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Chapter 1 : Grace Hopper - Wikipedia

Competencies of Law Librarianship: Reference, Research, and Patron Services Kay M. Todd SUMMARY. In AALLadopted theCompetencies ofLawLibrari-anship.

Hopper was born in New York City. She was the eldest of three children. At the age of seven, she decided to determine how an alarm clock worked and dismantled seven alarm clocks before her mother realized what she was doing she was then limited to one clock. Hopper was initially rejected for early admission to Vassar College at age 16 her test scores in Latin were too low , but she was admitted the following year. In , she earned a Ph. She was rejected for multiple reasons. At age 34, she was too old to enlist, and her weight to height ratio was too low. She was also denied on the basis that her job as a mathematician and mathematics professor at Vassar College was valuable to the war effort. She had to get an exemption to enlist; she was 15 pounds 6. Hopper graduated first in her class in , and was assigned to the Bureau of Ships Computation Project at Harvard University as a lieutenant, junior grade. She served on the Mark I computer programming staff headed by Howard H. She continued to serve in the Navy Reserve. Hopper remained at the Harvard Computation Lab until , turning down a full professorship at Vassar in favor of working as a research fellow under a Navy contract at Harvard. The UNIVAC was the first known large-scale electronic computer to be on the market in , and was more competitive at processing information than the Mark I. In the early s, the company was taken over by the Remington Rand corporation, and it was while she was working for them that her original compiler work was done. The program was known as the A compiler and its first version was A She later said that "Nobody believed that," and that she "had a running compiler and nobody would touch it. They told me computers could only do arithmetic. Manipulating symbols was fine for mathematicians but it was no good for data processors who were not symbol manipulators. Very few people are really symbol manipulators. If they are they become professional mathematicians, not data processors. So I decided data processors ought to be able to write their programs in English, and the computers would translate them into machine code. I could say "Subtract income tax from pay" instead of trying to write that in octal code or using all kinds of symbols. COBOL is the major language used today in data processing. Hopper served as a technical consultant to the committee, and many of her former employees served on the short-term committee that defined the new language COBOL an acronym for COMmon Business-Oriented Language. Any user on any computer node could access common databases located on the network. The Navy tests for conformance to these standards led to significant convergence among the programming language dialects of the major computer vendors. Retirement[edit] Hopper being promoted to the rank of commodore in In accordance with Navy attrition regulations, Hopper retired from the Naval Reserve with the rank of commander at age 60 at the end of She again retired in but was again asked to return to active duty in She was promoted to captain in by Admiral Elmo R. Following a career that spanned more than 42 years, Admiral Hopper took mandatory retirement from the Navy on August 14, At the time of her retirement, she was the oldest active-duty commissioned officer in the United States Navy 79 years, eight months and five days , and had her retirement ceremony aboard the oldest commissioned ship in the United States Navy years, nine months and 23 days. Leahy , Chester W. Nimitz , Hyman G. Leahy and Nimitz served on active duty for life due to their promotions to the rank of fleet admiral. Hopper was initially offered the job position by Rita Yavinsky, but she insisted on applying for the position at DEC, and going through the typical formal interview process. After the proposal from Hopper, she was hired as a full-time senior consultant. As part of her position, she would report to Yavinsky. In this position, Hopper represented the company at industry forums, serving on various industry committees, along with other obligations. Hopper was a goodwill ambassador in her primary activity in this capacity. She lectured widely about the early days of computing, her career, and on efforts that computer vendors could take to make life easier for their users. She often recounted that during her service she was frequently asked by admirals and generals why satellite communication would take so long. So during many

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of her lectures, she illustrated a nanosecond using salvaged obsolete Bell System 25 pair telephone cable, she cut it to lengths of Although no longer a serving officer, she always wore her Navy full dress uniform to these lectures which is not allowed under U. Department of Defense regulation 32 CFR She was well known for her lively and irreverent speaking style, as well as a rich treasury of early war stories. While she was working on a Mark II Computer at Harvard University in , [34] her associates discovered a moth that was stuck in a relay ; the moth impeded the operation of the relay. While neither Hopper nor her crew mentioned the phrase " debugging " in their logs, the case was held as an instance of literal "debugging. People such as generals and admirals used to ask her why satellite communication took so long. She started handing out pieces of wire that were just under one foot long She gave these pieces of wire the metonym "nanoseconds. Later she used the same pieces of wire to illustrate why computers had to be small to be fast. At many of her talks and visits, she handed out "nanoseconds" to everyone in the audience, contrasting them with a coil of wire feet long, [37] representing a microsecond. Later, while giving these lectures while working for DEC, she passed out packets of pepper, calling the individual grains of ground pepper picoseconds. She was interred with full military honors in Arlington National Cemetery. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed.

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Chapter 2 : Journal of Knowledge Management Practice,

Most literature looks at reference competencies either for a specific service model such as virtual reference, or a specific type of library like an academic health or law library.

By Christine Anne George It started out, as most catastrophic events do, with a simple tweet. So can CardozoLaw settle this once and for all? Did Benjamin Cardozo fail the bar exam? Not knowing anything about this allegation, I went looking for the source. The post on Before the Bar , which was included in the tweet, linked out to another post from Bar Exam Hell. Bar Exam Hell did not list or link out to any sources for its entry on Cardozo. Before the Bar also includes links to a few other stories. Tipping the Scale has no source listed. Love the Wayback Machine. The post on The Volokh Conspiracy also goes back to the Wurtzel post, which is beginning to seem like Patient Zero for this rumor. Yes I do say rumor. As a writer, nothing brings me more joy than writing an article whose footnotes are so crammed with additional tangential information that they could comprise a second article. Yes, I am that person. Even while blogging, I can go a bit hyperlink-happy. Once I finished breathing into my paper bag and accepted that sheer force of will would not make any proper sources magically appear, I got ready to go full on librarian on this question. I hit the books. Only there was a bit of a problem. As it would turn out, there was one biography that had just the footnote I needed, but at the time of the search frenzy, both of our copies were checked out. The following is accepted and verified fact: Cardozo graduated from Columbia College in And by a friend, I mean many wonderful librarians and archivists at a variety of institutions, which are listed at the end of this post. There was quite a bit of research drama as I found out that the NY State Bar Exam was not standardized until [6] which meant that the official record began in [7] , but there was an law [8] that somewhat regulated what the bar exam should be and when it should be administered in New York. I have to give a special shoutout to the awesome people I spoke to at the NY Board of Law Examiners who, given the time of year, would have been perfectly within their rights to hang up on the random law librarian asking about the bar exam from However, it all ultimately came down to a footnote in Andrew L. It states that he took the bar on June 26, and was admitted on October 7, Rules referenced within the law can be founded in the Appendix at N.

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Chapter 3 : Faculty Research

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

He was raised in a devoutly Catholic and traditional family. His father, Henri de Gaulle , was a professor of history and literature at a Jesuit college who eventually founded his own school. He was also influenced by his uncle, also named Charles de Gaulle , who was a historian and passionate Celticist who wrote books and pamphlets advocating the union of the Welsh, Scots, Irish, and Bretons into one people. His grandfather Julien-Philippe was also a historian, and his grandmother Josephine-Marie wrote poems which impassioned his Christian faith. De Gaulle began writing in his early teens, especially poetry, and later his family paid for a composition, a one-act play in verse about a traveller, to be privately published. In addition to the German philosophers Nietzsche , Kant , and Goethe , he read the works of the ancient Greeks especially Plato and the prose of the romanticist poet Chateaubriand. Henri de Gaulle came to be a supporter of Dreyfus, but was less concerned with his innocence per se than with the disgrace which the army had brought onto itself. It was used extensively for strike-breaking and there were fewer than applicants for St Cyr in , down from 2, at the turn of the century. His class ranking was mediocre th out of entrants , but he was relatively young and this was his first attempt at the exam. Accordingly, in October , de Gaulle enlisted for four years, as required, rather than the normal two year term for conscripts in the 33rd Infantry Regiment of the French Army , based at Arras. His company commander declined to promote him to sergeant, the usual rank for a potential officer, commenting that the young man clearly felt that nothing less than Constable of France would be good enough for him. By the end of his first year he had risen to 45th place. In , he graduated 13th in his class [15] and his passing-out report noted that he was a gifted cadet who would undoubtedly make an excellent officer. The future Marshal Alphonse Juin passed out first in the class, although the two do not appear to have been close friends at the time. He later wrote in his memoirs: De Gaulle stressed how Maurice de Saxe had banned volley fire, how French armies of the Napoleonic period had relied on infantry column attack, and how French military power had declined in the nineteenth century because of " supposedly " excessive concentration on firepower e. He also appears to have accepted the then fashionable lesson drawn from the recent Russo-Japanese War , of how bayonet charges by Japanese infantry with high morale had succeeded in the face of enemy firepower. However, the French Fifth Army commander, General Charles Lanrezac , remained wed to 19th-century battle tactics, throwing his units into pointless bayonet charges with bugles and full colours flying against the German artillery, incurring heavy losses. He received his baptism of fire 15 August and was among the first to be wounded, receiving a bullet in the knee at the Battle of Dinant. However, there is no contemporary evidence that he understood the importance of artillery in modern warfare. Instead, in his writing at the time, he criticised the "overrapid" offensive, the inadequacy of French generals, and the "slowness of the English troops". Many of his former comrades were already dead. In December he became regimental adjutant. On 10 February he was promoted to captain, initially on probation. On 3 September his rank of captain became permanent. In late October, returning from leave, he returned to command of 10th company again. He was one of the few survivors of his battalion. The circumstances of his capture would later become a subject of debate as anti-Gaullists rumored that he had actually surrendered, a claim de Gaulle nonchalantly dismissed. The book was published in He attempted escape by hiding in a laundry basket, digging a tunnel, digging a hole through a wall, and even posing as a nurse to fool his guards. As the war neared its end, he grew depressed that he was playing no part in the victory, but despite his efforts, he remained in captivity until the armistice. Between the wars[edit] Early s: He was already a powerful speaker, after practice as a prisoner of war. Here he clashed with his instructor Colonel Moyrand by arguing for tactics based on circumstances rather than doctrine, and after an exercise in which he had played the role of

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commander, he refused to answer a question about supplies, replying "de minimis non curat praetor" "a leader does not concern himself with trivia" before ordering the responsible officer to answer Moyrand. He obtained respectable, but not outstanding grades "15 or so out of 20" on many of his assessments. Moyrand wrote in his final report that he was "an intelligent, cultured and serious-minded officer; has brilliance and talent" but criticised him for not deriving as much benefit from the course as he should have done, and for his arrogance: Having entered 33rd out of , he graduated in 52nd place, with a grade of assez bien "good enough". He was posted to Mainz to help supervise supplies of food and equipment for the French Army of Occupation. In March he published an essay on the use of tactics according to circumstances, a deliberate gesture in defiance of Moyrand. In de Gaulle began to cultivate Joseph Paul-Boncour , his first political patron. This was a popular topic because of the Maginot Line which was then being planned, but his argument was quite nuanced: These later formed the basis for his book *The Edge of the Sword* Many of the officers in the audience were his seniors, who had taught and examined him only a few years earlier. Trier and Beirut[edit] After spending twelve years as a captain, a normal period, de Gaulle was promoted to commandant major on 25 September An observer wrote of de Gaulle at this time that although he encouraged young officers, "his ego He made a presentation about his bill to the CHEM. The bill passed the Chamber of Deputies but failed in the Senate. Mayer thought that although wars were still bound to happen, it was "obsolete" for civilised countries to threaten or wage war on one another as they had in previous centuries. He had a low opinion of the quality of French generals, and was a critic of the Maginot Line and a proponent of mechanised warfare. The book imagined tanks driving around the country like cavalry. He also thought it would be a precursor to a deeper national reorganisation, and wrote that "a master has to make his appearance [The book attracted praise across the political spectrum, apart from the hard left who were committed to the Republican ideal of a citizen army. Reynaud first invited him to meet him on 5 December There is no evidence that he was tempted by fascism, and there is little evidence of his views either on domestic upheavals in and or the many foreign policy crises of the decade. He interceded with his political patron Reynaud, who showed his record to the Minister of War Edouard Daladier. Daladier, who was an enthusiast for rearmament with modern weapons, ensured that his name was entered onto the promotion list for the following year. On 12 September he attacked at Bitche , simultaneously with the Saar Offensive. Daladier, Prime Minister at the time, was too busy to read it. General Georges told him it was his chance to implement his ideas. The attack at Montcornet , a key road junction near Laon, began around Outnumbered and without air support, he lost 23 of his 90 vehicles to mines, anti-tank weapons, or Stukas. On 18 May he was reinforced by two fresh regiments of armoured cavalry, bringing his strength up to vehicles. He attacked again on 19 May and his forces were once again devastated by German Stukas and artillery. He ignored orders from General Georges to withdraw, and in the early afternoon demanded two more divisions from Touchon, who refused his request. Nevertheless, it was one of the few successes the French enjoyed while suffering defeats elsewhere across the country. On 21 May, at the request of propaganda officers, he gave a talk on French radio about his recent attack. Despite being compulsorily retired as a colonel on 22 June see below he would wear the uniform of a brigadier-general for the rest of his life. He made the same suggestion to Reynaud.

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Chapter 4 : Hennepin County | Hennepin County

Academic law library patrons and reference services; interdisciplinary students. It seems reasonable to assume that the patron body of any academic law library will include law students and law faculty members. By extension, it is also foreseeable that legal practitioners may use a law library's resources when researching legal problems.

Today, there are 5 with a looming retirement that I am hoping to be able to replace. Plus, management of electronic resources and maintenance of a robust, user-friendly online catalog takes work. In many instances, technical services tasks of today are just more technical and take a specialized skill set that is not easily replaced. Absence of the staff to complete the work means a backlog is created and at some point the work may never get done. This ultimately affects the users; reference librarians, faculty, students, and general library patrons. Will we actually move forward without a full time cataloger? Who will do the work? What will the skill set be for a future Technical Services Librarian? Is a Technical Services Department still necessary? These are logical questions, but it seems like no one has definite answers. The outsourcing of some tasks can bring about mediocre results where work has to be minimally acceptable compared to not even being done at all. More trendy tasks move up on the priority list. We may find some of the answers in competency lists. Maybe traditional public services librarians need to have more than a basic understanding of how to use an online catalog. Take a look at what our professional organizations are saying about skills librarians should have. Many of them have verbs such as arrangement, access, cataloging, organizing and managing attached to them. Do you possess any of these skills? Should we all have some working knowledge of the competencies? Organization of Recorded Knowledge and Information 3A. The principles involved in the organization and representation of recorded knowledge and information. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. There is no doubt that librarians today need to have a wide range of skills. The ability to organize materials of any format in a searchable database is something that institutions often take for granted. I have long been an advocate of making technical services librarians member of web page committees, students services departments, and basically involved anywhere the school needs to get information organized in a fashion where others need to find it. Most often that request to utilize our best professionals in the work that can best serve the organization has fallen upon deaf ears. Recently, however, our Information Technology Department has suggested someone from the Library serve as a liaison to faculty and IT in helping organize how our new Learning Management System should be laid out. Unfortunately, with so few left in the Technical Services Department, I am not sure we can pull off that request. Or, is this an opportunity to good to pass up on no matter what other work goes on the back burner? No full time cataloger? It is just not an option. I will continue the battle to preserve the Technical Services Department and all the value they bring to our institution and ultimately to legal education and research.

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Chapter 5 : If You Come at the Justice, You Best Have Sources | RIPS Law Librarian Blog

The RIPS Law Librarian Blog is published by the Research, Instruction, and Patron Services Special Interest Section (RIPS-SIS) of the American Association of Law Libraries.

Making Sense of Makerspaces: For me, it was not a job requirement as an academic librarian at least in my current position, but for professional development. When it came time to do my capstone project I decided to study makerspaces. I manage not a makerspace, but a 3D printing service at my library. For this project, I interviewed three staff members at a liberal arts college on their experiences with a makerspace. Workload remains the key factor in smaller academic libraries, with one employee often shouldering much of the makerspace work. Organizational and teaching abilities are considered the most important skill set. Workload equity and hiring additional staff will foster sustainability of the makerspace. Below is my full report.

Abstract As academic libraries transition from repositories of materials to collaborative spaces for learning, investigating niche services will be key. One such service is a makerspace—a place to tinker with technology and explore arts and crafts. This study investigates makerspace impact on library staff at one academic library at a small liberal arts college. In interviews with staff, the conversation focuses on: This movement focuses on the do-it-yourself learner, from hobbyists to entrepreneurs, who tinker with new technology such as 3D printing and Raspberry Pi, or traditional items such as crafting supplies and sewing machines, to collaborate with members in their community, university, or school American Library Association. At the present time, library staff process 3D printing requests for clients. No hands-on learning occurs with students and faculty. We offer no training or workshops. Anecdotal feedback from our 3D printing clients, combined with results of student survey that my library conducted last year, indicate that there is a growing interest in training and education in 3D printing and other maker movement topics.

Statement of the Problem As the makerspace trend proliferates in libraries, library staff will encounter shifting job duties and new skills that need developing. As an academic librarian, I am interested in answering the question: In what ways do makerspaces affect academic library staff? Makerspaces, also commonly known as hackerpaces, makerlabs, or fablabs trace their origins to the 1980s when educators began outreach to community members interested in creating or tinkering with materials; the concept took popular hold beginning in the mid to late 1990s (EDUCAUSE, 2015; Mandavilli, 2015). Although no official directory of library makerspaces exists, MakerBridge maintains a self-reporting directory. This online site lists nearly 100 library makerspaces in the United States, including over twenty at academic libraries School of Information, University of Michigan. Based on my own professional observations through social media and peer networking at library conferences, the number is likely underreported. This, coupled with the trending rise in library makerspaces necessitates the need for more research. As an emerging topic, current research focuses primarily on the implementation process of library makerspaces—best practices and lessons learned (e.g., Minimal research has been directed toward staff feedback on library makerspaces. The research that does exist usually features brief snippets of interviews with library staff. Koh and Abbas looked at skills needed by library and museum staff to manage makerspaces. Filar Williams and Folkman found a need for more staff training in their home state of North Carolina. Moorefield discovered that staffing models are a concern among some library staff. Interestingly, the research lacks much input from library administrators. This is surprising since one could surmise that large-scale projects like a makerspace do not move forward at a library without the approval of senior administration. From the research, it is obvious that much time is spent in the planning stage, but there is little focus on library staff, post-implementation. For makerspaces to transition from a trend to a core library service, gathering library staff response to makerspaces—the people who plan, administer, fund, and teach with library makerspaces—will be key. This research benefits academic library staff and administrators in any stage of working with makerspaces, from initial planning to those with successful makerspaces.

Purpose Statement and Research Questions The purpose of this study is to describe academic library staff response to a makerspace,

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post-implementation. In what ways are academic library staff affected by a makerspace? From this, I have developed four sub-questions: In what ways are staff trained for a makerspace? In what ways have the job duties of staff changed since a makerspace was added to their library? What criteria do staff use to define success for a makerspace? Key Definitions Makerspace staffing, equipment, and programming vary from library to library. Common resources in makerspaces include 3D printing, crafting and art supplies, toys e. Some libraries, like my own academic library, have elements of a makerspace e. These educational activities form the backbone of a true makerspace. Thus, it is important to start with a working definition. Makerspaces provide tools and space in a community environmentâ€”a library, community center, private organization, or campus. Expert advisors may be available some of the time, but often novices get help from other users. The makerspaceâ€”sometimes referred to as a hackerspaceâ€”is often associated with fields such as engineering, computer science, and graphic design Since an examination of staffing in an academic library makerspace forms the key component of this study, defining various terms associated with this is important. For the purpose of this study, these definitions will be used: As defined by the National Center for Education Statistics n. I define this as any employee of an academic library. Commonly referred to as a librarian. A professional librarian may or may not be in a supervisory capacity. Usually of a subset of professional librarians. I define library administrator as the executive in charge of an academic library. This person often holds the title of library director or library dean. However, at their essence, makerspaces are about peopleâ€”from end users to staff. This research primarily investigates the views of academic library staff that work in makerspaces. Bolman and Deal developed a four-frame leadership model to classify organizations. These four frames include: Organizations maintain clearly defined roles, relationships, policies, and goals. Efficiency and productivity may be achieved through the appropriate division of labor. Its image of leadership is social architecture. A factory is a metaphor for the structural frame. Its image of leadership is empowerment. The family is a metaphor for the human resource frame. Organizations consist of collections of individuals and interest groups who hold different views and values. Power comes into play because resources, often minimal, must be allocatedâ€”a difficult task. Its image of leadership is advocacy. A jungle is a metaphor for the political frame. Organizations tell a story through myths, rituals, and beliefs. This forms the culture of the organization. This culture can help employees work together. Its image of leadership is inspiration. A carnival, temple, or theater can be a metaphor for the symbolic frame. Each frame presents ideas and assumptionsâ€”essentially a roadmap to make the job easier. However, one frame is not better than other. Effective employees should be able to move between the frames. In referencing Gottschall , Bolman and Deal write: Each frame tells a different storyâ€”but no single story is comprehensive enough to make an organization fully understandable or manageable. Effective managers need frames to generate multiple stories, the skill to sort through the alternatives, and the wisdom to match the right story to the situation p. However, it is worth noting that makerspace research on public and K libraries is still applicable to academic libraries because the educational, creative, and collaborative elements remain the same. Library Space Utilization Because makerspaces are often the result of re-purposing of library space, there is a large body of research on the changing nature of libraries and space utilization, in general. Colegrove argues that the transition from print materials to electronic materials leaves libraries with a unique issue: With this prime real estate, the author recommends that library staff be proactive in approaching their parent institutions in repurposing space into an inviting and collaborative space lest it be reclaimed or its use dictated by the parent institution. This approach will help library staff visualize the makerspace in a positive light. They found that a makerspace encouraged the most innovation and creativity among students. Academic libraries, often a central hub for campus, looking at fostering this type of learning may want to adapt spaces such as a makerspace for their library. Makerspaces and Learning Although my study focuses on the library staff side of makerspaces, it is important to bring in research on the educational aspects of makerspaces because this affects the training and skills of the library staff, and the makerspace programs offered by the library. Kurti, Kurti, and Fleming in their research with K school makerspaces emphasize that makerspaces promote deeper learning among

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students due to the collaborative and exploratory nature. This allows for students to own their learning. The authors found that the interdisciplinarity of makerspaces foster creativity and allow people to navigate through different learning approaches. Interestingly, the authors question if the institutionalization of makerspaces will threaten their creativity and note the libraries are likely the best avenue for keeping makerspaces democratized. Oliver , focusing on K makerspaces, provided recommendations on makerspace design and set-up, equipment needed, strategies for engaging students, and teaching strategies. Likewise, Fontichiaro , also focusing on the K community, argues that long-term success of makerspaces depends on a three-pronged sustainable model focused on funding, supplies, and staffing.

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Chapter 6 : Specialized Legal Research

services, and in my department, reference. ¶ Many of the students arrive with very good legal research skills which they developed in law school and practice.

Journal of Knowledge Management Practice, Vol. The study is based on the review of literature and the results of web-based survey of sixty-four library professionals of thirty academic libraries in India. They focused primarily on management of explicit knowledge and their roles were perceived as basic information management activities. Professional education and training programs, community of practices, information technology and knowledge sharing were identified as the important tools of knowledge management in academic libraries. Misunderstanding of knowledge management concepts, lack of knowledge sharing culture, top management commitment, incentives and rewards, financial resources and IT infrastructure are the major challenges faced by library professionals to incorporate knowledge management into library practices. Knowledge management, Academic libraries 1. Due to the appearance of new knowledge producers in the education sector, universities are started looking into the possibility of applying corporate knowledge management systems. Colleges and universities have significant opportunities to apply knowledge management practices to support every part of their mission. Knowledge management in universities can be applied in five key areas such as research, curriculum development, alumni services administrative services and strategic planning Kidwell et al. Academic libraries are part of the university and its organizational culture. Whatever affects universities has an impact on academic libraries. As a result, role of academic libraries is voluminous to provide the competitive advantage for the parent organization. The success of academic libraries depends on their ability to utilize information and knowledge of their staff to better serve the needs of the academic community. Academic Libraries are pinched on both sides: It is, therefore, paramount for academic libraries to operate more efficiently with reduced financial and human resources. Knowledge management is considered as one of the most useful solutions for academic libraries that can be adopted in order to improve their services to become relevant for their parent institutions in the present competitive and challenging environment Wen, ; Thanuskodi, This is especially true of countries like India with a rapidly developing economy. The Concept Of Knowledge Management To define knowledge management, it is first essential to define knowledge and its relation to information and data. A common portrayal is that of a knowledge hierarchy that goes from data facts and figures to information data with context to knowledge information with meaning to wisdom or intelligence knowledge with insight. Data consists of discrete, objective facts or observations out of context that are, therefore, not directly meaningful Zack, Information results from placing data within some meaningful context to make it useful for end users who perform tasks and make decisions. Knowledge is broader than data and information and requires understanding of information. Knowledge is that which people believe and value on the basis of the meaningful and organized accumulation of information through experiences, communication or inference Dretske, ; Lave, ; Blacker, The relationship among data, information and knowledge is reflecting increasing levels of value added from data to information to knowledge. Fleming traces the knowledge from data processed into information and concludes that: Data comprises of facts or observations, which are unorganized and unprocessed and have no meaning or value unless they are converted into information by analysis numbers, symbols, figures. Information relates to description, definition, or perspective what, who, when, where. Knowledge comprises strategy, practice, method, or approach how. Wisdom embodies principle, insight, moral, or archetype why. Knowledge is what an individual possessed after assimilating facts and putting them into context, while information is knowledge shared by having been communicated. There are many types and forms of knowledge e. For practical purposes the most important distinction is that between explicit and tacit knowledge, a distinction first elaborated in some detail by Michael Polyani and later adopted by Nonaka Explicit knowledge is formal and systematic; codified in the form of product specification or

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scientific formula or a computer program; and stored in textbooks, documents, databases, web pages, etc. Tacit knowledge, on the other hand, is highly personal knowledge embedded in individual experience and involving such intangible factors as personal beliefs, perspectives, instincts and values. Explicit knowledge can adequately be captured, stored and transferred with the help of electronic tools whereas, tacit knowledge that potentially represents great value to the organization, but far more difficult to capture and diffuse. There are plenty of definitions of knowledge management in the literature, which have generally been quite diverse, but have in common an emphasis on the distinctiveness from information management. Knowledge management has been defined as a method of management that governs the creation and utilization of both tacit and explicit knowledge in an organization Newman, ; Shanhong, ; Ajiferuke, Thus, knowledge management is an ongoing process, which comprises of various methods, steps and strategic efforts of an organization to gain competitive advantage by utilizing its knowledge assets which resides in its employees, products, processes and clients. However, the most important step is to identify knowledge which can be considered as an asset for the organization and utilize it to productivity and performance. Review Of Literature A body of literature reveals that there is a close link between information management and knowledge management Townley, ; Ajiferuke, ; Gandhi, ; Blair, ; Schlogl, There is no consensus among the scholars regarding the claim that knowledge management is a new field for academic libraries, since much of the terminology and techniques such as knowledge mapping and knowledge organization seem to have been borrowed from both information management and librarianship Koenig, ; Blair, Knowledge management has been seen as a survival factor for libraries to overcome the challenges library professionals face in the changing and competitive environment Sinotte, ; Wen, Respondents in a study by Sarrafzadeh et al. The review of literature reveals that knowledge management provides new opportunities for librarians and information specialists to expand existing roles and responsibilities. These new job titles are: Knowledge management has also been seen as threat for library professionals to survive in the competitive and complex academic and professional environment. If library professionals remain reluctant to gaining new skills they will becoming irrelevant to their organization and will probably lose out in competition for employment to people from other fields Sarrafzadeh, Most of the professionals involved in knowledge management programs are playing key roles such as design of information infrastructure, development of taxonomy, or content management, development of Intranet and institutional repositories, embedding information literacy instruction in curriculum and applying Web. There is no shortage of challenges for library professionals to implement knowledge management in academic libraries. A body of literature shows that in recent years, academic libraries have also taken knowledge management seriously. A case study of White on knowledge management elements within Oxford University Library Services OULS focuses on perceptions of library staff on knowledge management and their willingness of knowledge sharing. Both Jantz and Stover focused on the introduction of new knowledge management systems to capture the tacit knowledge of reference librarians. Jantz has described the introduction of a new tool that has been developed by a team of reference librarians within the New Brunswick Campus Libraries of Rutgers University to capture and reuse the tacit and informal knowledge of reference librarians. Similarly, Branin describes a knowledge bank at Ohio State University as a knowledge management system. This knowledge bank is a digital institutional repository to capture all the intellectual assets of the university in a range of formats, including those that are unpublished, unstructured and unique. Wen describes a pragmatic approach to implement knowledge management in academic libraries utilizing the existing staffing, technology, and management structure following either bottom-up or top-down strategy. Clarke believed that in order for knowledge management to be successful in any organization, there must be a navigational tool. This tool was developed because the records, files, and policies and procedures of the library were not properly maintained or organized. This poor organization of resources resulted in confusion, duplication, and wasted manpower. Employees were unable to locate required information easily, and often no one had the knowledge. To resolve the resulting problems, a KMS was implemented. This knowledge schema is defined in the form of a set of knowledge structures and their

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relationships, and with the purpose of identifying organizational learning requirements. Townley discussed the value of knowledge management in academic libraries; according to him knowledge management offers libraries the opportunity to improve effectiveness, both for themselves and their parent institutions. Yi reported that that knowledge management is being applied to academic library strategic planning for creating portal for external information including links to library patron groups, research groups and publications. Octavia- Luciana Porumbeanu analyzed the elements that characterize the organizational culture in Romanian academic libraries to investigate whether knowledge management can be implemented. The findings of the study show that there are fairly favorable conditions for a future implementation of knowledge management practice in Romanian academic libraries. But most of the studies come from a western perspective. Therefore, it was necessary to discover its relevance and importance within a developing country perspective such as India. An analysis of the review of literature shows that academic libraries in India have recently been started to acknowledge the importance of knowledge management Malhan and Gulati, ; Raja et al. But no evidences regarding practical applications of knowledge management in academic libraries were found in LIS literature.. Therefore, this study is an attempt to fill up this gap. Purpose Of Study The overall goal of this study is to analyze and establish the importance of knowledge management applications in academic libraries with following purposes in mind: Methodology A web-based questionnaire survey method was used for this study to attain the defined objectives. A questionnaire consisting of open and close ended questions was designed and distributed through FreeOnlineSurveys. The link of the web-based questionnaire was sent via email to the selected participants. Each participant was requested to voluntarily participate in this study, spent ten to fifteen minutes responding to the questionnaire and return survey within ten days. Results And Discussion A total of seventy-four The average reported working experience in library and information sector was The majority of the respondents The result shows that knowledge management is already a well known phrase for library professionals as Further, they were asked the ways of knowing about knowledge management. The analysis of data indicates see figure 1 that library professionals came to know about knowledge management through different ways. However, most of the respondents Figure 1 The concept of knowledge management is not well defined according to several experts, and there is no unanimous accepted definition of knowledge management Johannsen, ; Koenig, especially in the context of academic libraries Yi, Therefore, respondents were asked to define knowledge management in their own words. Some of the respondents took this challenge and defined knowledge management. Their responses confirmed that the term knowledge management has varied connotations for different library professionals. They conceptualize knowledge management from different viewpoints which may be categorized as information management viewpoint, system, process and technology viewpoint, and culture and method of management viewpoint. Their views on knowledge management have been illustrated in table 1. However, most of the respondents agreed or strongly agreed on whether knowledge management is a new term for what library professionals were already doing, which corroborates the findings of Roknuzzaman et al. Library professionals seemed aware of the opportunities knowledge management provide to them as majority of them strongly agree that library professionals have important roles to play in knowledge management programs. Similarly, an overwhelming majority either agreed or strongly agreed that information management is just another aspect of knowledge management, which demonstrate the thinking of library professionals that information management involves management of explicit knowledge textbooks, documents, databases, web pages, etc , while knowledge management is broader aspect involves the management of both explicit and tacit knowledge Ajiferuke, Perceptions Of Knowledge Management Concepts.

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Chapter 7 : Mr. Library Dude – Blogging about libraries, technology, teaching, and more

"Trends in Public Law Librarianship," Trends in Law Library Management and Technology 20 (): "Law Librarianship." In Encyclopedia of Library and Information Sciences, 3rd ed., edited by Marcia J. Bates & Mary Niles Maack,

Mixed data analysis was used to analyze teacher Journal of Educational Issues, Although many studies have been conducted regarding a school violence in middle schools and b the size of schools, to date, no researcher appears to have examined the role that the size of the middle school plays in Current Issues in Education, Despite the United Nations emphasis on Education as a human right for all world citizens, access to higher education by students representing traditionally marginalized racial minority groups, particularly those of African Software-as-a-service cloud subscribers enjoy the convenience of personal devices Lucket, Patrick; McDonald, J. Todd; Glisson, William B. Journal of Computer Security, With the increased assimilation of technology into all aspects of everyday life, rootkits pose a credible threat to individuals, corporations, and governments. Using various techniques, rootkits can infect systems and Halmari, Helena A presentation was given by Dr. Eaton, Paul William Journal of College Student Development, This paper examines the limitations and possibilities of the emerging competency-based movement in Student Affairs. Utilizing complexity theory and postmodern educational theory as guiding frameworks, examination of the This competency-based, case study guide is designed to facilitate Eaton, Paul William Journal of Curriculum Theorizing, Discussions and understandings of college curriculums are focused almost exclusively on the academic experience. Journal of Critical Thought and Praxis, Highlighting my own daily social media practices as an example, I will unpack the various tensions and possibilities associated with being a scholar and social media activist as everyday practice. In what I refer to as Journal of Critical Scholarship on Higher Education and Student Affairs, This article utilizes post-qualitative inquiry, providing two critical readings – one from a critical-cultural poststructural perspective rooted in intersectionality theory and one from a critical posthumanist perspective This is one of the dominant publications in the suite of international journals While most participants felt positively about EDS, a few usability issues emerged. Cassidy, Erin Dorris; Martinez, Michelle; Shen, Lisa Elsevier Journal of Academic Librarianship , This study focuses on usage of electronic books e-books among advanced researchers, including graduate students and faculty, at a four-year academic institution. The researchers aimed to highlight differences in behavior, What types of policies are libraries implementing regarding the purchase of electronic reference books? Are libraries still buying hard copy reference items when an electronic

Chapter 8 : Charles de Gaulle - Wikipedia

Reference and User Services Association (RUSA) - Professional Competencies for Reference and User Services Librarians These competencies are focused on the abilities, skills, and knowledge that make reference and user services librarians unique from other professionals.

Chapter 9 : Library Competencies | Tools, Publications & Resources

Law Libraries continues to support the need for standards for quality librarian/in- formation science education, and therefore the Special Committee recommends that the American Association of Law Libraries develop goals for programs in education.