



Annual Report 2010

Quality Pedagogy Collaboration

WISE MISSION AND VISION STATEMENT

The Web-based Information Science Education (WISE) Consortium is a groundbreaking collaborative distance education model that seeks to increase the quality, access, and diversity of online education opportunities in library and information science.

Through WISE, the world's leading library and information science schools come together to broaden students and faculty educational opportunities. WISE uses online technology to enrich education and foster relationships among students, faculty, and universities.

WISE students access courses through WISE member schools that are distinguished in quality and leadership in online education. These member schools offer a wide array of special topics courses, providing students with the opportunity to select from an extensive list of online courses, and to take courses with faculty who are highly regarded in their area of expertise.

WISE faculty have access to pedagogical resources and can participate in education programs focused on best practices in online pedagogy through WISE.

WISE schools have access to administrative and technical support. WISE schools have the freedom and flexibility to choose which of their own courses will be offered to the consortium and to choose which WISE courses will be offered to their home students. By selecting courses offered through the consortium which complements their existing elective curricula, WISE schools are able to attract a more diverse student body.

Three guiding pillars make up the philosophy of WISE: Quality, Pedagogy, and Collaboration.

Quality

Develop widely accepted standards and metrics for online library and information science education.

What we have accomplished:

WISE EXCELLENCE IN ONLINE EDUCATION AWARDS

At the WISE Pedagogy Workshop during the Association for Library and Information Science Education (ALISE) conference on January 12, 2010 in Boston, MA, WISE presented seven outstanding faculty from WISE member schools with the 2009 WISE Excellence in Online Teaching Awards. Faculty selected for the award received nominations from one or more WISE students at an institution other than the instructor's home institution, based on their instructional effectiveness in one or more WISE courses taught between spring 2009 and fall 2009.

2009 Excellence in Online Education Award Recipients:

Carisse Berryhill - University of Illinois at Urbana-Champaign*
Linda Braun – Simmons College*
Barbara Kwasnik – Syracuse University*
Tomas Lipinski - University of Wisconsin-Milwaukee *
Ruth Palmquist - University of North Carolina at Chapel Hill
Anthony Rotolo - Syracuse University
John Wagstaff - University of Illinois at Urbana-Champaign

* Denotes repeat recipient

Each year, WISE students are invited to nominate WISE host instructors who excel in the online classroom. Themes in the 2009 nominations include engagement and responsiveness, ability to create community in the online environment, and effective use of course technology to enhance learning. A unique aspect of the award is that the recipients are nominated by students who are not matriculated at the instructors' home institutions.

The 2010 WISE Excellence in Online Education Awards will be presented at the WISE Pedagogy Workshop at ALISE 2011 on January 4, 2011, in San Diego, CA.

WISE Meetings

WISE Administrative Meeting at ALISE 2010

On Wednesday, January 13, WISE administrators met for a lively discussion on the state of the consortium, application materials from Charles Sturt University, and general issues in distance LIS education our member schools are currently facing. Jen Doyle and Terry Plum of Simmons College were our gracious hosts from the Boston area, providing Simmons paraphernalia for all attendees. Thanks Terry and Jen!

WISE Summer Web Meeting

On July 22, 2010 WISE hosted a web-based meeting in Adobe Connect. WISE administrators from several schools were in attendance. The primary discussion topics included an update on the state of the consortium, enrollment, course popularity, and course evaluations and themes. The course evaluation process was discussed and a decision was made to provide each school with itemized evaluation data for every course every semester in order to increase the utility of the material. Linda Smith led a discussion on changes to WISE Pedagogy after the end of the WISE+ grant. The proposal for the 2011 WISE Pedagogy Workshop at ALISE, which will continue beyond the grant, was also discussed. Member school representatives who were not able to attend the meeting are welcome to contact support@wiseeducation.org to receive an electronic copy of the meeting minutes and materials.

Presentations and Publications

WISE Poster Session at ALISE 2010

Also at ALISE 2010, former WISE Director Katie Schisa presented a poster titled An Education in collaboration: Lessons learned from course development partnerships among WISE schools and associations during the Works in Progress session on Thursday, January 14. The session provided a great opportunity to meet many WISE instructors and students face-to-face, and to share the story of WISE and WISE+ with others in the field. Thanks to all who stopped by to learn more about the outcomes of the WISE+ project.



Anne McKinney and Katie Schisa at the ALISE 2010 WISE Poster Session

An Education in collaboration: Lessons learned from course development partnerships among WISE schools and associations (Katie Schisa, Syracuse University)

WISE+ Presentation at the IFLA Satellite Meeting, Cooperation and Collaboration in Teaching and Research: Trends in Library and Information Studies Education

On August 8, 2010, WISE co-founder Linda C. Smith (University of Illinois at Urbana-Champaign) and WISE faculty member Scott Nicholson (Syracuse University) presented WISE+ Course Development Partnerships: Collaboration, Innovation, and Sustainability at the IFLA pre-conference, Cooperation and Collaboration in Teaching and Research: Trends in Library and Information Studies Education. The paper featured an overview of several WISE+ partnership models, framed by the themes of collaboration, innovation, and sustainability, concluding with a discussion of best practices for course development partnerships. It was co-authored by Nicholson and Smith as well as Bruce Kingma and Katie Schisa (Syracuse University).

The collaborative forum was offered as a satellite event to the IFLA World Library and Information Congress held 10-15 August 2010 in Gothenburg, Sweden. The pre-conference was hosted by the Swedish School of Library and Information Science in Boras, Sweden, on 8-9 August 2010. The pre-conference built on the joint EUCLID-ALISE meeting held in Potsdam, Germany, 31 July-1 August 2003 (<http://forge.fh-potsdam.de/EUCLID/>).

Pedagogy

Develop high-quality faculty resources in online pedagogy for library and information science educators.

What we have accomplished:

WISE PEDAGOGY WORKSHOP AT ALISE 2010

ALISE 2010 Pre-conference Workshop: *Keys to Successful Online Collaboration: Preparing WISE Scholars Workshop*, Boston

Contributed by Anne McKinney

The 2010 workshop, titled “Keys to Successful Online Collaboration” in keeping with the theme for the ALISE Conference, “Creating a Culture of Collaboration,” enjoyed a very favorable reception thanks in no small part to the strength of its presenters. The workshop consisted of four simultaneous panels, three presentations and one breakout discussion. Attendees moved from one to the next at regular intervals. After the last rotation everyone shared insights into the presented ideas in one full-room concluding discussion.

Overall, the workshop created brilliant discussion and enthusiastic interest in online pedagogy. Attendance by 27 participants led to a smaller, more intimate learning session. 16 participants shared their feedback in the workshop’s evaluation forms. The Overall Quality Rating Average was 5 (1 = poor, 5 = excellent) with two individuals giving the workshop a “4”. In the comments, participants gave glowing feedback for the presenters and presentations, with a few thanking WISE for the workshop and stating that they would look forward to finding the workshop materials on the WISE Pedagogy website. For doctoral students who were expecting to TA an online course soon after the workshop, the presentations provided helpful and timely insights into the needs of online instruction.

The format of rotating presentation stations proved to be the most controversial aspect of the workshop. Four respondents specifically stated that they enjoyed the format, with at least two stating that the intimate sessions with presenters gave them more opportunity to ask questions related to their specific teaching situations. Two participants specifically mentioned the format as a negative aspect of the workshop, one of them stating that few groups were able to finish their presentations in the allotted time. The other response indicated that the groups of rotating participants varied too much in size, and that in the future the groups would need to be re-distributed into more even numbers.

One presenter pointed out that the experience of giving her presentation four times was exhausting and prevented her from benefiting from the other presenters’ work. While the concluding discussion was intended to share insights from each presentation, partially to benefit the presenters, the result was admittedly repetitive. If WISE incorporates this format into a future pedagogy workshop, an alternative structure that avoids redundancy for presenters and participants would be desirable.

Even with this constructive criticism, the workshop received a good reception. One participant commented that the workshop was “excellent as always. Thanks very much to WISE for providing these opportunities.”

WISE PEDAGOGY WORKSHOP AT ALISE 2011

WISE Pedagogy Pre-conference Workshop: Innovations in Online Teaching & Learning

Tuesday, January 4, 2011

12:30-4:30 p.m.

This workshop will be open to all interested conference attendees and the organizers especially wish to involve doctoral students as participants. The workshop will be highly participatory and feature a combination of presentations and breakout discussion groups that address pedagogical issues in incorporating innovations in online teaching & learning.

The workshop format will include:

1. Introduction – Greetings and introduction to the topic of innovations in online teaching & learning; overview of the structure for the workshop's activities; recognition of WISE Excellence in Online Teaching Award recipients and overview of their best practices.
2. Panel Presentation – Faculty Perspectives on Innovations in Online Pedagogy
3. Panel Presentation – Online Student Perspectives on Innovations in Online Pedagogy
4. Breakout Discussions – Panel presenters will facilitate small-group discussions on the topic of their presentation, enabling more in-depth exploration of the topic with smaller groups.

BEST PRACTICES FROM 2009 AWARD RECIPIENTS

*WISE Excellence in Online Teaching Award Recipients
Best Practices – 2009*



**Linda Braun, Simmons College (repeat recipient)
Web design and Information Architecture, Fall 2009
Young Adult Literature, Summer 2009**

Best Practices: "Students appreciate quick turn-around time when answering questions and participating in discussions. In the online world this can be via an email that says, I'll get back to you on that by tomorrow; a screencast that demonstrates a concept that is escaping a student's understanding; a link to a resource that will help a student gain the information needed, or an email address that connects two students so they can work on a project. Regular communication, along with using web 2.0 tools and giving students opportunities to learn from each other are key aspects of successful online teaching and learning."

What Professor Braun's students say: "Prof Linda Braun is an excellent instructor. She is one up on the students and I see her sending her weekly activities very punctually on the morning of the first day of the week. She takes pains to record weekly audios and I can tell they are not 'one size fits all' audio. She makes them tailor-made for each class. She is very prompt in her response and will go back and forth with the student to resolve an issue. She doesn't feel irritated or burdened with our questions. She has excellent subject knowledge and she provides clear rules/grade rubric for us to work on in terms of grades. Her interaction with students via Skype is commendable. Despite being in an online class, I feel I know her very well and I have made some friends in the class. This part really brings life to an online class which otherwise makes us feel very disconnected from the class. Overall she is excellent and she deserves this award."

"Professor Braun utilized a variety of online formats to make the class extremely interactive. We were constantly sharing ideas in a variety of contexts, in small groups and as a whole class, and with ongoing input from the Professor. She had high expectations of our ability to access each other online and built instruction of online applications such as Twitter, Voice Thread and pbwiki, into the curriculum. I learned a lot about online communication and collaboration. I learned new software to bring to my job. I read and discussed lots of YA lit, and felt cared about by my Professor. This was the most fulfilling class I have taken in the MLIS program."



**Anthony Rotolo, Syracuse University
Social Media, Summer 2009**

Best Practices: "My work with social media technologies has taught me that, at their core, they are about building relationships. In my view, this makes social media a perfect fit for online education. When I ask my class to connect with me on Twitter or Facebook, it's not only to try something new and cool. It's to build meaningful relationships with them, to learn about their broader interests, and to allow them to learn about me in the same way. The benefits are impossible to ignore. Discussion continues effortlessly and takes on a life of its own. Students discover common interests and connect outside of class. Even former students get involved in future semesters. Just as social media has changed the way we

interact with peers and businesses, it will have a major impact on how we learn. I'm excited to be exploring the future of online education at the Syracuse University iSchool."

What Professor Rotolo's students say: "Mr. Rotolo was very engaged in discussions and furthering threads along, while demonstrating intelligent usage of social media tools. He was available online, utilized Twitter and Facebook, and maintained a challenging, well-planned and manageable course. A very positive teacher and positive experience!



**Barbara Kwasnik, Syracuse University (repeat recipient)
Theory of Subject Representation and Classification, Fall 2009**

Best Practices: "Everyone knows that sustained interaction in online classes is important so that the student and the faculty are aware of each others' "presence." I try to come up with new and varied ways in which to reach this goal. The principle is that interaction must be meaningful rather than just rote. One way is to make the students co-teachers, fulfilling part of the teaching function by posting presentations on small slices of the course content. Another is to have ungraded assignments that are really practice exercise. Each of these is challenging but low-risk so that students can speculate, discuss and react without a grade being attached. A third is to have students post drafts of projects so that they can get feedback before posting the final product."

What Professor Kwasnik's Students Say: "This instructor is fully engaged in the discussion of the students. Professor Kwasnik does not hesitate to ask questions and push her students to think beyond the basic assumptions of classifications. That being said, she appreciates multiple perspectives and is not afraid of being wrong or learning new things. This is by far the class in which I have learned the most throughout my MLIS program. I can't imagine a better individual for this award!"



**John Wagstaff, University of Illinois at Urbana-Champaign
Music Librarianship and Bibliography, Spring 2009**

Best Practices: "WISE is such a great idea! Having students from several library schools enrolled on my course really enriches the discussions that we are able to have and, I'm sure, helps create new professional friendships between course participants. Experiences are shared, learning is enhanced, and fun is had too. I look forward each year to finding out who has enrolled in my class for the new semester, and it's always a delight to find several WISE students there."

What Professor Wagstaff's students say: "John Wagstaff ran a wonderful online synchronous class covering all aspects of Music Librarianship. His style, voice, tenor, ease of delivery and overall ability to deliver the information was amazing. The course flew by with great speed. He was interesting to listen to and he was interested in the student's participation. His power point presentations were effective and invaluable to enhance the lecture style. He conducted the sessions with a sense of humor and always found time to listen to the student's dialogue via chat. I only wish the semester was longer because it was a real treat to look forward to every Monday night. Thank you!"



**Tomas Lipinski, University of Wisconsin-Milwaukee (repeat recipient)
Legal Issues for Library and Information Managers, Spring 2009**

Best Practices: "The design of the WISE course Legal Issues for Library and Information Managers incorporates several underlying attitudes. First, demystify the law; make the law accessible to students. Initial lessons are designed to encourage students to not be overwhelmed or intimidated by 'the law.' This is done by deconstructing legal concepts into essential and digestible elements. Then reconstruct the law through various problem solving approaches and strategies. Introduction of a concept in the classroom is followed by numerous examples of application beyond the original context and targets the library setting in specific, e.g., discuss what the law of indecency is then hypothesize how issues relating to indecency might arise in say the public library context."

"Using fact-based discussion questions and short scenario or case-study peer-to-peer assignments (most legal problems are fact-intensive endeavors such as determining whether a given library practice is fair use or not) students begin to gain deeper understanding. This is the second underlying concept of the class, having students address more and more complex legal problems, to move from simple knowing to identifying what is still unknown and the application of knowledge from the familiar to the unfamiliar. Bloom's taxonomy is used loosely to create ever complicating learning challenges and assessments. The teaching philosophy of the instructor is simple, since law is ever-changing it requires life-long learning, there is always more to know, as a result my charge is two-fold: 'how can I help my students enjoy knowing what I know and how can we together learn what is still unknown for all of us?'"

What Professor Lipinski's students say: "Dr. Lipinski was a great online instructor. I learned so much in this course. He covered First Amendment Issues, Intellectual Property, Copyright, Patriot's Act and other issues regarding users of librarians. I liked his live chats on Tuesdays and his up-to-date informative approach to everything. He was very available and had a nice manner and I learned more than I ever thought I would. I hope he wins this award. He deserves it. After taking his class I just wanted to learn more."

**Ruth Palmquist, University of North Carolina at Chapel Hill
Human Information Interaction, Spring 2009**



Best Practices: "I want to focus on two primary elements essential to successful online teaching—communication and structure. While we often take these two elements for granted in the traditional classroom, their importance in an online class escalates.

"Communication can be conducted in a variety of ways with online students, but primarily the Discussion Forum and email provide the major avenues for teacher and student(s) to talk, and for student(s) to talk with each other. Most learning management software also provides avenues like an Announcement area where it is advisable to post something frequently... reminding them of the week's work, what new documents have been posted, what is the next graded assignment due date, the schedule for an impending school holiday (even virtual students need a Spring Break!). Each new announcement gives the student a sense that logging in to the course site is important, that content there is changing often, and that the instructor is anxious to 'connect' with each of them. Email, of course, can provide a more personal way to provide a 'pat on the back' for an insightful post to the Discussion or to relay some specific material that the student might need. I still enjoy being a librarian to my students while they are casting about for material for a term project. I sometimes use email to send a partial bibliographic search result to help a student get a good start or suggest a slight topic change. I always offer, and some do utilize, the opportunity for a phone conversation, when that can be useful. For a lengthy discussion of a research idea, etc., they can let me know when they are available for me to phone and then email their phone number to me. I can then make the call. Luckily, I have a 'one price' arrangement with my phone company. And, I must admit that I haven't phoned students who are taking the class from outside of the U.S., although Skype and GoogleTalk are easily useful for those students. Navigating time zones might be a problem!

"Structure is the other essential element without which I think an online course would feel somewhat 'out of control' to the students. Besides a strong syllabus that expresses your expectations for participation and performance, each week has a definite topic with definite activities attached, readings, discussion, and in some cases, a 'presentation' of Power Point slides along with a targeted discussion aimed at the student 'presenter' from others in the class. Students need structure in order to gauge their workload and to successfully plan their course participation/performance around their other life activities."

What Professor Palmquist's students say: "I'm nearing completion of my degree, of which every class has been online. Professor Palmquist's class was my favorite by far. I was interested in the subject and Professor Palmquist is an extremely knowledgeable, organized, and effective instructor, but there was more to it than that. Somehow she managed to convey a personality -- a sense of warmth and a sense of humor, plus genuine interest, support, intellectual curiosity and mutual respect -- that I've usually found lacking in online teaching. I felt like I was dealing with a human being. More importantly, this teacher-student relationship motivated me to work harder than I have in other classes, to contribute more and better comments to class discussions and to submit higher-quality assignments."

"Ruth was one of the most positive, engaging, supportive and enthusiastic lecturers I've had. The course was absolutely fascinating, and the way Ruth organized the course (in terms of assessment, weekly work schedules etc) was extremely conducive to a really positive learning experience."



**Carisse Mickey Berryhill, University of Illinois at Urbana-Champaign (repeat recipient)
Theological Librarianship, Fall 2009**

Best Practices: "As an introduction to the theological librarianship specialty, the course surveys its contexts, materials, services, and issues; but even more importantly, it opens a hospitable door to a community of theological librarians. Course readings emphasize American Theological Library Association (ATLA) Proceedings. Almost every week a librarian from an ATLA member library is our guest by live-streamed audio, answering questions submitted in advance by the students. The generosity and disciplined humanity of these guests help me create and sustain a welcoming environment for students who wish to explore this field of service."

What Professor Berryhill's students say: "Dr. Berryhill met with us live each week via Elluminate for discussion and presentation from a different guest speaker. She also had the class arranged so that we had a regular schedule each week of readings and interactions in the Moodle class format with classmates. We moved from amassing information to a very practical, engaged interactive format of learning that demonstrated the best of online learning with the benefits of face to face via Elluminate. The writing assignments were reflective; calling us into engagement with the materials we encountered in our readings, from speakers, and from online interaction and therefore moved us into the mainstream of creating our own theology while integrating the experience of theological librarians across the history of libraries. Dr. Berryhill shared authentically from her own experience and knowledge while giving us focused attention as we shared from our ongoing learning."

CONCLUSION OF WISE+ PEDAGOGY PROJECT

The conclusion of the WISE+ grant in summer 2010 marked the end of the WISE Pedagogy project. A number of valuable static resources were developed by Visiting Coordinator of Instructional Design Anne McKinney. Some of these resources, including the WISE Pedagogy website, the WISE Pedagogy Blog, and the on-demand workshop will remain online. These resources are accessible through www.wisepedagogy.org. WISE members and the WISE administrative leadership team will have continued opportunities to discuss options for sustaining support of WISE Pedagogy in the absence of a dedicated staff member at WISE administrative meetings throughout 2011.

Collaboration

Develop a collaborative marketplace for online courses in library and information science education.

What we have accomplished:

WISE Enrollment Update

2010 has been a strong enrollment year for WISE, indicating that interest in the consortium remains stable across schools and students. In spring/session one 2010, 59 students enrolled in 51 courses. In summer/session two 2010, 76 students enrolled in 38 courses. In fall/session three 2010, 59 students enrolled in 51 courses.

WISE Welcomes Charles Sturt

The WISE Consortium is pleased to announce the addition of a 15th institutional member, Charles Sturt University, based in New South Wales, Australia.

The School of Information Studies at Charles Sturt University offers high quality programs in Library and Information Science (LIS) which have been recognized by the Australian Library and Information Association for over thirty years. For more than two decades, the school has specialized in distance delivery, and today all programs are offered in the distance mode. This focus has allowed the school to excel in online delivery of LIS education. One of the foremost goals of the school is to “become a leading global provider of quality and innovative online education for the information professions.” By joining WISE, Charles Sturt University will be able to expand their reach by hosting students from 14 unique institutions around the world in their online courses, helping them progress toward achieving this goal. The School will also provide their own students with access to courses offered at the other WISE institutions, increasing the diversity and breadth of their home curriculum.

The School of Information Studies is the largest provider of LIS education in Australia, serving over 1500 students at the undergraduate, graduate, and doctoral levels. In 2007 the school became the only school in Australia dedicated solely to library and information studies. With specializations including library leadership, community networking, records and archives management, and children’s librarianship, Charles Sturt University has a great deal to offer the consortium. The WISE schools are excited to begin this mutually beneficial collaboration, and would like to extend a warm welcome to our newest member!

Moving Beyond the WISE+ Grant

WISE+ has allowed WISE to expand the reach of the consortium to serve practicing professionals in addition to Library and Information Science students and educators. As the WISE+ grant came to a close over summer 2010, administrative leadership actively sought out ways in which to share lessons learned from the efforts of the initiative with a broader audience interested in online and LIS education. A summary of WISE+ partnership models was presented at the 2010 IFLA Satellite Meeting, Cooperation and Collaboration in Teaching and Research: Trends in Library and Information Studies Education hosted by IFLA, ALISE, and EUCLID (see paper, attached). In addition, a book chapter which details the WISE+ course development partnerships and the activities of WISE Pedagogy is currently in press.

While funding is no longer available for activities specific to the WISE+ grant, including the WISE+ Pedagogy initiative and WISE+ course development project, WISE is on solid ground to continue course sharing operations for the foreseeable future. Select programs, including the WISE Pedagogy Workshop at ALISE and the WISE Excellence in Online Education will continue with support from the consortium's operational budget in order to carry forward the commitment to sharing best practices in online LIS education.

WISE wishes to thank the Institute of Museum and Library Services for the generous funding provided for both the WISE and WISE+ initiatives. This funding made our efforts possible, and allowed us to establish a sustainable consortium which will continue to serve the needs of LIS students around the globe into the foreseeable future.



2010 Course List**Academic Libraries**

Acquiring, Procuring, and Financing IT
Advanced Info Technology Tools: Web 2.0
Advanced Information Technology Tools: Web 2.0
Applications in Medical Informatics
Applied Business Research: Competitive Intelligence & Knowledge Management
Applied Economics for Information Managers
Applied Information Security
Archival Outreach: Programs and Services
Archival Systems
Back of Book Indexing
Bibliographic Organisation
Business Information
Cataloging & Classification II
Cataloging and Classification
Change Management
Children's Literature and Related Materials
CIO's in Global Enterprises
Community Informatics
Competitive Intelligence
Copyright
Creating and Managing Digital Assets
Data Administration Concepts and Database Management
Digital Libraries
Digital Library Technology
Digital Preservation
Digital Stewardship
Does the Shoe Fit? Fairy Tales as Literature for Children
E-Government
Electronic Publishing
Evaluating Programs and Services
Female Voices in Historical Narratives
Feminism, Librarianship and Information
Foundations of Data Curation
Geographic Information Systems
Geographic Information Systems (GIS) for Librarians
GLBTQ materials for young adults
Health Consumer Resources and Services
Health Information
Health Sciences Information Services and Resources
Health Sciences Resources and Services
History of the Book
Human Information Interactions
In Search of Cupid & Psyche: Myth and Legend in Children's Literature
Indexing and Abstracting
Information and Records Management
Information Architecture and Knowledge Organization
Information Architecture for Internet Services

Information Modeling
 Information Services for Specific Populations
 Information Sources & Services in the Social Sciences
 Information Sources and Services in the Health Sciences
 Information Sources and Services in the Sciences
 Information Systems Analysis: Concepts and Practices
 Information Technologies in Educational Organizations
 Information Visualization
 Instructional Technologies
 Intellectual Freedom
 Intellectual Freedom and Library Services for Youth
 International and Comparative Librarianship
 Introduction to Biological Informatics Problems & Resources
 IT Security Architecture
 Knowledge Management in Organizations
 Law Librarianship
 Legal Issues for Library and Information Managers
 Legal Resources
 Library Materials for Children
 Library Materials for Young Adults
 Literacy through School Libraries
 Literature and Other Materials for Young Adults
 Management for Information Professionals
 Management of Library Services
 Managing Current Records
 Managing Digital Collections
 Managing Information Systems Projects
 Marketing
 Marketing and Public Relations for Libraries
 Materials for Young Adults
 Motivational Aspects of Information Use
 Multicultural Literature for Children
 Multimedia
 Museum Archives
 Music Cataloging
 Music Librarianship & Bibliography
 New Directions in Academic Libraries
 Organizational Information Security
 Preservation Management in Libraries and Archives
 Project Management for LIS
 Readers' Advisory Services
 Records, Archives and Society
 Reference Resources and Services
 Research Methods
 Resource Description for Librarians
 Resources & Information Services: Library Services for Distance Learners
 Resources & Information Services: Maps and Geographic Information Services
 Resources for New Zealand Studies
 Resources for Young Adults
 Scholarly Communications and Electronic Publishing

School Library Media Center Management
Seminar in Archives and Records Management: Encoded Archival Description (EAD)
Seminar in Archives and Records Management: Medieval Manuscripts
Seminar in Archives: Genealogy
Seminar in Contemporary Issues: Digital Copyright
Seminar in Information Science: Information Literacy
Seminar in Information Science: Web 3.0 and Emerging Trends
Seminar in Library Management: Grant Writing
Social Informatics
Social Media for Information Professionals
Social Networking for Information Professionals
Strategic Information Management
Survey Research Methods
Technical Services Functions
Technologies in Web Content Management
Technology and the School Library Media Center
Text Mining
The Information Society
Theological Librarianship
Web Development and Information Architecture
Young Adult Literature

WISE STAT LINE

Since fall 2004, WISE has offered more than 600 courses to more than 759 students from 15 of the world's leading library and information science schools.

Academic Year	2007-2008	2008-2009	2009-2010	2010-2011
Member Schools	12	14	15	14
Courses Offered	98	146	145	211
Students Enrolled	178	169	187	225

WISE Member Schools

Charles Sturt University
 Long Island University
 Rutgers University
 San Jose State University
 Simmons College
 Syracuse University
 University of British Columbia
 University of Illinois at Urbana-Champaign
 University of North Carolina – Chapel Hill
 University of Pittsburgh
 University of Texas at Austin
 University of Western Ontario
 University of Wisconsin – Milwaukee
 Victoria University of Wellington

Contact Us:

Alison Miller

WISE Coordinator
 Syracuse University
 Syracuse, NY 13244
 315-443-5618
milleru65@gmail.com

Linda Smith

WISE Pedagogy
 University of Illinois at
 Urbana-Champaign
 Champaign, IL 61820
lsmith@illinois.edu



WISE Education
315.443.5618
support@wiseeducation.org
www.wiseeducation.org