

**REGULATIONS FOR THE DEGREE OF
MASTER OF SCIENCE IN
LIBRARY AND INFORMATION MANAGEMENT
(MSc[LIM])**

(See also General Regulations)

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

Ed331 Admission requirements

To be eligible for admission to the courses leading to the degree of Master of Science in Library and Information Management, candidates shall

- (a) comply with the General Regulations;
 - (b) hold *either* a Bachelor's degree of this University or of another University or comparable institution accepted for this purpose; *or* another qualification of equivalent standard accepted for this purpose; and
 - (c) satisfy the examiners in a qualifying examination, if required.
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Ed332 Qualifying examination

- (a) A qualifying examination may be set to test the candidates' formal academic ability or their ability to follow the courses of study prescribed;
 - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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Ed333 Award of degree

To be eligible for the award of the degree of Master of Science in Library and Information Management, candidates shall

- (a) comply with the General Regulations; and
 - (b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.
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Ed334 Length of curriculum

The curriculum shall normally extend over one academic year of full-time study or two, but no more than four consecutive academic years of part-time study, with a minimum of 300 hours of prescribed work.

Ed335 Completion of curriculum

To complete the curriculum, candidates shall

- (a) follow instructions on the syllabuses prescribed and complete all specified work as required;
- (b) satisfy the examiners in all forms of assessment as may be required;
- (c) complete and present a satisfactory dissertation if required on an approved subject; and
- (d) satisfy the examiners in an oral examination if required.

Candidates who have failed to complete the curriculum and satisfy the examiners in accordance with this set of regulations within the prescribed length of study may be recommended for discontinuation of studies under the provisions of General Regulation G12.

Ed336 Dissertation

- (a) Candidates who select the dissertation option must submit the title of their dissertation for approval not later than six months before the formal submission of the dissertation.
 - (b) Part-time candidates who have satisfied the examiners in at least four taught modules are eligible to register for the dissertation modules.
 - (c) Candidates enrolled for the dissertation shall submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
 - (d) The examiners may also prescribe an oral examination for candidates enrolled for the dissertation on the subject of the dissertation.
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Ed337 Examinations

- (a) An assessment of the candidates' performance during the years of study may include written assignments, tests, laboratory and practical work as prescribed by the course;
 - (b) Candidates who have failed to satisfy the examiners in any part of the examinations at the first attempt may be permitted to present themselves again for examination as determined by the Board of Examiners;
 - (c) Candidates who have presented a dissertation that fails to satisfy the examiners at the first attempt may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory.
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Ed338 Discontinuation

Candidates who have failed to satisfy the examiners upon the re-examination of a module or re-presentation of a dissertation may be recommended for discontinuation of studies under the provisions of General Regulation G12.

Ed339 Examination results

Results will be published at the conclusion of the examinations. Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree certificate.

Ed340 Advanced standing

- (a) Advanced standing shall normally be granted to candidates who have successfully completed one or more modules in a relevant Postgraduate Certificate in Advanced Educational Studies (PCAdvEdStud) programme of this University *or* another qualification of equivalent standard accepted for this purpose.

- (b) Credit of up to the equivalent of three modules may be granted by the Board of the Faculty of Education subject to the following conditions:
 - (i) the modules are appropriate and cover similar content to modules offered in the MSc(LIM); and
 - (ii) the application for credit is received within five years of successful completion of the relevant modules or graduation from the Postgraduate Certificate in Advanced Educational Studies or another qualification of equivalent standard accepted for this purpose, whichever is later.
 - (c) Application for advanced standing shall normally be made at the same time of application for admissions to the MSc(LIM) programme, and should be accompanied by copies of academic transcripts to support the application.
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SYLLABUSES FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY AND INFORMATION MANAGEMENT

The programme will take the form of modules. Candidates are required to complete a total of 8 modules. The programme consists of core modules, elective modules and a dissertation option for students already with relevant academic or professional background in Library and Information Management. For students who opt to undertake a dissertation, the breakdown of the 8 modules will be: 3 core modules, 2 elective modules, and 3 dissertation modules. For students who opt to undertake coursework only, the breakdown will be: 3 core modules and 5 elective modules. The programme offers 2 optional specialist strands, namely: information management; and knowledge management. Students wishing to take a specialist strand need to complete the relevant elective modules.

CORE MODULES

Candidates are required to complete 3 core modules:

MLIM6314. Library and information science foundation (1 module)

This module introduces the history, the complex development and the potential of information sciences in libraries and other work places. The applications for information and the role of library and information professionals are examined with an emphasis on the information professional as an educator. Issues in newly emerging areas such as digital and web-based information sciences with their applications in libraries, education, and other organizational environments will also be explored.

MLIM6319. Information behaviour (1 module)

This module examines the theory associated with information-seeking behaviour. The information seeking process is analysed and models explored that attempt to explain information behaviour. The concept of information literacy will be examined and analysed with particular attention to cognitive and affective issues.

MLIM6025. Methods of research and enquiry (1 module)

This module introduces research methods with particular emphasis on critical reading and understanding of a variety of approaches to research and enquiry.

ELECTIVE MODULES

Candidates are required to complete elective modules from a list to be determined yearly. The list may contain relevant modules offered by other master programmes within the University. The list of elective modules offered by the programme includes:

MLIM6024. Teaching and learning with information technology (1 module)

This module aims to provide a comprehensive introduction to the various uses of computer supported environments (CSE) for teaching and learning, including traditional CAL applications, cognitive tools as well as collaborative tools involving the use of various modes of computer mediated communications. This module highlights the theories of learning that underpins the design of different CSE and the social and educational contexts within which these are intended to be used. Issues related to implementation and evaluation of CSE will also be examined.

MLIM6201. Information resources and services (1 module)

This module introduces the global information environment and examines how libraries and information agencies facilitate access to a range of information sources through identifying and locating information. Students will gain knowledge and expertise in analysing the information needs of customers, formulating research strategies, and determining identifying principal resources. Reference materials in a variety of formats and the skills needed to proficiently accomplish this essential information service are discussed.

MLIM6202. Literature for young people in a digital age (1 module)

This module provides an overview of the history of children's literature with a discussion of major authors and contributors and an emphasis on contemporary literature for children and young adults. The impact of new technologies on the publication and use of children's fiction and non-fiction is discussed. Interactive multimedia, online reading and digital libraries for children are evaluated.

MLIM6203. Digital libraries: principles and applications (1 module)

This module discusses the history and evolution of digital library collections and services. Research and development issues in digital libraries will be a focus for discussion. Access strategies and interfaces; metadata and interoperability; economic and social policies and management and evaluation are explored.

MLIM6204. Records management (1 module)

This module explores the philosophy of records management and presents the basic techniques and standards for managing records in organizations. The application of these techniques both to existing situations and to the creation of new records management programs to support work processes and learning organizations are discussed. The module also investigates methods for improving active, inactive and permanent records management, and the retention and disposal of records.

MLIM6205. User-based systems analysis (1 module)

This module introduces students to the evaluation and design of information systems in organizations. The context of libraries and information agencies will be emphasized. Technologies of networking and databases will be examined with an emphasis on usability and internal and external human factors. Mapping technology planning to organization function and goals are discussed.

MLIM6206. Leading and managing in the workplace (1 module)

This course uses a case method approach to explore a range of established and emerging management and leadership concepts. Adopting an organisational behaviour approach, participants will be challenged to compare the suitability of their own management styles in a range of different situations. Experiential learning exercises engage the participants in managerial activities such as team building and decision-making.

MLIM6207. Professional development and change (1 module)

This module discusses professional development and leadership skills needed for best practice in organizations. Theories of change and change management from the macro, organisational and personal perspectives are explored. Career development and quality management are also discussed.

MLIM6208. Quantitative methods (1 module)

In this module, students will learn how to use a set of quantitative methods to address questions that arise in educational research. Topics, such as measurement concepts, sampling, testing hypotheses, experimental designs, analysis of variance, analysis of covariance, nonparametric tests, cluster analysis, factor analysis, linear regression and correlation, building multiple regression models, and an introduction to multilevel modeling are introduced. Using real data sets as catalysts, this module will discuss how to (1) select appropriate statistical techniques to address different research questions; (2) examine assumptions necessary for the technique to work appropriately; (3) interpret statistical results; and (4) present the findings in a cogent and convincing argument. Skills in using statistical software will be an integral part of the module.

MLIM6209. Teacher librarianship (1 module)

This module analyses the curricular and information leadership roles of the teacher librarian. Attention will be given to discussion of the role the teacher librarian with respect to the development of a whole school approach to information literacy. Collaborative Planning and Teaching (CPT) will be evaluated as the bridge between the teacher librarian, information services, inquiry based learning, and the adoption of an information literacy culture. The importance of the principal-teacher librarian relationship as a force for information leadership will be considered in light of the research evidence.

MLIM6210. Preservation of information (1 module)

This module examines the physical nature of materials and the causes of deterioration. Techniques for promoting longevity; environmental control; storage and handling practices including data warehousing; and reformatting are major topics. Disaster planning and recovery is considered. The module also introduces students to the conservation and preservation of archive materials in an online age, digitization program management and digitization technologies.

MLIM6211. Knowledge management systems (1 module)

This module investigates the characteristics and applications of systems that support KM at personal, group and corporate levels. The emphasis is on the electronic representation of knowledge, the components of systems that enable or support knowledge processing, the use and value of such systems (including systems for transaction and information management, decision support, and others). It addresses the system and business issues related to the design, analysis, construction, deployment, evaluation, and management of KM.

MLIM6305. Digital culture and educational practice (1 module)

This module explores the impact of the digital technologies on society, the community and the individual. It examines ways ICT have affected global and local communities and cultures, home, leisure, work and information and educational practices as well as our understandings of ourselves. Issues related to the evolution and impact of cyber-communities on adolescents and traditional educational communities will also be examined.

MLIM6308. Research in action in the workplace (1 module)

This module provides students with an opportunity to conduct collaborative research in their own workplace. This module examines issues in relation to information technology adoption in education and explores concerns related to ethics and conducting research in education. It builds on the research methods module, introduces concepts of Action Research and provides students with a small-scale project-oriented opportunity to conduct research in ICT use in their work environments. Students in groups will be required to formulate research questions, develop a research design, collect and analyze data and write up their findings in the form of a collaborative research report.

MLIM6311. e-Learning strategies and management (1 module)

This module investigates the expansion and applications of e-learning through Computer Mediated Communications (CMC). The module will develop knowledge and skills in producing virtual learning environments for schools and organizations. Dimensions of e-learning will be explored from K-adult, distance learning, web-based training, constructivist and flexible approaches to learning at educational institutions, at home and in the workplace. Topics will include a focus on delivery systems, content management, standards, assessment and evaluation of e-learning, for example, the shareable content object reference model (SCORM), the learning management system (LMS), the learning content management system (LCMS), and reusable learning objects.

MLIM6313. Educational web-publishing (1 module)

This module introduces the theoretical and technical knowledge in the production of web-based educational material. Special attention will be given to the development of educational web-based applications that interface with databases. Educational web development issues such as educational web design and creation, web security and accessibility, user interface design, data modeling, database design and management, data definition and manipulation language, and connection databases to we-based applications will be addressed.

MLIM6315. Collection management (1 module)

This module examines the methods used to build library collections in a variety of media in all types of libraries with an emphasis on the selection process and the relationship to stakeholders' information needs. Relationships between libraries and the publishing industry are discussed. Policy development is explored, linking collection policies to broader information policy issues such as designing digital and virtual libraries, building collaborative teaching resource databases of learning objects, and records management in electronic information environments.

MLIM6316. Organising information (1 module)

This module introduces the theory and applications of information organization. Approaches to describing and representing information in a variety of formats are covered as well as the evolution of standards to include electronic formats and Internet resources. The module explores learning objects, their description and issues of access in educational institutions. The principle of access to information is discussed in the relationship between information organization and retrieval.

MLIM6317. Information retrieval theory and practice (1 module)

This module examines the information retrieval process from a theoretical and practical framework focusing on conceptual issues. The effective provision of access to information will be covered in the context of database structure and interface design, language issues, database selection, evaluation of search results, search strategies, information seeking behaviour and needs. Strategic searching, competitive intelligence and selected online systems are also explored.

MLIM6318. Metadata and networked information resources (1 module)

This module introduces approaches to digital information environments and distributed information discovery. The need for standards in description, such as the Dublin Core Metadata Initiative (DCMI), the representation of data as well as the tools for text encoding are discussed in the context of hypermedia architectures, search engines and the Web. The application of metadata to learning objects is also explored. Readings and lab activities will be used to analyze and evaluate metadata schemes and theoretical issues.

MLIM6320. Information policy (1 module)

This module examines the economic, political, legal, ethical and technological issues concerning macro and micro information policy. It includes, for example, coverage of intellectual property rights and copyright, as well as freedom of and access to information. Attention will be paid to the policy development process as well as to international and local legal frameworks that underpin information policy.

MLIM6321. Knowledge management fundamentals (1 module)

This module will explore the phenomenon of the knowledge management (KM) movement. Emphasis will be given to the human side of KM. The module also provides an overview of techniques and tools for building a knowledge sharing culture in organizations and schools. Recent trends in the technology applied to managing knowledge (storage, access, distribution and sharing) are explored in, for example, groupware and intranet environments.

MLIM6322. Independent project (1 module)

The independent project consists of a self-directed project in education, information or technology studies on a topic which builds on prior studies in the field.

MLIM6323. Interactive representations of information and knowledge (1 module)

This module explores the design and development of interactive representations of information and knowledge. New technologies empower designers to package large quantities of information into interactive information objects. Knowledge can be examined and packaged into interactive conceptual models. Information objects and conceptual models can be utilized for communication and for learning. Students will engage in designing and authoring interactive representations of information and knowledge.

MLIM6327. Case studies in new media (1 module)

This module examines the use of new media to extend the usefulness, the immediacy and the power of case studies both as a specialized research method and an important medium for packaging training or professional development programs. The module will explore how new media methods can break the grip of printed text in presentation as well as shift the relationship between author and reader, due to their capacity for high speed search and potential for interactivity. A special emphasis is placed on a systematic way of collecting and analyzing new media cases in education and business environments for developing managerial decision making and problem solving skills through practice.

MLIM6328. Organisational learning (1 module)

This module explores the concept and processes of organisational learning and the learning organisation. It examines the strategies and tools employed to creating and manage a learning and innovative organisation. Topics include managing chaos and complexity; organisation culture and change, scenario planning, sense-making, storytelling, training and learning (especially e-learning), unlearning, organisational forgetting, performance and evaluation of learning, and others.

MLIM6810. DISSERTATION (3 modules)

The dissertation modules consist of a dissertation on an approved topic from a field of study, and participation in a series of dissertation seminars. Candidates who opt to take the dissertation option are required to present their work at a dissertation/project seminar.

The dissertation is an approved independent research/development project carried out under the supervision of one or more staff members. While the dissertation is not necessarily a piece of original research, in normal cases it should include an empirical element. The dissertation should provide a thorough and critical analysis of the topic undertaken by the student. Each candidate shall submit the title of the dissertation and present the completed dissertation by dates specified by the Board of Examiners.