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## TITLE PAGE

**LNSS PILOTING MODULE No: 4**

**TITLE OF MODULE: Information Literacy & Research skills**

**COURSE MATERIALS:** Presentation, Useful Links, List Of Special Literature, Distributive Training Materials

## TABLE OF CONTENTS

**MODULE DESCRIPTION**  
**MODULE STRUCTURE**  
**COURSE PLAN**  
**TRAINERS GUIDE**  
**LIST OF SUGGESTED LITTERATURE**

## MODULE DESCRIPTION

Type: Training  
Semester: Fall, Spring  
Target Audience: library staff

**ERASMUS+CBHE Library Network Support Services (LNSS): modernising libraries in Armenia, Moldova and Belarus through library staff development and reforming library services 561633-EPP-1-2015-1-AM-EPPKA2-CBHE-JP**



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Library Network Support Services

Teacher expertise: Librarianship, Information Literacy, Education Management  
Teacher: Anna Chulyan (PhD), Ani Shahinyan, Armine Vardanyan, Arevik Avanesova  
Language: Armenian, Materials in English are also available  
Prerequisites: N/A  
Restrictions: N/A  
Supplementary regulations: N/A

Summary: Module “**Information Literacy & Research Skills**” is designed for library staff. It contains 8 topics:

- International standards of information culture
- Information management and research skills
- The use of metric systems
- Electronic catalogues and search strategy
- Reference management software
- Electronic databases of libraries
- Copyright for libraries
- Creating and using surveys for library research

Overall aim: To develop specific knowledge and understanding of information literacy and to develop practical skills of efficient usage of information in library management/librarianship and in related subject areas.

Learning outcomes:

- a) understanding of information culture in academic community and digital society
- b) knowledge and understanding of international standards of information culture and implementation of crucial points for library services
- c) defined knowledge and developed skills in managing library software and modern technologies

ECTS credits: 1 ECTS

Study Hours: 30Hrs (16 in-class meetings and 14 individual work)

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<p>In-class Hours: 16                  Day 1: 2 academic hours (80 minutes)                  Day 2: 2 academic hours (80 minutes)                  Day 3: 2 academic hours (80 minutes)                  Day 4: 2 academic hours (80 minutes)                  Day 5: 2 academic hours (80 minutes)                  Day 6: 2 academic hours (80 minutes)                  Day 7: 2 academic hours (80 minutes)                  Day 8: 2 academic hours (80 minutes)</p> <p>Units:                  Units 1 : International standards of information culture                  Units 2 : Information management and research skills                  Units 3 : The use of metric systems                  Units 4 : Electronic catalogues and search strategy                  Units 5 : Reference management software                  Units 6 : Electronic databases of libraries                  Units 7 : Copyright for libraries                  Units 8 : Creating and using surveys for library research</p>			
<p>Independent Hours : 14 Hours (content of individual work will be based on the topics covered during in-class activities)</p>			
<p>Total : 30 Hours</p>			
<p><b>Assessment scheme</b></p>			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Self-assessments and test evaluations will be conducted to check the comprehension of the module	1-8	N/a	Core knowledge of the topic

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Assignment 1. Group work. Brainstorming and Clustering.	1-8	20%	a, b
Assignment 2. Group work. Content analysis. Group presentation.	1-8	20%	b
Assignment 3. Group work. Managing library software and modern technologies. Data analysis. Survey Conduction. Problem-solving tasks/Questions	2, 3, 4, 5, 6, 8	40%	c
Practicum Assessment	1-8	10%	a ,b, c
Presence	1-8	10%	

**Description of types of assessment**

**Assignment 1:** Discussion, Debates, Brainstorming and Clustering (20%). The participants will adapt a syllabus for their Libraries. Discussion will concentrate on understanding of information culture in academic community and digital society and its relevance

**Assignment 2:** Presentation (20%). The participants will adapt a syllabus for their Libraries. Presentation will focus on international standards of information culture and implementation of crucial points for library services

**Assignment 3:** Presentation (20%). Presentation will focus on knowledge and developed skills in managing library software and modern technologies.

**COURSE PLAN**

Activity	Lesson Topic	Lesson Activities	Estimated student	Lesson	Assessment forms
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day			work time in minutes/ hours	Outcome	
Day 1	Introduction to LNSS project. Introduction to Information Literacy. International standards of information culture.	1. LNSS project, goals and objectives, the role of the course within the project. 2. General introduction to IL concept. 3. Introduction of International standards of Information culture	20 minutes 30 minutes 30 minutes	Core knowledge of international standards of Information culture	Discussion, Debates, Brainstorming and Clustering and Comparative Analysis
Day 2	Information management and research skills	1. Competencies in information literacy 2. Research strategies. Critical information sources and resources 3. Critical analysis information resources	25 minutes 25 minutes 30 minutes	Understand and define information literacy. Ability to analyze the content	Presentation Content Analysis
Day 3	The use of metric systems	1. General introduction to metric systems. 2. Author-level metrics. Citation impact.	40 minutes 40 minutes	Generic knowledge of metric systems and references.	Critical assessment of core knowledge Practical skills
Day 4	Electronic catalogues and search strategy	1. Locating and retrieving information 2. Accessing information	40 minutes 40 minutes	Data management	Critiques of research literature
Day 5	Reference management software	1. Using Bibliographic software for referencing and research 2. Citation standards	40 minutes 40 minutes	Data Management. Core	Literature Reviews Practical skills Presentation on

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				knowledge of citation standards	practic use of bibliographic software
Day 6	Electronic databases of libraries	1.Using Electronic Library Databases for research 2. Open access databases	40 minutes 40 minutes	Data management	Critiques of research literature Presentation
Day 7	Copyright for libraries	1.National Copyright Law 2. Creative Commons Licences	40 minutes 40 minutes	Understand and define core knowledge on National copyright law, CC licenses and the applicability in library	Discussion, debates, comparative analysis
Day 8	Creating and Using surveys for Library research	1. Research methodologies 2.Creating effective questionnaires and surveys and analyzing the data	20 minutes 30 minutes 30 minutes	Skills in research, survey conduction and data analysis	Survey Conduction Data analysis Presentation

**TRAINERS GUIDE**

<b>Activity title</b>	<b>Activity description</b>	<b>Suggested materials</b>
<b>Day 1</b> Introduction to LNSS project	1. LNSS project, goals and objectives, the role of the course within the project.	<a href="http://www.ifla.org/files/assets/information-literacy/publications/ifla-">http://www.ifla.org/files/assets/information-literacy/publications/ifla-</a>

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<p>Introduction to Information Literacy International standards of information culture</p>	<ol style="list-style-type: none"> <li>General introduction to IL concept and components. Trends of IL. IL tendencies in national context. Takeaways.</li> <li>Introduction of general International standards of Information culture (IFLA, SCONUL, ACRL,ALA, etc.). Types of organizations and standards (Library of Congress, ISO, NISO, ISBN, ISSN, DOI, etc.). International standards for IL.</li> </ol>	<p><a href="#">guidelines-en.pdf</a> <a href="http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf">http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf</a> <a href="http://www.ala.org/">http://www.ala.org/</a> <a href="http://www.ala.org/acrl/standards/standardslibraries">http://www.ala.org/acrl/standards/standardslibraries</a> <a href="http://www.isbn.org/standards/home/index.html">http://www.isbn.org/standards/home/index.html</a></p>
<p><b>Day 2.</b> Information management and research skills</p>	<ol style="list-style-type: none"> <li>Competencies in information literacy. Management of critical information sources and resources. Critical analysis of information resources. Accessing information.</li> <li>Research strategies. Using information in research. The refining of research terms. Principles of describing information sources</li> </ol>	<p><a href="http://www.ala.org/acrl/standards/informationliteracycompetency">http://www.ala.org/acrl/standards/informationliteracycompetency</a> <a href="http://guides.lib.byu.edu/stepbystep">http://guides.lib.byu.edu/stepbystep</a> <a href="https://writepass.com/journal/2013/03/different-research-strategies-you-can-use-in-your-dissertation/">https://writepass.com/journal/2013/03/different-research-strategies-you-can-use-in-your-dissertation/</a> Creswell, J.W. (2002) <i>Educational research</i>. Upper Saddle River, NJ: Merrill Prentice Hall.</p>
<p><b>Day 3.</b> The use of metric systems</p>	<ol style="list-style-type: none"> <li>General introduction to metric systems. Impact factor. Citation analysis. Web of Science, Scopus, Google Scholar. Publish or Perish. Altmetrics/Scientometrics 2.0.</li> <li>Author-level metrics. Citation impact. H-index.</li> </ol>	<p><a href="http://researchguides.uic.edu/c.php?g=252299&amp;p=1683205">http://researchguides.uic.edu/c.php?g=252299&amp;p=1683205</a> <a href="http://science.bsu.by/index.php/info/indexes/h-index">http://science.bsu.by/index.php/info/indexes/h-index</a> <a href="http://science.bsu.by/index.php/info/indexes/impact">http://science.bsu.by/index.php/info/indexes/impact</a> <a href="http://science.bsu.by/index.php/info/indexes/impact">http://science.bsu.by/index.php/info/indexes/impact</a></p>



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		<a href="#">dexes/general</a>
<b>Day 4.</b> Electronic catalogues and search strategy	<ol style="list-style-type: none"> <li>1. Locating and retrieving information. Finding and combining keywords. Using the thesaurus. Boolean logic operators.</li> <li>2. Search engines. Accessing information. Documents classification. Types of catalogues.</li> </ol>	<a href="https://library.alliant.edu/screens/boolean.pdf">https://library.alliant.edu/screens/boolean.pdf</a> <a href="http://libguides.mit.edu/c.php?g=175963&amp;p=1158594">http://libguides.mit.edu/c.php?g=175963&amp;p=1158594</a> <a href="http://www.koha.org/">http://www.koha.org/</a> <a href="http://www.exlibrisgroup.com/category/Aleph">http://www.exlibrisgroup.com/category/Aleph</a>
<b>Day 5.</b> Reference management software	<ol style="list-style-type: none"> <li>1. Using Bibliographic software for referencing and research (Mendeley, Zotero).</li> <li>2. Citation standards. Introduction to the Literature Review. Referencing citation and Avoiding Plagiarism.</li> </ol>	<a href="http://www.mendeley.com">http://www.mendeley.com</a> <a href="http://www.zotero.org">http://www.zotero.org</a> <a href="https://www.refme.com/citation-generator/harvard/">https://www.refme.com/citation-generator/harvard/</a>
<b>Day 6.</b> Electronic databases of libraries	<ol style="list-style-type: none"> <li>1. Using Electronic Libraries Databases for research. The principles of databases construction and generation. Adequate indexing and abstracting services and citations databases. Academic Databases.</li> <li>2. Open access databases.</li> </ol>	<a href="http://web.a.ebscohost.com/">http://web.a.ebscohost.com/</a> <a href="http://link.springer.com/">http://link.springer.com/</a> <a href="http://www.dukejournals.org/">http://www.dukejournals.org/</a> <a href="http://online.sagepub.com/">http://online.sagepub.com/</a> <a href="http://etd.asj-oa.am/">http://etd.asj-oa.am/</a> <a href="http://www.openoair.org/">http://www.openoair.org/</a> <a href="http://polpred.com/">http://polpred.com/</a> <a href="http://www.doabooks.org/">http://www.doabooks.org/</a> <a href="https://doaj.org/">https://doaj.org/</a> <a href="https://www.elsevier.com/solutions/sciencedirect">https://www.elsevier.com/solutions/sciencedirect</a> etc.
<b>Day 7.</b> Copyright for libraries	<ol style="list-style-type: none"> <li>1. National Copyright Law. Copyright requirements. Restrictions. Avoiding plagiarism. Author's professional</li> </ol>	<a href="https://creativecommons.org/licenses/?previd=">https://creativecommons.org/licenses/?previd=</a>



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<p><b>Day8.</b> Creating and Using surveys for Library research</p>	<ol style="list-style-type: none"> <li>1. Qualitative and quantitative Research methodologies.</li> <li>2. Conduction of effective questionnaires and surveys and data analysis. How to design &amp; administer surveys.</li> </ol>	<p><a href="https://www.surveymonkey.com">https://www.surveymonkey.com</a></p> <p><a href="http://www.lse.ac.uk/library/versions/Creating%20effective%20questionnaires%20and%20surveys.pdf">http://www.lse.ac.uk/library/versions/Creating%20effective%20questionnaires%20and%20surveys.pdf</a></p> <p><a href="http://libguides.mit.edu/ld.php?content_id=13753638">http://libguides.mit.edu/ld.php?content_id=13753638</a></p> <p><a href="https://www.lrs.org/library-user-surveys-on-the-web/">https://www.lrs.org/library-user-surveys-on-the-web/</a></p> <p><a href="http://www.questionpro.com/research-surveys.html">http://www.questionpro.com/research-surveys.html</a></p> <p><a href="http://www.opia.psu.edu/sites/default/files/insights014.pdf">http://www.opia.psu.edu/sites/default/files/insights014.pdf</a></p> <p><a href="https://www.surveymonkey.com/user/sign-up/?ut_source=survey_thanks&amp;ut_source2=ipad_hands">https://www.surveymonkey.com/user/sign-up/?ut_source=survey_thanks&amp;ut_source2=ipad_hands</a></p>

**LIST OF SUGGESTED LITTERATURE**

1. Information Literacy Guide. Angela Repanovici, Transilvania University. 2012.
2. Alberg, Nicole. *CHRIS JASEK Elsevier User Centered Design Group Lead Library Connect, in Collaboration with the Elsevier User Centered Design Group How to Design Library Web Sites to Maximize Usability.* n.p., 2008.  
<http://digital.csic.es/bitstream/10261/2926/1/howtodesign%5B1%5D.pdf>.
3. ISS. *SCONUL Working Group on Information Literacy the SCONUL Seven Pillars of Information Literacy Core Model for Higher Education the SCONUL Seven Pillars of Information Literacy: Core Model.* n.p., 2011.

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- <https://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf>.
4. "Standards for Libraries in Higher Education." March 18, 2013. Accessed February 8, 2017. <http://www.ala.org/acrl/standards/standardslibraries>.
5. "Home." 2014. Accessed February 8, 2017. <http://www.isbn.org/standards/home/index.html>.
6. "Information Literacy Competency Standards for Higher Education." August 9, 2016. Accessed February 8, 2017. <http://www.ala.org/acrl/standards/informationliteracycompetency>.
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14. *Using Information Resources*. n.p., n.d. [http://libguides.mit.edu/ld.php?content\\_id=13753638](http://libguides.mit.edu/ld.php?content_id=13753638).
15. Service, Library Research. "Library User Survey Templates & How-Tos." 2016. Accessed February 8, 2017. <https://www.lrs.org/library-user-surveys-on-the-web/>.
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17. The Pennsylvania State University This material has been developed by and cannot be used or reproduced without permission of the Office of Planning and Institutional Assessment, Penn State University. *Using Surveys for Data Collection in Continuous Improvement Innovation Insights #14*. n.p., 2007. <http://www.opia.psu.edu/sites/default/files/insights014.pdf>.

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