

University of Sheffield, Information School

Preliminary Reading/ Resources: Library and Information Services Management (with focus on Semester 1)

Updated July 2021

Note

Welcome to the preliminary reading/ resources list for the Library and Information Services Management programmes. This list is for those of you who want to start preparing for your programme, and have asked us for recommendations for reading. A further update of the list will be available to you in a few weeks time.

We emphasise that you do not **have** to do any reading before the programme starts, and you certainly not not have to read everything on the list. If you are not sure where to start, browse through and see what captures your interest: it might be something on a topic you are familiar with, or something new to you. We have included links to a couple of regular Twitter chats, in case you want to engage in discussion with other professionals.

This list currently covers the *Information Literacy* module and the *Libraries & Information Society* modules: these are the modules that are compulsory in Semester 1 of the first year for PG Diploma and MA students. If you are taking the Certificate, you can choose between any of the Year 1 and Year 2 semester 1 options. More information about the Y2 option reading will be added for those of you doing the Certificate, later.

Core reading. A few items are marked **(C)**. This means they are core reading for a semester 1 module (though if it is a book, the reading is likely to be focused on particular chapter(s)). We have **not** listed all of the core reading, and you do **not** have to read to read these before week 1 of semester 1, but we have listed them in case you want to make a start with them.

Books. We do not expect you to buy many books for the LISM programmes: we appreciate that library and information texts tend to be expensive. The following are useful but you are not expected to buy and read them all. You may wish to read some of them and scan others, noting ones which may be useful to you at different points in the course, or for filling in gaps in your knowledge.

Those which are available as e-books in the University of Sheffield library (i.e. to which you will have access remotely as soon as you are registered) are marked **(E)**. It is fine to wait until you have access to the e-book via the University of Sheffield. Those marked **(E-OA)** are open access ebooks you can access now.

Other items. If there is a hyperlink you can click and follow, the item is open access.

If you have any questions about this list, contact Sheila Webber s.webber@sheffield.ac.uk

Introductions to Librarianship and Information Science

(C) (E) Bawden, D., & Robinson, L. (2012). *Introduction to information science*. London: Facet.

(C) (E) Chowdhury, G. G., Burton, P. F., McMenemy, D., & Poulter, A. (2008). *Librarianship: An introduction*. London: Facet.

Rubin, R. E. (2016). *Foundations of library and information science* (4th ed.). London: Facet.

IFLA (International Federation of Library Associations and Institutions) Global Vision
<https://www.ifla.org/globalvision>

Becoming a library and information professional

(E) Ruddock, B. (2012). *New professionals toolkit*. London: Facet.

(E) Williams, K., Woolliams, M. & Spiro, J. (2012). *Pocket study skills: reflective writing*. Basingstoke: Palgrave Macmillan.

CILIP: Chartered Institute of Library and Information Professionals: <http://www.cilip.org.uk/>

IFLA New Professionals group: <http://npsig.wordpress.com/>

New Libraries Professionals Network: <https://nlpn.wordpress.com/> and
<https://twitter.com/NLPN>

New Voices blog posts (from CILIPScotland's Students & New Professionals Community)
<https://www.cilips.org.uk/category/new-voices/>

#UKlibchat: every 1st Monday on Twitter: information at <http://uklibchat.wordpress.com/>

#UKmedlibs monthly Twitter chat about UK health and medical libraries: information at
<https://ukmedlibs.wordpress.com/>

Information Literacy and Information Behaviour

Information literacy, and teaching information literacy

(C) Association of College and Research Libraries. (2016). *Framework for Information Literacy in Higher Education*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

(C) (E-OA) Chong, R. (2021). *Indigenous Information Literacy*. Pressbooks.
<https://kpu.pressbooks.pub/indigenousinformationliteracy/> [We will be looking at this particularly in the context of evaluating information]

Communications in Information Literacy (2020) volume 14 issue 1.

<https://pdxscholar.library.pdx.edu/comminfolit/vol14/iss1/>

Doyle, A. (2019). Analyzing the laws of MIL: a five-step scientific conversation on Critical Information Literacy. *Communications in Information Literacy*, 13(1), 114-126.

<https://doi.org/10.15760/comminfolit.2019.13.1.8>

Journal of Information Literacy (2017) volume 11 issue 1.

<https://ojs.lboro.ac.uk/JIL/issue/view/185>

Julien, H., Gross, M., & Latham, D. (2018). Survey of information literacy instructional practices in U.S. academic libraries. *College & Research Libraries*, 79(2), 179-199.

<https://doi.org/10.5860/crl.79.2.179>

(C) McKinney, P. (2014). Information literacy and inquiry-based learning: Evaluation of a five-year programme of curriculum development. *Journal of Librarianship and Information Science*, 46(2), 148–166. Open access version at <http://eprints.whiterose.ac.uk/78126/>

(C) **(E-OA)** Saunders, L. & Wong, M. (2020). *Instruction in libraries and information centers: An introduction*. Champaign, IL: Windsor & Downs Press. [note: we highlight specific chapters: dip into the parts that look interesting to you!]

<https://iopn.library.illinois.edu/books/windsor-downs/catalog/book/12>

(C) Society of College, National and University Libraries. (2011). The SCONUL Seven Pillars of Information Literacy: core model for Higher Education. Retrieved from

<http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf>

(C) Sundin, O. (2008). Negotiations on information seeking expertise: a study of web-based tutorials for information literacy. *Journal of Documentation*, 64(1), 24-44. Open access version at

<http://lup.lub.lu.se/record/1053901>

United Nations Alliance of Civilizations and UNESCO. (2019). *Media and Information Literacy for teachers*. <http://unesco.mil-for-teachers.unaoc.org/>

University of Edinburgh. (2020). Manifesto for teaching online.

<https://blogs.ed.ac.uk/manifestoteachingonline/>

(C) Wheeler, E. & McKinney, P. (2015). Are librarians teachers? Investigating academic librarians' perceptions of their own teaching roles. *Journal of Information Literacy*, 9(2), 111-128.

<https://ojs.lboro.ac.uk/JIL/article/view/LLC-V9-I2>

CILIP Information Literacy Group <https://infolit.org.uk/>

Information literacy weblog. <http://information-literacy.blogspot.co.uk/>

Information behaviour

Erdelez, S. (1999). Information encountering: it's more than just bumping into information. *Bulletin of the American Association for Information Science*, 25(3), 25-29. Retrieved from

<https://asistdl.onlinelibrary.wiley.com/doi/epdf/10.1002/bult.118>

(C) **(E)** Ford, N. (2015). *Introduction to information behaviour*. London: Facet Publishing.

(E-OA) Wilson, T.D. (2021). *Exploring information behaviour*.

<http://informationr.net/ir/bonusbook.html> [This is called a "preliminary" edition, but Wilson is

one of the key researchers in the IB field, and the book covers essential aspects in relatively short chapters!]

(C) Wilson, T.D. (2000). Human information behavior. *Informing Science*, 3(2). Retrieved from <http://inform.nu/Articles/Vol3/v3n2p49-56.pdf>

Libraries and Information Society

ACRL Research Planning and Review Committee. (2020). 2020 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education. *College & Research Libraries News*, 81(6), 270-278. <https://doi.org/10.5860/crln.81.6.270>

Buckland, M. (1991). Information as thing. *Journal of the American Society of Information Science*, 42(5), 351-360. Open access version on the author's website <http://people.ischool.berkeley.edu/~buckland/thing.html>

(C) (E) Cooke, N. (2017). *Information services to diverse populations*. Libraries Unlimited: Santa Barbara, California: Libraries Unlimited.

(C) (E) Floridi, L. (2010). *Information: A very short introduction*. Oxford: Oxford University Press.

(E) Hernon, P., & Matthews, J. (Eds.). (2013). *Reflecting on the future of academic and public libraries*. Chicago, IL: ALA Editions.

(E) Lewis, D. W. (2016). *Reimagining the academic library*. Lanham, MD: Rowman & Littlefield.

(C) (E) McMenemy, D. (2008). *The public library*. London: Facet.

Samek, T. (2007). *Librarianship and human rights: a 21st century guide*. Oxford: Chandos.

(C) (E) McMenemy, D., Poulter, A.I., & Burton, P.F. (2007). *A handbook of ethical practice: a practical guide to dealing with ethical issues in information and library work*. Oxford: Chandos.

(C) (E) Markless, S., Bentley, E., Pavey, S., Shaper, S., Todd, S., & Webb, C. (2016). *The innovative school librarian (2nd ed.)* London: Facet Publishing.

(E) Pateman, J. and Vincent, J. (2010). *Where next?* In J. Pateman & J. Vincent. *Public libraries and social justice* (pp.141-164). Aldershot: Ashgate Publishing.

(C) (E) Rankin, C. & Brock, A. (eds.). (2012). *Library services for children and young people: challenges and opportunities in the digital age*. London: Facet Publishing.