	Morning: 9:00-12:00	Afternoon: 13:00-16:00
Monday 8/8	Introduction to the course • Brief presentations of teachers and participants • Expected learning outcomes • On documenting the work process during the course • On producing a list of future priorities • On producing a "to do-list" for future work with the web site	Overview of organization of information resources in context • Information resources to select, describe, classify, and make available • General introduction to the content management tool • Who are the users of the web site?
Tuesday 9/8	Selection of information resources • What to include? • Where does the library collection begin and end? • Essential and supplementary content	Hands-on exercises connecting to the morning session
Wednesday 10/8	Description of information resources • Writing texts for a library web • Terminology and the avoidance of library jargon	Hands-on exercises connecting to the morning session
Thursday 11/8	Environmental scanning and best practices • Maintenance of a library web site – keeping it alive and up to date • Inspirational resources	Hands-on exercises connecting to the morning session
Friday 12/8	Summing-up • Going through the documentation of the course • Looking ahead • Course evaluation	

- The following four slides are borrowed from:

  Janice Redish (2011). Writing vibrant, compelling copy – the content in content strategy:

  http://www.slideshare.net/GinnyRedish/writing-vibrant-compelling-copy

Why do people visit a website?

- They want to…
  - Answer their questions(s)
  - Solve a problem
  - Do a task
- Access content!

- Navigation and search are critical
- Good, clear design is critical
- Technology that works is critical

  But…
- **They all support the content**

Content = everything

- Text
- Illustrations
- Charts
- Graphs
- Tables
- Forms
- pdfs

- Videos
- Podcasts
- Blogs
- Forums
- Facebook

  LinkedIn

  Twitter

  other social media

Content strategy =
Think strategically about your content

- Planned
- Coordinated
- Managed
- Reviewed
- Maintained
- Removed

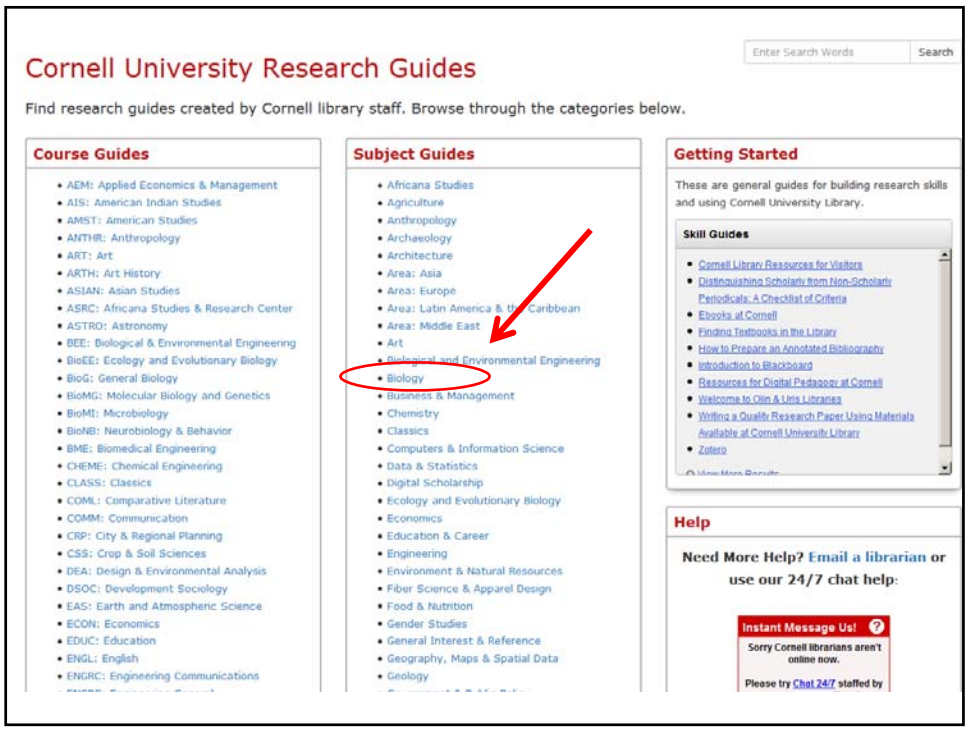
Message

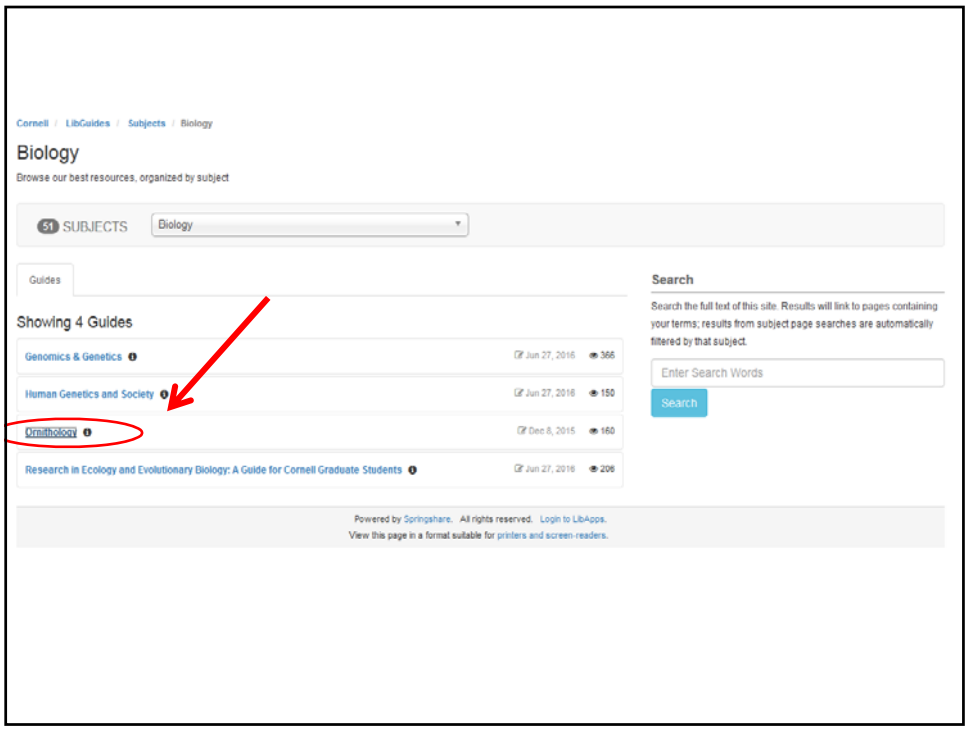
Tone

Style

Selecting material

- Analyze user groups
- Overview what is published/produced – both feebased and open access
- Assess and evaluate material with reference to user group-analysis
- Make decisions regarding what to obtain
  - **Informed by**
- Budget frames (freely available – fee-based)
- Acquisition policy (balance: digital-printed)
- Infrastructure for storage and archive

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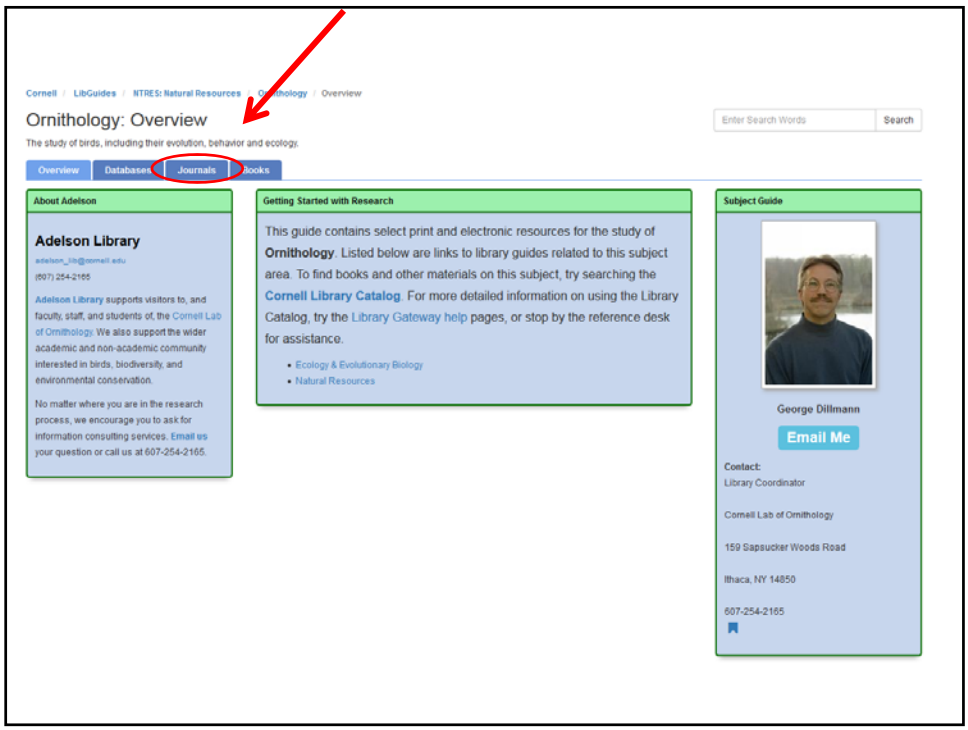
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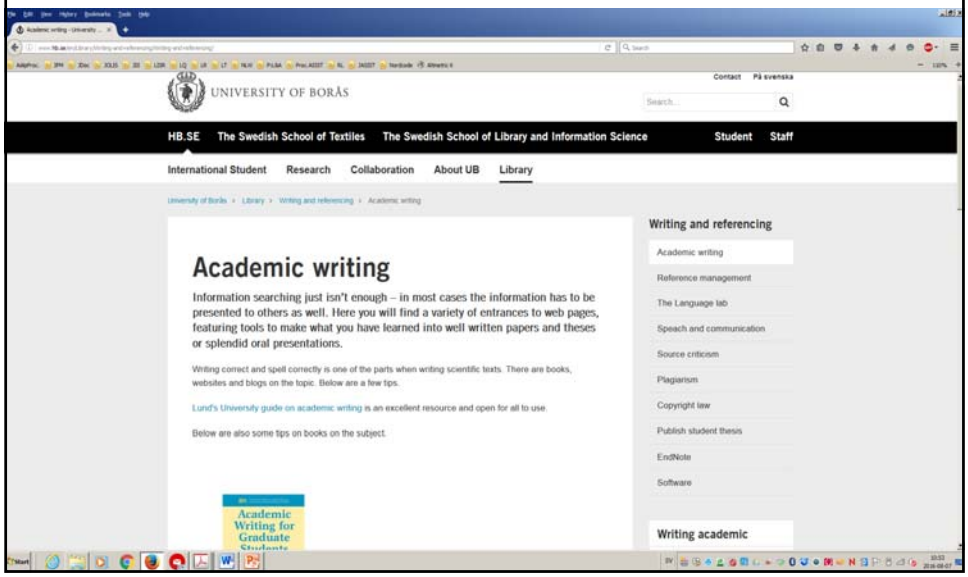
- When writing for the web, using plain language allows users to find what they need, understand what they have found, and then use it to meet their needs. It should also be actionable, findable, and shareable.
- People come to your website with a specific task in mind. When developing your site's content, keep your users' tasks in mind and write to ensure you are helping them accomplish those tasks. If your website doesn't help them complete that task, they'll leave.
- People read differently online than they do when they read print materials -- web users typically scan for information. In a study of online reading behavior Site exit disclaimer, Jakob Nielsen found that "on the average webpage, users have time to read at most 28% of the words during an average visit; 20% is more likely".

From: Writing for the Web, at usability.gov

Writing style and tone



Key findings from the **51 usability studies** examined:

- The average user success rate for finding journal articles or article databases is **52%** (in 20 tests at 14 libraries reporting this information). Narrative descriptions suggest that terminology is a major factor.
- Terms most often cited as being misunderstood or not understood by users:

Acronyms & brand names	*Periodical or Serial*
Database	*Reference*
Library Catalog	*Resource*
E-journals	Subject categories
Index	such as *Humanities*
Interlibrary Loan	or *Social Sciences*

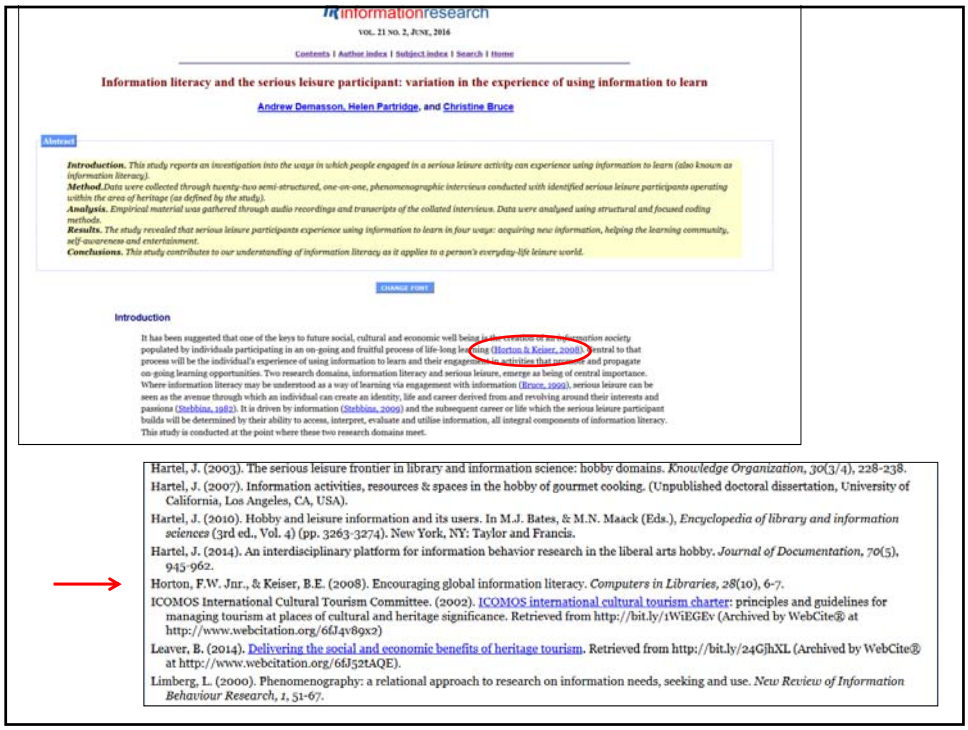
- Terms most often cited as being understood well enough to foster correct choices by users:

  Find books, *Find articles*, and other combinations using natural language "target words"

  Terms accompanied by additional words or mouseovers that expand on their meaning.

From: Library Terms That Users Understand (2012) John Kupersmith

- Task:
  - Find a university library website that you find attractive and good, present the website and explain why it is attractive and good.
  - Use the web – e.g. Google – to search for good library websites
  - For example: “academic library websites” or “best library websites”



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Information literacy and the serious leisure participant: variation in the experience of using information to learn

Andrew Demasson, Helen Partridge, and Christine Bruce

Abstract

Introduction. *This study reports an investigation into the ways in which people engaged in a serious leisure activity can experience using information to learn (also known as information literacy).*
Method. *Data were collected through twenty-two semi-structured, one-on-one, phenomenographic interviews conducted with identified serious leisure participants operating within the area of heritage (as defined by the study).*
Analysis. *Empirical material was gathered through audio recordings and transcripts of the collated interviews. Data were analysed using structural and focused coding methods.*
Results. *The study revealed that serious leisure participants experience using information to learn in four ways: acquiring new information, helping the learning community, self-awareness and entertainment.*
Conclusions. *This study contributes to our understanding of information literacy as it applies to a person's everyday-life leisure world.*

CHANGE FONT

Introduction

It has been suggested that one of the keys to future social, cultural and economic well being in the creation of an information society populated by individuals participating in an on-going and fruitful process of life-long learning (Horton & Keiser, 2008). Central to that process will be the individual's experience of using information to learn and their engagement in activities that promote and propagate on-going learning opportunities. Two research domains, information literacy and serious leisure, emerge as being of central importance. Where information literacy may be understood as a way of learning via engagement with information (Bruce, 1999), serious leisure can be seen as the avenue through which an individual can create an identity, life and career derived from and revolving around their interests and passions (Stebbins, 1982). It is driven by information (Stebbins, 2009) and the subsequent career or life which the serious leisure participant builds will be determined by their ability to access, interpret, evaluate and utilise information, all integral components of information literacy. This study is conducted at the point where these two research domains meet.

Hartel, J. (2003). The serious leisure frontier in library and information science: hobby domains. *Knowledge Organization*, *30*(3/4), 228-238.

Hartel, J. (2007). Information activities, resources & spaces in the hobby of gourmet cooking. (Unpublished doctoral dissertation, University of California, Los Angeles, CA, USA).

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Hartel, J. (2014). An interdisciplinary platform for information behavior research in the liberal arts hobby. *Journal of Documentation*, *70*(5), 945-962.

Horton, F.W. Jnr., & Keiser, B.E. (2008). Encouraging global information literacy. *Computers in Libraries*, *28*(10), 6-7.

ICOMOS International Cultural Tourism Committee. (2002). ICOMOS international cultural tourism charter: principles and guidelines for managing tourism at places of cultural and heritage significance. Retrieved from http://bit.ly/1WiEGEv (Archived by WebCite® at http://www.webcitation.org/6fJ4v89x2)

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Limberg, L. (2000). Phenomenography: a relational approach to research on information needs, seeking and use. *New Review of Information Behaviour Research*, *1*, 51-67.

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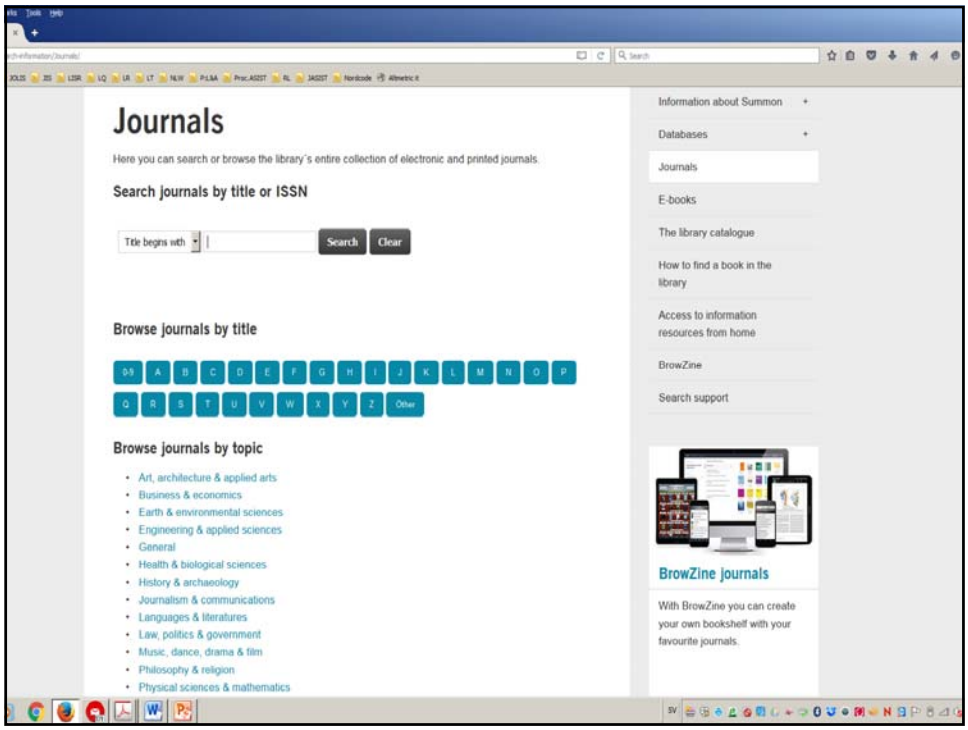
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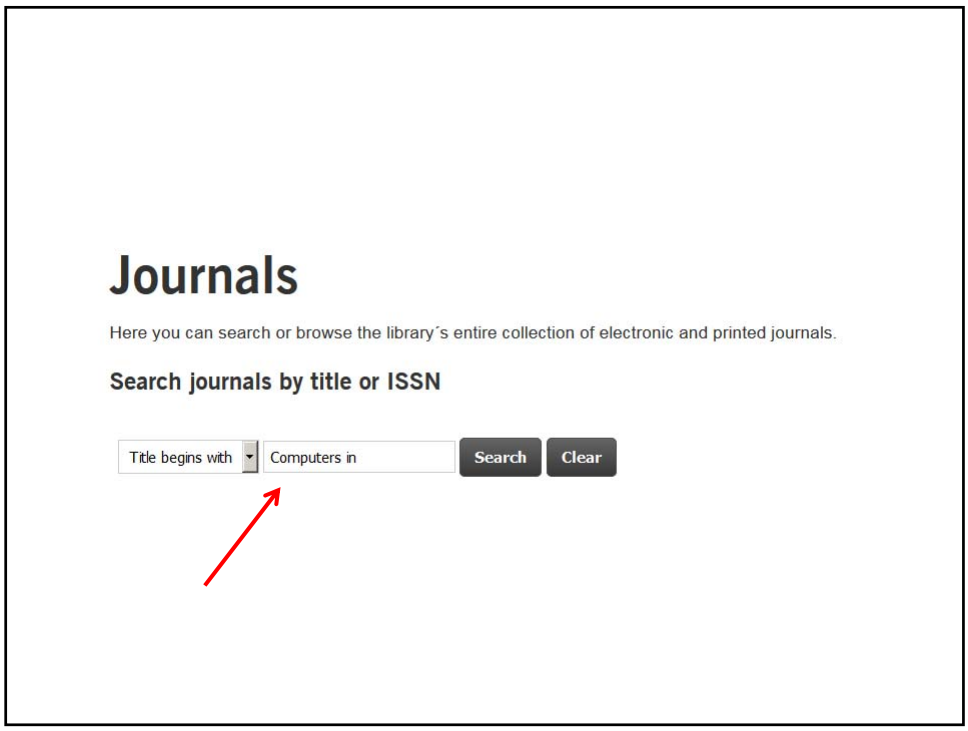
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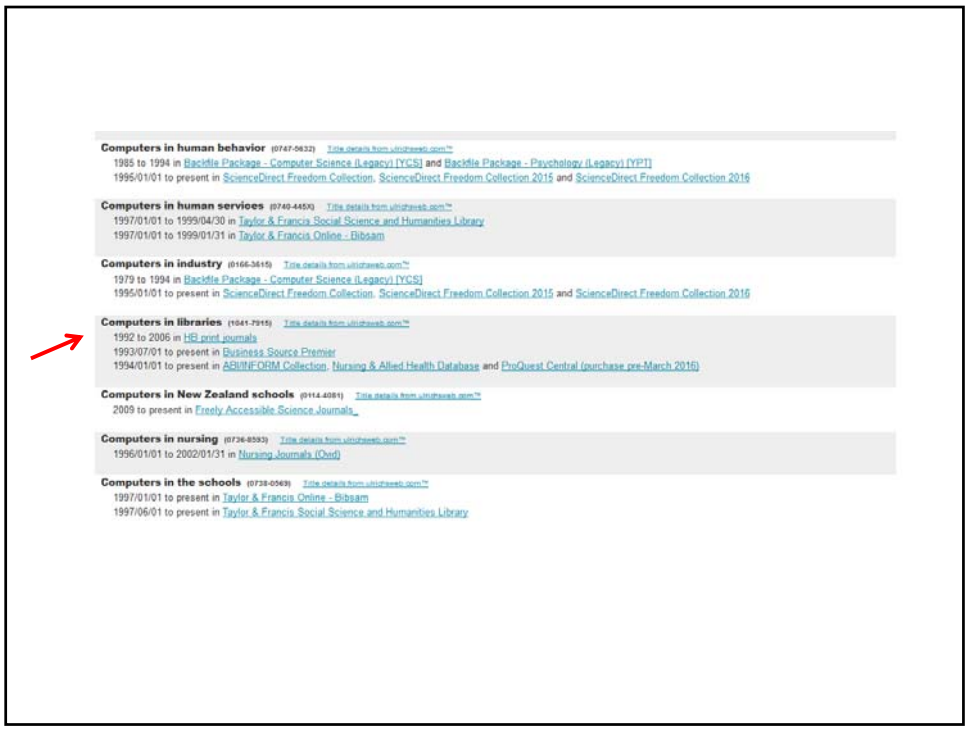
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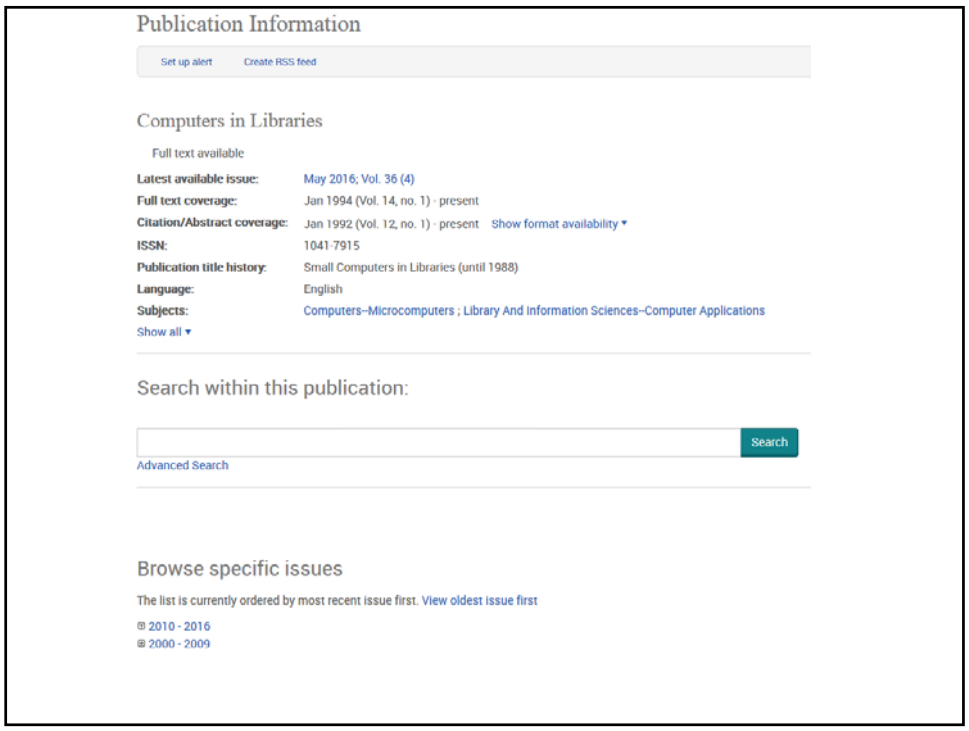
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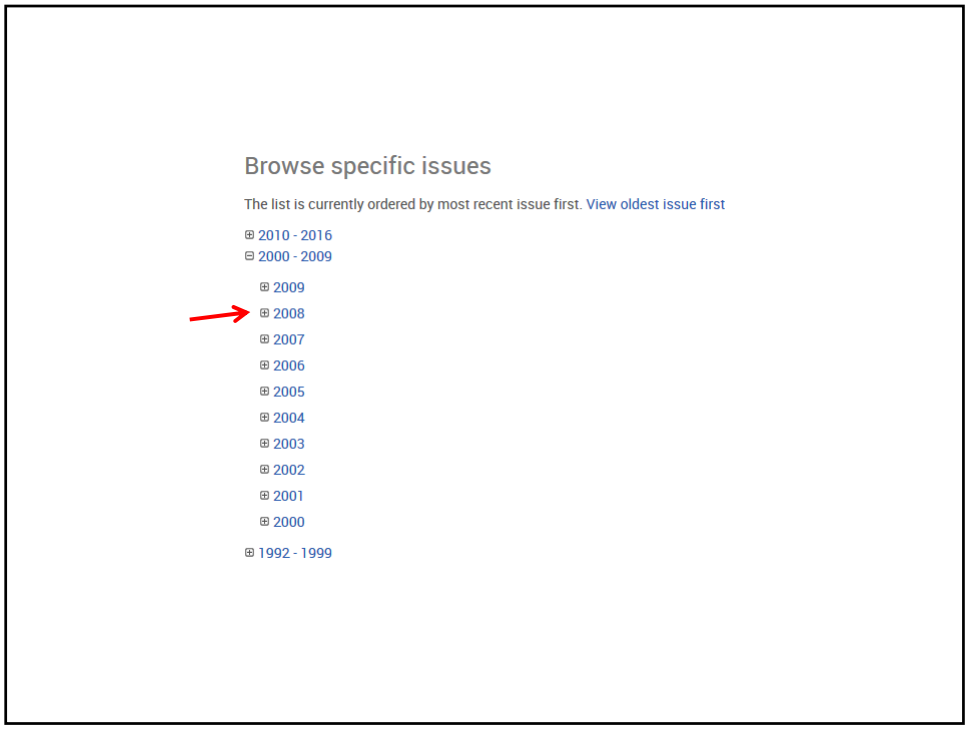
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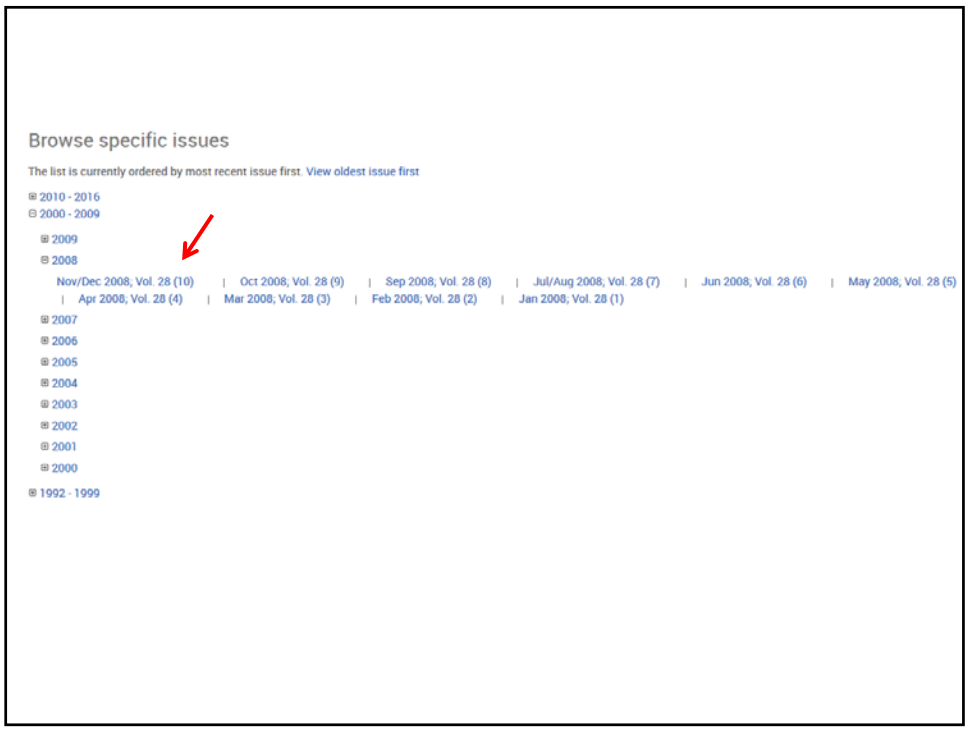
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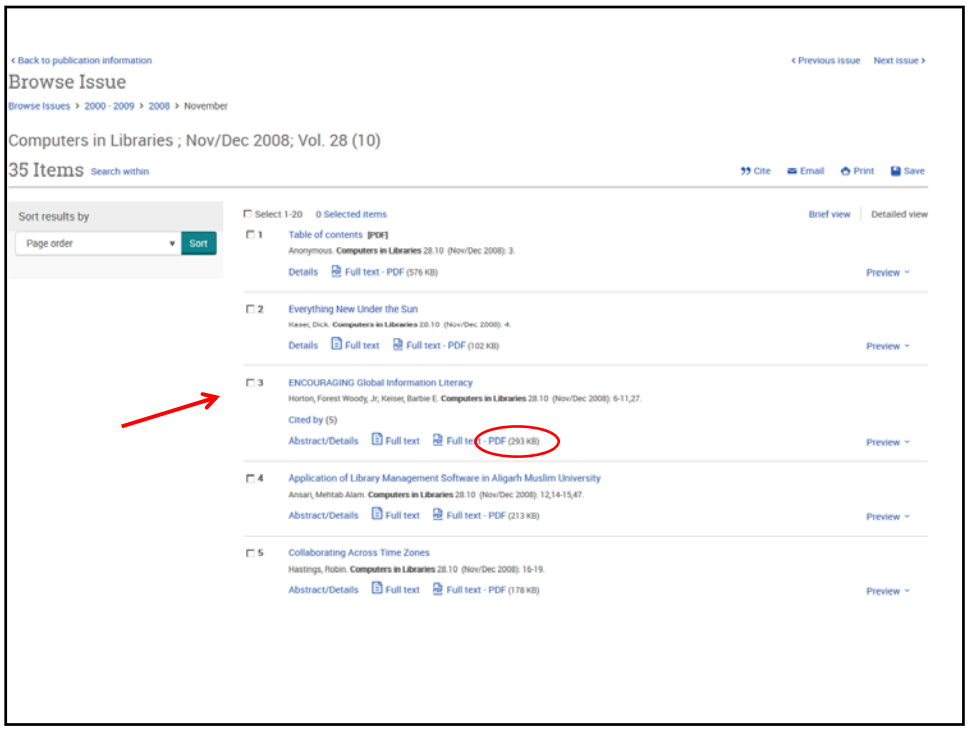
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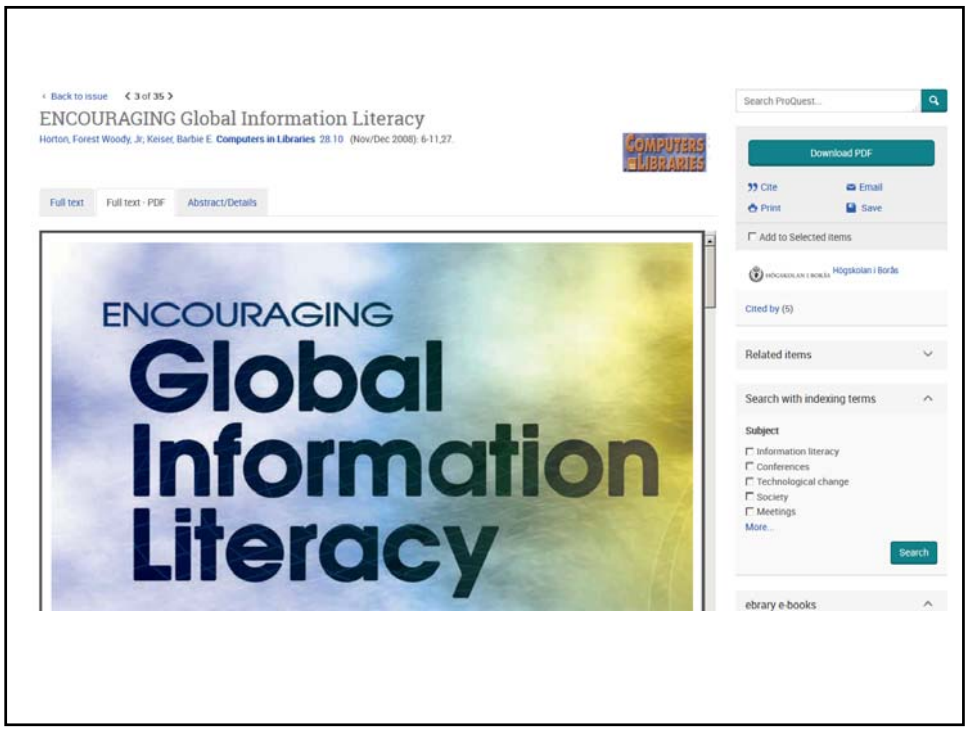
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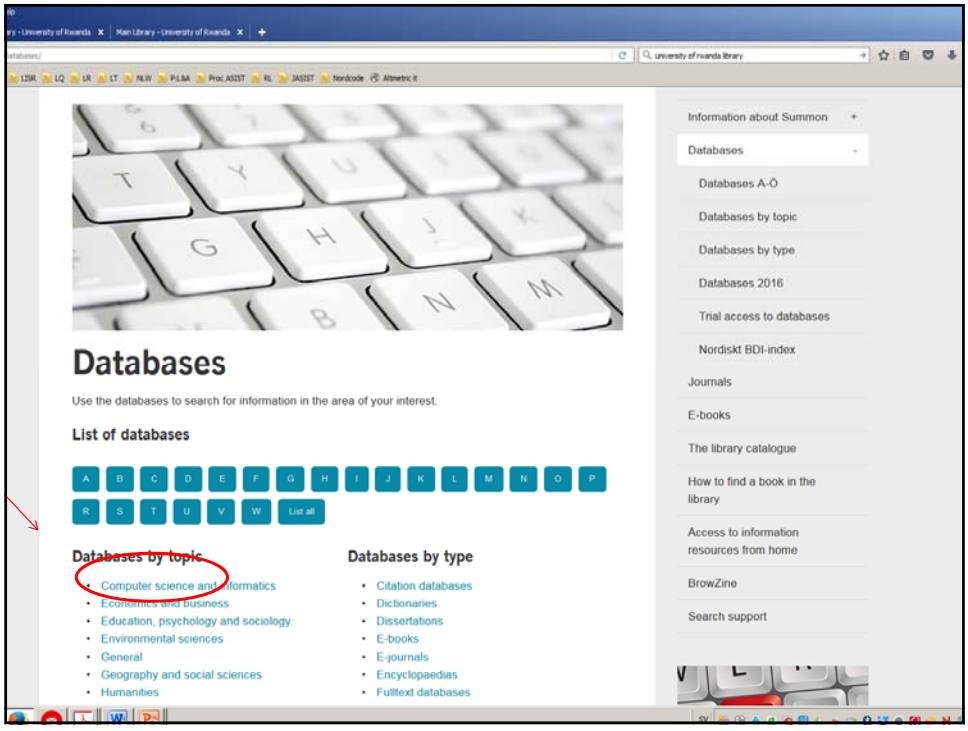
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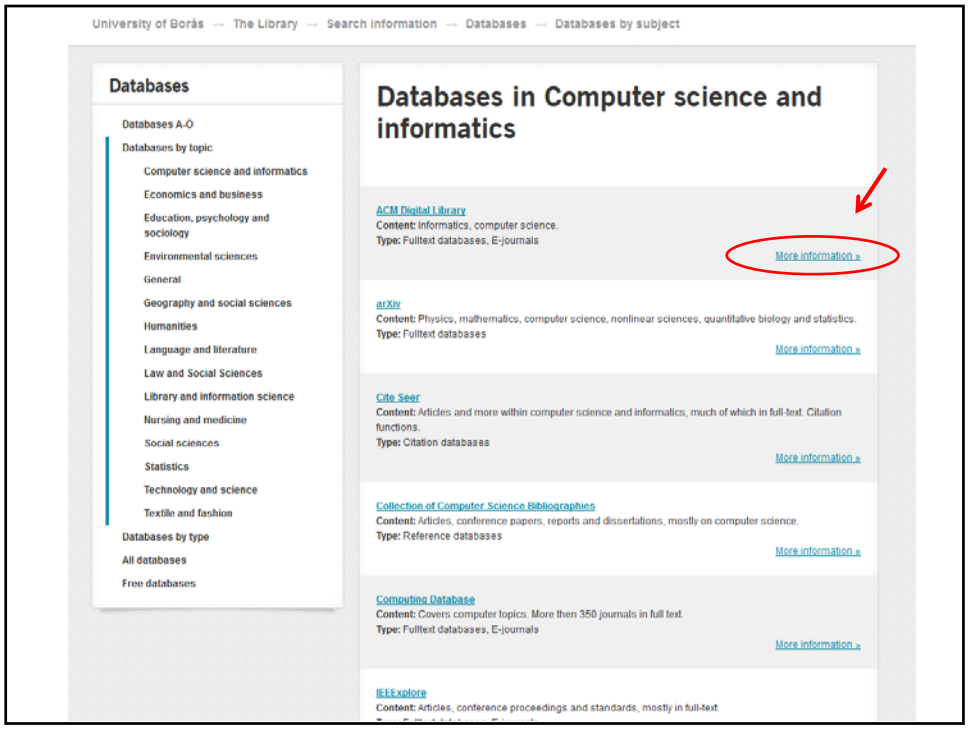
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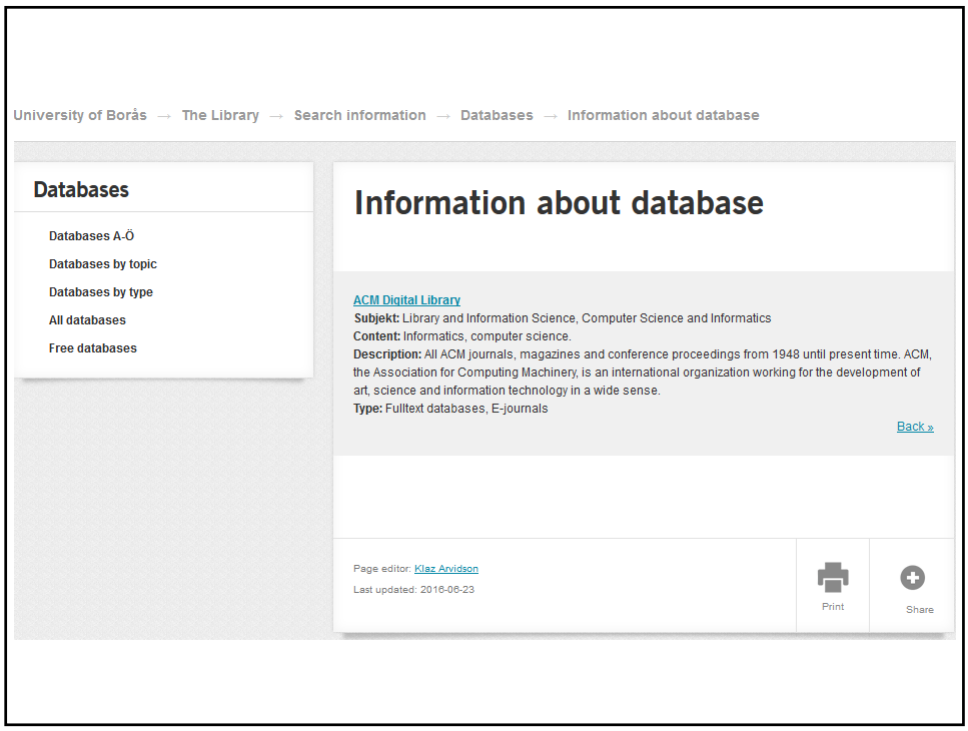
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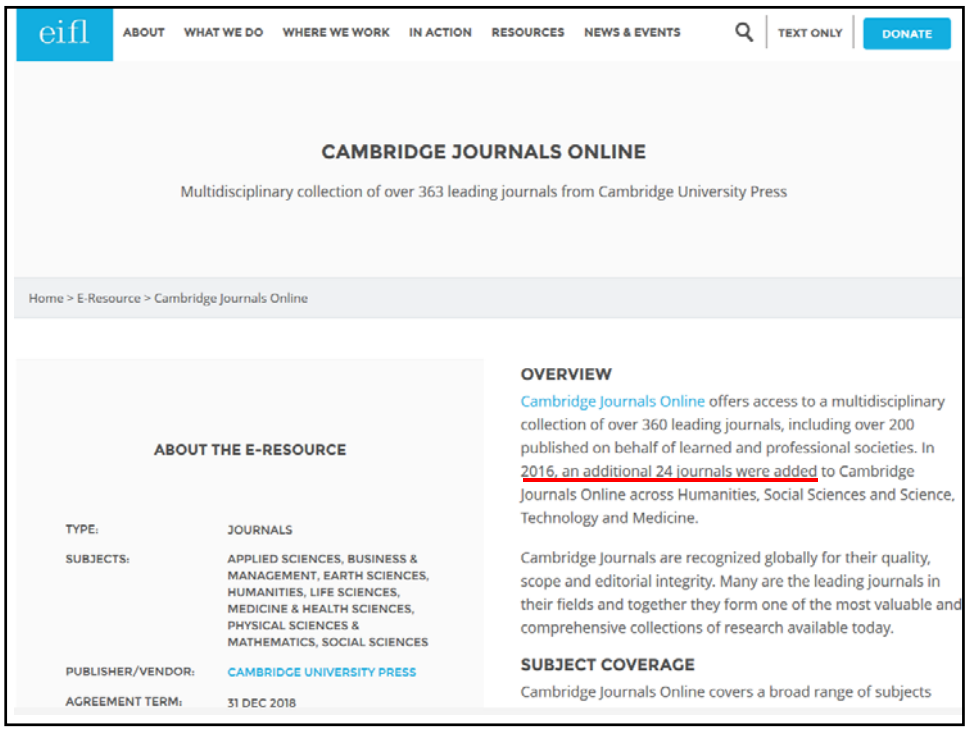

- Classifying databases according to Topic, Type and College
- Types
  - **Identified types:**
    - News content
      Reference
      Online lectures
      E-books
      Tutorials
      Full-text
      …
- Topic
- College

- https://olapilerot.net/rwanda-toolbox/

- "To do-list" for future work with the web site:
  - Develop a proper controlled vocabulary for the database list
  - Make sure ALL databases are included in the list!
  - Join the Drupal group/community for libraries
  - Take as a habit to "constantly" scan the web for useful resources (e.g. free databases) that can be included in our list
- Future priorities:
  - Create working groups with specific responsibilities, e.g. 1) controlled voc.; 2) "drupal experts"; 3) guidelines for language & **presentation** of the info. on the site; 4) Overview and structure of the site; 5) "day-to-day business"; 6) BEING CAREFUL!