



**College of Liberal Arts & Sciences
Division of Library & Information Science
LIS 258: Museum Informatics
Course Syllabus
Spring 2021**

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COURSE DESCRIPTION: This course introduces Museum Informatics, the study of how technical innovations influence the social world of museums, by exploring the nature of information technology in museums and the way modern information systems have shaped the museum information environment. Emphasis is on the role of the information professional in managing the intersection of information, people, and technology within the museum environment.

REQUIRED TEXT:

Marty, P.F. & Jones, K.B. (Eds). (2008). Museum Informatics: People, Information, and Technology in Museums. New York: Routledge. ISBN = 978-0-415-80218-5.

https://jerome.stjohns.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nl_ebk&AN=473873&site=ehost-live

Iida, P., & American Psychological Association. (2020). The concise APA handbook (APA 7th). Information Age Publishing.

https://jerome.stjohns.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nl_ebk&AN=2527724&site=ehost-live

TEACHING METHODOLOGY: All students are required to have daily access to a computer and an Internet connection as this is an online course. Students will interact with the instructor and other student colleagues through the course website in Canvas. Tools on the site support email, discussions, assignments, projects, course information, and resources. The assignments in this class are designed to coincide with each of the four main blocks of study – Access, Interactive, Social & Legal - starting with your selected museum object. By the end of the semester you will have created artifacts housed within the www.info-matic.org blog demonstrating the core competencies outlined in this course syllabus. During this semester, you will explore how to:

- Provide access to your selected object | Assignment | Comparative analysis of three different content management systems
- Create an interactive exhibit based around your object | Assignment | Info-Matic Blog (www.info-matic.org)
- Add a social media component to your collection | Assignment | Social Technology
- Help your collection/object go mobile | Assignment | Mobile Technology
- Understand Legal Issues in Museums | Assignment | Copyright Assignment

There is no midterm. There will be a comprehensive final exam that is accomplished as part of an international vExchange workshop during the month of April.

Please note for every calendar day an assignment is turned in late, two points are deducted per calendar day.

CORE COMPETENCIES (AAM/VRA/ARLIS-NA/ALA): This introductory course to Museum Informatics adheres to the *National Standards & Best Practices for U.S. Museums*, published by the [American Alliance of Museums \(AAM\)](#) (formerly known as the American Association of Museums) in 2008. A subset of the AAM standards were cross-walked to the [Core Competencies for Visual Resources Management](#) which were developed through an IMLS funded research project at the University at Albany and are supported by the [Visual Resources Association \(VRA\)](#). These competencies were then cross-walked with [Art Libraries Society of North America \(ARLIS/NA\) Core Competencies](#). Finally, the AAM, VRA and ARLIS Core Competencies were then cross-walked to the [American Library Association \(ALA\) Core Competencies](#), published in 2009.

The American Library Association (ALA) is our accrediting agency. The function and/or purpose of an accrediting agency is to protect public interest. In order to maintain our ALA accreditation, the DLIS program at St. John’s University is required to meet a number of standards or competencies.

LIS 258: Museum Informatics is structured to meet the following ALA Competencies:

ALA Core Competencies	DLIS Program Goals	Student Learning Outcomes	Assessments
<p>1. Foundations of the Profession 1G. The legal framework within which libraries & information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans w/ Disabilities Act), and intellectual property.</p>	<p>1B – Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.</p>	<p>#1 – Upon completion of this course students will be able to demonstrate their ability to utilize Web 2.0 technologies in order to create their Info-Matic Blog Project.</p>	<p>Initial Blog Post Comparative Analysis Legal Issues Blog Post</p>

<p>1I. The techniques used to analyze complex problems and create appropriate solutions. 1J. Effective communication techniques (verbal and written).</p>	<p>1D - Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.</p>	<p>#2 - Upon completion of this course students will be able to demonstrate the concepts behind rules and systems in order to provide intellectual access to different media types found within the museum environment.</p>	<p>Social Media Blog Post IC vExchange Project</p>
<p>3. Organization of Recorded Knowledge and Information 3A. The principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation, and retrieval of recorded knowledge and information resources.</p>	<p>3A - Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.</p>	<p>#3 - Upon completion of this course students will be able demonstrate the descriptive & evaluative skills needed to apply data content standards - DC, VRA, CCO – used for the organization and recording of knowledge and information within the museum environment</p>	<p>Dublin Core Metadata</p>
<p>4. Technological Knowledge and Skills 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.</p>	<p>4A - Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.</p>	<p>#4 - Upon completion of this course students will be able to demonstrate the methods used in assessing and evaluating technological-based products and services in order to provide users with access to recorded knowledge and information found within the museum environment.</p>	<p>Interactive Technology</p>
<p>7. Continuing Education & Lifelong Learning 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded</p>	<p>7B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using</p>	<p>#5 - Upon completion of this unit students will be able to demonstrate that intercultural interaction is a way of life & not a problem to be solved</p>	<p>Intercultural Communication vExchange Workshop</p>

knowledge and information	recorded knowledge and information		
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COURSE CALENDAR

LIS 258: Museum Informatics Spring 2021 Course Syllabus

Date	Topic	Assignments
GETTING STARTED	INTRODUCTION Syllabus Review; Info-Matic Blog Project www.info-matic.org ; vExchange - Broadening Intercultural Competence w/ Die University of Göttingen	Verification of Enrollment [0pts] Due Fri. Jan 29 by Noon EST

Part 1: Museum Informatics & the Information Professions in Museums

Date	Topic	Assignments
Week 1 Jan 28	WHAT IS MUSEUM INFORMATICS? Define museum informatics; Roles, responsibilities & skill-sets of the museum information manager; Desired functions of a museum	Museum Object Selection [5pts] Due Wed. Feb 3 by Noon EST

Part 2: Access | Museum Data Management

Date	Topic	Assignments
Week 2 Feb 4	INFORMATION MANAGEMENT SYSTEMS Content Management Systems; Information revolution in museums; Records Management in museum; Access	CMS Comparative Analysis [10pts] Due Wed. Feb 10 by Noon EST
Week 3 Feb 11	REGISTRATION & DOCUMENTATION Collection Management Policy; Principles & Objectives of Museum Documentation; Museum Registration Process	Copyright Permissions [5pts] Due Wed. Feb 17 by Noon EST
Week 4 Feb 18	UNDERSTANDING METADATA Principles of Metadata Creation; Entities; Attributes	Initial Info-Matic Blog Post [5pts] Due Wed. Feb 24 by Noon EST Dublin Core [DC] Metadata [5pts] Due Wed. Mar. 3 by Noon EST
Week 5 Feb 25	METADATA STANDARDS Standards in Data Structure, Data Content & Data Values; Administrative, Technical & Preservation Metadata; Controlled Vocabularies, Natural Language	---

Part 3: Interactive | Museum Access Onsite & Online

Date	Topic	Assignments
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Week 6 Mar 4	WHAT DO MUSEUM VISITORS WANT? Human-Computer Interaction; Usability; Evaluation of Information Systems	Interactive Technology Blog Post [5pts] Due Wed. Mar 17 by Noon EST
Week 7 Mar 11	IN-GALLERY & ONLINE ACCESS TO OBJECTS Art on the Internet; Virtual Realities (VR); Museum collections & data issues; Virtual Exhibits	---

Part 4: Social Media & Legal Issues in Museum Informatics

Date	Topic	Assignments
Week 8 Mar 18	SOCIAL MEDIA & USER-GENERATED METADATA	Social Media Technology Blog Post [5pts] Due Wed. March 24 by Noon EST
Week 9 Mar 25	ETHICAL, POLITICAL & LEGAL ISSUES	Legal Issues in Museums Blog Post [5pts] Due Wed. March 31 by Noon EST
Week 10 Apr 1	EASTER RECESS & IC ORIENTATION No Classes, Thursday, April 1 – Monday, April 5 Intercultural Competency (IC) Orientation, Tuesday, April 6 – Wednesday, April 7 (Two Days)	Introduction to Padlet & Registration [0pts] Due Wed. April 7 by Noon EST LUPA Interkultureller Film & Dialog [0pts] Due Wed. April 7 by Noon EST

Part 5: vExchange Program w/ Die University of Göttingen | Broadening Intercultural Competence w/in the Museum Environment

Date	Topic	Assignments
Week 11 Apr 8	CULTURE & PERCEPTION IC vEXCHANGE Dates: Thursday, April 8 – Wednesday, April 14 Familiarize students with the basic concepts that underlie Intercultural Competence (IC); Dimensions of interculturality: (a) knowledge, (b) skills, (c) attitudes	Synchronous Zoom Session Friday, April 9 at 6pm- 7:30pm CET Ice Breaker Asynchronous (Pre-Test) IC Assessment Quiz [5pts] Due Wed. April 14 by Noon EST Asynchronous Padlet Initial Post [5pts] Due Wed. April 14 by Noon EST Asynchronous Pre- Reflection Statement [5pts] Due Wed. April 14 by Noon EST

<p>Week 12 Apr 15</p>	<p>STEREOTYPES & COMMUNICATION IC vEXCHANGE</p> <p>Dates: Thursday, April 15 – Wednesday, April 21</p> <p>Students obtain insight into their own cultural patterns</p>	<p>Synchronous Zoom Session Friday, April 16 at 6pm-7:30pm CET Cultural Perspectives & Interpretations</p> <p>Asynchronous Padlet Cultural Influences Post [5pts] Due Wed. April 21 by Noon EST</p>
<p>Week 13 Apr 22</p>	<p>COMMUNICATION IC vEXCHANGE</p> <p>Dates: Thursday, April 22 – Wednesday, April 28</p> <p>Communication/Challenges of Communication; Effectively communicate in the virtual online context in order to achieve a mutual goal</p>	<p>Code of Conduct Team Project [5pts] Due Wed. April 28 by Noon EST</p> <p>Quest-Team Padlet Post [5pts] Due Wed April 28 by Noon EST</p>
<p>Week 14 Apr 29</p>	<p>INTERCULTURAL COMPETENCE (IC) vEXCHANGE</p> <p>Dates: Thursday, April 29 – Friday, April 30</p> <p>Students present final IC vExchange Projects</p>	<p>Synchronous Zoom Session Friday, April 30 at 6pm-7:30pm CET Final ePortfolio Presentation & Debrief</p> <p>Asynchronous (Post-Test) IC Assessment Quiz [5pts] Due Fri. April 30 by Noon EST</p> <p>Final IC vExchange Project [10pts]</p>
<p>Week 15 May 6</p>	<p>FINAL EXAMINATION WEEK</p> <ul style="list-style-type: none"> ▪ Last Day of Classes – Tuesday, May 4 (May the fourth be with you!) ▪ Study Day – No Classes Held Wednesday, May 5 ▪ Final Exam Week Due Thursday, May 6 by Noon 	<p>Final Exam [10pts] Due Thursday, May 6 by Noon</p>

ADMINISTRATIVE DETAILS

Americans with Disabilities Act – Student Assistance

Accommodations will be made for candidates with disabilities defined by the Americans with Disabilities Act of 1972 (http://www.stjohns.edu/legal_notice.stj). Please contact the Office of Student Life-Disabled Student Services (<http://www.stjohns.edu/campus/handbook/chapter6/disabilities.stj>). For the Queens and Manhattan Campus please contact Dorothy Schmitt by phone at (718) 990-6384 or email at schmitt@stjohns.edu. For the Staten Island Campus please contact Kimberly Palmieri-Moudey by phone at (718) 390-4345 or by email at (718) 390-4345. Additional information can be found in

Chapter 6 of 2011-2012 Student Handbook, located online at <http://www.stjohns.edu/campus/handbook/chapter6/disabilities.stj>.

Academic Responsibility

You agree by enrollment in St. John's University to strictly adhere to the academic responsibility code of the University as described in the Academic Honor Pledge (available at: <http://www.stjohns.edu/media>). Suspected incidents of cheating and/or plagiarism will be turned over to St. John's Hearing Committee (<http://www.stjohns.edu/campus/handbook/chapter6/requirements/discipline.stj>).

Statement of Equality

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, sexual orientation, race, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement.

Make-up Policy/Due Dates

Assignments are due by the time and day for which they are listed on the class schedule. Assignments will be deducted two points for each calendar day the assignment is late.

Final grades will be assigned according to the following point grading scale

<https://www.stjohns.edu/academics/office-registrar>

A	96-100
A-	93-95
B+	90-92
B	86-89
B-	83-85
C+	80-82
C	76-79
F	75-0