

## Course Module:

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

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

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

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

	<p><b>Encounter 14</b></p> <ul style="list-style-type: none"> <li>- Paper /</li> <li>- Report</li> <li>- Discussion</li> <li>- Case Method</li> </ul>
	<p><b>Encounter 15</b></p> <ul style="list-style-type: none"> <li>- Paper /</li> <li>- Report</li> <li>- Discussion</li> <li>- Case Method</li> </ul>
<b>FINAL EXAMS</b>	
7	<p><b>This module/course is used in the following study programme/s as well</b></p> <p>Yes</p>
8	<p><b>Responsibility for module/course</b></p> <ol style="list-style-type: none"> <li>1. Hana Silvana, M.Si.</li> <li>2. Susanti Agustina, M.I.Kom.</li> </ol>
9	<p><b>Other Information</b></p> <ol style="list-style-type: none"> <li>1. Agustina, Susanti; Rusmono, Doddy. (2019) (2020). <i>Bimbingan Minat Baca</i>. Bandung: UPI Press.</li> <li>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.</li> <li>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</li> <li>4. Countryside Libraries (Malaysia).(2012). Retrieve from :  <a href="http://www.firstpalette.com/gallery/pf.malaysialibraryhtml">www.firstpalette.com/gallery/pf.malaysialibraryhtml</a> </li> <li>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</li> <li>6. Information literacy movement : national reading campaign (2012). Retrieve from :  <a href="http://www.f5.pnm.my/index.php?id">www.f5.pnm.my/index.php?id</a> </li> <li>7. Lance, K.C. &amp; Marks, R.B. (2008). Is there a positive relationship between public library services and early reading success?. Retrieve from : <a href="http://www.schoollibraryjournal.com/article">www.schoollibraryjournal.com/article</a></li> <li>8. Laudon, Kenneth C., and Jane P. Laudon. 2013. Management Information Systems: Managing the Digital Firm.</li> <li>9. Reitz, Joan M., "Dictionary for Library and Information Science" (2004). Library Books and Monographs.</li> </ol>

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11. The importance of reading and having books at home (2010). Retrieve from : essexlibrary.wordpress.com.
12. The Public Library Service – IFLA/UNESCO Guidelines for development, 2001
13. PERKA\_Nomor\_2\_Tahun\_2019\_Tentang\_perubahan\_Atas\_Peraturan\_Kepala\_perpustakaan\_Nasional\_Nomor\_3\_Tahun\_2016\_Tentang\_Kebijakan\_Pengembangan\_koleksi\_Perpustakaan\_Nasional
14. Lenstra, N., Oguz, F., D'Arpa, C., & Wilson, L. S. (2022). Exercising at the Library: Small and rural public libraries in the lives of older adults. *The Library Quarterly*, 92(1), 5-23.
15. Gold, H. E. (2005). Engaging the adult learner: Creating effective library instruction. *portal: Libraries and the Academy*, 5(4), 467-481.
16. Sit, R. A. (1998). Online library catalog search performance by older adult users. *Library & Information Science Research*, 20(2), 115-131.
17. Rodrigo, V., Greenberg, D., Burke, V., Hall, R., Berry, A., Brinck, T., ... & Oby, M. (2007). Implementing an extensive reading program and library for adult literacy learners. *Reading in a Foreign Language*, 19(2), 106-119.
18. Beder, H. (1991). *Adult literacy: Issues for policy and practice*. Krieger Publishing Co., Krieger Drive, Malabar, FL 32950..
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.