Course Title	INTERNATIONAL LIBRARIANSHIP	Instructor	MIN-CHUN KU
Course Class	TABXM1A MASTER'S PROGRAM, DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE, 1A	Details	◆ Selective ◆ One Semester ◆ 2 Credits

Departmental Aim of Education

Our mission is to educate and train management and research professionals with modern, international and future vision for library and information industry.

Departmental core competences

A. To grasp concepts relating to library and information science and relevant trends, and to acquire research and leading abilities.

B. To acquire professional abilities to develop, organize, preserve and integrate all sorts of information resources, and management and leadership skills required by all sorts of libraries and information organizations.

C. To understand concepts relating to information technology and be able to put them in use.

D. To acquire R&D abilities for electronic documents and archive management.

E. To acquire integration and R&D abilities of library services, publishing and digital content.

Course Introduction	The importance of information and library profession increases as modern information and communication technologies penetrate in different parts of the world. This course will introduce different types of library and information services in the world. The students will understand the information problems of underserved individuals and communities and how information professionals and librarians could help to solve these problems.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
(i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                         C4-Analyzing,   C5-Evaluating,   C6-Creating
(ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                         P4-Linked Operation, P5-Automation,   P6-Origination
(iii) Affective Domain : A1-Receiving,   A2-Responding,   A3-Valuing,
                         A4-Organizing,   A5-Charaterizing,   A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
(i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
(ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
(iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Provide an understanding of the challenges faced by the information and technology society	C2	A
2	Introduce different types of information and library services in the world	C2	A
3	Help students envision the development of information and library profession in the future	C2	AE
4	Develop students' skills in identifying and analyzing information problems faced by underserved individuals and communities	C4	E
5	Help students to apply relevant theories to solve real-world information problems	C3	E

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Provide an understanding of the challenges faced by the information and technology society	Lecture, Discussion	Report, Participation
2	Introduce different types of information and library services in the world	Lecture, Discussion	Report, Participation
3	Help students envision the development of information and library profession in the future	Lecture, Discussion	Report, Participation

4	Develop students' skills in identifying and analyzing information problems faced by underserved individuals and communities	Lecture, Discussion	Report, Participation
5	Help students to apply relevant theories to solve real-world information problems	Lecture, Discussion	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	104/09/14 ~ 104/09/20	Course overview, introduction, and discussion on the topics of the team projects	WLIC Conference, 2014
2	104/09/21 ~ 104/09/27	Digital divide: Challenges faced by the information and technology society	Bertot, et al., 2013; Taylor, 2014
3	104/09/28 ~ 104/10/04	Information problems	Chatman, 1996; Fisher, et al., 2004; McKenzie, 2003
4	104/10/05 ~ 104/10/11	The roles of information and library services in solving the problems in the world	Delaney, 2014; McCreadie, 2013
5	104/10/12 ~ 104/10/18	Green libraries * Weekly reading assignment	Hauke & Werner, 2012; Sahavirta, 2012

6	104/10/19 ~ 104/10/25	Information and library services in North America * Weekly reading assignment	NYSL, 2013; Real, et al., 2013
7	104/10/26 ~ 104/11/01	Information and library services in Asia * Weekly reading assignment	Choh, 2014; Sabaratnam & Ong, 2013
8	104/11/02 ~ 104/11/08	Information and library services in Middle East * Weekly reading assignment	Lux, 2014; Serageldin, 2014
9	104/11/09 ~ 104/11/15	Invited talk: Information and library services in India & Interview skills	Chakravarty, 2010
10	104/11/16 ~ 104/11/22	Information and library services in Europe * Weekly reading assignment	Andissac, et al., 2014; Balk, et al., 2014
11	104/11/23 ~ 104/11/29	Information and library services in Europe – Scandinavia * Weekly reading assignment	Tuominen & Saarti, 2012; Thomas, 2010
12	104/11/30 ~ 104/12/06	Information and library services in Africa * Weekly reading assignment	Abubakar, 2013; Stranger-Johannessen, 2014
13	104/12/07 ~ 104/12/13	Information and library services in Oceana * Weekly reading assignment	Bradley, 2014; Wells, 2014
14	104/12/14 ~ 104/12/20	Libraries in the future	Figueroa, 2015; Johnson, 2014
15	104/12/21 ~ 104/12/27	Student presentations: Final project (1)	
16	104/12/28 ~ 105/01/03	Student presentations: Final project (2)	
17	105/01/04 ~ 105/01/10	Student presentations: Final project (3)	
18	105/01/11 ~ 105/01/17	*Submit the final project	
Requirement			
Teaching Facility		Computer, Projector	
Textbook(s)			

Reference(s)	Abubakar, B. M. (2013). Poverty alleviation through strategic public library services in Nigeria in the 21st century: a model. IFLA journal, 39(1), 4-14. Andissac, M. N., et al., (2014). An overview of libraries in France. IFLA journal, 40(2), 77-91. Balk, H., Kwant, E., & Neudecker, C. (2014). What makes innovation work? Innovation practice in the National Library of the Netherlands. IFLA journal, 40(3), 157-168. Bertot, J.C., et al., (2014). 2013 Digital inclusion survey: Survey findings and results. College Park, MD: Information Policy & Access Center, University of Maryland College Park. Available at http://digitalinclusion.umd.edu/sites/default/files/uploads/2013DigitalInclusionNationalReport.pdf Bradley, K. (2014). Built on sound principles: Audio management and delivery at the National Library of Australia. IFLA journal, 40(3), 186-194. Chakravarty, R. (2010). Preserving traditional knowledge: Initiatives in India. IFLA journal, 36(4), 294-299. Chatman, E. A. (1996). The impoverished life - world of outsiders. Journal of the American Society for Information Science, 47(3), 193-206.
Number of Assignment(s)	**3** (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 10.0 % ◆ Mark of Usual：40.0 % ◆ Midterm Exam： % ◆ Final Exam： % ◆ Other〈Final project〉：50.0 %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ **Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**