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TITLE PAGE	
LNSS PILOTING MODULE No: 6	
TITLE OF MODULE: THE ELECTRONIC LIBRARY	
COURSE MATERIALS: textbook, online resources, handouts, videos, smartboard, white board, overhead projector, facilities for records, flip chart, handouts	
TABLE OF CONTENTS	
MODULE DESCRIPTION.....	2
MODULE STRUCTURE	4
ASSESSMENT SCHEME.....	4
COURSE PLAN.....	6
LIST OF SUGGESTED LITERATURE.....	17



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Library Network Support Services

MODULE DESCRIPTION

Type: Piloting

Semester: Spring or Autumn Semester

Target Audience: library staff.

Teacher expertise: n/a.

Teacher: Volha Paharelaya, Maryna Kuradavets.

Language: Russian, English.

Prerequisites: n/a.

Restrictions: n/a.

Supplementary regulations: n/a.

Summary: Digital libraries are an integral part of modern education system. The emergence and development of digital libraries has significantly changed usage of academic libraries staff. For information provision of educational and research processes at universities library staff should have a modern competence in this issues. This course focuses on the use of electronic libraries, including electronic library collections, modern methods of digitization and preservation of library stock, the debate about open access, new standards in cataloguing, institutional repositories Library Automation and Library Systems. This module was developed as part of Erasmus+ programme project Library Network Support Services: modernising libraries in Armenia, Moldova and Belarus through library staff development and reforming libraries.

Overall aim: formation of library staff representation on the phenomenon of digital libraries and ability of its effective usage in academic libraries.

Learning outcomes:

Knowledge and understanding

1. form a system of knowledge about contemporary electronic collections and their platforms;



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2. learn the value and opportunities of electronic information resources for the scientific and academic areas of the university
3. understand the methodology for calculating the impact factor and the value of this indicator for the scientific community;
4. understand the concept of open access and opportunities for the scientific community;
5. familiarize with modern techniques for the digitization and preservation of library collections, digital library services;
6. introduce the main features of institutional repositories;
7. understand and know new standards in cataloguing;
8. introduce Library Automation and Library Systems in Academic Libraries;

Subject specific understanding & skills

9. perform professional duties with the latest trends in the development of digital collections;
10. administrate the university profile in bibliometric and scientometric databases;
11. carry out professional duties in view of new cataloging standards;
12. know how to work with a variety of Library Systems in Academic Libraries

Key skills

13. be able to competently carry out the search and selection of information for users, taking into account possibilities of modern digital collections;
14. incorporate digital services into the list of academic library services and use them for satisfying user requests;
15. improve work of Institutional repository.



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MODULE STRUCTURE			
ECTS credits: 1		Study Hours 36 (18 in class meetings and 18 independent work)	
Taught Hours: 18 Day 1: 4 academic hours (160 minutes) Day 2: 4 academic hours (160 minutes) Day 3: 2 academic hours (80 minutes) Day 4: 4 academic hours (160 minutes) Day 5: 4 academic hours (160 minutes)			
Independent Hours 18 Hours			
Total 36 Hours			
Assessment scheme			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Attendance			
<u>Assignment 1:</u> «Library staff view on e-books and e-journals"»	1		
<u>Assignment 2:</u> Questionnaire "The usage of databases as the professional duty of library specialist"	3		
	4		



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<p><u>Assignment 3:</u> Crossword «Master of cataloging»</p> <p><u>Assignment 4:</u> Individual work “Top 10 ideas for the Libraries of the Future”</p> <p><u>Final test</u></p>	<p>5</p> <p>5</p>		
<p>Description of types of assessment</p>			
<p><u>Assignment 1:</u> «Library staff view on e-books and e-journals” – 15% . Course participants see the quiz questions on the board and answer to the task themselves. Then the lecturer and participants discuss the questions and their answers.</p> <p><u>Assignment 2:</u> Questionnaire "The usage of databases as the professional duty of library specialist” – 15%. Each course participant receives a questionnaire and answers to it. Then the lecturer and participants discuss the results.</p> <p><u>Assignment 3:</u> Crossword «Master of cataloging» - 15%. Course participants receive a crossword and answer to it. Then the lecturer and the participants discuss the results.</p> <p><u>Assignment 4:</u> Individual work “Top 10 ideas for the Libraries of the Future” -15%. Each course participant prepares ideas and present them to the audience. The ideas should relate to library hardware and software in the nearest future.</p> <p><u>Final test</u> – 40%.</p>			



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Course participants are handed out the test tasks on the passed material of the course.

Excellent: Student choose the right answers, for some questions they provide also clear descriptions.

Good: Students fail to answer correctly 4 questions, the description has a positive language

Poor: Students fail to answer correctly more that 7 answers, the description is somehow positive.

Week: Student fail to answer correctly more than 10 questions, student describes a picture or a topic by using standard negative phrases.

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
Day 1. Managing Electronic Library Collections	Lesson 1. E-books usage in academic libraries	A) Icebreaker helping the participants to get acquainted and understand the topic B) Introduction of Lesson 1. C) Presentation by the teacher about the role of the course within LNSS project, its overall aim,	5 minutes 5 minutes 10 minutes 30 minutes 25 minutes	1, 2, 9, 13, 14	<u>Assignment 1</u> : «Library staff view on e-books and e-journals"»



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		<p>study plan, assessment scheme, learning outcomes</p> <p>C) Lecture on the lesson theme with the demonstration of the presentation</p> <p>D) Debates “E-books VS books”</p> <p>E) Conclusion of Lesson 1.</p>	5 minutes		
	Lesson 2. E-journals usage in academic libraries	<p>A) Introduction of Lesson 2</p> <p>B) Lecture on the lesson theme with the demonstration of the presentation</p> <p>C) Making a group list of advantages and disadvantages of e-collections for users and library staff of academic library</p> <p>D) <u>Assignment 1</u>: Quiz «Library staff view on e-books and e-journals”</p> <p>E) Conclusion of Day 1</p>	<p>5 minutes</p> <p>30 minutes</p> <p>15 minutes</p> <p>25 minutes</p> <p>5 minutes</p>		
Day 2. E-databases. Introduction to open access and	Lesson 3. E-databases	<p>A) Introduction of Lesson 3</p> <p>B) Lecture on the lesson theme with the demonstration of the presentation</p> <p>C) Watching videos on the material</p>	<p>5 minutes</p> <p>30 minutes</p> <p>15 minutes</p>	1, 2, 3, 4, 9, 10, 13, 14	



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open sources for librarians		D) Discussion «E-databases and library staff» E) Conclusion of Lesson 3.	25 minute 5 minutes		
	Lesson 4. Introduction to open access and open sources for librarians	A) Introduction of Lesson 4 B) Lecture on the lesson theme with the demonstration of the presentation C) Watching videos on the material D) Discussion "Open Access: yes or no" E) Conclusion of Day 2	5 minutes 30 minutes 20 minutes 20 minute 5 minutes		
Day 3. Digitisation, Preservation and Digital Services in Libraries	Lesson 5. Digitisation, Preservation and Digital Services in Libraries	A) Introduction of Lesson 5. B) <u>Assignment 2</u> : Questionnaire "The usage of databases as the professional duty of library specialist" C) Lecture on the lesson theme with the demonstration of the presentation D) Watching videos on the material E) Discussion "Digital Services in my library"	5 minutes 15 minutes 25 minutes 15 minute 15 minute 5 minutes	5, 13, 14	<u>Assignment 2</u> : Questionnaire "The usage of databases as the professional duty of library specialist"



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		F) Conclusion of Day 3			
Day 4. Institutional repositories. New standards in Cataloguing	Lesson 6. Institutional repositories	A) Introduction of Lesson 6. B) Lecture on the lesson theme with the demonstration of the presentation. C) Work in pairs: “Library staff and institutional repository” D) Conclusion of Lesson 6.	5 minutes 45 minutes 25 minutes 5 minutes	6, 7, 11, 15	<u>Assignment 3: Crossword</u> «Master of cataloging»
	Lesson 7. New standards in Cataloguing	A) Introduction of Lesson 7. B) Lecture on the lesson theme with the demonstration of the presentation C) collective discussion of new standards in cataloguing and used in academic library standarts in cataloguing D) <u>Assignment 3: Crossword</u> «Master of cataloging» E) Conclusion of Day 4	5 minutes 35 minutes 15 minutes 20 minutes 5 minutes		
Day 5. Library Automation and Library Systems in	Lesson 8. Library Automation and Library Systems in Academic Libraries	A) Introduction of Lesson 8. B) Lecture on the lesson theme with the demonstration of the presentation C) <u>Assignment 4: Individual work</u> “Top 10 ideas for the Libraries of the Future”	5 minutes 30 minutes 40 minutes	12, 13	<u>Assignment 4: Individual work</u> “Top 10 ideas for the Libraries of the Future” Final test



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Academic Libraries		D) Conclusion of Lesson 8.	5 minutes		
	Lesson 9. Final lesson	A) Personal presentation “Top 10 ideas for the Libraries of the Future” B) Final test C) Feedback D) Post-evaluation and summary of the module	25 minutes 30 minutes 10 minutes 15 minutes		
Activity title		Activity description		Suggested materials	
Day 1. Managing Electronic Library Collections Lesson 1. Ebooks usage in academic libraries		A) Start the session with an icebreaker helping the participants to get acquainted and understand the topic B) Introduction of Lesson 1. Presentation by the teacher about the role of the course within LNSS project, its overall aim, study plan, assessment scheme, learning outcomes. C) Lecture on the lesson theme with the demonstration of the presentation PPT 1. Managing Electronic Library Collections: 1. E-books definition, ebooks types, e-book platforms (Google Books, Internet archive Books, Open library Books, Project Gutenberg, OpenEdition Books) 2. online demonstration of free ebook platforms 3. non-free e-book platforms (Springer eBooks, EBSCO Books, Oxford Handbooks Online)		1) PPT 1. Managing Electronic Library Collections 2) White board, overhead projector, smart board, facilities for records, flip chart, handout.	



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	<p>D) Debates “E-books VS books”: for this activity the lecturer divides the audience into 2 groups; first group presents e-books, second one-traditional books; the teacher names advantages and disadvantages of books and ebooks; the representatives of each group express their views with arguments on each item one by one.</p> <p>E) Conclusion of Lesson 1.</p>	
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<p>Lesson 2. E-journals usage in academic libraries</p>	<p>A) Introduction of Lesson 2. B) Lecture on the lesson theme with the demonstration of the presentation PPT 1. Managing Electronic Library Collections: 1. E- journals– definition, reasons of usage - 2. free E-journals platforms (Directory of Open Access Journals (DOAJ), e-journals.org; ABC-Chemistry Dictionary; Google Play Press, OpenEdition Journals) 3. non-free E-journals platforms (Wiley, Nature.com Complete, Springer Journals, Oxford University Press (OUP), IOPscience extra) C) Making a group list of advantages and disadvantages of e-collections for users and library staff of academic library D)Assignment 1: Quiz «Library staff view on e-books and e-journals": course participants see the quiz questions on the board and answer to the task themselves. Then the lecturer and participants discuss the questions and their answers. E) Conclusion of Day 1.</p>	
<p>Day 2. E-databases. Introduction to open access and open sources for librarians Lesson 3. E-databases</p>	<p>A) Introduction of Lesson 3. B) Lecture on the lesson theme with the demonstration of the presentation PPT2. E-databases. Introduction to open access and open sources for librarians: 1. E-databases – definition, classification, types.</p>	<p>1) PPT 2. E-databases. Introduction to open access and open sources for librarians 2) The videos on the material: 3) Video 1:Scopus: An eye on global research https://www.youtube.com/watch?v=VkoLIKJvcqo</p>



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	<p>2. bibliographic E-databases (Refdoc; Ingenta Connect; British Library Direct; The Collection of Computer Science Bibliographies; INSPIRE: the High Energy Physics information system; EBSCO: Library, Information Science & Technology Abstracts; AGRICOLA; MedLine (PubMed))</p> <p>3. full-text E-database or complete text database (Digital archive; Digital library; Project Gutenberg; EBSCOhost; IMF eLibrary; OECD iLibrary; Wiley Online Library; SpringerLink; ScienceDirect)</p> <p>4. national full-text E-database (National digital resource RUKONT, ZNANIUM.COM IQlib, eLIBRARY.RU etc.)</p> <p>5. abstracts and citation database (Scopus, Web of Science)</p> <p>6. Citation impact, Journal Impact Factor, Calculating a journal's Impact Factor</p> <p>7. H-index</p> <p>C) Watching videos on the material (Video 1-2)</p> <p>D) Discussion «E-databases and library staff»: the lecturer and the audience discuss the advantages and disadvantages of E-databases usage in academic libraries</p> <p>E) Conclusion of Lesson 3.</p>	<p>Video 2: Web of Science Quick Tour https://www.youtube.com/watch?v=Ulfu0njSZN0</p> <p>Video 3: Open Access Explained! https://www.youtube.com/watch?v=L5rVH1KGBCY</p> <p>3) White board, overhead projector, smart board, facilities for records, flip chart, handouts.</p>
	<p>A) Introduction of Lesson 4.</p>	



<p>Lesson 4. Introduction to open access and open sources for librarians</p>	<p>B) Lecture on the lesson theme with the demonstration of the presentation PPT2. E-databases. Introduction to open access and open sources for librarians:</p> <ol style="list-style-type: none"> 1. Open access and open sources definition 2. Budapest Open Access Initiative 3. Berlin declaration to open access to knowledge 4. Green and golden road to open access <p>C) Watching videos on the material (Video 3)</p> <p>D) Discussion "Open Access: yes or no": the lecturer and the audience argue about digital services in academic libraries and making proposals about new ones.</p> <p>E) Conclusion of Day 2</p>	
<p>Day 3. Digitisation, Preservation and Digital Services in Libraries Lesson 5. Digitisation, Preservation and Digital Services in Libraries</p>	<p>A) Introduction of Lesson 5. B) <u>Assignment 2</u>: Questionnaire "The usage of databases as the professional duty of library specialist": each course participant receives a questionnaire and answers to it. Then the lecturer and participants discuss the results. C) Lecture on the lesson theme with the demonstration of the presentation PPT 3. Digitisation, Preservation and Digital Services in Libraries:</p> <ol style="list-style-type: none"> 1. Systems for information conservation and preservation definition 	<p>1) PPT 3. Digitisation, Preservation and Digital Services in Libraries</p> <p>2) The videos on the material: Video 4: From the Shelf to the Screen - The digitisation process https://www.youtube.com/watch?v=aNearGbiM9I Video 5: Stanford University Libraries' Digitization Labs https://www.youtube.com/watch?v=RdLcrNeWjIs Video 6: BFS-Auto: High Speed Book Scanner at over 250 pages/min https://www.youtube.com/watch?v=03ccxwNssmo Video 7: ScanRobot 2.0 MDS: Scanning very thick books up to 15 cm (6 inch)</p>



	<p>3. Digitisation process 4. Digitization formats 5. Preservation policy 6. Digital Services in libraries D) Watching videos on the material (Videos 4-8) E) Discussion «E-databases and library staff»: the lecturer and the audience discuss the advantages and disadvantages of E-databases usage in academic libraries F) Conclusion of Day 3</p>	<p>https://www.youtube.com/watch?v=SdipuAuWsEs Video 8: BFS-Solo: High Speed Book Digitization using Monocular Video https://www.youtube.com/watch?v=tCq32jhWz1Q 3) White board, overhead projector, smart board, facilities for records, flip chart, handouts.</p>
<p>Day 4. Institutional repositories. New standards in Cataloguing Lesson 6. Institutional repositories</p>	<p>A) <i>Introduction of Lesson 6.</i> B) Lecture on the lesson theme with the demonstration of the presentation PPT 4. Institutional repositories. New standards in Cataloguing: 1. Institutional repositories: definition, platforms, requirements 2. Management and organization of Institutional repositories 3. Self-archiving 4. Uniform Resource Identifier (URI) 5. Copyright and publishing 6. World ranking of repositories C) Work in pairs: “Library staff and institutional repository”: the lecturer handing out cards with questions about the role of librarians in the establishment and promotion of institutional</p>	<p>1) PPT 4. Institutional repositories. New standards in Cataloguing 2) White board, overhead projector, smart board, facilities for records, flip chart, handouts.</p>



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	<p>repository; the discussion takes place in pairs, then on one of the pair presents the opinion. D) Conclusion of <i>Lesson 6</i>.</p>	
<p>Lesson 7. New standards in Cataloguing</p>	<p>A) Introduction of Lesson 7. B) Lecture on the lesson theme with the demonstration of the presentation PPT 4. Institutional repositories. New standards in Cataloguing: 1. New standards in Cataloguing 2. Need for change, 3. Resource Description and Access (RDA), 4. Anglo-American Cataloguing Rules (AACR), 5. International Standard Bibliographic Description (ISBD), 6. British Library and Dewey 23 7. National standards in cataloguing C) Collective discussion of new standards in cataloguing and used in academic library standards in cataloguing D) <u>Assignment 3</u>: Crossword «Master of cataloging»: course participants receive a crossword and answer to it. Then the lecturer and the participants discuss the results. E) Conclusion of Day 4</p>	
<p>Day 5.</p>	<p>A) Introduction of Lesson 8.</p>	



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<p>Library Automation and Library Systems in Academic Libraries Lesson 8. Library Automation and Library Systems in Academic Libraries</p>	<p>B) Lecture on the lesson theme with the demonstration of the presentation PPT 5. Library Automation and Library Systems in Academic Libraries</p> <ol style="list-style-type: none"> 1. Library Automation definition, 2. Development of Library Automation, 3. Need of Library Automation, 4. Advantages and disadvantages of automation <p>C) Individual work “Top 10 ideas for the Libraries of the Future”: each course participant prepares ideas and present them to the audience. The ideas should relate to library hardware and software in the nearest future.</p> <p>D) Conclusion of Lesson 8.</p>	<p>1) PPT 5. Library Automation and Library Systems in Academic Libraries</p> <p>2) White board, overhead projector, smart board, facilities for records, flip chart, handouts.</p> <p>3) Student Evaluation Form</p>
<p>Lesson 9. Final lesson</p>	<p>A) Personal presentation “Top 10 ideas for the Libraries of the Future”</p> <p>B) Final test</p> <p>C) Feedback: each course participant fills in Student Evaluation Form</p> <p>D) Post-evaluation and summary of the module</p>	

LIST OF SUGGESTED LITTEATURE

1. Primoz J. Librarians as information experts and their support of research policy// Труды Санкт-Петербургского государственного института культуры. 2015. Т.205. С. 63-70. <http://elibrary.ru/item.asp?id=23420410>



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<http://elibrary.ru/item.asp?id=25297999>
7. Залаев Г.З., Каленов Н.Е., Цветкова В.А Оцифровка документов в научных архивах и библиотеках: вопросы и ответы // Научно-техническая информация. Серия 1: Организация и методика информационной работы. 2016. №2. С. 14-21.
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9. Исаков С. П.Э - книга: проблемы становления и перспективы развития // Идеи и идеалы. 2012. Т. 1. №2. С. 28-34.
10. Калинина Г.П. Проблемы применения стандартов на библиографическую запись или проблемы их понимания? // Библиография и книговедение. 2015. №1. С. 42-46.
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