): Library and Information Science (G1N)
Disciplinary Domain: other
Prerequisites: General requirements for university studies.
Subject Area: Library and Information Science
Grading Scale: Seven-degree grading scale (A-F)

Content

This course introduces a number of methods and analytic concepts that are used by librarians in their role as a professional. The course covers pedagogical methods for reference desk conversations and how librarians can work analytically with media planning, monitoring the external environment, and marketing. In addition, the course provides an understanding of library development, including the development of both the physical and digital library. Individual sections of the course are united by an emphasis on an ethical, reflective approach to work with acquiring library resources and making them accessible for both current and future library users.

Learning Outcomes

After passing the course the student should be able to, concerning,

Knowledge and understanding
1.1 Demonstrate understanding of the concepts service and reference desk conversations, as well as how the library can work to meet users and their needs.
1.2 Describe the central principles of media planning.
1.3 Describe the central concepts, theories, techniques, and strategies within marketing and social media communication.

Competence and skills
2.1 Meet library users in a professional way.
2.2 Conduct an analysis of the external professional field, using the strategic concepts presented in the course.

Judgement and approach
3.1 Using current research, reflect over reference conversations and user treatment from a variety of user perspectives.
3.2 Using current research, reflect over the design of both the physical and the digital library.
3.3 Critically reflect over questions of ethics and sustainable development in relation to the working methods and tools of librarianship.

Forms of Teaching

The teaching in this course takes the form of seminars, lectures, and workshops.

The language of instruction is English.

Forms of Examination

The course is graded through the following examinations:

-Seminar: Accounting of participatory observation: treatment of library patrons and reference conversations
Learning outcomes: 1.1, 3.1
Credits: 2,5
Grading scale: Fail (U) or Pass (G)

- Workshop: Library reference conversations. Executed in groups
Learning outcomes: 1.1, 2.1, 3.1
Credits: 1,5
Grading scale: Fail (U) or Pass (G)

- Written assignment: Library marketing
Learning outcomes: 1.3, 3.3
Credits: 4,5
Grading scale: Seven-degree grading scale (A-F)

- Written assignment: Evaluation of library space and strategic media planning. Executed in groups
Learning outcomes: 1.2, 2.2, 3.2
Credits: 5,0
Grading scale: Fail (U) or Pass (G)

- Presentation: Opposition. Executed in groups
Learning outcomes: 1.2, 2.2, 3.2
Credits: 1,5
Grading scale: Fail (U) or Pass (G)

For a passing grade (A-E) for the entire course, the grade Pass (G) is required on all the examinations: Seminar: Accounting of participatory observation: treatment of library patrons and reference conversations, Workshop: Library reference conversations, Written assignment: Evaluation of library space and strategic media planning, and Presentation: Opposition, as well as at least an E for Written assignment: Library marketing. A higher grade on the entire course is thereafter determined by the grade on Written assignment: Library marketing.

The examiner can choose to replace the seminar and the seminar with a written assignment if the student fails the workshop or seminar or is not present for an examination.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for
the University of Borås.

Literature and Other Teaching Methods

The course literature is in English.

Allison, D. A. K. (2013). The patron-driven library: A practical guide for managing collections and services in the digital age. Oxford: Chandos Pub. S. 1-309 (309 s.) [Tillgänglig elektroniskt]

Côté, M., Kochkina, S., & Mawhinney, T. (2016). Do you want to chat? reevaluating organization of virtual reference service at an academic library. Reference & User Services Quarterly, 56(1), 36-46. (10 s.) [Tillgänglig elektroniskt]

Cowart, C. (2017). Marketing libraries is a team effort. Reference & User Services Quarterly, 56(4), 240-244. (4 s.) [Tillgänglig elektroniskt]

Håkansson, C. & Nelke, M. (2015). Competitive intelligence for information professionals. Oxford: Chandos Publishing. (121 s.)

IFLA Code of Ethics for Librarians and other Information Workers (2012). (6 s.) [Tillgänglig elektroniskt]

Jochumsen, H., Hvenegaard Rasmussen, C. Skot-Hansen, D. (2012). The four spaces - a new model for the public library, New Library World, 113(11/12), 586-597. (11 s.) [Tillgänglig elektroniskt]

Pekoll, K. (2019). Beyond Banned Books: Defending Intellectual Freedom Throughout Your Library. American Library

TAssociation. (144 s.) [Tillgänglig elektroniskt]

Potter, N. (2012). The Library Marketing Toolkit. London: Facet Publishing (218 s.)

Ross, C.S., Nilsen, K. & Dewdney, P. (2009). Conducting the reference interview: A how-to-do-it manual for librarians. London: Facet. Kap. 1-4, 6, 8. (=200 s.). [Tillgänglig elektroniskt]

Sullivan, M. (2013). Library spaces for 21st-century learners: A planning guide for creating new school library concepts. Chicago: American Association of School Librarians. (76 s.) [Tillgänglig elektroniskt]

Walsh, A. (2020). Playful learning for information literacy development. IFLA Journal, 46(2), 143–150. (7 s.). [Tillgänglig elektroniskt]

Total number of pages: 1,106 p.
Self-directed reading of approximately 60 pages can occur.

Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

Miscellaneous

The course is a freestanding course.

This syllabus is a translation from the Swedish original.