

INF506 Social Networking for Information Professionals

Session 1, 2012

Faculty of Education

School of Information Studies

Wagga Wagga Campus

Distance Mode

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Subject overview

This subject will explore the concept, theory and practice of social networking technologies within the context of libraries and work of information professionals, with a particular focus on Library 2.0 and participatory library service. This subject requires students to immerse themselves within a range of social networking environments, including the use of blogs, wikis, social bookmarking, Facebook, IM, Flickr, and Second Life, and evaluate their learning experiences throughout the session as both social networker and information professional.

Learning objectives

On successful completion of this subject students should be able to:

- demonstrate an understanding of social networking technologies;
- demonstrate an understanding of concepts, theory and practice of Library 2.0 and participatory library service;
- critically examine the features and functionality of various social networking tools to meet the information needs of users;
- evaluate social networking technologies and software to support informational and collaborative needs of workgroups, communities and organisations; and
- demonstrate an understanding of the social, cultural, educational, ethical, and technical management issues that exist in a socially networked world, and how information policy is developed and implemented to support such issues.

Introduction

This subject has been designed to provide a broad understanding of the concept, theory and practice of social networking technologies within the context of libraries and information agencies and the work of information professionals, with a particular focus on Library 2.0 and participatory library service. Students are encouraged to immerse themselves within a range of social networking environments, to experience firsthand what it is like to be a member of social networks, and explore the potential application of social networking to support informational, educational, social and organisational needs of their clients and workplace.

The term 'information professional' is used throughout this subject to define (and be inclusive of) the range of roles and positions within the broader library and information services sector. This subject posits the information specialist position within organisations as an innovator and change agent in terms of planning, developing, implementing and evaluating social networking technologies to support an organisation's goals.

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In this subject, students examine their role in raising the awareness of their organisation and the community they serve with regard to social networking applications and issues, and supporting information policy development to address these issues. Students are provided with opportunities to develop their critical reading, thinking and writing skills in exploring and evaluating a range of social networking environments and tools to support information service provision, educational programs and collaborative practices within organisations and communities.

The learning experiences in INF506 are also designed to develop students' awareness of a range of ethical, legal, technological and educational aspects of supporting the development of their clients and work colleagues as digital citizens. Learning tasks also require students to communicate effectively and work collaboratively with others using a range of technology tools, to develop their own capacity as a social networker, online learner and information professional. Students are encouraged to explore what it takes to become a social networking producer, rather than just a consumer. Reflective practice and evidence-based practice are also central to the learning objectives, activities and assessment of this subject.

Design and Evaluation

Collaborative learning, problem-based learning and authentic assessment approaches underpin the learning design of this subject. Students are required to demonstrate competence in basic operational skills of a computer, Internet and a range of Web 2.0 technologies. Students are required to develop critical evaluation skills in terms of content and age appropriateness of social networking sites and the potential application and integration of these environments to support the information and/or learning needs of individuals, groups, communities and organisations. Students' participation in using a range of asynchronous and synchronous social networking technologies helps them develop understandings (in terms of online ethics and etiquette), and skills of communicating and learning within an increasingly socially networked world. The above knowledge and skills are required to successfully complete Assignments 1 and 2.

The philosophy underpinning this subject is that adult learners when confronted with the demands (and sometimes alienation) of an online distance learning environment learn best within a 'communities of practice' (CoP) ecology where they are provided with a set of physical, cognitive and affective scaffolds that encourages them to take responsibility for their own learning as well as contribute to the learning of others. Such an ecology supports adult learners as risk takers, something that adult learners try hard to resist at times(!), especially when confronted with new technology challenges, or being encouraged to share thoughts, ideas and experiences or publishing work which is open to

the scrutiny of their peers and/or public.

It is believed that students supported by the above 'communities of practice' model and authentic learning principles, will become better equipped to take charge of their own learning journey, thus gaining greater insights into how they can support their own professional growth through online learning environments and social networks in the future, upon completion of their postgraduate studies.

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At the end of the semester, students will be asked to evaluate the content, design and teaching of this subject. Students are requested to consider the aims of the course as a whole as they evaluate the contribution of this subject to their professional development and growth as social networkers and information professionals. Feedback from students will assist staff to revise and improve the subject, the course, and their teaching. Of course, it will also enable new cohorts to experience the subject based on students' evaluation.

Learning, teaching and support strategies

INF506 uses CSU Interact as the subject's online content portal which consists of topic based Modules, subject Forum, Resources folder, and announcements and calendar tool. This is supplemented by a number of Web 2.0 tools and spaces that have been customised to support individual and collaborative learning activities in INF506 throughout the session. These include:

Delicious (social bookmarking)

<http://delicious.com/sissocialmedia>

To be used to share websites and recommend readings with the class throughout the session. Use the tag 'for:sissocialmedia' to recommend a website for inclusion in this collection.

Facebook (social group/networking)

<http://www.facebook.com>

Search under Groups for 'INF506 Social Networking for Information Professionals' and submit a request to become a member. This Facebook group will be used as the primary space to support class discussions on a range of social networking issues throughout the session.

Twitter (microblogging)

<http://twitter.com/search?q=%23inf506>

To be used as INF506's communication 'back channel' where the subject coordinator and students share ideas, URLs and informal updates about their learning. Use the hashtag '#inf506' for subject-related posts to Twitter.

Flickr (photo management/sharing)

<http://www.flickr.com/groups/inf206-506/>

To be used by the subject coordinator and students to store and share screenshots and photos documenting learning experiences in INF506 throughout the session.

Second Life (3D virtual world community)

<http://www.secondlife.com/>

To be used for INF506 synchronous learning activities. Our 'home' is at the CSU-SIS Learning Centre at <http://slurl.com/secondlife/jokaydia%20III/210/200/21>

Resource-based, problem-based and immersive learning activities are used to support students' completion of authentic assessment tasks. Online learning and assessment tasks encourage the

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Subject Content

The subject will cover the following topics:

1. Web 2.0, social networking and the social life of information
2. Web 2.0 technologies and social software - Types and functions
3. Library 2.0 and participatory library services - Concepts, theory and practice
4. Making Web 2.0 work for your organisation
5. Social networking and information policy

Proposed Schedule

Week No.	Week commencing	Module	Assessment
1	27 February	Module 1	
2	5 March		OLJ Creation & First Entry (TBC)
3	12 March	Module 2	
4	19 March	Module 3	
5	26 March	Module 4	Social networking project proposal (TBC)
6	2 April	Module 5	
7	9 April		
8	16 April		
9	23 April		
10	30 April		Assignment 1: Social Networking project/ report (TBC)
11	7 May		
12	14 May		Assignment 2: OLJ/ Evaluative Statement (TBC)
13	21 May		

Prescribed text(s)

There is no prescribed text for this subject.

Required reading / resources

In studying this subject you are to read the commentary, links and readings supplied via the INF506 Modules in CSU Interact.

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Recommended reading / resources

A list of recommended readings is available via the Resources link in the INF506 Interact site. While the list is by no means exhaustive, it does provide students with a selection of book titles and journal titles that you may find useful in supporting your learning and preparation for assessment tasks in INF506. You will also find relevant websites listed in the INF506 Delicious website at <http://delicious.com/sissocialmedia>. Students are encouraged to share useful websites, readings and articles they find about social networking by adding these to the INF506 Delicious collection, either directly or via their own Delicious account using the tag 'for:sissocialmedia'.

Assessment information

Introduction to assessment

You are required to complete four items for this subject. Students are advised to read through each assessment item at the **beginning** of the session and to subsequently work out a realistic plan of attack. Early determination of a topic for investigation in Assignment 1 is strongly advised as this allows for maximum collection of information from every trip to a library or other information source. This gradual collection of information throughout the session makes each task more manageable. You should make requests for material from all external sources including the University's library as early as possible.

Please note it is compulsory for students to create an online learning journal (OLJ) using a social networking tool of your choice (eg. a blog, wiki, ning space) by the end of Week 1, and use this throughout the session to document learning tasks and reflections of your learning experiences. Entries in this online learning journal will contribute to your completion of Assignment 2.

Pass Requirements

In order to achieve a passing grade in this subject, a student must (1) attain a minimum passing standard in the overall total mark; and (2) demonstrate achievement of other approved conditions or requirements. A minimum passing standard means 50 per cent of the available marks for the assessment item(s), unless otherwise stipulated.

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Assessment items

Item No	Title	Type	Value	Due
1	OLJ creation and first entry	Assignment	0%	Week 2
2	Social networking project proposal	Assignment	0%	Week 5
3	Assignment 1: Social networking project/ report	Assignment	45%	Week 10
4	Assignment 2: OLG/Evaluative statement	Assignment	55%	Week 12
