

Course Module:

Module/Course Title : Information Service Resource For Adult					
Module course code	Student workload	Credits	Semester	Frequency	Duration
LM305	2x50 minutes	2	6	Every Semester	1 Semester
1	Type of course a) Theory		Contact hours 14x @ 100 minutes	Independent study 120 minutes	Class size 90
2	Prerequisites for participation (if applicable) -				
3	Learning outcomes <ul style="list-style-type: none"> - Demonstrate scientific, educational, and religious attitudes and behavior, which contribute to improving the quality of life in society, nation and state based on academic norms and ethics - Mastering Library and Information Theories, Communication Theories, and Theories of Other Sciences Relevant to the Development of Libraries, Information, Archives, Documentation and Museums; - Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners - Able to conduct studies / research with quantitative and qualitative approaches and present scientific papers in the fields of libraries, information, documentation, archives, and museums 				
4	Subject aims/Content <ul style="list-style-type: none"> - Identify the role of libraries in adults' lives and ways to promote their use of reading and libraries. - Become familiar with research on adults—needs, interests, tastes, development—and how this affects their selection and use of resources. - Adopt knowledge of adult reading habits and evaluate various resources and services for adults - Explaining adult reading interests and their needs so as to maximize exploration of reading, audio-visual and other materials from an information-based society. - Identifying the adult information needs attached to the resource for which it is intended and adopted. - Develop an awareness of the interrelationships between resources and how to meet the needs of adults - Understand and apply principles relating to the evaluation and use of information and ideas in an adult manner - Become familiar with the professional selection resources available to teachers, librarians, and others - Become an adult who cares about their information needs - Become familiar with the prominent topics, issues, and debates surrounding adult access to information. 				

	- Recognizing youth advocacy and the need to keep up with the constant changes in adult needs
5	Teaching methods Encounter 1 <ul style="list-style-type: none"> - Orientation - Lecture - Question and answer
	Encounter 2 <ul style="list-style-type: none"> - Identify the role of libraries in adults' lives and ways to promote their use of reading and libraries - Lecture - Question and answer
	Encounter 3 <ul style="list-style-type: none"> - Become familiar with research on adults—needs, interests, tastes, development—and how this affects their selection and use of resources. - Lecture - Question and answer
	Encounter 4 <ul style="list-style-type: none"> - Describe adult reading interests and their needs so as to maximize exploration of reading, audio-visual and other materials from an information-based society - Lecture - Question and answer
	Encounter 5 <ul style="list-style-type: none"> - Identify the inherent information needs of adults in the resources they are intended for and adopt - Lecture - Question and answer
	Encounter 6 <ul style="list-style-type: none"> - Become familiar with professional selection resources available available to teachers, librarians, and others - Lecture - Question and answer
	Encounter 7 <ul style="list-style-type: none"> - Become familiar with the professional selection resources available to teachers, librarians, and others Become adults who care about their information needs. - Question and answer
	MIDTERM EXAM
	Encounter 9 <ul style="list-style-type: none"> - Become familiar with the professional selection resources available to teachers, librarians, and others - Lecture - Question and answer
	Encounter 10

	<ul style="list-style-type: none"> - Become familiar with the professional selection resources available to teachers, librarians, and others - Case Method - Observation
	Encounter 11 <ul style="list-style-type: none"> - Become familiar with the prominent topics, issues, and debates surrounding adult access to information - Case Method - Observation
	Encounter 12 <ul style="list-style-type: none"> - Become familiar with prominent topics, issues, and debates around adults' access to information - Case Method - Observation
	Encounter 13 <ul style="list-style-type: none"> - Become familiar with the prominent topics, issues, and debates surrounding adult access to information - Case Method - Observation
	Encounter 14 <ul style="list-style-type: none"> - Understand and apply principles relating to the evaluation and use of information and ideas with adults - Presentation - Question and Answer
	Encounter 15 <ul style="list-style-type: none"> - Recognizing advocacy and the need to keep up with the constant changes in adult needs - Presentation - Question and Answer
	FINAL EXAMS
6	Assessment methods Encounter 1 <ul style="list-style-type: none"> - Paper / - report - & Discussion
	Encounter 2 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	Encounter 3 <ul style="list-style-type: none"> - Paper / - Report - & Discussion

	Encounter 4 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	Encounter 5 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	Encounter 6 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	Encounter 7 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	MIDTERM EXAM
	Encounter 9 <ul style="list-style-type: none"> - Paper / - Report - & Discussion
	Encounter 10 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method
	Encounter 11 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method
	Encounter 12 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method
	Encounter 13 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method

	Encounter 14 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method
	Encounter 15 <ul style="list-style-type: none"> - Paper / - Report - Discussion - Case Method
	FINAL EXAMS
7	This module/course is used in the following study programme/s as well Yes
8	Responsibility for module/course <ol style="list-style-type: none"> 1. Hana Silvana, M.Si. 2. Susanti Agustina, M.I.Kom.
9	Other Information <ol style="list-style-type: none"> 1. Agustina, Susanti; Rusmono, Doddy. (2019) (2020). <i>Bimbingan Minat Baca</i>. Bandung: UPI Press. 2. Aronson, Marc. Exploding the Myths: The Truth About Teenagers and Reading. Scarecrow, 2001. An issues-oriented approach to young adults and their reading habits. Aronson is irreverent, funny, sophisticated, and a tireless advocate for youth. This book can be read in place of another of the "what adults say" books on the bibliography. 3. Cart, Michael. Young Adult Literature: From Romance to Realism. American Library Association, 2010. Provides a readable, entertaining, and thorough overview of the history of young adult literature from the 1960s to the present 4. Countryside Libraries (Malaysia).(2012). Retrieve from : www.firstpalette.com/gallery/pf.malaysialibraryhtml 5. Gorman, Michele, and Tricia Suellentrop. Connecting Young Adults and Libraries: A How to Do it Manual. 4th ed. Neal-Schuman, 2009. Provides a ton of practical advice about setting up youth services programs, developing young adult collections, and managing and evaluating youth services departments. Contains a particularly good chapter on preparing and delivering book talks 6. Information literacy movement : national reading campaign (2012). Retrieve from : www.f5.pnm.my/index.php?id 7. Lance, K.C. & Marks,R.B. (2008). Is there a positive relationship between public library services and early reading success?. Retrieve from : www.schoollibraryjournal.com/article 8. Laudon, Kenneth C., and Jane P. Laudon. 2013. Management Information Systems: Managing the Digital Firm. 9. Reitz, Joan M., "Dictionary for Library and Information Science" (2004). Library Books and Monographs.

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13. PERKA_Nomor_2_Tahun_2019_Tentang_perubahan_Atas_Peraturan_Kepala_perpustakaan_Nasional_Nomor_3_Tahun_2016_Tentang_Kebijakan_Pengembangan_koleksi_Perpustakaan_Nasional
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15. Gold, H. E. (2005). Engaging the adult learner: Creating effective library instruction. *portal: Libraries and the Academy*, 5(4), 467-481.
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19. Papen, U. (2005). *Adult literacy as social practice: More than skills*. Routledge.
20. Walker, E. A. (1999). Characteristics of the adult learner. *The Diabetes Educator*, 25(6_suppl), 16-24.