

**THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION**

**Master of Science in Library and Information Management
Programme Learning Outcomes (PLOs)**

1. Enhance information resources management in libraries and other organisations by applying LIM and related methodologies and techniques
2. Enhance information based services by understanding the ways that humans conceptualise, seek, and use information
3. Design systems and policies that facilitate information resource management and services within, and between, organisations and their stakeholders.
4. Design systems and policies that facilitate knowledge management in organisations and communities
5. Design policies and systems that facilitate the delivery of collections, information services and resources to an identified clientele and other internal and external stakeholders
6. Research on the acquisition, organization, storage, sharing, and use of information and/or knowledge

Course List

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Not all courses will necessarily be offered every year. Courses with low enrollment will be cancelled. The Faculty reserved the right to withdraw the above courses at any time.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6025	Methods of research and enquiry	Core	Dr Sam Chu, Dr Dickson Chiu, Dr Felix Siu

Course Description

This course introduces students to research methods, emphasizing critical appraisal of research in the field and understanding multiple approaches to conducting research. The course also examines the conceptualization, planning & conduct of small-scale research in library and information management settings. Students will gain knowledge and skills in finding relevant literature, designing a research study, managing a group task, delivering a team presentation & writing a research proposal.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Acquire a general understanding of major approaches & techniques for research on the provision, use & management of information & knowledge resources in organizations & communities	PLO2: Enhance information based services by understanding the ways that humans conceptualise, seek, & use information	1, 2,3
2	Identify & critique a small collection of research studies on the provision, use or management of information or knowledge resources in organizations or communities	PLO3: Design small scale studies involving LIM & related areas	1, 2,3
3	Conceptualize & plan a small empirical study on the provision, use or management of information or knowledge resources in an organizational or community setting	PLO6: Research on the acquisition, organization, storage, sharing, & use	2
4	Collect, analyse & interpret research data		1, 2
5	Organise & communicate research findings		1, 2

Assessment Tasks

Task No	Title	Mode of Assessment	Weighting	Related LOs
1	Critical appraisal of a master's dissertation	Group	35%	1,2,4,5
2	Proposal for a Small-Scale Research Project	Individual	50%	1,2,3,4,5
3	Participation (In-class & online)	Individual	15%	1,2

Key References and Resources

- Greenfield, T., & Greener, S. (2016). *Research methods for postgraduates*, 3rd ed. Hoboken: John Wiley & Sons. (<http://library.hku.hk/record=b5815821>)
- Flick, U. (2015). *Introducing research methodology: a beginner's guide to doing a research project*, 2nd ed. Thousand Oaks: SAGE. (<http://library.hku.hk/record=b5733531>)
- Ary, D. (2014). *Introduction to research in education*, 9th ed. Belmont, California: Wadsworth Cengage Learning. (<http://library.hku.hk/record=b5015293>)
- Picardi, C. A. & Masick, K. D. (2014). *Research methods: designing and conducting research with a real-world focus*. California: SAGE Publications, Inc. (<http://library.hku.hk/record=b5102970>)
- Newby, P. (2014). *Research methods for education*. New York, NY: Routledge. (<http://library.hku.hk/record=b5196822>)
- Creswell, J. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th ed. Boston: Pearson. (<http://library.hku.hk/record=b4583561>)
- Cohen, L. (2011). *Research methods in education*, 7th ed. New York: Routledge. (<http://library.hku.hk/record=b4603522>)

- Bell, J. (2010). *Doing your research project: A guide for first-time researchers in education, health and social science*, 5th ed. Maidenhead: McGraw Hill Open University Press. (<http://library.hku.hk/record=b4436204>)
- Connaway, L., & Powell, R. (2010). *Basic research methods for librarians*, 5th ed. Westport: Libraries Unlimited. (<http://library.hku.hk/record=b4481259>)
- Field, A. (2009). *Discovering Statistics Using SPSS*, 3rd ed. London: Sage. (<http://library.hku.hk/record=b4146198>)
- McNiff, J., & Whitehead, J. (2009). *Doing and writing action research*. London: Sage. (<http://library.hku.hk/record=b4183693>)
- Wildemuth, B. (2009). *Applications of social research methods to questions in information and library science*. Westport: Libraries Unlimited. (<http://library.hku.hk/record=b4186592>)
- Yin, R. (2009). *Case study research: design and methods*, 4th ed. Thousand Oaks: Sage. (<http://library.hku.hk/record=b4091921>)
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. Thousand Oaks: Sage. (<http://library.hku.hk/record=b4150961>)
- Bryman, A. (2008). *Social research methods*, 3rd ed. Oxford: Oxford University Press. (<http://library.hku.hk/record=b4177303>)
- *Denscombe, M. (2007). *The good research guide for small-scale social research projects*, 3rd ed. Maidenhead: Open University Press. (<http://library.hku.hk/record=b4511691>)
- Kvale, S. (2007). *Doing interviews*. London: Sage. (<http://library.hku.hk/record=b3747402>)
- Pickard, A. (2007). *Research methods in information*. London: Facet. (<http://library.hku.hk/record=b3698267>)
- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, Calif: Sage Publications. (<http://library.hku.hk/record=b2977257>)
- *Gillham, B. (2005). *Research interviewing: The range of techniques*. Maidenhead: Open University Press. (<http://library.hku.hk/record=b3025048>)
- Gorman, G., & Clayton, P. (2005). *Qualitative research for the information professional: A practical handbook*, 2nd ed. London: Facet. (<http://library.hku.hk/record=b2934547>)
- De Vaus, D. (2002). *Analyzing social science data: 50 key problems in data analysis*. London: Sage. (<http://library.hku.hk/record=b2349862>)
- *De Vaus, D. (2002). *Surveys in social research*, 5th ed. London: Routledge. (<http://library.hku.hk/record=b2326478>)
- Morgan, S., Reicher, T., & Harrison, T. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston: Allyn and Bacon. (<http://library.hku.hk/record=b2280734>)
- Egghe, L., & Rousseau, R. (2001). *Elementary statistics for effective library and information service management*. London: Aslib/IMI. (<http://library.hku.hk/record=b2350953>)
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage. (<http://library.hku.hk/record=b1990246>)
- Miles, M.B. (1994). *Qualitative data analysis: an expanded sourcebook*, 2nd ed. Thousand Oaks, Calif.: Sage. (<http://library.hku.hk/record=b1349875>)

(*Also available as e-books at HKUL)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6206	Leading & managing in the workplace	Core	Mr Peter Warning, Dr Victor Leung, Mr Perkins Ho, Ms Shelly Mok

Course Description

This course uses a case method approach to explore a range of established & emerging management & leadership concepts. Adopting an organisational behaviour approach, participants will be challenged to compare the suitability of their own management styles to a range of different situations. Experiential learning exercises engage the participants in managerial activities such as team building & decision-making

Course learning outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Assess their organisation at macro- & micro-levels by applying established organizational behaviour frameworks	PLO4: Design systems & policies that facilitate knowledge management in organisations & communities (Knowledge Management specialism)	3
2	Identify their own preferred leadership style		1,3
3	Apply appropriate decision making & leadership styles, based on situation analysis		1,2
4	Carry out effective supervision & systematic performance appraisal		2
5	Identify individuals' potential strengths & weaknesses & bases for motivation within the		2
6	Understand group & team dynamics		2
7	Plan team-building activities		2

Assessment Tasks

Task No.	Title	Weighting	Related LOs
1	Online seminar participation : Leadership theories & practice	10%	2,3
2	Case study: Team building – individual	30%	3,4,5,6,7
3	Leadership & management portfolio – individual	60%	1,2

Textbook

Ivancevich, J., Konopaske, R., & Matteson, M. (2011). *Organizational behavior and management*. 9th ed. New York: McGraw-Hill Irwin.

(Additional readings will be provided in class)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6314	Library & Information Science Foundations	Core	Dr Dickson Chiu, Mr Peter Warning

Course Description

This course introduces the history, the complex development & the potential of information sciences in libraries & other work places. The applications for information & the role of library & information professionals are examined with an emphasis on the information professional as an educator. Issues in newly emerging areas such as digital & web-based information sciences with their applications in libraries, education, & other organizational environments will also be explored.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Critically analyze current trends & issues relating to the information society such as legal, political & economic aspects	PLO1: Enhance information resources management in libraries & other organizations by applying LIM & related methodologies & techniques	1,2,3
2	Recognize the properties of information, the differences between information & knowledge & how these effect information management		1,2,3
3	Apply models relating to information management, the creation & transfer of information, knowledge management & records management to enhance information flows		1
4	Apply the components of professional practice & describe the place of information management in organizations & society		1,2,3
5	Create bibliographies using <i>Endnote</i>		1,2
6	Analyze different types of information organizations in terms of their characteristics & differences, user needs, etc.		1,2

Assessment Tasks

Task No.	Title	Weighting	Related LOs
1	Group project: Information organizations report (group)	40%	1,2,3,4,5,6
2	Individual Paper (individual)	40%	1,2,4,5,6
3	Class participation (individual)	20%	1,2,4

Key references & resources

There is no single textbook or reference that adequately covers the topics in this course. You will be provided with references in each session & will be expected to read key references in preparation for each session. The readings, along with online resources, will give you the necessary information to successfully complete the course. Below is a list of key references:

- Borgmann, A. (1999). Holding on to Reality: The Nature of Information at the Turn of the Millennium. Chicago: University of Chicago Press. (also eBook).
- Brockmeier, Jens (2013). Fact and fiction: Exploring the narrative mind. In M. Hatavara, L.-C. Hyden & M. Hyvarinen (Eds.), *The Travelling Metaphor of Narrative*. Amsterdam & Philadelphia: John Benjamins (2013).
- Choo, C. W. (2002). *Information management for the intelligent organization: the art of scanning the environment*. Information Today, Inc. (ebook available on Google books)
- Evans, G., & Carter, T. (2009). Introduction to Library Public Services, 7th ed. Westport: Libraries Unlimited.
- Fung, R. H. Y.*, Chiu, D. K. W., Ko, E. H. T.*, Ho, K. K., & Lo, P. (2016). Heuristic Usability Evaluation of University of Hong Kong Libraries' Mobile Website. *The Journal of Academic Librarianship*, in press.
- Hedden, Heather (2010). *Accidental Taxonomist*. Medford(NJ):Information Today.
- Ho, K.K.W., Lo, P. Chiu, D.K.W., Kong, E.W.S., Chen, J.C., Zhou, Q., Xu, Y., & Dalsgard S. (2016). Intrinsic vs.

extrinsic motivations of Master of Library and Information Science students: A cross-cultural comparative study. *Journal of Librarianship and Information Science*. in press.

- Jelassi, T. & Enders, A. (2008). *Strategies for e-Business: Creating Value through Electronic and Mobile Commerce*. Harlow, England: Prentice Hall
- Laudon, K. & Laudon, J. P. (2016). *Management Information System, Global Edition, 14/E*. Pearson.
- Lester, J. & Koehler, W. (2007). *Fundamentals of Information Studies: Understanding Information and its Environment*, 2nd ed. New York: Neal-Schuman.
- Lo, P., Chiu, D., & Rogers, H. (2016). Academic Library Leadership Issues and Challenges: An Informational Interview with Peter Sidorko, Librarian of the University of Hong Kong. *Journal of East Asian Libraries*, 2016(162), 3.
- Lo, Patrick (2015). *Preserving Local Documentary Heritage—Conversations with Special Library Managers and Archivists in Hong Kong*. City University of Hong Kong Press.
- Lo, P., Chiu, D.K.W., Dukic, Z., Cho, A., & Liu J. (2016). Motivations for choosing librarianship as a second career among students at the University of British Columbia and the University of Hong Kong, *Journal of Librarianship and Information Science*. in press.
- Lo, P., Dukic, Z., Chiu, D. K., Ikeuchi, U., Liu, J., & Lu, Y. (2015). Why Librarianship? A Comparative Study Between University of Tsukuba, University of Hong Kong, University of British Columbia and Shanghai University. *Australian Academic & Research Libraries*, 46(3), 194-215.
- Lo, P., Chen, J. C. C., Dukic, Z., Youn, Y. R., Hirakue, Y., Nakahima, M., & Yang, G. (2014). The roles of the school librarians as information literacy specialists: a comparative study between Hong Kong, Shanghai, South Korea, Taipei, and Japan. *New Library World*, 115(7/8).
- Lo, P., Chiu, D. K., & Chu, W. (2014). Modeling Your College Library after a Commercial Bookstore? The Hong Kong Design Institute Library Experience. *Community & Junior College Libraries*, 20(1/2).
- Middleton, M. (2002). *Information Management: A Consolidation of Operations, Analysis and Strategy*. (Topics in Australasian Library and Information Studies, 18). Wagga Wagga: Centre for Information Studies, Charles Sturt University.
- Myburgh, S. (2005). *The New Information Professional: How to Survive in the Information Age Doing What You Love to Do*. Oxford: Chandos.
- Norton, M. (Ed.), (2000). *Introductory Concepts in Information Science*. Medford, NJ: ASIS.
- Porter, M.E. (2008) The Five Competitive Forces That Shape Strategy, *Harvard business Review*, January 2008.
- Raber, D. (2003). *The Problem of Information: An Introduction to Information Science*. Lanham: Scarecrow.
- Rubin, R. (2000). *Foundations of Library and Information Science*, 2nd ed. New York: Neal-Schuman.
- Williams, J. & Carbo, T. (Eds). (1997). *Information Science: Still an Emerging Discipline*. Pittsburgh: Cathedral Publishing.
- Wirtz, J., Chew, P, Lovelock, C. H. (2013). *Essentials of Service Marketing*, 2nd Edition. Pearson.
- Vickery, B. & Vickery, A, (2004). *Information Science in Theory and Practice*, 3rd ed. Munich: Saur. (also translated into Chinese)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6201	Information resources and services	Lib/IM	Mr Peter Warning

Course Description

This course introduces the global information environment & examines how libraries & information agencies facilitate access to a range of print & online information sources through identifying & locating information. Students will gain knowledge & expertise in analyzing the information needs of customers, formulating research strategies, & identifying relevant resources. Reference materials in a variety of formats & the technical & mediation skills needed to proficiently accomplish this essential information service are discussed

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Understand information resources & services	1) Enhance information resources management in libraries & other organizations by applying LIM & related methodologies & techniques	1
2	Acquire knowledge & skills in the management, development, & promotion of information resources & services	1) Enhance information resources management in libraries & other organizations by applying LIM & related methodologies & techniques	1,2,3
3	Design appropriate measures to enhance the quality & productivity of information service provision	4) Design systems & policies that facilitate information resource management & services, within & between, organizations & their stakeholders	1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Analysis & evaluation of information service provision	Group	40%	1,2,3
2	Information seeking exercise (1)	Individual	30%	2,3
3	Information seeking exercise (2)	Individual	30%	2,3

Key References & Resources

- Information services & use. Online. (via EBSCOhost)
- Wirtz, J., Chew, P, & Lovelock, C. (2013). Essentials of Service Marketing. 2nd Edition. Pearson.
- Wilson, T. (2003). Human information behaviour. Informing Science, 15, 2.
- <http://inform.nu/Articles/Vol3/v3n2p49-56.pdf>
- ALA Guidelines for information services: <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines>
- Guidelines from Reference & User Services Association (RUSA)
- <http://www.ala.org/ala/mgrps/divs/rusa/about/index.cfm>
- ALA Guidelines for behavioral performance of reference & information service providers <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6202	Literature for young people in a digital age	Lib	Dr Jennifer Ford, Ms Vivian Ho

Course Description

This course provides an overview of the history of children's literature with a discussion of major authors and contributors and an emphasis on contemporary literature for children and young adults. The impact of new technologies on the publication and use of children's fiction and non-fiction are discussed. Interactive multimedia, online reading and digital libraries for children are evaluated.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Comprehend and appreciate children's literature as a valuable source of intellectual, emotional, and aesthetic encounter enriching children's and young adults' experience	2	1,2,3,4
2	Examine critically how children's literature reflects and promotes society's views of childhood, gender roles, etc. from early books to current publishing trends	2	1,2,3,4
3	Analyze and select high quality and developmentally appropriate literature for children, their authors, and illustrators in a range of genres and age levels for K12 students	2	1,2,3,4
4	Use evidence- and theory-based reasoning to design age-appropriate activities intended to stimulate and extend children's literary experiences and reading enjoyment	2,3,4,6	1,4
5	Recognize and reflect on the impact of new information technologies on children's literature and reading	2,5	1,2,3,4
6	Develop skills and strategies for creating a multimedia book in a collaborative manner	2,5,6	2,3,4

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Reading and resource guide	Individual	40%	1,2,3,4,5,6
2	Class participation	Individual	10%	1,2,3,5,6
3	Report	Individual	10%	1,2,3,5,6
4	Group Project	Group	40%	1,2,3,4,5,6

Key References and Resources

Suggested textbook

Galda, L. & Cullinan, B.E. (2002/2006/2010/2014). *Literature and the Child*, 5th/6th/7th/8th Ed., Wadsworth: Thomson Learning. (Available in Main Library's Reserve)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6203	Digital collection	Lib	Dr Alvin Kwan

Course Description

This course introduces the motivation for digital collection development and evolution of digital collections and services that they provide. Various issues of digital collection development like document types and formats, access strategies and interfaces, metadata and interoperability, economic and social policies, and collection management and system evaluation are examined.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	To demonstrate familiarity with digital libraries, theories and issues underlying their development and ongoing research issues.	1	1,2
2	To build a prototype digital library	1,6	1,3
3	To help improve the quality of a digital library by evaluating it from different perspectives (e.g., users and functionalities)	2,6	2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Group Project	Group	35%	1,2
2	Evaluation a digital library	Individual	35%	3
3	Mini-tasks (2 to 3)	Individual/ Group	30%	1,2,3

Key References and Resources

Suggested textbook:

- Chowdhury, G. G., & Chowdhury, S. (2003). Introduction to Digital Libraries. London: Facet Publishing. (<http://library.hku.hk/search/t?SEARCH=Introduction+to+Digital+Libraries>)
- Witten, I. H., Bainbridge, D. & Nichols, D. (2010). How to Build a Digital Library

Online resources are also used in this course. They are listed on Moodle or in the learning materials of the relevant PowerPoint slides.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6204	Records management	IM/AR	Dr Maggie Wang

Course Description

This course explores the philosophy of records management and presents the basic techniques and standards for managing records in organizations. The emphasis is on activities and methods relevant to storage, filing, retrieval, retention, preservation, and disposition of physical and electronic records, with legal and ethical considerations. The course also examines principles and strategies to establish organization-wide records management programs for building information and knowledge repositories.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Demonstrate knowledge of basic principles and approaches for records management	1,2	1,2,3
2	Apply a variety of methods and skills for physical and electronic records management	1,2	1,2,3
3	Analyze and evaluate records management programs in organizational environment	1,2,3,5	1,2,3
4	Analyze legal and ethical issues in records management	2,3	1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Classroom and online activities	Individual	30%	1,2,3,4
2	Learning journals	Individual	40%	1,2,3,4
3	Group project	Group	30%	1,2,3,4

Key References and Resources

Main Reference

- Read, J., & Ginn, M.L. (2016). *Records Management* (10th Ed). Cincinnati, OH: South-Western.
- Adam, A. (2008). *Implementing electronic document and record management systems*. Boca Raton, Fla.: Auerbach Publications. (e-book, available at HKU library)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6209	Teacher librarianship	Lib	Ms Helen Chan, Ms Vivian Ho

Course Description

This course analyses the curricular and information leadership roles of the teacher librarian. Attention will be given to discussion of the role the teacher librarian with respect to the development of a whole school approach to information literacy. Collaborative Planning and Teaching (CPT) will be evaluated as the bridge between the teacher librarian, information services, inquiry based learning, and the adoption of an information literacy culture. The importance of the principal-teacher librarian relationship as a force for information leadership will be considered in light of the research evidence.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Comprehend the role of the teacher librarian in the school environment	2,6	1,2,3
2	Ascertain how to develop and implement resource and inquiry	6	1,2,3
3	Identify and access reliable sources for library information and	5	1,3
4	Understand how to integrate information literacy skills program	6	2,3
5	Identify areas of school librarian's collaboration with teachers and school administrators for developing an	6	1,2,3
6	Apply suitable methods and techniques to evaluate library	6	1,3

Assessment

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Building a model of a <i>Virtual Learning Commons</i>	Group	40%	1,2,3,5,6
2	IL Program and lesson plan	Individual	50%	1,2,4,5
3	Class participation and threaded discussion	Individual	10%	1,2,3,4,5,6

Selected References

- Bopp, R. E., and L. C. Smith. (2011). *Reference and Information Services: An Introduction*. Englewood, CO: Libraries Unlimited.
- Carlson, C. (2009). *Guiding students into information literacy: strategies for teachers and teacher-librarians*. Lanham, Md.: Scarecrow Press.
- Cassell, K. A. & Hiremath, U. (2013). *Reference and information services [electronic resource]: an introduction*. Chicago: American Library Association.
- Chu, S. (2012). *Developing upper primary students' 21st century skills: inquiry learning through collaborative teaching and web 2.0 technology*. Hong Kong: Centre for Information Technology in Education, University of Hong Kong.
- Chu, S.K.W., Warning, P. & Wu, W. (2011). *Fostering the culture of reading and enhancing information literacy: Exemplars of school libraries*. Hong Kong: Centre for Information Technology in Education, Faculty of Education, The University of Hong Kong.

- Coatney, S. (2010). *The many faces of school library leadership*. Santa Barbara, Calif.: Libraries Unlimited.
- Doll, C. A. (2005). *Collaboration and the school library media specialist*. Lanham, Md.: Scarecrow Press.
- Donham, J. (2013). *Enhancing teaching and learning: a leadership guide for school librarians*. Chicago: Neal-Schuman, an imprint of the American Library Association.
- Fontichiaro, Kristin and Hamilton, Buffy (2011). *School libraries [electronic resource]: what's now, what's next, what's yet to come*. Los Gatos, Calif.: Smashwords.
- Harada, V.H. & Yoshina, J.M. (2010). *Assessing for learning: librarians and teachers as partners*. Santa Barbara, Calif.: Libraries Unlimited.
- Herring, J. E. (2011). *Improving students' web use and information literacy: a guide for teachers and teacher librarians*. London: Facet.
- Jacobson, E. & Mackey T. P. (2007). *Information literacy collaborations that work*. New York: Neal-Schuman Publishers.
- Kuhlthau, C. C. (2007). *Guided inquiry: learning in the 21st century*. Westport, Conn.: Libraries Unlimited.
- Kuhlthau C. C., Maniotes, Leslie K. & Caspari, A. K. (2012). *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited.
- O'Connell, J., & Groom, D. (2010). *Connect, communication, collaborate: Learning in a changing world*. Camberwell, Australia: ACER Press.
- Parkes, D. & Hart, L. (Eds). (2010). *Web 2.0 and libraries: impacts, technologies and trends*. Oxford: Chandos.
- Toor, R. & Weisburg, H.K. (2011). *Being indispensable. A school librarian guide to becoming an invaluable leader*. Chicago: American Library Association.
- Witten, I. H., & Bainbridge, D. (2010). *How to build a digital library [electronic resource]*. Boston: Morgan Kaufmann Publishers.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6210	Preservation of information in a digital age	Lib/IM/AR	Prof. Liaquat Hossain

Course Description

This course examines the physical nature of materials and the causes of deterioration. Techniques for promoting longevity; environmental control; storage and handling practices including data warehousing; and reformatting are explored and valued. Preservation planning, disaster planning and recovery is addressed. Students are introduced to the conservation and preservation of archive materials in an online age, digitization program management and digitization technologies.

Course Learning Outcomes (LOs)

<i>LO No.</i>	<i>LO Statement</i>	<i>Related PLO</i>	<i>Related Assessment Task(s)</i>
1	Acquire the basic knowledge of the nature of printed and non-printed materials.	PLO 1 to 5	1,2
2	Critically analyze the concept of information preservation management program & policy		2
3	Apply the models and concepts of information preservation management program & policy to different types of libraries and archives.		2
4	Learn the basic concepts and techniques in collection preservation, conservation and disaster planning.		1,2
5	Understand clearly the concepts and practices of data conversion and reformatting as well as critically evaluate the effectiveness of these practices		1,2,3

Assessment Tasks

<i>Task No.</i>	<i>Title</i>	<i>Mode of Assessment</i>	<i>Weighting</i>	<i>Related LOs</i>
1	Class participation and presentations, critical reflection on weekly readings	Individual	20%	1,4,5
2	Research paper	Individual	30%	1,2,3,4,5
3	Case study report	Group	50%	5

Key References and Resources

To be advised by lecturer.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6212	Knowledge management	KM	Mr Trevor Lui Mr Michael Liang

Course Description

This course provides an overview of the concepts, theories, and practices of Knowledge Management (KM) in organizations and communities. Basic issues and approaches about knowledge creation, storage, retrieval, sharing and application are examined. Techniques and tools for building a knowledge sharing culture and system are introduced, including taxonomy tools in knowledge mapping and modeling. Special focus will be placed on KM programs development in practical situations.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Recognize the importance of knowledge management in organizations	1,5	1, 2, 3, 4
2	Analyze and propose solutions to knowledge creation, storage, sharing, and application		1, 2, 3, 4
3	Apply and evaluate appropriate technologies for knowledge management.		1,2
4	Conduct a small KM-related research		2
5	Understand culture and ethical issues in knowledge management and analyze KM-related business cases		1, 2, 3, 4

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Participation	Individual	15%	1,2,3,5
2	Case study	Individual	30%	1, 3, 5
3	Literature review	Individual	15%	3, 4
4	Course project	Group	40%	1, 2, 3, 5

Key References and Resources (in order of relevance)

- Dalkir, Kimiz. (2005 or 2011). Knowledge Management in Theory and Practice. Boston, MA: Elsevier.
(<http://library.hku.hk/search/t?SEARCH=Knowledge+Management+in+Theory+And+Practice>)
- Collison, Chris, & Parcell, Geoff. (2004). Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations. Chichester, West Sussex: Capstone Publishing.
(<http://library.hku.hk/search/t?SEARCH=Learning+to+Fly+Practical+Knowledge+Management+from+Leading+and+>)
- Pasher, Edna & Ronen, Tuvya. (2011). The complete guide to knowledge management: A strategic plan to leverage your company's intellectual capital. Hoboken, New Jersey: John Wiley & Sons.
(<http://library.hku.hk/search/t?SEARCH=The+complete+guide+to+knowledge+management>)
- Rumizen, Melissie Clemmons. (2002). The complete idiot's guide to knowledge management. Indianapolis, IN : Alpha.
(<http://library.hku.hk/search/t?SEARCH=The+complete+idiot's+guide+to+knowledge+management>)
- O'Dell, Carla & Hubert, Cindy. (2011). The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business. Hoboken, New Jersey: John Wiley & Sons, Inc.
(<http://library.hku.hk/search~S6/?searchtype=t&searcharg=The+New+Edge+in+Knowledge%3A+How+Knowledge+Management+Is+Changing+the+Way+We+&searchscope=6&SORT=D&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=tKnowledge+Management+in+Theory+And+Practice>)
- Pasher, Edna & Ronen, T. (2011). The complete guide to knowledge management: a strategic plan to leverage your company's intellectual capital. Hoboken, New Jersey: John Wiley & Sons, Inc.
(<http://library.hku.hk/search~S6/?searchtype=t&searcharg=The+complete+guide+to+knowledge+management+%3A+a+strategic+plan+to+leverage+&searchscope=6&SORT=D&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=tThe+New+Edge+in+Knowledge%3A+How+Knowledge+Mana>)
- Leistner, Frank. (2010). Mastering Organisational Knowledge Flow : how to make knowledge sharing work. Hoboken, N.J. : Wiley.
(<http://library.hku.hk/search~S6/?tMastering+Organisational+Knowledge+Flow/tmastering+organisational+knowledge+flow/-0.0.B/frameset&FF=tmastering+organizational+knowledge+flow+how+to+make+knowledge+sharing+work&1.1./indexsort=->)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6311	E-learning strategies & management	KM	Dr Timothy Hew Ms Ivy Shi

Course Description

In recent years, we have witnessed an explosive growth in the use of e-learning. But how do we actually design e-learning courses that can engage learners? This course will explore important issues relevant to the design and management of e-learning in both school and organizational learning contexts. Participants will be introduced to six specific types of learning: (a) factual knowledge, (b) conceptual knowledge, (c) critical thinking ability, (d) problem solving, (e) procedural learning, and (f) attitude change. This course will investigate the various instructional strategies that can promote the mastery of each aforementioned six types of learning. Strategies to motivate students in e-learning contexts will also be discussed.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Explain six specific types of learning: (a) factual knowledge, (b) conceptual knowledge, (c) critical thinking ability, (d) problem solving, (e) procedural learning, and (f) attitude change.	MITE: 1, 2 MLIM: 4	1, 2, 3
2	Describe strategies including the use of IT that can promote mastery of six specific types of learning: (a) factual knowledge, (b) conceptual knowledge, (c) critical thinking ability, (d) problem solving, (e) procedural learning, and (f) attitude change.	MITE: 1, 2 MLIM: 4	1, 2, 3
3	Critically evaluate and reflect upon the practice, content and concepts learned in this course	MITE: 2 MLIM: 1,4,5	1, 2, 3
4	Propose, design, and evaluate e-learning models to achieve specific types of learning in a teaching & learning context	MITE: 1,2,5 MLIM: 2,3,4	3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Student-led teaching	Group	40%	1,2,3
2	Designing and evaluating an e-learning lesson	Individual	60%	1,2,3,4

Key References and Resources

Recommended Textbook

- Hew, K. F., & Cheung, W. S. (2014). Using blended learning: Evidence-based practices. Springer (available at <http://link.springer.com.eproxy2.lib.hku.hk/book/10.1007/978-981-287-089-6>)

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6315	Collection management	Lib	Ms Helen Chan, Ms Shirley Lam

Course Description

This course examines the methods used to build and evaluate library collections in a variety of media in all types of libraries with an emphasis on collection policy formulation and the relationship to stakeholders' information needs. Selection process, acquisition process and collection evaluation are discussed. Attention is devoted to digital resources, consortia purchase, co-operative resources provision and collection maintenance.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Select and maintain a collection of resources in a variety of electronic and print resources that is appropriate to the diverse needs, interests, learning styles etc of all stakeholders	1,5,6	1,2
2	Establish and implement written selection policies and review procedures that ensure access to information and promote intellectual freedom		1,2
3	Establish collection development policies that ensure access to materials & information that is appropriate to the diverse needs, interests learning style etc of all stakeholders. These policies should include overall goal, budget priorities etc		1,2
4	Link collection policies to broader information policy issues such as digital resources management, building joint collections etc		1,2
5	Identify and use current reviewing and bibliographic sources and tools for selecting materials		1,2
6	Develop and implement policies and procedures for maintaining the collection such as collection mapping, Conspectus, de- selection etc where appropriate		1,2

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Collection Development Policy	Individual	50%	1,5,6
2	The future of collection management	Individual	50%	1,2,3,4,5,6

Key References and Resources

Suggested textbook:

Johnson, P. (2014). Fundamentals of collection development and management (3rd ed.). London: Facet Publishing.

Additional references:

- Elguindi, A. & Schmidt, K. (2012). Electronic resource management. United Kingdom: Chandos Publishing.
- Fieldhouse, M. & Marshall, A. (Eds.). (2012). Collection development in the digital age. London: Facet Publishing.
- Gregory, Vicki (2011). Collection development and management for 21st century library collections: An Introduction. New York: Neal-Schuman.
- Hoffmann, F. W. (2005). Library collection development policies: academic, public, and special libraries. Lanham, MD: Scarecrow Press.
- Pattee, Amy S. (2014). Developing library collections for today's young adults. Lanham, MD: Scarecrow Press.
- Slote, Stanley J. (1997). Weeding library collections: library weeding methods. Englewood, CO: Libraries Unlimited..

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6316	Organising information	Lib/IM	Ms Agatha Sit

Course Description

This course introduces the theory, principles, standards and applications of information organization. Approaches to describing and representing information in textual and non-textual formats are covered as well as the evolution of standards including conceptual modeling, cataloguing and indexing standards, classification, content analysis and controlled vocabulary, metadata element and design, semantic representation. The focus is placed on how to represent and organize information using appropriate standards and techniques for effective information retrieval and content management.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Understand the principles of information organization related to information retrieval and content management	1	1,2,3
2	Acquire basic knowledge in the standards and practices in cataloguing, indexing, authority control, classification and metadata schemes	2	1,2,3
3	Perceive the evolution in the design of systems and policies in facilitating cataloging, indexing, authority control, classification and metadata schemes in organizing information in the web-based environment	3	1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Individual case study	Individual	40%	1,2,3
2	Group project	Group	40%	1,2,3
3	Continuous participation	Individual	20%	1,2,3

Key References and Resources

- Glushko, R. J. (2015). The Discipline of Organizing. 3rd ed. Cambridge, Mass.: MIT Press.
- Mitchell, E. (2015). Metadata Standards and Web Services in Libraries, Archives, and Museums. Santa Barbara, Cali.: Libraries Unlimited.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6317	Information retrieval theory and practice	Lib/IM	Dr Alvin Kwan

Course Description

This course examines the information retrieval process from a theoretical & practical framework focusing on conceptual issues. The effective provision of access to information will be covered in the context of database structure & interface design, language issues, database selection, evaluation of search results, search strategies, information seeking & needs. Strategic searching, competitive intelligence and selected online systems are also explored.

**Some learning materials will involve the use of basic mathematical knowledge including set operations, logarithm arithmetic, conditional probability, and dot product of two vectors.*

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO*	Related Assessment Task(s)
1	Identify appropriate online information sources for a variety of information needs	PLO1: Enhance information resources management in libraries & other organizations by applying LIM & related methodologies and techniques	1
2	Develop & apply effective strategies to retrieve information from IRS		1,3
3	Compile bibliographies using online databases plus other sources		1
4	Conduct critical analyses of IR system performance		2,3
5	Apply customer service principles in providing mediated information services with ethic		3
6	Apply ethical behaviour relating to the provision of mediated information services		3

Assessment Tasks

Task No.	Title	Weighting	Related LOs
1	Annotated bibliography (group & individual)	30%	1,2,3,5
2	IRS evaluation (individual)	50%	4
3	Forum discussion & mini-tasks on various topics	20%	1,2,4,5,6

Key References and Resources

- Manning, C.D., Raghavan, P. & Schütze, H. (2008). *Introduction to Information Retrieval*. Cambridge University Press. (A free version of a draft of the book is available for access at <http://www-nlp.stanford.edu/IR-book/>)
- Chowdhury, G. (2010). *Introduction to modern information retrieval*. 3rd Ed. London: Facet.
- Grossman, D.A. and Frieder, O. (2004). *Information Retrieval: Algorithms and Heuristics*. 2nd Ed. Dordrecht, The Netherlands: Springer.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6319	Information behaviour	Lib/IM	Miss Feng Shihui

Course Description

This course examines the theory associated with information-seeking behaviour. The information seeking process is analysed & models explored that attempt to explain information behaviour. The concept of information literacy will be examined & analysed with particular attention to cognitive & affective issues.

Course Learning Outcomes (LOs)

<i>LO No.</i>	<i>LO Statement</i>	<i>Related PLO</i>	<i>Related Assessment Task(s)</i>
1	Understand concepts, theories, technologies and characteristics of information behavior within social and organizational context	1	1,2,3
2	Improve information literacy of information seeking, organizing and use	2	1,2,3
3	Develop reflection on contemporary practices of information behaviour	2	1,2
4	Design a group case of organizational information behaviour under formal and informal communication structures	3	1,3

Assessment Tasks

<i>Task No.</i>	<i>Title</i>	<i>Mode of Assessment</i>	<i>Weighting</i>	<i>Related LOs</i>
1	Group assignment	Group	50%	1,3
2	Individual assignment	Individual	20%	2,4
3	Group class case discussions	Group	30%	1,3

Key References and Resources

To be advised by lecturer.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6328	Organizational learning	KM	Dr Thomas Chiu Dr Natalia Churchill

Course Description

This course explores the concept and processes of organizational learning and the learning organization. It examines the strategies and tools employed to create and manage a learning and innovative organization. Topics include managing chaos and complexity; organization culture and change, scenario planning, sense-making, storytelling, training and learning (especially e-learning), unlearning, organizational forgetting, performance and evaluation of learning, and others.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Identify challenges in implementing change in organizations	1,2	1
2	Evaluate and apply models of change to a learning organization	5	1, 2
3	Develop strategies to support sustainable change in a learning organization	1,3,5	2

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	What strategies does your organization have in place to encourage development, change and innovation?	Group	40%	1,2,3
2	What organizational development plan will you use for the workplace to encourage change and innovation?	Individual	50%	2,3
3	Participation	Individual	10%	1,2,3

Key References and Resources

- Argyris, C. & Schon, D. (1978). *Organizational Learning: A theory of action perspective*. Reading MA: Addison-Wesley.
- Imants, J. (2003). Two basic mechanisms for organizational learning in schools. *European Journal of Teacher Education*, 26, 3, pp. 293-311.
- Flood, R.L. (2009). *Rethinking the Fifth Discipline: Learning within the unknowable*. London: Routledge.
- Fullan, M. (2001) *The new meaning of educational change*. London: RoutledgeFalmer.
- Law, N., Yuen, H.K., & Fox, R. (2011). *Educational Innovations Beyond Technology: nurturing leadership and establishing learning organizations*. New York: Springer.
- Lim, C.P., Ching, S.C., & Churchill, D. (2011). A framework for developing pre-service teachers' experiences in using technologies to enhance teaching and learning. *Educational Media International*, 48 (2), 69-83.
- Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed). New York: Free Press.
- Senge, P. (2000) (Ed). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York: Doubleday.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6338	Digital literacies	Lib/IM	Dr Natalia Churchill Dr Michele Notari

Course Description

Digital Literacies comprise of information literacy, ICT literacy and media literacy. They are some of the core 21st century workplace skills. Students as well as knowledge workers need to equip with such skills so that they will be able to define and solve a problem or challenge at hand, and analyze suitable electronic and print information resources, manage resources efficiently and use the sources ethically. The course will also introduce the effective applications of social media for enhancing communication among different groups of an organization.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Discuss digital literacies in educational contexts	1	2
2	Develop action plans to engage your target audience in use of digital media		1,2,3
3	Harvest, manage, and apply digital media in own context (for learning or work e.g. teaching)		1,2,3
4	Demonstrate awareness of emerging technology and possibilities for educational and non-educational applications		1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Creation of a multimedia artifact and a reflection paper	Individual	60%	2,3,4
2	Class participation and presentation of weekly group activities	Group	40%	1,2,3,4

Key References and Resources

- Covello, S. (2010). A review of digital literacy instruments. IDE-712 Front-End Analysis. Retrieved http://www.academia.edu/7935447/A_Review_of_Digital_Literacy_Assessment_Instruments
- Fu, J. & Pow, J. (2011). Fostering Digital Literacy through Web-based Collaborative Inquiry Learning - A Case Study. Journal of Information technology Education: Innovations in Practice, 10.
- Honan, E. (2012). 'A whole new literacy': teachers' understanding of students' digital learning at home. Australian Journal of Language and Literacy, 35(1), 82-98.
- Hague, C & Payton, S. (2010). Digital literacy across the curriculum. Retrieved https://www.nfer.ac.uk/publications/FUTL06/FUTL06_home.cfm
- Jenkins, H. (2011). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Retrieved <http://files.eric.ed.gov/fulltext/ED536086.pdf>
- Media Smarts: Canada's Centre for Digital and Media Literacy. (2009). A Digital Literacy Model.
- Media Smarts. Retrieved December, 2008, from <http://mediasmarts.ca/digital-media-literacyfundamentals/digital-literacy-fundamentals>
- Pinkard, N. (2008). Digital Youth Network. Retrieved from <http://digitalyouthnetwork.org/>
- Redmond, T. (2012). The pedagogy of critical enjoyment: Teaching and reaching the hearts and minds of adolescent learners through media literacy education. Journal of Media Literacy Education, 4(2), 106-120. Retrieved from <http://digitalcommons.uri.edu/jmle/vol4/iss2/2>
- Richards, R. (2010). Digital Citizenship and Web 2.0 Tools. MERLOT Journal of Online Learning and Teaching, 6(2), 516-522.
- Ruey, S. (2010). A case study of constructivist instructional strategies for adult online learning. British Journal of Educational Technology, 41(5), 706-720.

Xu, Y., Park, H., & Baek, Y. (2011). A New Approach Toward Digital Storytelling: An Activity Focused on Writing Self- efficacy in a Virtual Learning Environment. *Educational Technology & Society*, 14 (4), 181–191.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6339	Internship in library and information management	Lib/IM/KM/AR	Dr Sam Chu Dr Dickson Chiu

Course Description

This course provides opportunities for work experience and mentorship from established professionals in Librarianship, Information Management, Knowledge Management, and other related fields. Participants will be engaged in formal professional activities within these areas.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Acquire IM and related skills	1	1
2	Apply IM and related skills to workplace situations		1
3	Understand and reflect on the nature of professional IM and related work		2
4	Recognize and apply ethical principles to IM & related work		2

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Internship Learning Log	Individual	40%	1,2
2	Internship Report	Individual	60%	3,4

Key References and Resources

There is no textbook for this course

REMARKS

- ❖ All full-time students who plan to take this course are advised to take 4 courses each in Sep term and Jan term for better internship arrangement in the Summer term.
- ❖ Non-local students are required to submit their No Objection Letter (NOL) issued by the Immigration Department of HKSAR and a copy of the student visa showing the visa expiry date to the Faculty after successfully registered for this course.
- ❖ Non-local students are advised to start their internship from June 1, 2018. Approval from the HK Immigration Department is required if the internship starts before June 1, 2018.
- ❖ Non-local students who plan to take this course are reminded to check the expiry date of their student visa. The internship must end before the expiry date of the student visa and no later than the end of August 2018, whichever the earlier.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM6340	Research seminars and workshops	Elective Co-requisite for dissertation	Prof. Liaquat Hossain

Course Description

This course focus on the development of specific research skills, including both qualitative and quantitative skills, and help students develop high quality research proposals for dissertations or independent projects. The aim of the course would be to provide a comprehensive overview of transdisciplinary science approach to studying complex social networks (CSN). We will engage the students and create awareness of the fundamentals of investigating CSN, highlight the overall approach to design of the instrument or procedure for observing/collecting data from existing sources, and discuss the process involved in analysis of CSN dataset. We will then orient students with a number of existing research, which provides a good coverage of broader context of CSN in life, engineering, information, physical as well as organizational science so that students are able to appreciate the applications of CSN theory and methods using the basis of transdisciplinary science.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Acquire an enhanced understanding of key approaches and techniques for research in their major fields of ITE / LIM	MITE: 2,3,4 MLIM: 1,2,6	1,2
2	Analyze and criticize research studies and proposals		1,2
3	Collect, analyze and interpret research data of a pilot study		1,2,3
4	Enhance a research proposal based on peer reviews and feedbacks		1,2,3
5	Organize and communicate research findings		1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Participation (In-class tasks)	Group	30%	1,2,3,4,5
2	Presentation of research proposal	Individual	20%	1,2,3,4,5
3	Written research proposal	Individual	50%	3,4,5

Key References and Resources

- Spector, J.M. & Yuen, A.H.K. (2016). Educational Technology Program and Project Evaluation, London: Routledge, Taylor & Francis Group. <http://library.hku.hk/record=b5739447>
- Locke, L.F., Silverman, S.J. & Spirduso, W.W. (2004). Reading and Understanding Research, 2nd Ed., Sage.
- Egghe, L., & Rousseau, R. (2001). Elementary statistics for library and information service management. London: Aslib-IMI.
- Gorman, G. E., Clayton, P., Rice-Lively, M. L., & Gorman, L. (1997). Qualitative research for the information professional: A practical handbook. London: Library Association Publishing.
- Powell, R. R., & Connaway, L. S. (2004). Basic research methods for librarians. Westport, CT: Libraries Unlimited.
- Williamson, K. (2002). Research methods for students, academics and professionals: Information management and systems (2nd ed.). Wagga Wagga, NSW: Centre for Information Studies.
- W.K. Kellogg Foundation Evaluation Handbook (2004)
- W.K. Kellogg Foundation Logic Model Development Guide (2004)
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). Educational Research: Competencies for Analysis and Applications. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall

- Ravid, R. (2000). *Practical statistics for educators*. (2nd ed). New York, N.Y.: University Press of America, Inc.
- Anderson, L.W. & Burns, R.B. (1989). *Research in Classrooms: the study of teachers, teaching and instruction*. Oxford: Pergamon Press.
- Berg, B.L. (1995). *Qualitative Research Methods for the social sciences*, 2nd edition. Boston: Allyn & Bacon.
- Blaxter, L., Hughes, D. & Tight, M. (2001). *How to research*. (2nd ed). Buckingham: Open University Press.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: an introduction to theory and methods*. (2nd ed). Needham Heights, M.A.: Allyn and Bacon.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. (5th ed). New York, N.Y.: Routledge Falmer.
- Gall, J. P., Gall, M. D., & Borg, W. R. (1999). *Applying Educational Research: a practical guide* (4th ed.). New York: Longman.
- Carr, W. & Kemmis, S. (1994). *Becoming Critical. Education, Knowledge and Action Research*. Geelong, Victoria: Deakin University Press.
- Creswell, J. (1997). *Qualitative Inquiry and Research Design*. Newbury Park, California: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (2000). *Handbook of Qualitative Research*. Thousand Oaks, California: Sage Publications.
- Hitchcock, G. & Hughes, D. (1995). *Research and the Teacher. A Qualitative Introduction to School-Based Research*. (2nd ed). New York: Routledge.
- Krathwohl, D.R. (1998). *Methods of educational and social research: an integrated approach*. (2nd ed). New York: Longman.
- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2004). *Reading and understanding research*. (2nd ed). Thousand Oaks: Sage Publications.
- Madsen, D. (1992). *Successful dissertations and theses: a guide to graduate student research from proposal to completion*. (2nd ed). San Francisco: Josey-Bass.
- Maxwell, J.A. (1996). *Qualitative Research Design: An Interactive Approach*. London: Sage. Van Maanen, J., Dabbs, J. M. & Faulkner, R.R. (1982). *Varieties of Qualitative Research*. London: Sage.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7342	Archival principles and practices	AR	Mr Simon Chu

Course Description

This course introduces to students the nature and concept of records and archives; their similarities and differences; special emphasis will be placed on the unique evidential value of records and archives. The course examines the theory, methods, policies and procedures used to identify, appraise, acquire, arrange, describe and authenticate records in all forms that have enduring values to records creators, institutions, researchers and the society. The course also introduces to students the “power” of records and archives in the pursuit of good governance, democracy, human rights and social justice, as well as related administrative and legal issues (e.g., funding, staffing and facilities requirements, copyright, personal data and professional ethical concerns).

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Appreciate the unsurpassed and unique evidential value and status of archival records in truth seeking and apply the method of archival research in historical or other academic research.	1,2	1
2	Understand the increasing importance of records and archives in furthering the causes of human right and social justices.	1,2	1
3	Apply the theory and concept of appraisal in selecting records of permanent value for preservation in an archives.	1,2	2
4	Apply the theory and methods in arranging and describing records of archival value.	1,2	2

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Essay	Individual	70%	1,2
2	Report	Group	30%	3,4

Key References and Resources

To be advised by lecturer

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7344	Management information systems	IM/KM	Dr Dickson Chiu

Course Description

This course examines key business processes in organizations and how information systems support the execution and management of these processes, covering both managerial and technical aspects of contemporary information systems. Topics include information technologies in business, types of management information systems, information systems development process and design, social and managerial issues of information systems and emerging topics such as information systems integration and outsourcing.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Critically analyse information system and business process principles and concepts as applied to organizational management and operations	1,2	1,2
2	Evaluate, select, and use computer-based information systems to assist in business and organizational management and operations	1,2	1,2,3
3	Design MIS application frameworks with technologies such as but not limited to databases, Web, and mobile technologies	1,2,3	1,2,3
4	Develop capabilities in collaboration and communication through project team work	1	1,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Class and forum participation	Individual	20%	1, 2, 3
2	Individual paper	Individual	40%	2, 3
3	Group project	Group	40%	2, 3, 4

Key References and Resources

- Laudon, K. & Laudon, J. P. (2014). Management Information Systems, Global Edition, 13/E. Pearson.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7347	Project management	Lib/IM/KM/AR	Ms Feng Shihui

Course Description

This course explores the project life cycle and PM techniques for managing & planning successful projects in organizations. Conceptual foundations from the PMBOK and their application are stressed, and applied using PM software. This course will run in project based, experiential learning mode (PBL) with participants completing a project for an external client.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Acquire the basic knowledge of the nature of printed and non-printed materials	MITE: 1 – 5 MLIM: 1 – 6	1,2
2	Critically analyze the concept of project management program & policy	MITE: 1,4 MLIM: 1,2,6	2
3	Apply the models and concepts of project management program & policy to different types of organizations	MITE: 1,3,4 MLIM: 2,5	2
4	Learn the basic concepts and techniques in project management	MITE: 4,5 MLIM: 1,2,6	1,2
5	Understand clearly the concepts and practices of project management as well as critically evaluate their effectiveness of these practices	MITE: 1,2,3 MLIM: 3,4,5	1,2,3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Project documentation, completion and reporting	Group	50%	1,4,5
2	Class discussions and presentation	Individual	20%	1,2,3,4,5
3	Mid-term quiz	Individual	30%	5

Key References and Resources

Forrest, J., "The Space Shuttle Challenger Disaster: A failure in decision support system and human factors management", originally prepared November 26, 1996, published October 7, 2005 at URL DSSResources.COM.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7349	Data science and learning analytics	DS	Dr Xiao Hu

Course Description

This course provides a broad overview of the key concepts, skills, technologies and applications in data science, with an emphasis on learning analytics and educational data mining. Learners will explore principles, methods and application cases in data pre-processing and storage, inferential and predictive analytics, supervised and unsupervised machine learning, association rule mining, text analytics, network analysis, data visualization, as well as data ethics and privacy. Example cases will be discussed to illustrate how learning analytics needs to be connected to the targeted learning outcomes and pedagogical design considerations. Students will conduct labs, tutorials and group project to gain hands-on experience on using industry-standard data mining and/or learning analytics packages to solve practical data-driven problems. It is strongly recommended that students have basic knowledge of statistics (equivalent to undergraduate level of introductory course on statistics) and are comfortable of using new IT tools.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Describe basic concepts, principles and techniques in data science	MLIM: 1, 2 MITE: 5	1, 2
2	Identify data science principles, techniques and tools suitable for cases in learning and other contexts	MLIM: 3, 6 MITE: 1,2,3,4,5	2, 3
3	Apply data science principles and techniques to practical problems and interpret the results.	MLIM: 1,2,3,4,5 MITE: 2, 3, 4	3, 4

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Labs/forums	Individual	25%	1
2	Assignment (question solving)	Individual	20%	1,2
3	Case Analysis	Individual	15%	2,3
4	Project	Group	40%	3

Key References and Resources

- Han, J. et al., (2012) *Data Mining: Concepts and Techniques*, Morgan Kaufmann; 3rd edition.
- Schutt, R., & O'Neil, C. (2013). *Doing data science: Straight talk from the frontline*. "O'Reilly Media, Inc.
- Ferguson, R. (2012). The state of learning analytics in 2012: A review and future challenges. *Knowledge Media Institute, Technical Report KMI-2012-01*.
- Provost, F., & Fawcett, T. (2013). Data science and its relationship to big data and data-driven decision making. *Big Data*, 1(1), 51-59.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7350*	Data curation	AR/ DS	Ms Eleanor Dickson, Dr Scott Edmunds, Dr Chris Hunter

*This course will be delivered in a blended mode with some lectures be delivered online by overseas lecturers.

Course Description

This module discusses all aspects of data curation principles and best practices. The goal is to prepare students in data planning, management, documentation, preservation and sharing in all organizations with complex digital environments. This module is complementary to courses in data analysis and database management. Topics covered in this module include: overview of data management, data management life cycles; data management plans in the context of sponsored projects, risk and sustainability; standards and tools for data storage, access and security; metadata standards and design in context; data sharing and reuse; legal and ethical considerations.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1	Explain the need for data management, reusing and sharing, relevant public policies, and the lifecycle of data management	1, 2,4	1, 2
2	Formulate a data management plan and data curation profile in organizational contexts	3, 5, 6	2,3
3	Plan to handle issues in data security, long-term access and reuse, and legal and ethical considerations related to data.	1, 2,4, 6	3,4

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Weekly reflections	Individual	20%	1,3
2	Case analysis	Individual	10%	1,3
3	Data management plan	Individual	15%	2
4	Data curation profile	Individual	15%	2,3
5	Final project	Individual	40%	1,2,3

Key References and Resources

To be advised by lecturers

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7351	Information system analysis and development	DS	Dr Alvin Kwan

Course Description

The student should after the course have a basic knowledge of models, methods and tools to be able to independently apply the principles for selection and evaluation of systems development methods.

Course Learning Outcomes (LOs)

LO No.	LO statement	Related PLO	Related Assessment Task(s)
1.	demonstrate familiarity with the major issues of information systems development	MLIM: 1, 2 MITE: 1	1
2.	be able to select appropriate approaches and /or tools to support information systems development	MLIM: 1, 2, 3, 4, 5, 6 MITE: 1,2,3	1,2,3
3.	use various modeling tools to help identify and describe information systems requirements and specifications	MLIM: 1, 2, 3, 4, 5, 6 MITE: 1,2,3	1,2,3
4.	apply basic software testing principles to support development of quality information systems	MLIM: 3, 4, 5 MITE: 1,2	1

Assessment Tasks

Task No.	Title	Weighting	Related LOs
1	Mini-tasks (including forum discussions) on various topics of information systems development (individual and/or group basis)	40%	1, 2, 3, 4
2	Individual assignment	30%	2, 3
3	Group assignment	30%	2, 3

Key References and Resources

- Dennis, A., Wixom, B.H. & Roth, R. (2015). *Systems Analysis and Design, 6th ed.*, Wiley. (Earlier editions of the book, e.g., 3rd and subsequent editions, are fine as a general reference.)³
- Avison, D. & Fitzgerald, G. (2006). *Information Systems Development, 4th ed.*, McGraw Hill.
- Maciaszek, L.A. (2007). *Requirements Analysis and System Design, 3rd ed.*, Addison Wesley.

Pointers to online materials and resources can be found in the presentation slides and Moodle.

Course Code	Course Title	Specialism	Lecturer(s)
MLIM7352	Information technology and intellectual property law in education	AR	Dr Gary Wong

Course Description

This course explores the legal issues and ethical challenges related to information technology (IT) and intellectual property (IP) law which is often involved in education. It investigates the introductory legal and ethical knowledge in relation to the design and implementation of educational technology and digital learning environment in both schools and organizational learning contexts. This course offers opportunities to students with non-legal background to consider IT policies and strategies from legal perspectives, and equips them with a sound understanding of legal principles in using IT to support the innovation in IP through leadership roles at institutional level. Legal and ethical issues in IT and IP such as digital ownership, cyber-speech, cyberbullying in social networks, cybercrimes, copyright infringement and software, copyright in the digital environment, fair use of copyrighted work, the database right, privacy and data protection, and law enforcement in the information society as well as other emerging issues will be examined.

Course Learning Outcomes (LOs)

LO No.	LO Statement	Related PLO	Related Assessment Task(s)
1.	Describe the legal issues in terms of IT and IP in education and organizational learning contexts	MITE: 1, 5 MLIM: 2	1, 2, 3
2.	Identify and reflect on the law and local ordinances that govern the IT and IP policies for educational purposes	MITE: 1, 3, 5 MLIM: 2, 3, 6	1, 2
3.	Demonstrate awareness of the potential legal and ethical issues and/or challenges when designing and implementing instructional and learning artifacts with technology	MITE: 4, 5 MLIM: 2, 3, 6	2, 3
4.	Analyze and evaluate school or organizational policies and practices to formulate a strategic and legal use of IT and IP to facilitate ethical instructional design, and enhance the information literacy of learners	MITE: 1, 2, 3, 5 MLIM: 2, 5, 6	3

Assessment Tasks

Task No.	Title	Mode of Assessment	Weighting	Related LOs
1	Participate in online discussion forums and in-class discussion on legal cases and ethical issues related to IT and IP law in education	Individual	20%	1,2
2	Essay paper on selected topic in IT and IP in education	Individual	40%	1,2,3
3	Case analysis and presentation	Group	40%	1,3,4

Key References and Resources

- Moore, S. L., & Ellsworth, J. B. (2014). Ethics of educational technology. *Handbook of research on educational communications and technology* (pp. 113-127). New York: Springer.
- Murray, A. (2013). *Information technology law: The law and society* (2nd ed.). United Kingdom: Oxford University Press.
- Simpson, C. (2010). *Copyright for Schools: A Practical Guide* (5th ed.). Santa Barbara, CA: Linworth.
- Quinn, D. M. (2003). Legal issues in educational technology: Implications for school leaders. *Educational Administration Quarterly*, 39(2), 187-207.