

ÅA Syllabus - Managing Information Services

Spring 2024

Summary and course overview

This course aims to introduce students to the general principles of **managing information services**.

It is relevant for the management of archives, libraries and businesses that deal with the organization of substantial amounts of tangible information. Thus, the general goal is to acquaint students with the theoretical and critical bases that underlie the management of information services in a world undergoing technological innovation, globalization and digitalization.

In terms of specific goals, students are expected to understand:

- (i) the role played by management in the process of organizing information services.
- (ii) the tools and techniques that support management of information services.
- (iii) how information organizations and information professionals' work.
- (iv) the basics of HR, finance, strategy, planning, and innovation management in information-intensive organizations.
- (v) the challenges and opportunities posed by globalization, digitalization, and technical innovation to information-intensive-organizations.

Teacher

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Form of instruction

On-site face-to-face lectures, individual and group work. Remote participation is possible in exceptional circumstances (sickness, waiting for VISA, childcare at home, occasional traveling, etc.).

Course format

- Online-based quiz
- Digital learning diary
- Course assignment (individual or small group)
- Collective group assignment (large group)
- Lectures and seminars with In-class activities
- Guest lecturers

Grading system

- Digital learning diary: 10 points [10%]
- Lecture participation: 10 points [10%]
- Course assignment: 40 points [40%]
- Group presentation: 30 points [30%]
- Online quiz (aka exam on GimKit): 10 points [10%]

To pass the course 50% of the total points for each part is required.

Grades:

0-49= (Fail); 50-60= (1); 61-70= (2); 71-80= (3); 81-90= (4); 91-100= (5)

Individual or small group assignment

The individual or small group (2-4 students) assignment takes the form of an essay. Students can choose *a priori* between working in a group or individually. The essay accounts for 40% of the course grade. The assignment requires students to visit, use, interact or observe the library services provided by the city of Turku. Based upon the knowledge gained by lecture participation and reading of the textbook and course materials, the students should report on how the management of the information services provided by the city of Turku could be improved.

The student individual assignment essay should include:

- Literature review on the management of information services;
- Description of the visit to library services (e.g., Turku central library, library bus, or other services) and lessons learned from it;
- Suggestions for improving the information services provided by the city of Turku.
- Optimally, students are also encouraged to contribute back to literature on the field of information services and its management.
- Academic writing style with in-text citations and references list.
- Concise format with no more than 3,000 words (circa 6 pages in single spaced lines) for individual assignments and 5,500 words (circa 9 pages) for small group assignments.
- The reference list or appendixes of visual material (e.g., Figure, Photos, Screenshots) do not count for the page limit.

Group assignment

The group (4-7 students) assignment is evaluated as a presentation. The presentation accounts for 30% of the course grade.

Students will play the role of a small startup that needs venture capital to start a business selling information services.

Group presentations should cover:

- What information services they intend to provide to customers – aka outputs
- What data/information they need to collect to build their information services – aka inputs
- How will they charge for service – aka revenue model
- What would be the targeted audience – aka users and customers

Students are encouraged to produce original ideas on a business around information services, but do not need to. Alternatively, they can impersonate existing firms that already built powerful information services business (e.g., Google, Facebook, EBSCO, FITCH, Equifax, Duodecim, and Elsevier among many others)

Learning diary

The student's Learning Diary (LD) is the ideal place to capture the most relevant elements learned during the lectures both from the main teacher and the guest lecturers.

Students are free to structure their learning diary using the tool of their choice. For an easy evaluation students must submit their learning diary in one of the following digital formats.

- Textual or multi-media document in pdf format (max. 3 pages per lecture).
- Textual or multi-media document on google docs (max. 3 pages per lecture).
- Textual or multi-media document on office 365 (max. 3 pages per lecture).
- Mind map on Miro (max. 4 mind maps per lecture).
- Set of slides in HTML5 (max. 10 slides per lecture).

Students should spend around 24 hours preparing the digital learning diary. Students should not spend much more, nor much less than 24 hours on their LD. So, too much effort or too little effort on the LD will negatively affect its grade.

In your LD you can keep your personal records, thoughts and reflections and save links to resources and information suggested by the course experts and other participants. The style is set by the student. The teacher should not grade structure, the writing style, the grammar, or media richness of the LD as different students learn in their own unique way.

The teacher will grade the LD based in the following parameters:

- Reasonable effort
- Coverage of all lectures
- Affordance of the LD to be re-visited in the future to re-learn again.

There are a lot of topics in the lectures. Not all of this will be relevant to the students. Students should develop their LD according to their own needs. Therefore, students should focus their attention on those areas that are especially relevant for them.

The LD would be helpful to study for the online quiz at the end of the course. In addition, the LD should prove to be a valuable resource for students that want to revisit the topics of the course at a later stage. It should quickly provide the students with a summary of the most relevant covered content from the students' own personal perspective.

Students should decide on content, style, and structure according to their own learning style. Anyway, if they do now know how to start, they can try to cover the following questions on their own words.

If you students do not know how to get started, they can try to answer the following questions:

- What was the main point(s) of the lecture?
- What did I know about this theme before I attended the lecture? What did I learn?
- What specific things did I find interesting?
- What questions did emerge in my head during the lecture?
- What remained unclear? What would I want to know more about?
- What are my own experiences about the issues we talked in the lecture?
- What did the things I learnt mean to me and will I be able to use them in the future?
- Did I achieve the learning objectives proposed by the teacher?

Ad-hoc ideas, and suggestions on how to improve the course are very welcome by the teacher grading the learning diaries.

Exam

The exam takes the format of an online quiz and it is hosted on the GimKit platform. It is to be answered by the end of the last course lecture.

Textbook and course materials

- Learning materials and recommended literature
Managing Information Services: An Innovative Approach 4th Edition
Author: Jo Bryson
ISBN-13: 978-1472455291
ISBN-10: 1472455290
First published in 2016 by Routledge
- Managing Information Services
Authors: Sue Roberts, Jennifer Rowley
ISBN-13: 9781856045155
ISBN-10: 1856045153
First published in 2004 by Facet

Timing and place

The course is to be held 19.03.2023 - 21.05.2023 at ASA C122 on Tuesdays 10:00-11:30. ASA C122 room is also known as Lilla Auditoriet.

19.03.2023 10.00 - 11.30	AsaB212 (24 persons)	In-classroom lecturing + activities
26.03.2023 10.00 - 11.30	AsaB212 (24 persons)	In-classroom lecturing + activities
02.04.2023 10.00 - 11.30	AsaB212 (24 persons)	In-classroom lecturing + activities
9.04.2023 10.00 - 11.30	AsaB212 (24 persons)	In-classroom lecturing + activities
16.04.2023 10.00 - 11.30	AsaB212 (24 persons)	In-classroom lecturing + activities
23.04.2023 10.00 - 11.30	AsaB212 (24 persons)	Assignments clarification session

30.04.2023 10.00 - 11.30	AsaB212 (24 persons)	Guest-lecture Duodecim
07.05.2023 10.00 - 11.30	AsaB212 (24 persons)	Guest-lecture Turku Library
14.05.2023 08.15 - 12.00	AsaB212 (24 persons)	Groups work presentation
21.05.2023 08.15 - 12.00	AsaB212 (24 persons)	Online quiz

Course load

The course load corresponds to 5 credits following the European Credit Transfer and Accumulation System (ECTS) standard. According to the standard one ECTS is equal to 27 hours of study Individual or group assignment. Therefore, students should achieve the study outcomes by dedicating $27 \times 5 = 135$ hours (about 5 and a half days) to the course. Most time will be spent by the students by (1) reading before attending the lectures, (2) completing assignments, and (3) writing down the learning diary.

Students' activities	Forecasted load (hours)
Getting familiar with the course	2
In classroom lecturing	7.5
Guest lectures	3
Readings for in-class room lectures and activities	22.5
Individual or small group assignment	30
Group assignment	30
Online quiz	1.5
Preparing for online quiz	4.5
Digital learning diary	24
Learning different online collaboration tools	10

Course requirements

- Proficiency with Moodle learning system
- Proficiency with Zoom communication system
- Proficiency with online collaboration tools (Google Docs or Microsoft 365)
- Familiar with ÅA netiquette <https://abofi.sharepoint.com/sites/intra-en-teaching/SitePages/Netiquette-in-Zoom.aspx>
- Familiar with ÅA guidelines for distant participation in face to face teaching <https://abofi.sharepoint.com/sites/intra-en-teaching/SitePages/Guidelines-distance-participation.aspx>
- Student should bring a personal computing device to the classroom to participate in some digital and hybrid class activities.

Course software tools

Students are expected to be proficient with Moodle learning system, Zoom communication system for online participation and with online collaboration tools such as Google Docs or Microsoft 365.

Students might be requested to use Kahoot, Miro, Socrative, Mentimeter, Doodle, MS forms and Google Forms. All online-based software tools with a small learning curve. Software licensing from students is not required. Those are provided by ÅA or the main teacher.

Course Policies

Prepare the class

Students are expected to read selected book-chapters or selected articles indicated by the teacher prior to attending are the foundation for the in-class activities.

Attend class

Students are expected to attend all class sessions as listed on the course calendar. Students should contact the teacher via email to get an exception to participate in the course remotely via zoom. All according to the ÅA guidelines for distant participation in face-to-face teaching.

Participate

Students are expected to actively participate in class-room sessions, and group work. Some activities will require the user of a personal computer or mobile device.

Build Rapport

If students have trouble keeping up with assignments or other aspects of the course, they should engage with the teacher as early as possible. Building rapport and effective relationships are key to becoming an effective professional. Students should be proactive in informing the teacher when difficulties arise during the the course so that a solution can be found and negotiated.

Complete Assignments

All assignments for this course will be submitted electronically through Moodle otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the teacher before the due date. Extensions will not be given except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time, otherwise they might get their grade negatively affected.

In-class room lectures

Students are required to prepare the lectures by reading chapters of the two working books. The teacher is required to conduct in-class room activities to insure that the students prepared for the lecture. Some of those activities will require the use of a computer device, therefore student should bring a personal computer, phone or table.

- For 1st lecture **10.00 - 11.30**, students should get familiar with the contents available on the Moodle course page <https://moodle.abo.fi/course/view.php?id=9899>. The teacher will present the course syllabus and also seek the students' decision on some negotiable course rules.

By the end of this lecture, students should be familiar with the way the course works.

- For 2nd lecture 10.00 - 11.30, devoted to the topics of **strategy and planning**, students should read the following chapters:
 - Part 1 of Bryson (2016) chapter 1
 - Part 2 of Bryson (2016) chapters 2, 3, 4, 5, 6 and 8

By the end of this lecture, students should know: (1) essential concepts of strategy and planning, (2) basics of resource management and understand (3) the resource-based view of the firm, (4) the information and knowledge view of the firm, and (5) the meanings of value creation.

- For 3rd lecture **10.00 - 11.30**, devoted to the topics of **governance and innovation**, students should read the following chapters:
 - Part 3 of Bryson (2016) chapters 9, 10, 11, 12, 15, 16 and 17

By the end of this lecture, students should be able to discuss the topics of innovation and creativity, digitalization, globalization, group dynamics, negotiation, conflict management as well as the basics of personal networking and management of the organization.

- For 4th lecture **10.00 - 11.30**, devoted to the topics of **sustainability and demand orientation**, students should read the following chapters:
 - Part 4 of Bryson (2016) chapters 18, 19, 20, 21, 22, 23, 24 and 25

By the end of this lecture, students should be able to discuss the topics of sustainability, openness, transparency, trust, risk management, and performance evaluation. In addition, they should also know about the topics of customer orientation and market orientation. Finally, they should also be familiar with the topics of corporate image and corporate communication.

- For 5th lecture **10.00 - 11.30**, devoted to the topics of **finance and resource management**, students should read the following chapters:
 - Part 4 of Bryson (2016) chapter 26
 - Part 5 of Bryson (2016) chapter 27
 - Chapters 4 and 7 of Roberts and Rowley (2004)

By the end of this lecture, students should be well acquainted with the basics of human resources and finance in information-intensive organization. Furthermore, they should be familiar with the topics of service management and service quality and total quality management. Finally, students should be familiar with basic knowledge of business modelling.

Guest lectures

Two guest lectures are planned. One will represent the public sector (head of a public library) and the other will represent the private sector (head of an information-providing business). Students should do their best to attend the guest lectures in-situ as they are unique opportunities to learn the actual practice of managing information services.

If any guest-lecture fails to materialize (e.g., incompatible schedules or last-minute issues), and alternative recorded video with follow-up online activity will be provided.