



Fachhochschule Köln
Cologne University of Applied Sciences
Faculty for
Information and Communication Sciences

Bachelor's Degree Course in Library Studies

Book of Modules

As of: 10th of July 2014

(Decision of the Faculty Board of the 6th of November 2012
last editorial change on the 10th of July 2014)

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I. Brief Description of the Bachelor's Degree in Library Science

Profile of the course of studies

The Bachelor's Degree in Library Science confers a qualification in advanced library service following successful completion of the Bachelor of Arts Degree (BA). The course of studies is designed as a seven semester Bachelor's Degree course. Students can enrol for this course of studies in the winter semester of each year.

The Library Studies course provides interdisciplinary qualifications for working at public libraries, scientific libraries and special libraries (e.g. company libraries) as well as other institutions that provide access to information. In contrast to predominantly practical vocational training, the course also provides context knowledge that goes beyond instrumental knowledge and fosters the ability to innovate.

In addition to this, one of the most important features of the course profile is a clear focus on practical application that is underpinned by a sixteen week internship.

Course Content

The professional, systemic and generic competences are taught in the following core modules:

- BA - Library, information, society
- BB - Management
- BC - Document description, knowledge organisation, information retrieval
- BD - Information resources and information services
- BE - Literature and media
- BT - Information technology
- Practice module
- Project module
- Bachelor's thesis
- Key qualifications

These core modules are subdivided into modules and partial modules; the modules extend to a maximum of two semesters in compliance with the Bologna Process. The 16-week internship is completed in the fifth semester.

A catalogue of all mandatory elective modules is enclosed as an appendix under III.

Courses and modules that represent potential programmes of study within the context of the ProfiL² core week are marked accordingly in the individual module descriptions.

Careers

Graduates of the Bachelor's Degree in Library Science are qualified to work in libraries, information institutions and archives as well as library service centres in the municipal, state or private sectors. They are able to perform difficult and complex library functions, contribute to the development of strategic concepts and implement these in practice. This enables them to manage smaller facilities or to assume leadership of smaller function units or teams within larger facilities.

Comments

The exact examination regulations and the modality of the examinations (the total number of points to be achieved in every module, the minimum number of points to pass the examination and, where appropriate, the allocation of the overall score to the partial modules) are announced to the participants at the beginning of every course.

Courses held within the context of ProfiL² may include examinations (graded or ungraded) that deviate from the forms of examination detailed in the book of modules.

Regular faculty substitutions by lecturers and scientific staff are also possible, if this is not expressly stated in the corresponding column for the module.

II. Module Descriptions

BA1 Library, Information, Society I

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BA1	270 hours	9	1st and 2nd semester	Every winter semester and every summer semester	2 semesters
1	Courses	Contact hours	Self-study	Planned group size	
	BA11 Typology and Structures of the German Library System	4 hours per week / 90 hours BA11 2 hours per week / 30 hours	180 hours BA11 60 hours	70 / 35 students	
	BA12 Structures of the Science System	BA12 1 hour per week / 15 hours	BA12 30 hours		
	BA13 Library History	BA13 1 hour per week / 15 hours	BA13 60 hours		
	BA14 Structures of the German Archive and Information Sector	BA14 1 hour per week / 15 hours	BA24 30 hours		
2	Learning Outcomes / Competences				
	<p><i>BA11 Typology and Structures of the German Library System / BA13 Library History</i></p> <p>The students are given an overview of the historically developed structures of the German library system as a social subsystem and understand the library as a concept for the provision and mediation of information determined by social history.</p> <p>They understand the change in functional concepts for the provision of information and the library as an institution, compare the different types of libraries and their respective specific development and function contexts and deduce current and future challenges.</p> <p>The students have a basic understanding of the legal and institutional prerequisites of library work and have a basic knowledge of the providers, funders and represented interests of libraries at both national and international level. They analyse the structures and functional approaches to the functional supply of information based on work-sharing and cooperation within the German library system and comment on current developments.</p> <p><i>BA12 Structures of the Science System</i></p> <p>The students have a basic knowledge of the historically developed, function-related and complementary structure of the German science system, its institutional differentiation and its requirements of library services. They are familiarised with specific institutions for the promotion and coordination of science and science policies and assess their relevance for libraries and related areas of information. . They compare the science system and library system and classify current trends in scientific policy and development.</p>				

	<p><i>BA14 Structures of the German Archive and Information Sector</i></p> <p>The students have a basic overview knowledge of the archive system as well as the public and commercial information sectors and can relate these to the library system. They know the respective specific functional relationships and compare differences such as commonalities regarding the respective modes of operation.</p>
<p>3</p>	<p>Contents</p> <p><i>BA11 Typology and Structures of the German Library System</i></p> <ul style="list-style-type: none"> ▪ The German library system in the past and present within the context of social structures ▪ Function concepts and definition concepts of the "library" institution ▪ Providers and general legal conditions of libraries ▪ Function-oriented library typology, specific services from types of libraries ▪ Structures of the division of labour, cooperation and representation of interests in the German library system <p><i>BA12 Structures of the Science System</i></p> <ul style="list-style-type: none"> ▪ An overview of the German science system ▪ Interactions between the library system and the science system ▪ The promotion of science and science policy <p><i>BA13 Library History</i></p> <ul style="list-style-type: none"> ▪ The development of writing, books and libraries from the beginning to the end of the Middle Ages under special consideration of the Western world ▪ The library sector in Europe under special consideration of Germany from the Middle Ages to the present ▪ The historical development of types of libraries, literacy and information provision ▪ The history of public libraries in Germany and Europe ▪ The library profession in the past and present <p><i>BA14 Structures of the German Archive and Information Sector</i></p> <ul style="list-style-type: none"> ▪ An overview of the development, structures and functions of the German archive sector as well as the public and commercial information sectors ▪ Fields of delimitation and cooperation with regard to libraries ▪ Information ethics in library practice: Contents and functions of professional library ethics, ethical dilemmas regarding information and possible solution strategies
<p>4</p>	<p>Teaching formats and Profil² qualification (project-oriented course format)</p> <p>BA11 Lecture</p> <p>BA12 Tuition in seminars</p> <p>BA13 Lecture</p> <p>BA14 Tuition in seminars</p>

5	Participation prerequisites None
6	Forms of examination Written examination
7	Prerequisites for awarding credits Examinations passed
8	Use of the module (in other courses of studies) Not planned to date
9	Weight of the grade for the final grade In proportion to the share of credits for the average grade for the graded module examinations: 72 / 1440
10	Module Administrator Prof. Dr. Haike Meinhardt Teaching Faculty Prof. Dr. Haike Meinhardt
11	Other information <ul style="list-style-type: none"> ▪ Encyclopaedia of Library and Information Sciences. Taylor & Francis. 2012. Third Edition. DOI: 10.1081 / E-ELIS3. ISBN: 0-8493-9712-x; eISBN: 0-8493-9711-x; eISBN: ▪ Seefeldt, Jürgen; Ludger Syr�: Portale zu Vergangenheit und Zukunft. Bibliotheken in Deutschland.... 4., aktualisierte und �berarb.Aufl. [Portal to the Past and to the Future. Libraries in Germany ... 4., updated and revised edition.] - Hildesheim et al: Olms, 2011 ▪ E. Plassmann, H. R�sch...: Bibliotheken und Informationsgesellschaft in Deutschland. Eine Einf�hrung. 2., gr�ndlich �berarb. und erw.Aufl. [Libraries and the Information Society in Germany. An Introduction 2nd completely revised and expanded edition.] - Wiesbaden: Harrassowitz, 2011 ▪ Handbuch Bibliothek : Geschichte, Aufgaben, Perspektiven [Library Handbook: History, Tasks, Perspectives] / Published by Konrad Umlauf und Stefan Gradmann. - Stuttgart; Weimar: Metzler, 2012 ▪ Handbuch des Wissenschaftsrechts. 2., v�llig �berarb. und erw.Aufl. [Handbook of .Science Law. 2., completely revised and expanded.] Edition. - Berlin: Springer, 1996 ▪ BMBF: Bundesbericht Forschung und Innovation [Federal Report on Research and Innovation] (biannual): Download from http://www.bmbf.de/ ▪ U. Jochum: Kleine Bibliotheksgeschichte. 4. durchges. und bibl. erg�nzte Auflage [A Brief History of Libraries. 4th reviewed and bibliographically supplemented edition]. - Stuttgart: Reclam June, 2007 ▪ Uwe Jochum: Geschichte der abendl�ndischen Bibliotheken [History of Western Libraries], Darmstadt: Primus Verlag 2010 ▪ Weimann, Karl-Heinz : Bibliotheksgeschichte. Lehrbuch zur Entwicklung und Topographie des Buchwesens. [Library History. Text Book on the Development and Topography of Publishing]. – Munich 1975 ▪ Buz�s, Ladislaus: Deutsche Bibliotheksgeschichte des Mittelalters Wiesbaden [German Library History of Wiesbaden in the Middle Ages]: Reichert, 1975 (Elemente des Buch- und Bibliothekswesens [Elements of Publishing and Library Science) –; ▪ Ibid: Deutsche Bibliotheksgeschichte der Neuzeit [German Library History in Modern Times], 1976 ▪ Ibid: Deutsche Bibliotheksgeschichte der neuesten Zeit [German Library History in Most Recent Times], 1978 ▪ Thauer, Wolfgang; Vodosek, Peter. Geschichte der �ffentlichen B�cherei in

	<p>Deutschland.[History of the Public Library in Germany]. Wiesbaden 1978</p> <ul style="list-style-type: none">▪ Norbert Reimann (Hg.), Wolfgang Bockhorst, Hans-Jürgen Höötman (Ed.): Praktische Archivkunde. Ein Leitfadens für Fachangestellte für Medien- und Informationsdienste - Fachrichtung Archiv. [Practical Archiving. A Guide for Media and Information Services - Subject Area Archiving] - Münster: Ardey, 2014▪ Archivar. Zeitschrift für Archivwesen. Newsletter for the German archiving sector. Published by the North Rhine-Westphalia State Archive and VdA – Verband deutscher Archivarinnen und Archivare e.V. [The Association of German Archivists]
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BA2 Library, Information, Society II

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BA2	240 hours	8	3rd semester	Every winter semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
		6 hours per week / 90 hours	150 hours	70 / 35 / 20 students	
	BA21 Typological, target group-specific and functional library concepts I	BA21 1 hour per week / 15 hours	BA21 30 hours		
	BA22 Typological, target group-specific and functional library concepts II	BA22 1 hour per week / 15 hours	BA22 30 hours		
	BA23 Typological, target group-specific and functional library concepts III	BA23 1 hour per week / 15 hours	BA23 30 hours		
	BA24 Typological, target group-specific and functional library concepts IV	BA24 1 hour per week / 15 hours	BA24 30 hours		
	BA25 Library sociology and information sociology, information ethics	BA25 2 hours per week / 30 hours	BA25 30 hours		
2	Learning Outcomes / Competences				
	<p><i>BA21-BA24 Typological, Target Group-Specific and Functional Library Concepts</i></p> <p>The students analyse differences and commonalities between the conceptions of public libraries as well as methods of concept development. They can identify the service spectrum and organisational relationships of libraries and categorise, compare and plan corresponding service offers (media management, target group work and programme work) in particular in relation to the education (formal and informal education) function of public libraries.</p> <p>The students have a deep systematic knowledge of the German library system, especially special library forms such as children's libraries, school libraries and young adults libraries. They distinguish between the specific media usage behaviour as well as the specific media and information requirements of different target groups such as children, young adults, parents, educators and multipliers, and assess and design target group-oriented library services. They examine and assess innovative examples of practice.</p>				

	<p>The students analyse and compare the particular characteristics of library work at these libraries with regard to the collection, cataloguing and mediation of information (collection profiling, media presentation, programme work, spatial design, etc.).</p> <p><i>BA25 Library Sociology and Information Sociology, Information Ethics</i></p> <p>The students apply basic sociological knowledge and methods to specific library requirements (social structure, demographic developments, milieu models, system structures and relationships). They recognise the role and social position of libraries and the library system. The internal structures and the environmental relationships to other social subsystems become clear to them. The students can critically reflect on the current self-conception of libraries and identify purposeful development perspectives for the profession. They become acquainted with concepts of social library work and the related library functions of social integration, inclusion and emancipation.</p> <p>Finally, the students learn that library work fundamentally concerns ethical questions in all fields of operations. They develop a sense of responsibility as librarians by reflecting on ethical questions. In this context, they recognise the meaning and function of professional library ethics.</p>
3	<p>Contents</p> <p><i>BA21-BA24 Typological, Target Group-Specific and Functional Library Concepts</i></p> <p>Individual library concepts for public libraries are introduced with regard to their content and functional and conceptual focal points (service spectrum: programme work; target groups; media management, media mediation, media presentation; spatial concept development; cooperation options).</p> <p>The following topics are addressed individually:</p> <ul style="list-style-type: none"> ▪ The media usage behaviour of the following target groups: children, young adults, students ▪ Formal educational functions (school education and supplementary education) : The public library and school library as a place of education and partner to education, models of education partnerships, target group-specific education-related services and programme work, methods and forms of teaching literacy and media skills, areas and specifics of school library work, media development, media presentation, use of space in school libraries, methods and options for integrating the school library into classroom teaching ▪ Informal educational functions: The public library / children's library as a place of discovery, areas and specifics of children's library work, early childhood development support, methods of media pedagogy and forms of literacy support and media mediation, conception and profile of children's libraries, building-up a collection, media presentation, use of space in children's libraries <p>The main contents of the seminars are the accompanying implementation of the aforementioned functions in practical exercises to be executed independently as examples as well as the analysis of current practical library solutions.</p> <p><i>BA21 and BA23 Lecture: Typological, Target Group-Specific and Functional Library Concepts</i></p>

	<p>The focal points of the lecture in regard to content are as follows:</p> <ul style="list-style-type: none"> ▪ Methods of concept development (community analysis, environment analysis, political prioritisation etc.) ▪ Introduction to sociological methods: Expert interview, comparative analysis, case study, observation, content analysis, scenario etc. ▪ General legal and organisational conditions of school libraries, children’s libraries and young adults libraries ▪ The media usage behaviour of the following target groups: children, young adults, students ▪ <i>BA21: Formal educational functions (school education and supplementary education):</i> The public library, children’s library and school library as a place of education and partner to education, models of education partnerships, target group-specific education-related services and programme work, methods and forms of teaching literacy and media skills, areas and specifics of school library work, media development, media presentation, use of space in school libraries and children’s libraries, methods and options for integrating the school library / children’s library into classroom teaching ▪ <i>BA23: Informal educational functions:</i> The public library / children’s library as a place of discovery, areas and specifics of children’s library work, early childhood development support, methods of media pedagogy and forms of literacy support and media mediation, conception and profile of children’s libraries, media development, media presentation, use of space in children’s libraries <p><i>BA22 and BA24 Seminar: Typological, Target Group-Specific and Functional Library Concepts</i></p> <p>The main contents of the seminars are the accompanying implementation of the aforementioned functions in practical exercises to be executed independently as examples as well as the analysis of current practical library solutions.</p> <p><i>BA25 Library Sociology and Information Sociology, Information Ethics</i></p> <p>The course provides basic sociological and ethical knowledge and their application in the field of library work.</p> <p>The following topics are addressed individually:</p> <ul style="list-style-type: none"> ▪ Clarification of central fundamental ideas (library, information, knowledge, information society, ethics, morals) ▪ Sociology and sociological methods ▪ Social structure, milieu theories ▪ Roles and social location of the library ▪ Within the structures of the library system and its environmental relationships to other social subsystems ▪ Self-conception of libraries and the library profession: Status and development perspectives ▪ Social library work in conceptual comparison to target group-oriented library work ▪ Information ethics in general: Digital divide, manipulation, censorship, freedom of information and expression, basic information services, information myths, information asymmetries ▪ Information ethics in library practice: Contents and functions of professional library ethics, ethical dilemmas regarding information and possible solution strategies
4	<p>Teaching formats and Profil² qualification (project-oriented course format)</p>

	<p>BA21 lecture</p> <p>BA22 Seminar (Profil² qualification, project-oriented)</p> <p>BA23 Lecture</p> <p>BA24 Seminar (Profil² qualification, project-oriented)</p> <p>BA25 Tuition in seminars</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment in BA21-BA24 (presentation)</p> <p>and</p> <p>Written examination in BA21-BA24</p> <p>and</p> <p>Course assessment in BA25 (presentation or housework)</p> <p>or</p> <p>Written examination in BA25</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 64 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Haike Meinhardt</p> <p>Teaching Faculty</p> <p>Prof. Tom Becker, Prof. Dr. Haike Meinhardt, Prof. Dr. Hermann Rösch</p>
11	<p>Other information</p> <p>Literature reference</p> <ul style="list-style-type: none"> ▪ Bibliographical references: Planung, Betrieb, Nutzung [Planning, Operation, Use] / Angelika Holderried ; Birgit Lücke (ed.) Schwalbach / Ts. : Debus Pädagogik, 2012 ▪ Schulbibliotheken: Grundlagen der Planung, des Aufbaus, der Verwaltung und Nutzung. [Basics of Planning, Development, Administration and Use] Edited by Niels Hoebbel.- Weinheim: Juventa, 2003 (Contributions on young adults literature and media; 14th supplement) ▪ Wolf, Sabine / Schuldt, Karsten: Praxisbuch Schulbibliotheken [Practice Handbook for School Libraries] Schwalbach, Wochenschau Verl., 2011 ▪ IFLA School Library Manifesto 1999 (German translation) http://archive.ifla.org/VII/s11/pubs/mani-g.htm ▪ Keller-Loibl, Kerstin: Handbuch Kinder- und Jugendbibliotheksarbeit [Handbook of Children and Young Adults Library Work] / Kerstin Keller-Loibl. Im Auftr. der Expertengruppe Kinder- und Jugendbibliotheken des Deutschen

Bibliotheksverbandes e.V. hrsg. [Published on behalf of the expert group on children and young adults libraries of the German Library Association] - Bad Honnef : BOCK + HERCHEN, 2009

- IFLA- Richtlinien für die Serviceleistungen von Kinderbibliotheken [Guidelines for Children's Libraries Services].
Sektion Bibliotheksarbeit mit Kindern und Jugendlichen, Juli 2004 [Libraries for Children and Young Adults, July 2004]
<http://www.ifla.org/files/libraries-for-children-and-ya/publications/guidelines-for-childrens-libraries-services-de.pdf>
- IFLARichtlinie für Bibliotheksdienstleistungen für Babys und Kleinkinder [Guidelines for Library Services to Babies and Toddlers]
<http://archive.ifla.org/VII/d3/pub/Profrep100-de.pdf>
- IFLA-Richtlinien für die Bibliotheksarbeit mit Jugendlichen [[Guidelines for Library Services to Young Adults]
(revised edition of the guidelines published in 1996)
<http://www.ifla.org/files/libraries-for-children-and-ya/publications/ya-guidelines2-de.pdf>

Updated bibliographical references for BD 25 are announced at the beginning of the semester respectively.

BA3 Library, Information, Society III

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BA3	180 hours	6	4th semester	Every summer semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BA31 Typological, target group-specific and functional library concepts V	6 hours per week / 90 hours	180 hours	70 / 35 / 20 students	
	BA32 Typological, target group-specific and functional library concepts VI	BA31 1 hour per week / 15 hours	BA31 30 hours		
	BA33 Typological, target group-specific and functional concepts VII	BA32 1 hour per week / 15 hours	BA32 30 hours		
	BA34 Typological, target group-specific and functional library concepts VIII	BA33 1 hour per week / 15 hours	BA33 30 hours		
		BA34 1 hour per week / 15 hours	BA34 30 hours		
2	Learning outcomes / Competences				
	<p>The students analyse and compare public library concepts, identify methods for concept development and apply these. They can identify the service spectrum and organisational relationships of libraries and categorise, assess and develop corresponding service offers (media management, target group work and programme work) in particular in relation to the social integration, participation and cultural functions of public libraries.</p> <p>The students have a deep systematic knowledge of the German library system, especially special library forms such as prison libraries, patient libraries, mobile libraries, blind libraries, special libraries, art lending libraries, music libraries, media libraries and young adults libraries.</p> <p>They distinguish between specific media usage behaviours as well as the specific media requirements and information needs of different target groups such as functional illiterates, migrants, prisoners, patients, people with limitations and minorities, and derive and design the appropriate target group-oriented library services from this.</p> <p>The students analyse and compare the particular characteristics of library work at these libraries with regard to the collection, indexing and mediation of information (collection profiling, media presentation, programme work, spatial design, etc.).</p>				

3	<p>Contents</p> <p>The individual library concepts of public libraries are introduced with regard to their functional and conceptual focal points in terms of content (services and programme work; target groups; media management, media mediation, media presentation; spatial conception; opportunities for cooperation).</p> <p>The focal points of the lecture in regard to content are as follows:</p> <ul style="list-style-type: none"> ▪ Legal and organisational general conditions of specific library forms such as prison libraries, patient libraries, music libraries and art lending libraries ▪ The media usage behaviour of different target groups ▪ Socially integrative function: The public library as a place of inclusion and coping with the everyday life; integration-related services and programme work, methods and forms of social target group-specific library work, areas and specific characteristics of library work in prison libraries and patient libraries ▪ Information and participation function: The public library as a municipal and regional information centre, function-based media development (specialist information and information for everyday life, regional information, special collections, historical collections) and function-based programme work and cooperation work ▪ Cultural function: the public library as a cultural centre, basics of cultural management, methods and forms of cooperative programme work and organisation work, areas and specific characteristics of library work in art lending libraries and music libraries ▪ Popular cross-section function: The public library as a centre of modern media and the popularisation of knowledge, (conceptual) trends and current developments in public libraries, area and specific characteristics of library work in media libraries <p>The main content of the seminar is the accompanied implementation of the aforementioned functions in practical exercises to be executed independently as examples as well as the analysis of current practical library solutions.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BA31 Lecture BA32 Seminar (ProfiL² qualification, project-oriented) BA33 Lecture BA34 Seminar (ProfiL² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment in BA 31-34 (presentation or homework) and written examination in BA 31-34</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p>

	Prof. Tom Becker Teaching Faculty Prof. Tom Becker, Prof. Dr. Haike Meinhardt
11	Other information Bibliographical references will be announced at the beginning of each semester respectively.

BB1 Management I

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BB1	270 hours	9	1st semester	Every winter semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BB11 Library Management	5 hours per week / 75 hours BB11 1 hour per week / 15 hours	180 hours BB11 30 hours	70 / 35 students	
	BB12 Media Management	BB12 2 hours per week / 30 hours	BB12 75 hours		
	BB13 Library Law I	BB13 2 hours per week / 30 hours	BB13 75 hours		
2	Learning Outcomes / Competences				
	<p><i>BB11 Library Management</i></p> <p>The students are familiar with the operational procedures in the fields of library work. They also identify the specific features of operations in the public service. They have a basic understanding of management as a cycle (planning, execution, inspection) and can define goals.</p> <p>Library work procedures can be analysed, structured, planned and shaped.</p> <p><i>BB12 Media Management</i></p> <p>The students are in a position to outline current developments on the media market within the context of the library, which could affect media management. Within collection management, basics can be reiterated and the definitions of terms can be used in the correct context.</p> <p>This also includes being able to deal with key indicators and instruments for inventory calculation and policy as examples. Criteria for successful media collection marketing (visual merchandising in the real and virtual worlds) can be named and incorporated. Problems with collection management for virtual media are connected to solution strategies.</p> <p><i>BB13 Library Law I</i></p> <p>The students master the basis concepts and the system of law; they know and understand the general legal conditions of the central areas of library management.</p>				
3	Contents				
	<p><i>BB11 Library Management</i></p> <p>The first management module provides a basic knowledge of library management and also its options with regard to formation, direction and change. The basics of the fields of library work and processes are at the centre of the module.</p> <p>The construction, organisation and business models of different library types as well as</p>				

	<p>their position in the services sector are discussed. The focus is on customer orientation and product definition as a central topic and the paradigm change in the understanding of public operations (new control). The challenges and changes due to electronic services also play a central role.</p> <p><i>BB12 Media Management</i></p> <p>The basics of collection management and media management, collection areas and definitions of terms are also taught, for example key indicators and instruments for inventory calculation (revenue, ME / EW, portfolio analysis...) and media options for resource marketing (visual merchandising in the real and virtual worlds). Collection policy (focal points of the collection, budget allocation models, maintenance and care, archiving, deacquisition), prognostic developments and current problems and collection management of virtual media form further focal points.</p> <p><i>BB13 Library Law I</i></p> <p>Following an introduction to law, the organisational, personnel and usage laws of relevance to libraries are taught. This includes the laws on media acquisition.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BB11 Lecture (ProfiL² qualification, project-oriented)</p> <p>BA12 Tuition in seminars (ProfiL² qualification, project-oriented)</p> <p>BA13 Lecture</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment in BB11 (presentation)</p> <p>and</p> <p>written examination (BB12 and BB13)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 72 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Tom Becker</p> <p>Teaching Faculty</p> <p>Prof. Tom Becker, Prof. Klaus Peters, Dipl.-Bibl. Miriam Lorenz</p>
11	<p>Other information</p>

BB2 Management II

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BB2	180 hours	6	2nd semester	Every summer semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BB21 Customer and user research	4 hours per week / 60 hours BB21 2 hours per week / 30 hours	120 hours BB21 60 hours	70 / 35 students	
	BB22 Internal communication	BB22 2 hours per week / 30 hours	BB22 60 hours		
2	<p><i>BB21 Customer and User Research</i></p> <p>The students become acquainted with the range of methods used in empirical social research, insofar as they are used within the context of customer and user research in libraries and information institutions. They learn about the specific construction of research investigations and can identify the advantages and disadvantages as well as technical requirements and prerequisites in terms of content for these methods and adapt these to the various types of libraries and customers. Questionnaires can be structured and prepared in outline. Different question forms and types of scales are used in a differentiated manner and prepared or operationalised for data analysis. They are very familiar with aspects of analysis and presentation as critical success factors in customer research and can use these accordingly.</p> <p><i>BB22 Internal Communication</i></p> <p>The students become acquainted with the basics of internal communication and can select, implement and expand strategies, measures and instruments for the optimisation of internal communication as appropriate to the organisation structure, organisation model and leadership styles.</p>				
3	<p>Contents</p> <p><i>BB21 Customer and User Research</i></p> <p>The bases for customer research are the various methods of empirical social research used to varying extents in the library sector. Starting with the overall process, different phases of a customer analysis, from defining of the research question to designing the study and data collection to analysing and presenting the data are introduced.</p> <p>In doing so, the methodological focus on the area of written and oral inquiry (offline or online), which stand in the foreground in the case of customer satisfaction, effects and usage analyses in the library sector .</p> <p>Where possible the course also involves an excursion, whereby students conduct a survey on-site at libraries in order to clarify theoretical questions as well as practical problems. Evaluations and analysis of the results are also included in the planning.</p> <p><i>BB22 Internal Communication</i></p> <p>Next to an introduction to business communication, efficiency (optimisation of</p>				

	<p>organisational procedures), transparency of information processing as well as the dialogical exchange of information ('give and take') in informal and formal internal communication form the focal point of the course.</p> <p>In addition to this, physical and virtual / electronic media and instruments for internal communication are introduced and communication problems / communication restrictions and how to overcome these are discussed.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BB21 Tuition in seminars (ProfiL² qualification, project-oriented)</p> <p>BA22 Tuition in seminars (ProfiL² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Examination or course assessment in BB21 (excursion and presentation) and</p> <p>ungraded course assessment in BB22 (presentation or homework)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Simone Fühles-Ubach</p> <p>Teaching Faculty</p> <p>Prof. Dr. Simone Fühles-Ubach; Prof. Ragna Seidler-de Alwis, MBA; Prof. Dr. Ursula Georgy, Prof. Tom Becker; Dipl.-Bibl. Miriam Lorenz</p>
11	<p>Other information</p>

BB3 Management III

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BB3	150 hours	5	3rd semester	Every winter semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BB31 External Communication / Public Relations	4 hours per week / 60 hours BB31 2 hours per week / 30 hours	90 hours BB31 30 hours	70 / 35 / 20 students	
	BB32 Introduction to Applied Statistics	BB32 1 hour per week / 15 hours	BB32 30 hours		
	BB33 Statistics Practice	BB33 1 hour per week / 15 hours	BB33 30 hours		
2	Contents				
	<p><i>BB31 External Communication / Public Relations</i></p> <p>The students can distinguish between types of communication (individual communication, occasion-related communication, mass communication) and can transfer different communication concepts (e.g. unilateral and bilateral communication) to the BID context. They can name and classify cognitive, affective and conative goals.</p> <p>In addition to this, they can match instruments of communication (PR, corporate sponsorship, media advertising, event marketing, social media...) to the desired communication effects and can use these according to the situation (based on case studies).</p> <p>The students are able to construct targeted press distribution lists, prepare press releases and newsletters and formulate contributions for the Internet presence. Furthermore, they are provided with instruments for creating flyers and brochures as well as planning events at the hand, which they can use independently.</p> <p><i>BB32 / 33 Basics of Applied Statistics</i></p> <p>Own statistical evaluations both on library internal data and customer-oriented aspects can be carried out and evaluated as planned. At the same time, they learn</p> <ul style="list-style-type: none"> ▪ to plan statistical elevations, ▪ to systematically collect, record and present data in graphic form using software, ▪ to evaluate own data in the form of tables and graphic representations, ▪ to interpret data using parameters, ▪ to carry out data analyses and evaluate arguments, ▪ to determine probabilities, ▪ to verify/disprove hypotheses and 				

	<ul style="list-style-type: none"> ▪ to select and prepare suitable empirical procedures for the elevation of statistics.
3	<p>Contents</p> <p><i>BB31 External Communication / Public Relations</i></p> <p>In product communication/service communication, the basics of individual communication, situation-based communication, mass communication as well as unilateral and bilateral communication are taught. The transfer of individual instruments of communication (PR; corporate sponsorship, media advertising, event marketing, social media...) in the BID context is also addressed.</p> <p>In the context of public relations, press work, media observation, media design and event organisation segments are discussed.</p> <p><i>BB32 / 33 Basics of Applied Statistics</i></p> <p>Statistical bases are taught for the description and analysis of quantitative and qualitative phenomena both in the library environment and in the external field of user research. Becoming acquainted with basic descriptive procedures as a basis and general decision-making processes as well as their application in the library context. The topics of mean values/variance values, concentration calculation, ratios, price indices, time series and correlation and regression are addressed.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BB31 Tuition in seminars (ProfiL² qualification, project-oriented)</p> <p>BB32 Lecture (ProfiL² qualification, project-oriented)</p> <p>BB33 Practice / Laboratory (ProfiL² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Ungraded course assessment in BB31 (presentation or homework) and written examination or course assessment in BB32 / 33 (presentation)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 40 / 1440</p>

10	Module Administrator Prof. Dr. Simone Fühles-Ubach Teaching Faculty Prof. Dr. Simone Fühles Ubach; prof. Dr. Ursula Georgy, prof. Tom Becker, prof. Ragna Seidler de Alwis MBA; NN lecturer / scientific MA
11	Other information

BB4 Management IV

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BB4	240 hours	8	4th semester	Every summer semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BB41 Project Management	6 hours per week / 90 hours	150 hours	70 / 35 students	
	BB42 Project Management Practice	BB41 1 hour per week / 15 hours	BB41 15 hours		
	BB43 Library Law II	BA31 1 hour per week / 15 hours	BB42 15 hours		
	BB44 Library Building, Library Facilities, Library Technology	Bib43 2 hours per week / 30 hours	BB43 60 hours		
		Bib44 2 hours per week / 30 hours	BB44 60 hours		
2	Learning Outcomes / Competences				
	<i>BB41 Project Management / BB42 Project Management Practice</i>				
	The students learn to distinguish projects from other special tasks and prepare a definite project plan on the basis of a sample project. In this context, they learn to generate project structure plans with concrete work tasks and temporal conditions. Instruments such as Gantt charts and overviews of communication structures for example and risk planning are generated in the form of group works. The start and end of the project are accompanied by special events (kick- off and acceptance events).				
	<i>BB43 Library Law II</i>				
	The students know and understand the legal norms, court judgements and legal opinions that are to be observed when providing library services; they are prepared to follow future developments in media law.				
	<i>BB44 Library Building, Library Facilities, Library Technology</i>				
	The students are able to read a room programme for a library and, where appropriate, to generate their own small room programme in small groups. At the same time, planning for user and employee work stations is carried out and the capacity for media at printing stations as a rough space requirement is calculated, which is then be assigned a rough cost value.				
	The DIN specialist reports and their contents on library building are used in this context. Special consideration is also given to technical facilities such as RFID booking systems, media security systems, elevators, cash registers, vending machines and other technical infrastructure, that have to be taken into considered in every building project.				

3	<p>Contents</p> <p><i>BB41 / 42 Project Management</i></p> <p>In addition to the various definitions of project management and differentiated phase models, concrete project planning (initialisation, preliminary study, draft, proposal) and project organisation (leadership, team, milestones, scheduling) and measuring how successful this is are taught. During the implementation phase, cross-section aspects such as communication and reporting and software tools for the purpose of project management are discussed. Small projects are given special consideration.</p> <p><i>BB43 Library law II</i></p> <p>The object of the Law II course is copyright, data protection laws, child and young adults protection laws and Internet laws. Questions on legal policy and library lobbying at national and European level are taken into consideration.</p> <p><i>BB44 Library Building, Library Facilities, Library Technology</i></p> <p>As an introduction, this course addresses the structure and buildings of libraries, which differ significantly according to function (lending library with and without stacks, presence library). Furthermore, the students learn about the basics of architectonic planning for libraries according to Harry Faulkner-Brown, which are of great significance for library buildings. Room programmes for libraries and the various competition procedures that exist in this context are taught.</p> <p>Further areas include building planning and building technology including the different building sections and designs that are connected to the construction and reconstruction of a library. The planning and conception of library moves presents a special area.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BB41 / 42 Lectures and the organisational and planning of a sample project ProfiL² qualification, project-oriented)</p> <p>BB43 Lecture</p> <p>BB44 Tuition in seminars, as appropriate with excursions</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination in BB41 – 43</p> <p>and</p> <p>Course assessment in BB44 (homework or presentation)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 64 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Ursula Georgy</p> <p>Teaching Faculty</p> <p>Prof. Dr. Ursula Georgy, Prof. Klaus Peters, Dibl.-Bibl. Miriam Lorenz, NN lecturer /</p>

	scientific MA
11	Other information Online bibliography for library building by Prof. Dr. Ulrich Naumann

BB5 Management V

Identification Number	Workload	Credits	Semester of Study	Frequency of the offer	Duration
BB5	300 hours	10	6th semester	Every winter semester	1 semester
1	Courses BB51 Strategic Library Marketing and Information Marketing BB52 Strategic Library Management BB53 Personnel Management	Contact hours 5 hours per week / 75 hours BB51 2 hours per week / 30 hours BB52 2 hours per week / 30 hours BB53 1 hour per week / 15 hours	Self-study 225 hours BB51 90 hours BB52 90 hours BB53 45 hours	Planned group size 70 / 35 students	
2	Learning Outcomes / Competences BB51 Strategic Library Marketing and Information Marketing The students acquire an overview of aspects of decision-making, concepts and instruments for library marketing. They have the skills and instrumental knowledge of relevance to information marketing and are able to prepare marketing concepts for information institutions (specifically libraries) with regard to marketing objectives, strategies and measures. In addition to this, they are familiarised with the subject of quality management and understand QM as a component of or interface to marketing. The students are in a position to choose and combine different techniques to meet the individual quality requirements. <i>BB52 Strategic Library Management</i> The students are familiar with essential operational functions and can formulate business goals independently within their respective contexts. They acquire a knowledge of the direction and management of libraries and their personnel at different levels. Strategies and target concepts can be developed and made quantifiable using key indicators. Cost accounting concepts and their applicability to libraries are introduced as examples and their applicability and informative value for business management are taught. Performance measurement methods and controlling instruments that are used both nationally and internationally are taught and can be introduced for the respective library type and corresponding company size specifically. <i>BB53 Personnel Management</i> The students become acquainted with both human resources and personnel management and their different functions and tasks. The focal point of this is the development and justification of employee-oriented personnel management for the different sizes and requirement at libraries as well as the different library types. The acquired knowledge, together with the experiences and reflections from the internship, make the conceptual formation of one's own personnel planning measures possible.				

3	<p>Contents</p> <p><i>BB51 Strategic Library Marketing and information Marketing</i></p> <p>The most important marketing processes are taken into consideration: Environment analysis (global environment, the industry, competitors), marketing research and analysis, segmentation, target group development and positioning, product development and differentiation (profile development, brand-name development, customer satisfaction), creation of value, distribution channels and relationship management.</p> <p>Within the context of customer satisfaction and loyalty, objective (TQM, ISO certification) and subjective quality are addressed. The range of services on offer, direct service quality, the quality of personnel, contact quality and process quality are all taken into consideration. The basis for examining quality techniques is the Gap model. Quality techniques feedback management, Blueprint, FMEA, Ishikava and ServQual, among others, are introduced.</p> <p><i>BB52 Strategic Library Management</i></p> <p>Management concepts for libraries and their control mechanisms are taught. Based on visions and models, specific objectives for libraries and possible implementation strategies for these are explained. At the same time, different organisation forms for libraries are introduced and analysed. Forms of cost calculation are introduced and building on from this, controlling and performance measurement procedures within the specific library context are explained.</p> <p><i>BB53 Personnel Management</i></p> <p>The typical areas of activity in personnel management along with their specific characteristics in the public sector as well as current theories, styles and techniques for personnel management are taught using numerous practical examples and exercises in the application of occupational psychology theories. The students learn to assess various personnel leadership concepts against the background of the existing theoretical approaches. In addition to this, the course addresses the role of personnel management in change management processes as well as the two focal points of personnel assessment and personnel development.</p>
4	<p>Teaching formats and Profil² qualification (project-oriented course format)</p> <p>BB51 Tuition in seminars</p> <p>BB52 Tuition in seminars (Profil² qualification, project-oriented teaching and learning form with evaluations and key indicator systems)</p> <p>BB53 Lecture</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination or course assessment (presentation) in BB 55 - 53</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 80 / 1440</p>

10	Module Administrator Prof. Dr. Ursula Georgy Teaching Faculty Prof. Dr. Simone Fühles-Ubach, Prof. Dr. Ursula Georgy, Dipl.-Bibl. Miriam Lorenz
11	Other information

BC1 Structured Document Description, Metadata I

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BC1	180 hours	6	1st semester	Every winter semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BC11 Principles of Structured Document Description, Metadata I	4 hours per week / 60 hours BC 11 1 hour per week / 15 hours	120 hours BC11 30 hours	70 / 20 students	
	BC12 Formal Indexing I	BC 12 2 hours per week / 30 hours	BC12 60 hours		
	BC13 Formal Indexing II	BC 13 1 hour per week / 15 hours	BC13 30 hours		
2	Learning outcomes / Competences				
	<i>BC11 Principles of Structured Document Description, Metadata I</i>				
	The students use context-related the specialist terminology within the context of formal indexing. They have an overview of the historical development of the regulations on formal indexing in the German-speaking area. Various catalogue types are presented in supplement to this.				
	<i>BC12 Formal Indexing I</i>				
	The students are able to record simple formal document descriptions in bibliographic databases.				
	<i>BC13 Formal Indexing II</i>				
	The students are able to record formal document descriptions of the most important media types found in libraries in bibliographic databases.				
3	Contents				
	<i>BC11 Principles of Structured Document Description, Metadata I</i>				
	The course teaches current expert knowledge on the application of the prevailing regulations on formal indexing in practice in German. The students recognise the regulations structures and understand the regulation philosophy, so that they are able to engage with the regulations independently.				
	<i>BC12 Formal Indexing I</i>				
	Databases for formal document indexing and administration are generally administered with the help of standard software, both at libraries and in other application contexts. In the practical laboratory course, the characteristics of this type of software are analysed and assessed on the basis of representative examples.				

	<p><i>BC12 Formal Indexing II</i></p> <p>The practical laboratory course is taught on the basis of selected examples of knowledge for recording the most important media types found in libraries. The students know both content-related and ergonomic criteria for evaluating library databases and the standard software used for formal document indexing. As well as the presentation of retrieval features, special value is placed on consideration of the ergonomic requirements of online public catalogues.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BC11 Lecture</p> <p>BC12 Laboratory practice (ProfiL² qualification, project-oriented)</p> <p>BC13 Laboratory practice (ProfiL² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination or homework</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p> <p>Dipl.-Bibl. Irena de Reus</p> <p>Teaching Faculty</p> <p>Dipl.-Bibl. Irena de Reus</p>
11	<p>Other information</p> <p>The BC11 course is continued in the summer semester</p>

BC2 Structured Document Description, Metadata II

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BC2	120 hours	4	2nd semester	Every summer semester	1 semester
1	Courses		Contact hours	Self-study	Planned group size
	BC21 Principles of Structured Document Description, Metadata II		3 hours per week / 45 hours BC21 1 hour per week / 15 hours	75 hours BC21 25 hours	70 / 20 students
	BC22 Formal Indexing III		BC22 2 hours per week / 30 hours	BC22 50 hours	
2	Learning Outcomes / Competences				
	<p><i>BC21 Principles of Structured Document Description, Metadata II</i></p> <p>The students use specialist terminology within the context of complex bibliographic records. They are familiar with the specifics of standard library data formats both in Germany and abroad and are able to organise the exchange of bibliographic data .</p> <p><i>BC22 Formal Indexing II</i></p> <p>The students are able to form complex formal headings and to record the corresponding formal document descriptions in bibliographic databases. The procedure is introduced for selected media types.</p>				
3	Contents				
	<p><i>BC21 Principles of Structured Document Description, Metadata II</i></p> <p>In order to be able to store documents in databases in a structured manner, suitable data models are required. These are derived from the principles of bibliographic description.</p> <p>A further sub-area provides information on the processing of bibliographic data in library databases. Special attention is paid to the standard data formats both in Germany and abroad as well as questions pertaining to data exchange between different systems.</p> <p><i>BC22 Formal Indexing III</i></p> <p>The course teaches current expert knowledge on the application of the prevailing regulations on formal indexing in practice in German and the standard data forms in greater depth. This knowledge is taught with regard to software.</p>				
4	Teaching formats and Profil² qualification (project-oriented course format)				
	<p>BC21 Lecture</p> <p>BC22 Laboratory practice; tuition in seminars</p>				

5	Participation requirements None
6	Forms of examination Exam or housework
7	Prerequisites for awarding credits Examinations passed for module BC1
8	Use of the module (in other courses of studies) Not planned to date
9	Weight of the grade for the final grade In proportion to the share of credits for the average grade for the graded module examinations: 32 / 1440
10	Module Administrator Dipl.-Bibl. Irena de Reus Teaching Faculty Dipl.-Bibl. Irena de Reus
11	Other information

BC3 Information Development and Knowledge Organisation

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BC 3	180 hours	6	3rd semester	Every winter semester	1 semester
1	Courses BC31 Basics of Information Indexing and the Organisation of Knowledge BC32 Creating and Indexing a Database for Images		Contact hours 4 hours per week / 60 hours BC31 2 hours per week / 30 hours BC32 2 hours per week / 30 hours	Self-study 120 hours BC31 60 hours BC32 60 hours	Planned group size 70 / 20 students
2	Learning Outcomes / Competences <p><i>BC31 Basics of Information Indexing and the Organisation of Knowledge</i></p> <p>The lecture provides a basic knowledge of the organisation and presentation of knowledge. The students learn the theoretical bases for the cataloguing and indexing procedure used in the practical laboratory course in modules BC 3 and BC 4.</p> <p><i>BC32 Creating and Indexing a Database for Images</i></p> <p>The students learn the basics of database creation through the independent practical conception and realisation of a database for images from the technical perspective and in regard to content. By creating their own cataloguing concept as well as developing and applying their own thesaurus, a more in-depth knowledge of the conception and use of this documentary language is acquired.</p>				
3	Contents <p><i>BC31 Basics of Information Indexing and the Organisation of Knowledge</i></p> <p>The lecture provides expert knowledge on methods, forms and techniques for document indexing based on content. In particular, these include techniques for the analysis of document contents, principles for the representation of contents in classification systems or verbal documentary languages as well as questions pertaining to the suitability of the respective documentary language for information retrieval processes.</p> <p>The focus is on the theory of documentary languages (classification systems, thesauri, keyword regulations), the presentation of documentary languages as examples as well as the development of criteria for the qualitative classification of indexing techniques.</p> <p>BC32 Creating and Indexing a Database for Images</p>				

	<p>In this laboratory practice, a structured database is designed to collect and index images. The pictures are formally recorded within an indexing concept, represented in a database environment by data sets and opened in terms of content using aspect differentiated thesauri.</p> <p>The principles of preparing development concepts, terminological structuring and the structure of documentary language are learned. The procedure for intellectual indexing through content analysis and the assignment of standardised vocabulary on the basis of indexation principles is addressed both theoretically and on the basis of specific examples. The deleted data can be searched for within a retrieval environment. Sample investigations illustrate the possibilities for the indexing methods used.</p> <p>Software used: <i>Midos 6, Midos Thesaurus</i></p>
4	<p>Teaching formats and ProfIL² qualification (project-oriented course format)</p> <p>BC31 Lecture BC32 Laboratory practice</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination or course assessment (homework)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Klaus Lepsky</p> <p>Teaching Faculty</p> <p>Prof. Dr. Klaus Lepsky, Prof. Dipl.-Math. Winfried Gödert</p>
11	<p>Other information</p> <p>Literature: Gödert, Winfried; Lepsky, Klaus; Nagelschmidt, Matthias: Informationserschließung und Automatisches Indexieren: ein Lehr- und Arbeitsbuch. [Information Indexing and Automatic Indexing: Textbook and Workbook] Berlin 2012.</p>

BC4 Information Retrieval and Bibliographic Information Retrieval

Identification Number	Workload	Credits	Semester of Study	Frequency of the offer	Duration
BC 4	180 hours	6	4th semester	Every summer semester	1 semester
1	Courses BC41 Creating and Cataloguing a Bibliographic Database BC42 Bibliographic Data Model and Information Retrieval	Contact hours 4 hours per week / 60 hours BC41 2 hours per week / 30 hours BC42 2 hours per week / 30 hours	Self-study 120 hours BC41 60 hours BC42 60 hours	Planned group size 20 students	
2	Learning Outcomes / Competences <i>BC41 Creating and Cataloguing a Bibliographic Database</i> The students learn the principles of a formal document description regarding content for heterogeneous document types. The independent analysis of current data formats, the expansion and adaptation of one's own category schemes and the practical conception and execution of data imports lead to a more in-depth understanding of data structures for bibliographic reference data. <i>BC42 Bibliographic Data Models and Information Retrieval</i> The students acquire a more in-depth knowledge of handling differently structured data and the options for its mutual transfer. The conception and execution of one's own retrieval test on the basis of a previous automatic indexation intensifies understanding of the use of the different development procedures and indexation procedures.				
3	Contents <i>BC41 Creating and Indexing a Bibliographic Database</i> In this practical laboratory course, a database is used that contains bibliographic records for independent and dependent documents. A heterogeneous document collection is simulated, for which a homogeneous indexing environment and search environment is to be developed. The type of formal and content indexing takes into consideration the specific characteristics of bibliographic data within an indexing concept and initiates the approach using aspect orientation and the use of terminologically controlled vocabulary already known from working with picture documents. The document collection is expanded by importing records from other sources. The required manipulations to the data to be imported are addressed in detail and are executed using a text editor. A retrieval environment is developed and a bibliography is generated. Software used: <i>Midos 6, Midos-Thesaurus, Notepad++</i>				

	<p><i>BC42 Bibliographic Data Models and Information Retrieval</i></p> <p>Bibliographic data cannot be processed in non-relational and relational databases. In the practical laboratory course, the primary focus is on criteria for determining the efficiency of indexing procedures and retrieval systems. In experimental retrieval environments created by the students themselves, the document collection retrieval tests prepared the laboratory practical courses BC 2, BC41 and BC42 are executed. Learned and applied intellectual indexing procedures are also compared to an automatic indexation of the data.</p> <p>Software used: <i>Midos 6, Lingo</i></p>
4	<p>Teaching formats and ProfIL² qualification (project-oriented course format)</p> <p>BC41 Laboratory practice BC42 Laboratory practice</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination or course assessment (homework)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Klaus Lepsky</p> <p>Teaching Faculty</p> <p>Prof. Dr. Klaus Lepsky, Prof. Dipl.-Math. Winfried Gödert</p>
11	<p>Other information</p> <p>Literature: Gödert, Winfried; Lepsky, Klaus; Nagelschmidt, Matthias: Informationserschließung und Automatisches Indexieren: ein Lehr- und Arbeitsbuch. [Information Development and Automatic Indexing: A Textbook and Workbook]. Berlin 2012.</p>

BD1 General Information Resources

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BD1	240 hours	8	1st and 2nd semester	Annually	2 semesters
1	Courses BD11 Catalogues and Bibliographies BD12 Catalogues and Bibliographies Practice BD13 Encyclopaedias, Biographical and Other Reference Works BD14 Encyclopaedias, Biographical and Other Reference Works Practice	Contact hours 6 hours per week / 90 hours BD11 2 hours per week / 30 hours BD12 1 hour per week / 15 hours BD13 2 hours per week / 30 hours BD14 1 hour per week / 15 hours	Self-study 150 hours BD11 50 hours BD12 25 hours BD13 50 hours BD14 25 hours	Planned group size 70 / 20 students	
2	Learning Outcomes / Competences <p><i>BD11 Catalogues and Bibliographies</i></p> <p>After participating in the course BD11, the students can name and present the essential typological features of catalogues and bibliographies. They are able to describe the different practical variants to both basic types of general information resource, to distinguish between them and to compare them to each other. The students can explain the consequences of the differences in the architecture of catalogues for their practical utilisation and name application contexts for different catalogue types. Furthermore, they can present the basic search options for the use of catalogues and bibliographies (Boolean operators, truncation, phrase search, index search etc.) and can explain their use in practice. Finally, the students can present and critically assess current tendencies in the area of the development of bibliographies and catalogues.</p> <p><i>BD12 Catalogues and Bibliographies Practice</i></p> <p>After participating in laboratory practice BD12 that accompanies the BD11 lecture, the students are able to use the different types of catalogues and bibliographies addressed in practice and to successfully carry out both simple and complicated searches within these. They are also able to explain the differences between various search strategies using specialist terminology on the basis of practical examples.</p>				

	<p><i>BD13 Encyclopaedias, Biographical and Other Reference Works</i></p> <p>After participating in the course BD13, which builds on from the BD11 and BD12 course contents, the students can name the range of general information resources used in library practice in addition to catalogues and bibliographies (book trade and selection lists, general encyclopaedias and lexicons, biographical reference works, periodical lists, periodical and newspaper lists of contents, search tools on the Internet). They are able to present the typological features of the individual information resources and to explain their application contexts within library work. Furthermore, the students can present and critically assess current tendencies in the development of these information resources.</p> <p><i>BD14 Encyclopaedias, Biographical and Other Reference Works Practice</i></p> <p>After participating in laboratory practice BD14, which accompanies the BD13 lecture, the students can use the different types of general information resources addressed (book trade and selection lists, general encyclopaedias and lexicons, biographical reference works, lists of periodicals, periodical and newspaper tables of contents, search tools on the Internet) and successfully carry out both simple as well as complicated search procedures using these. On the basis of these practical and well-founded knowledge and abilities, they are also able to analyse the strengths and weaknesses of the different information resources and to critically assess their suitability for individual areas of library work using specialist terminology.</p>
3	<p>Contents</p> <p><i>BD11 Catalogues and Bibliographies</i></p> <p>Basic prerequisite for the provision and development of library information services is a profound resource competence. In order to systematically introduce the students to this broad subject, in course BD11 both types of general information resources essential to library practice, namely catalogues and bibliographies, are introduced. The objects of the lecture are the typological specifics of both types of information resources, their sub-types and their specific practical variants. The basic search options for the use of catalogues and bibliographies (Boolean operators, truncation, phrase search, index search etc.) are presented and their use in practice is explained. Current tendencies in the development of bibliographies and catalogues are taken into consideration.</p> <p><i>BD12 Catalogues and Bibliographies Practice</i></p> <p>In the practice provided according to the blended learning model, the contents of the BD11 lecture are addressed in greater detail in practice using specific tasks involving various catalogues and bibliographies.</p> <p><i>BD13 Encyclopaedias, Biographical and Other Reference Works</i></p> <p>Building on from the contents of courses BD11 and BD12, the lecture further addresses general information resources essential to library practice (book trade and selection lists, general encyclopaedias and lexicons, biographical reference works, periodical lists, periodical and newspaper lists of contents, search tools on the Internet). At the same time, the typological features of the individual information resources are presented and their application context is explained. Furthermore, current tendencies in the area of the development of these information resources are introduced and discussed.</p>

	<p><i>BD14 Encyclopaedias, Biographical and Other Reference Works Practice</i></p> <p>In the practice provided according to the blended learning model, the contents of the BD13 lecture are addressed in greater detail in practice using specific tasks using general information resources (book trade and selection lists, general encyclopaedias and lexicons, biographical reference works, periodical lists, periodical and newspaper lists of contents, search tools on the Internet).</p>
4	<p>Teaching formats and ProfIL² qualification (project-oriented course format)</p> <p>BD11 Lecture</p> <p>BD12 Blended learning (laboratory practice + tests via Moodle)</p> <p>BD13 Lecture</p> <p>BD14 Blended learning (laboratory practice + tests via Moodle)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 64 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Inka Tappenbeck</p> <p>Teaching staff</p> <p>Prof. Dr. Inka Tappenbeck, WMA</p>
11	<p>Other information</p> <p>Current literature references will be announced at the beginning of each semester respectively.</p>

BD2 Information Service, Provision of Information

Identification Number	Workload	Credits	Semester of Study	Frequency of the offer	Duration
BD2	240 hours	8	3rd and 4th semester	Yearly	2 semesters
1	Lectures and classes BD21 Usage BD22 Services at Libraries, Information Service, Provision of Information BD23 Digital Information and Provision of Information BD24 Information and Provision of Information Practice	Contact hours 6 hours per week / 90 hours BD21 1 hour per week / 15 hours BD22 2 hours per week / 30 hours BD23 2 hours per week / 30 hours BD24 1 hour per week / 15 hours	Self-study 150 hours BD21 20 hours BD22 60 hours BD23 60 hours BD24 10 hours	Planned group size 70 / 20 students	
Learning Outcomes / Competences <p><i>BD21 Usage</i></p> <p>The students become acquainted with the central procedures and methods for user registration, media usage, lending and returns, regulations on using the library, interlibrary loans and document delivery outside of interlibrary lending. In addition, they gain insight into further usage options (including the library as a place of learning).</p> <p><i>BD22 Services at Libraries, Information Service, Provision of Information</i></p> <p>The students become acquainted with the conceptual bases and practical forms of the range of services provided by libraries and other information institutions. They understand the variations in information and service requirements within the context of the constantly evolving information society. Based on this knowledge, they can also identify optimisation potentials at libraries and can develop corresponding offers.</p> <p><i>BD23 Digital Information and Provision of Information</i></p> <p>The students are able to distinguish between the various forms of digital information and can identify their respective advantages and disadvantages. This allows them to assess the status of digital variants within the context of information and the mediation of information.</p> <p><i>BD24 Information and Provision of Information Practice</i></p> <p>The students learn the dialogue techniques necessary for a successful information interview and can use non-verbal communication in a targeted manner.</p>					

3	<p>Contents</p> <p><i>BD21 Usage</i></p> <p>The students become acquainted with the conceptional and organisational aspects, central procedures and methods for user registration, media usage, lending and returns, regulations on using the library, interlibrary loans and document delivery outside of interlibrary lending. Furthermore, additional usage options are discussed (including the library as a place of learning).</p> <p><i>BD22 Services at Libraries, Information Service, Provision of Information</i></p> <p>It is clear that modern, user-oriented libraries essentially see themselves as service providers. Therefore, the entire spectrum of library activities, from collecting, preserving, indexing and provision right up to the mediating of information are introduced in this module under the service aspect. Here the mediation aspect forms the focal point; information and the mediation of information is therefore in the foreground.</p> <p>Furthermore, considerations regarding the dynamic further development of the service profile of libraries and comparable information institutions also play an important role. Therefore, the status and development requirements of library information services are described and are compared to exemplary developments primarily in the Anglo-American countries. The services offered by commercial information providers are also taken into consideration.</p> <p><i>BD23 Digital Information and Provision of Information</i></p> <p>The different variants of digital information are introduced and are analysed with respect to their respective strengths and weaknesses. The status of digital variants within the overall context of information and the mediation of information is made clear.</p> <p><i>BD24 Digital Information and Provision of Information Practice</i></p> <p>The dialogue techniques necessary for a successful information interview and a targeted use of non-verbal communication are practised through role-play. In small groups, the respective scenarios are analysed.</p>
4	<p>Teaching formats and ProfIL² qualification (project-oriented course format)</p> <p>BD21 Lecture</p> <p>BD22 Lecture</p> <p>BD23 Lecture</p> <p>BD24 Practice / Laboratory (ProfIL² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Written examination</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>

9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 64 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Hermann Rösch</p> <p>Teaching staff</p> <p>Prof. Dr. Hermann Rösch, Dipl. Bibl. Peter Slegers</p>
11	<p>Other information</p> <p>Current literature references will be announced at the beginning of each semester respectively.</p> <p>In the courses BD22, 23 and 24 the resource competence taught in BD1 is referred back to. In module BD3, the knowledge and abilities acquired in BD2 are deepened.</p>

BD3 Special Information Resources and Services I

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BD3	240 hours	8	6th semester	Every summer semester	1 semester
1	<p>Lectures and classes</p> <p>BD31 Virtual Information Access Systems and Services</p> <p>BD32 Teaching Information Literacy (WB)</p> <p>BD33 Teaching Information Literacy (WB)</p> <p>or</p> <p>BD34 Teaching Information Literacy (ÖB)</p> <p>BD35 Teaching Information Literacy (ÖB)</p>	<p>Contact hours</p> <p>4 hours per week / 60 hours</p> <p>BD31 1 hour per week / 15 hours</p> <p>BD32 2 hours per week / 30 hours</p> <p>BD33 1 hour per week / 15 hours</p> <p>BD34 2 hours per week / 30 hours</p> <p>BD35 1 hour per week / 15 hours</p>	<p>Self-study</p> <p>180 hours</p> <p>BD31 45 hours</p> <p>BD32 90 hours</p> <p>BD33 45 hours</p> <p>BD34 90 hours</p> <p>BD35 45 hours</p>	<p>Planned group size</p> <p>70 / 35 / 20 students</p>	
2	<p>Learning Outcomes / Competences</p> <p><i>BD31 Virtual Information Access Systems and Services</i></p> <p>After participating in course BD31, the students can name and present the essential typological features of virtual libraries, information portals and other virtual information access systems and present these in comparison. They are able to explain the range of innovative services provided by these information access systems and assess the potential of digital media and worldwide networking for the development of new, user-oriented information services on the basis of the current state of development.</p> <p><i>BD32 Teaching Information Literacy (WB)</i></p> <p>After participating in course BD32, the students are able in to present the terminological and conceptual bases of the library understanding of information competence and to discuss these critically.</p> <p>They can explain and present the backgrounds and causes of the increasing relevance of this subject within the library sector with reference to scientific studies and university policy developments, which could play a strategic role for the future of libraries. Furthermore, the students can present basic learning theories for the development of courses to teach information literacy.</p> <p>They are able to explain the range of methodological concepts and select and use suitable teaching methods for planning courses.</p>				

	<p><i>BD33 Teaching Information Literacy (ÖB)</i></p> <p>After participating in course BD33, in which the contents of course BD32 are applied in practice and addressed in greater detail, the students can independently plan, design and execute smaller training units for teaching information literacy.</p> <p>They are able to define target group-specific and context appropriate learning objectives and contents and use suitable teaching methods.</p> <p><i>BD34 Teaching Information Literacy (ÖB)</i></p> <p>After participating in course BD34, the students are able in to present the terminological and conceptual bases of the library understanding of information competence and to discuss these critically.</p> <p>They can explain and present the backgrounds and causes of the increasing relevance of this subject within the library sector with reference to scientific studies and university policy developments, which could play a strategic role for the future of libraries.</p> <p>Furthermore, the students can present basic learning theories for the development of courses to teach information literacy. They are able to explain the range of methodological concepts and select and use suitable teaching methods for planning courses.</p> <p><i>BD35 Teaching Information Literacy (ÖB)</i></p> <p>After participating in course BD35, in which the contents of course BD34 are applied in practice and addressed in greater detail, the students can independently plan, design and execute smaller training units for teaching information literacy.</p> <p>They are able to define target group-specific and context appropriate learning objectives and contents and use suitable teaching methods.</p>
3	<p>Contents</p> <p><i>BD31 Virtual Information Access Systems and Services</i></p> <p>This course primarily involves introducing, analysing and evaluating virtual specialist libraries, information portals and other virtual information access systems using examples. In this context, specific information services have emerged, which in addition to syndication with personalisation techniques and collaboration and validations tool, react to the changed requirement of the users.</p> <p><i>BD32 Teaching Information Literacy (WB)</i></p> <p>In the course, the terminological and conceptual bases of the library's understanding of information literacy are presented and critically discussed in a comparative manner.</p> <p>The insights and university policy developments due to the increasing relevance of the "information literacy" within the library world and the strategic roles this could play for the future social significance of libraries are explained.</p> <p>Furthermore, the learning theory foundations necessary for the development of courses to teach information literacy as well as the range of methodological concepts available for planning courses are addressed.</p> <p><i>BD33 Teaching Information Literacy (WB)</i></p>

	<p>During practice, the contents of course BD32 are addressed in greater detail in practice.</p> <p>The students independently plan and design training courses for teaching information and then execute these.</p> <p>In doing so, they apply the literacy knowledge acquired in the BD32 course on the basics of learning and teaching in practice.</p> <p><i>BD34 Teaching Information Literacy (ÖB)</i></p> <p>In the course, the terminological and conceptual bases of the library's understanding of information literacy are presented and, in particular, critically discussed within the field of library pedagogy.</p> <p>The insights and social policy developments due to the increasing relevance of the "information literacy" within the library world and the strategic roles this could play for the future social significance of libraries is explained, in particular with regard to lifelong learning and the education system in the Federal Republic of Germany.</p> <p>Furthermore, the learning theory foundations necessary for the development of courses to teach information literacy as well as the range of methodological concepts available for planning courses are addressed.</p> <p><i>BD35 Teaching Information Literacy (ÖB)</i></p> <p>During practice, the contents of course BD34 are addressed in greater detail in practice.</p> <p>The students independently plan and design training courses for teaching information literacy and then execute these.</p> <p>In doing so, they apply the knowledge acquired in the BD34 course on the basics of learning and teaching in practice.</p>
4	<p>Teaching formats and Profil² qualification (project-oriented course format)</p> <p>BD31 Lecture</p> <p>BD32 / BD34 Tuition in seminars; laboratory practice (Profil² qualification, project-oriented)</p> <p>BD33 / BD35 Laboratory practice (Profil² qualification, project-oriented)</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment in BD32 / 34 and in BD33 / 35 (presentation and/or practical performance) and written examination for BD31 and BD32 / 34 and in BD33 / 35)</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 64 / 1440</p>
10	<p>Module Administrator</p>

	Prof. Dr. Inka Tappenbeck Teaching staff Prof. Dr. Hermann Rösch, Prof. Dr. Inka Tappenbeck, Prof. Tom Becker
11	Other information Current literature references will be announced at the beginning of each semester respectively.

BE1 Literature and Media: Contents, Forms and Typologies 1

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BE1	120 hours	4	1st and 2nd semester	Every winter semester and every summer semester	2 semesters
1	Courses		Contact hours	Self-study	Planned group size
			4 hours per week / 60 hours	60 hours	70 students
	BE11 Literature: Epochs and Genres		BE11 1 hour per week / 15 hours	BE11 15 hours	
	BE12 Publishers and the Book Trade		BE12 1 hour per week / 15 hours	BE12 15 hours	
	BE13 Introduction to Media and Communications Studies		BE113 1 hour per week / 15 hours	BE113 15 hours	
	BE14 Contemporary Literature and its Genres		BE14 1 hour per week / 15 hours	BE14 15 hours	
2	Learning Outcomes / Competences				
	<p><i>BE11 Fiction: Epochs and Genres</i></p> <p>The students should acquire a basic knowledge of literary studies and the literary epochs of German literature and its genres as well as literary trends.</p> <p><i>BE12 Publishers and the Book Trade</i></p> <p>The students are introduced to the basic functions of the book market and the literature market and can discuss and categorise challenges between the book trade, the publishers being, the media market and BID context.</p> <p><i>BE13 Introduction to Media and Communications Studies</i></p> <p>The students should acquire a basic knowledge of communications and media science on questions pertaining to media communication. In addition to this, knowledge of the functions and tasks of mass media are a prerequisite for understanding the context of media and the mediation of information (not only in the area of fiction), in order to be able to use literary publication forms and the information offered in a reflective, critical and professional manner.</p>				

	<p><i>BE14 Contemporary Literature and its Genres</i></p> <p>In addition to facts, students learn to handle specialist literature constructively and critically as well as engaging with contemporary German literature in a reflexive and reasoned manner. Building on a knowledge of literary history, current development in literature and literary genres should be taken into consideration and examined.</p> <p>The students should receive insights into the current literature scene and forms of literature mediation. This knowledge is indispensable for the future profession of the librarian as contact with the most diverse forms of media publishing is called for by literature in its historical and current context in everyday library work.</p>
<p>3</p>	<p>Contents</p> <p><i>BE11 Fiction: Epochs and Genres</i></p> <p>In the courses for this module, contents, forms and typologies of literature and media and are introduced and acquired on the basis of scientific knowledge. The course in "Fiction: Epochs and Genre" provides an overview of literary epochs and genres as well as their media-specific presentation forms in books, in the press, in theatre, in film and in audio books. Literary typology developments and their historical development are discussed, as are the associated problems such as generic and epoch terms.</p> <p><i>BE12 Publishers and the Book Trade</i></p> <p>Furthermore, the "Publishers and the Book Trade" course teaches future librarians about the logistical and economic structures of book distribution and the manufacturing conditions for books. They should also be provided with an overview of the differentiated book publishing landscape and German book production, whereby the book trade remains in focus. The contents of the course are the structures of the German book trade in its three central areas: The manufacturing book trade, the wholesale book trade and the range on offer. The production and distribution of books, the Transport Ordinance relating to the book trade, pricing and the specifics of the historical development of the German book trade system are addressed.</p> <p><i>BE13 Introduction to Media and Communications Studies</i></p> <p>Because each epoch develops its own specific genres and media, it is essential that basic media and communication theory is taught. The description of the different forms in which literature appears requires investigation of the history, structure and function of the mass media. The "Media and Communication Studies" course provides an overview of the structures and functions of the mass media in Germany. Furthermore, the typology and history of the media are addressed. In addition to this, the basic findings of communication research of special significance to librarians are discussed. These include in particular the effect of media contents and aspects of communication sociology.</p> <p><i>BE14 Contemporary Literature and its Genres</i></p>

	Contemporary literature presents itself through a multitude of genres and media connections. Current trends, new publications on the book market and how they are presented at book fairs for example, are difficult to assess in their heterogeneity. Therefore, it is necessary to teach new topics and forms in contemporary literature in order to be able to subject these to a literary evaluation and codification using literary studies criteria. In this context, the conditions of literary communication along with its media mediation and presentation forms should be considered.
4	Teaching formats and ProfIL² qualification (project-oriented course format) BE11 Lecture BE12 Lecture, where appropriate including a field trip to that Frankfurt Book Fair BE13 Lecture BE14 Lecture
5	Participation requirements None
6	Forms of examination In every course of this module, an ungraded examination prerequisite is to be completed. and The students must choose one course assessment (presentation or homework) from two topics provided by the lecturer which they are to complete (ungraded). or Written examination (ungraded)
7	Prerequisites for awarding credits Passed examination, ungraded
8	Use of the module (in other courses of studies) Not planned to date
9	Weight of the grade for the final grade ungraded module
10	Module Administrator Prof. Dr. Ingrid Scheffler Teaching staff Prof. Dr. Ingrid Scheffler; Prof. Dr. Helmut Volpers, Prof. Tom Becker, NN (lecturer)
11	Other information

BT1 IT Basics

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BT1	270 hours	9	2nd semester	Every summer semester	1 semester
1	Lectures and classes BT11 Information Systems BT12 Telecommunications Systems BT13 Information Systems and Telecommunication - Practice	Contact hours 6 hours per week / 90 hours BT1 2 hours per week / 30 hours BT12 2 hours per week / 30 hours BT13 2 hours per week / 30 hours	Self-study 180 hours BT11 60 hours BT12 60 hours BT13 60 hours	Planned group size 70 / 20 students	
2	Learning Outcomes / Competences The learning objective of this module is to provide a basic knowledge on which further modules can build. In addition to a solid understanding of basic IT terms, this also means being able to use basic tools confidently and to use collaborative software used at the institute.				
3	Contents <i>BT11 Information Systems</i> In order to build on a homogeneous basic knowledge in further courses, fundamental ideas on information processing are taught. The subjects of coding, computer architecture and operating systems are discussed. <i>BT12 Telecommunication Systems</i> The subjects of technical data formats, local networks, standards protocols and basic Internet technologies are discussed. <i>BT13 Information Systems and Telecommunications - Practice</i> In practical exercises, the teaching content of partial modules BT11 and BT12 are addressed in greater detail. In addition, the knowledge required for the optimal utilisation of the institute's own IT infrastructure is taught.				
4	Teaching formats and Profil² qualification (project-oriented course format) BT11 Lecture BT12 Lecture BT13 Laboratory practice				
5	Participation requirements None				

6	Forms of examination Course assessment (practice exercises) and written examination
7	Prerequisites for awarding credits Examinations passed
8	Use of the module (in other courses of studies) Not planned to date
9	Weight of the grade for the final grade In proportion to the share of credits for the average grade for the graded module examinations: 72 / 1440
10	Module Administrator Prof. Dr. Selma Strahringer Teaching Faculty Prof. Dr. Selma Strahringer, Prof. Dr. Matthias Groß, Dipl.-Ing. Isabella Nagy
11	Other information Literature: Hansen, Robert et al.: Wirtschaftsinformatik I. Stuttgart 2009 Laudon, Kenneth C. et al.: Wirtschaftsinformatik [Business Informatics], Munich, 2010

BT2 IT in Libraries

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BT 2	180 hours	6	2nd and 3rd semester	Every summer semester (BT21 and BT22) and/or every winter semester (BT23)	2 semesters
1	Lectures and classes BT21 Library Systems BT22 Library Systems – Practice BT23 IT Applications in Libraries	Contact hours 4 hours per week / 60 hours BT21 1 hour per week / 15 hours BT22 1 hour per week / 15 hours BT23 2 hours per week / 30 hours	Self-study 120 hours BT21 30 hours BT22 30 hours BT23 60 hours	Planned group size 70 / 20 students	
2	Learning Outcomes / Competences <i>BT21 Library Systems</i> The students are familiarised with conceptual and functional requirements developed in science and practice for modern transaction-oriented library systems and their further developments or alternatives, they can name and explain these, evaluate them with regard to service requirements and also formulate their own personal view on these. <i>BT22 Library Systems – Practice</i> The students are familiarised with selected demands on and functions of modern transaction-oriented library systems and their further development and alternatives in practice, can explain these and assess them with regard to service requirements as well as formulating a personal opinion based on their practical experience. The students can transfer the acquired practical knowledge of the system used to using other commonly used systems. <i>BT23 IT Applications in Libraries</i> The students are familiar with selected developments and reforms in the area of IT applications in libraries and can name and explain their functionality as well as effects on operations in libraries and evaluate these reforms with reference to specialist discourse.				
3	Contents <i>BT21 Library Systems</i> The objective of the course is to systematically teach the basic functionality and objectives of transaction-oriented library systems as well as to explain current				

	<p>developments for the further development or replacement of the implemented systems.</p> <p><i>BT22 Library Systems – Practice</i></p> <p>The students learn how to use selected function areas of transaction-oriented systems in practice and can formulate criteria for the functional requirements of such software systems with reference to the general requirements taught in BT21 and their own practical experience.</p> <p><i>BT23 Use of IT in Libraries</i></p> <p>The course provides a conceptual insight and enables practical, action-centred experiences in selected aspects of IT applications in libraries. At the same time, basic aspects such as rationalisation and competence requirements are also addressed, as are specific aspects such as the topic of barrier-free accessibility / usability, content management systems or further current developments.</p>
4	<p>Teaching formats and ProfiL² qualification (project-oriented course format)</p> <p>BT21 Lecture</p> <p>BT22 Laboratory practice</p> <p>BT23 Tuition in seminars; partially ProfiL² qualification</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment in BT22 (practice exercises)</p> <p>and</p> <p>Written examination in BT21 – BT23</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator</p> <p>Prof. Dr. Achim Oßwald</p> <p>Teaching Faculty</p> <p>Prof. Dr. Achim Oßwald, Dipl.-Bibl. Simon Brenner, MA LIS</p>
11	<p>Other information</p> <p>Literature:</p> <p>Deutsche Forschungsgemeinschaft: Equipping university libraries with local library systems under the "Großgeräte der Länder" programme for major instrumentation funded by the federal states in accordance with Art.143c GG [German Constitutional Law]. "Empfehlungen des Bibliotheksunterausschusses für Informationsmanagement und der Kommission für IT-Infrastruktur" [Recommendations from the library subcommittee on information management and the commission for IT infrastructure]" as well as further pertinent announcements and reports</p>

	<p>Market overview on the state of the distribution and use of transaction-oriented library systems from Marshall Breeding at http://www.librarytechnology.org/AutomationSystemMarketplace.pl</p> <p>Current specialist contributions in IT-oriented national and international trade journals such as Grant, Carl. The Future of Library Systems: Library Services Platforms. Information Standards Quarterly, 2012 Fall, 24(4):4-15. http://dx.doi.org/10.3789/isqv24n4.2012.02</p>
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BT3 Database Systems

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BT3	120 hours	4	3rd semester	Every winter semester	1 semester
1	Courses	Contact hours	Self-study	Planned group size	
	BT31 Database Systems / SQL– Theory	3 hours per week / 60 hours	60 hours	70 / 20 students	
	BT32 Database Systems / SQL – Practice	BT31 2 hours per week / 30 hours	BT31 30 hours		
		BT32 1 hour per week / 15 hours	BT32 30 hours		
2	Learning Outcomes / Competences				
	The aim of the module is to familiarise students with the use of relational database systems. At the same time, the focus is on learning the SQL query language, which is supported by the regular processing of practice tasks and the practical use of database systems.				
3	Contents				
	The module provides an introduction to the use of relational database systems. In addition to database design (e.g. using an entity relationship model), the focus is on transformation within a relational scheme, implementation in professionally used systems (e.g. MS SQL Server, MySQL) and query using SQL. Alongside this, the subjects of data integrity, transaction administration, multi-user synchronization and security are addressed.				
	<i>BT31 Database Systems – Theory:</i> The theoretical foundations are taught in this partial module.				
	<i>BT32 Database Systems – Practice:</i> In this partial module, the different problems that arise (from modelling to implementation and query generation) when using database systems are practised.				
4	Teaching formats and Profil² qualification (project-oriented course format)				
	BT31 Lecture BT32 Laboratory practice				
5	Participation requirements				
	None				
6	Forms of examination				
	Course assessment (practice exercises) and Written examination				
7	Prerequisites for awarding credits				
	Examinations passed				

8	Use of the module (in other courses of studies) Not planned to date
9	Weight of the grade for the final grade In proportion to the share of credits for the average grade for the graded module examinations: 32 / 1440
10	Module Administrator Prof. Dr. Matthias Groß Teaching Faculty Prof. Dr. Matthias Groß, Prof. Dr. Tobias Galliat, Dipl.-Ing. Isabella Nagy
11	Other information

BT4 Provision and Exchange of Information

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BT4	180 hours	6	4th semester	Every summer semester	1 semester
1	Courses BT41 Electronic Publishing BT42 Markup Languages - CMS BT43 Markup Languages - CMS – Practice	Contact hours 4 hours per week / 60 hours BT41 2 hours per week / 30 hours BT42 1 hour per week / 15 hours BT43 1 hour per week / 15 hours	Self-study 120 hours BT41 60 hours BT42 30 hours BT42Ü 30 hours	Planned group size 35 / 20 students	
2	Learning Outcomes / Competences <i>BT41 Electronic Publishing</i> The students learn about essential aspects of electronic publishing and can assess the status of electronic publishing and electronic publication products with regard to library transactions and services. They are familiar with operative aspects of the topic in overview and the evaluation of variants. <i>BT42 and BT43Ü Markup Languages - CMS and BT43 Markup Language - CMS – Practice</i> The students recognise the importance of markup languages for the structuring of digital documents. The students acquire a knowledge of web content managements systems and can assess the advantages and disadvantages of different systems and develop criteria for their selection.				
3	Contents The module provides an introduction to the various options for the electronic provision and exchange of information. <i>BT41 Electronic Publishing</i> In this partial module, the students are familiarised with and evaluate the specific characteristics of electronic publication as well as central tasks in dealing with electronic publications from the library perspective. These include, among other things, various publication variants, the generation of electronic publications, the development of services and pricing, open access, archiving concepts and long-term availability supplemented through selected legal aspects of digital publishing. Approximately 50% of the subject areas are project-based and developed using eLearning modules.				

	<p><i>BT42 and BT43Ü Markup Languages - CMS and Markup Language - CMS – Practice</i></p> <p>In this partial module, markup languages are introduced and practical use of these is practised, whereby the eXtensible Markup Language (XML) and the Standard Generalised Markup Language (SGML) are in the foreground. The differences between typographical and semantic markup languages are also addressed. In addition to this, the significance of the separation of contents and structure for development in regard to content is discussed.</p> <p>Web content management systems and the related advantages are also introduced in this partial module and using them is practised. In BT42Ü, project-based tasks regarding the content on course BT42 are completed cooperatively in small groups and the results are subsequently presented by all of the participants.</p>
4	<p>Teaching formats and Profil² qualification (project-oriented course format)</p> <p>BT41 Tuition in seminars BT42 Tuition in seminars BT43 Laboratory practice</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>Course assessment (practice exercises) or Written examination</p>
7	<p>Prerequisites for awarding credits</p> <p>Examinations passed</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>In proportion to the share of credits for the average grade for the graded module examinations: 48 / 1440</p>
10	<p>Module Administrator Prof. Dr. Selma Strahringer</p> <p>Teaching Faculty Prof. Dr. Achim Oswald, Prof. Dr. Selma Strahringer, Dipl.-Ing. Isabella Nagy, Dipl.-Dok, Rusalka Offer</p>
11	<p>Other information</p> <p>The content of the course builds on the following course: BT13 Information Systems and Telecommunications - Practice</p>

BPM Practice Module

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BPM	900 hours	30	4th to 5th semester	Every summer semester and/or winter semester	2 semesters
1	Courses BPM1 Planning and Organisation BPM2 Practice Phase BPM3 Final Report and Presentation	Contact hours 2 hours per week / 30 hours BPM1 1 hour per week / 15 hours BPM 2 0 hours per week / 0 hours BPM3 1 hour per week / 15 hours	Self-study 870 hours BPM1 150 hours BPM 2 640 hours BPM3 80 hours	Planned group size 70 / 35 / 20 students	
2	Learning Outcomes / Competences <i>BPM1 Planning and Organisation</i> The students are familiar with course-related and personal prerequisites for admission to the internship as well as for choosing an internship appropriate to their individual objectives. They know the time periods and criteria for scholarships abroad as well as the criteria for the project to be completed during the internship. They are familiar with the expectations for the final report and the requirements for the subsequent presentation. <i>BPM 2 Practice Phase</i> The students are familiarised at an early stage with widest possible spectrum of library activities in practice. The insights into the world of library work and everyday working life make it easier for the students to select further study priorities. Knowledge acquired in the first semesters is applied and reflected in practice. The students can incorporate the practical activities performed, especially within the context of the project, into the greater scientific context. In addition, they can present the knowledge acquired within the context of the course on project management and can thereby create a synthesis between conception and their own experiences in an articulated manner. <i>BPM3 Final Report and Presentation</i> The students are able to summarise and present the experiences gained and the skills learned during the internship, in particular within the context of the project, in written form in a report.				

3	<p>Contents</p> <p><i>BPM1 Planning and Organisation</i></p> <p>During this course, which comprises the planning period before the internship, the students are given guidance on their choice of internship (library type; in Germany/abroad) as well as the project to be carried out during the internship. The different options in regard to content for organising the internship are explained to the students. The options for and specifics of an internship abroad are clarified in regard to intercultural, job-specific and linguistic competences that can be acquired in this way for entry into the labour market. Furthermore, self-organised application for appropriate practical training comes under this course.</p> <p><i>BPM 2 Practice Phase</i></p> <p>The students implement the methodological and conceptual knowledge acquired in the first semester of the course in practice. Working independently is learned under real conditions through the extensively independent planning, organisation, execution and evaluation of a larger project. The students receive insights into the working environment and the real everyday work of a librarian / with various specialisation options.</p> <p>The internship is 16 weeks long, continuous and without consideration of potential periods of absence or holidays.</p> <p><i>BPM3 Final Report and Presentation</i></p> <p>A conclusive final report on the practical phase, in particular reflecting the project carried out, is to be prepared and the results are to be presented in suitable form.</p>
4	<p>Teaching formats and ProfIL² qualification (project-oriented course format)</p> <p>BPM 1 Lecture</p> <p>BPM 2 Internship</p> <p>BPM 3 Tuition in seminars</p>
5	<p>Participation requirements</p> <p>All module examinations for the first and second semesters.</p>
6	<p>Forms of examination</p> <p>BPM 1 completion of a WBT self-test on the teaching contents (ungraded)</p> <p>BPM2 proof of participation in the internship in the form of a work placement certificate in accordance with the trilateral contractual agreements (ungraded)</p> <p>BPM3 Final report and presentation (ungraded)</p>
7	<p>Prerequisites for awarding credits</p> <p>Successful completion of a WBT self-test; successful completion of the internship; submission of a presentation in accordance with the requirement as well as a final report</p>
8	<p>Use of the module (in other courses of studies)</p> <p>None</p>
9	<p>Weight of the grade for the final grade</p> <p>The module is not graded.</p>

<p>10</p>	<p>Module Administrator Prof. Dr. Achim Oßwald</p> <p>Teaching Faculty Prof. Dr. Achim Oßwald, Prof. Tom Becker und Dipl.-Bibl. Dorothee Hofferberth</p>
<p>11</p>	<p>Other information</p> <p>In addition to detailed advice from members of the internship team, a database is available to the students for finding a suitable internship, which contains information on internships already in use or on offer. Here students can also fall back on the experiences of other students from earlier semesters.</p> <p>The corresponding bibliographical references are made available on the module website.</p>

BPR A-T Project Module

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BPR A-T	240	12	6th or 7th semester	Every winter semester and/or summer semester	1 semester
1	Courses BPR A-T Project Work: Current topics of core modules A -T	Contact hours 4 hours per week / 60 hours	Self-study 300 hours	Planned group size 12 students	
2	Learning Outcomes / Competences The students will be in a position to apply and deepen their theoretical and practical knowledge (internship), while at the same time activating knowledge from other modules. They primarily work independently and within a team. In addition to consolidating and improving their knowledge and skills, problem-solving skills as well as social and communicative skills are strengthened.				
3	Contents In this module, the knowledge acquired during the course of the individual core modules A-T are brought together on the basis of a complex practical task.				
4	Teaching formats and ProfiL² qualification (project-oriented course format) Project; essentially ProfiL ² qualified				
5	Participation requirements Successful participation in the practice module				
6	Forms of examination Project work (ungraded)				
7	Prerequisites for awarding credits Successful participation				
8	Use of the module (in other courses of studies) Not planned to date				
9	Weight of the grade for the final grade Ungraded				
10	Module administrator and full-time teaching faculty All full-time teaching faculty members				
11	Other information Each student must successfully complete one of the projects offered. The project work in areas A-T is a potential offer within the context of ProfiL ² .				

BBA Bachelor's Thesis

Identification Number	Workload	Credits	Semester of Study	Course Frequency	Duration
BBA	480	16	7th semester	Every summer semester	1 semester
1	Courses BBA1 Advanced Methods and Techniques in Scientific Work (4 CP) BBA2 Preparation of the BA Thesis (12 CP)	Contact hours 2 hours per week / 30 hours individual	Self-study 90 hours 360 hours	Planned group size 35 students	
2	Learning Outcomes / Competences <i>BBA1 Advanced Methods and Techniques of Scientific Work</i> In addition to repeating basic forms of scientific work (BST2), the students learn to use advanced methods and techniques. <i>BBA2 Preparation of the BA Thesis</i> The students learn to use the professional and methodical knowledge and skills acquired during their studies to independently prepare a larger assignment within a clearly defined deadline and to address their topic.				
3	Contents <i>BBA1 Advanced Methods and Techniques of Scientific Work</i> Advanced methods and techniques of scientific work are taught and are used within the context of preparing the BA thesis. <i>BBA2 Preparation of the BA Thesis</i> The bachelor's thesis shows the ability to independently complete an assignment within a given time period in an area of expertise both in terms of the technical details and interdisciplinary contexts according to methods resulting from the scientific and technical requirements and the requirements of the course of studies. The bachelor's thesis is an independent investigation of a library or information science topic. It should contain an analysis of the problem and present the solution and should also justify the range of the methods and materials used. In technically appropriate cases, the bachelor's thesis can focus on approaches to problem-solving presented in the specialist literature.				
4	Teaching formats and ProfiL² qualification (project-oriented course format) Tuition in seminars The course BBA1 ("Advanced Methods and Techniques of the Scientific Work") is ProfiL ² qualified.				
5	Participation requirements 162 credits				
6	Forms of examination Written presentation of the bachelor's thesis				

7	Prerequisites for awarding credits Successful completion of the written work
8	Use of the module (in other courses of studies) None
9	Weight of the grade for the final grade Twenty percent share of the final grade
10	Module administrator and full-time teaching faculty All full-time teaching faculty members
11	Other information

BST Key Qualification

Identification Number	Workload	Credits	Semester of Study	Frequency of the offer	Duration
BST	120 hours	4	1st to 7th semester	Yearly	2 semesters
1	Courses	Contact hours	Self-study	Planned group size	
		4 hours per week / 60 hours	60 hours	70 / 35 / 20 students	
	BST1 Introduction to the Course of Studies	BST1 1 hour per week / 15 hours	BST1 15 hours		
	BST2 Introduction to Scientific Work	BST2 1 hour per week / 15 hours	BST2 15 hours		
	BST3 Optional Tutorial	BST3 1 hour per week	BST3 15 hours		
	BST4 Presentation/Communication or BST5 English for Librarians	15 hours / year of study BST4 or BST5 1 hour per week / 15 hours	BST4 or BST5 15 hours		
2	Learning Outcomes / Competences				
	<i>BST1 Introduction to the Course of Studies</i>				
	The students are given guidance on starting their studies and their future career. They are confronted with personal, organisational and professional challenges within the context of their studies and discuss their own expectations. They are familiarised with the design and structure of the university and the institute as well as the basic contents of the individual modules.				
	They are made aware of formal regulations such as examination regulations and examination periods. They develop an understanding of the significance of key qualifications within the context of study and are made aware of their own strengths/weaknesses.				
	<i>BST2 Introduction to Scientific Work</i>				
	The students can apply basic formal methods and materials for scientific work, among other things: They know				
	<ul style="list-style-type: none"> ▪ the structure of scientific works, for example reports and homework, ▪ methods for researching, reading, evaluating and excerpting scientific sources, ▪ scientific citation, 				

	<ul style="list-style-type: none"> ▪ criteria for the good legibility of tests, ▪ formal requirements of literature lists, ▪ Citavi as a software for literature administration. <p><i>BST3 Optional Tutorial</i></p> <p>The tutorial is primary intended to supplement, address in greater detail, update and refresh "BST1 Introduction to the Course of Studies". This is offered throughout the course of studies and specific topics pertaining to the respective semesters are addressed in a timely manner. Organisation and orientation of the students should therefore be supported throughout the entire course of studies.</p> <p><i>BST4 Presentation/Communication</i></p> <p>The students learn methods and techniques for appropriate oral and visual presentation. They are familiarised with the advantages and disadvantages of different presentation forms and methods. They train their own rhetorical skills and familiarise themselves with support instruments (breathing, articulation). Alternatively BST5 can be selected.</p> <p><i>BST5 English for Librarians</i></p> <p>The students learn important specialist terms in English . They practice English conversion for routine situations in libraries and English conversation with non-German-speaking users. They can master daily communicative situations in libraries in English. Alternatively BST4 can be selected.</p>
<p>3</p>	<p>Contents</p> <p><i>BST1 Introduction to the Course of Studies - Tuition in Seminars</i></p> <ul style="list-style-type: none"> ▪ Structure of the university and the institute ▪ Courses, support services and information services ▪ Requirements in regard on time management, self-organisation and the ability to work as part of a team ▪ Introduction to the library ▪ Examination regulations, examination procedure, forms of examination... ▪ Programme and contents of the course of studies, teaching forms ▪ First insights into the profession <p><i>BST2 Introduction to Scientific Work</i></p> <p>The students learn basic formal methods and materials for scientific work, among other things:</p> <ul style="list-style-type: none"> ▪ The structure of scientific works, for example reports and homework ▪ Methods for researching, reading, evaluating and excerpting scientific sources ▪ Scientific citation ▪ Criteria for the good legibility of tests ▪ Formal requirements of literature lists ▪ Citavi as a software for literature administration

	<p><i>BST3 Optional Tutorial</i></p> <p>The contents are based on those of "BST1 Introduction to the Course of Studies". Here areas such as: The focus is on professional information resources, questions on the forms and organisation of examinations, questions pertaining to the course of studies and in relation to the practice semester, project choice etc. Using queries in advance of the respective tutorials, the contents can be flexibly adapted to suit the information requirements for respective semesters.</p> <p><i>BST4 Presentation / Communication – SU / Practice</i></p> <ul style="list-style-type: none"> ▪ Methods and techniques for oral and visual presentation ▪ Advantages and disadvantages of different presentation forms and methods ▪ Aids and techniques for good rhetoric and engaging presentation <p><i>BST5 English for Librarian – SU / Practice</i></p> <ul style="list-style-type: none"> ▪ Basic specialist terms in English ▪ Handling routine situations in libraries using the English language ▪ Pronunciation, idioms and conversation practice
4	<p>Forms of teaching</p> <p>BST1 Tuition in seminars BST2 Tuition in seminars BST3 Tuition in seminars BST4 or BST5 Tuition in seminars</p>
5	<p>Participation requirements</p> <p>None</p>
6	<p>Forms of examination</p> <p>BST1 Tuition in seminars, no examination BST2 presentation or exercises; ungraded BST3 Optional, no examination BST\$ or BST5 presentation or exercises; ungraded</p>
7	<p>Prerequisites for awarding credits</p> <p>Successful presentation of exercises</p>
8	<p>Use of the module (in other courses of studies)</p> <p>Not planned to date</p>
9	<p>Weight of the grade for the final grade</p> <p>Ungraded</p>
10	<p>Module Administrator</p> <p>Degree coordinator</p> <p>Teaching Faculty</p> <p>Dipl.-Bibl. Irena de Reus, Dipl.-Bibl. Peter Slegers, lecturer</p>
11	<p>Other information</p> <p>Through the option of choosing between <i>BST4 Presentation / Communication</i> and <i>BST5 English for Librarians</i>, students can further develop their key competences on an individual basis.</p>

	The BST4 ("Presentation / Communication") course is ProfIL ² suitable.
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Elective Module					
Identification Number	Workload	Credits	Semester of Study	Frequency of the offer	Duration
WP	360 hours	12	6th and / or 7th semester	no information	1st and / or 2nd semester
1	Courses	Contact hours	Self-study	Planned group size	
		6 hours per week / 90 hours	270 hours	15 students	
2	Learning outcomes / Competences				
	The students deepen and/or expand the expert knowledge acquired in the first five semesters and apply this in various contexts (for further details see the catalogue of mandatory electives appendix to this module handbook).				
3	Contents				
	This module offers the possibility of setting further individual priorities and deepening and expanding ones engagement with the selected specialist areas within the individual core modules. The students select a Workload of 12 ECTS from the catalogue of mandatory electives (see the mandatory elective modules catalogue appendix to this module handbook). The module requires an above average proportion of self-study.				
4	Forms of teaching				
	Laboratory practice, seminar				
5	Participation requirements				
	No, with the exception of the elective modules BWC13 / BWC14: Participation in the project work BPRC is a prerequisite				
6	Forms of examination				
	Project work or exam				
7	Prerequisites for awarding credits				
	Completed project work or written examination				
8	Use of the module (in other courses of studies)				
	Not planned to date				
9	Weight of the grade for the final grade				
	In proportion to the share of credits for the average grade for the graded module examinations: 96 / 1440				
10	Module Administrator				
	Course coordinator and/or module administrator for the respective modules;				
	Teaching Faculty				
	Full-time lecturers at the institute / assistant lecturers				
11	Other information				
	See catalogue of mandatory electives appendix to the module handbook (on the reverse)				
	The courses are ProfIL ² qualified.				

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The catalogue of mandatory elective courses can be adapted.

BA - Library, Information, Society

BWA1 Library Policy / Library Positioning

- **Learning Outcomes / Competences**
The students have an in-depth knowledge of (library) policy contexts, participants, target groups and decision-making structures and processes and are able to recognise the necessity and objectives of library policy positioning on different levels. They have the ability to analyse (library) policy documents, to develop outline (library) policy strategies and to present these in a reasoned manner to the various target groups (both orally and in writing).
- **Contents**
The general conditions for library policy action in Germany as well as in the international sphere are examined on the basis of selected aspects, new developments, case studies or current questions. The positions of regional, national and/or international participants in library policy action (associations, societies, groups, decision-makers) are analysed and are positioned within the context of library practice.

BWA2 International Comparative Library Science

- **Learning Outcomes / Competences**
The students have developed a basic understanding of the object and methods of ICL and can apply this to specific questions pertaining to library science. They can research, systematise, evaluate and apply the relevance knowledge on library systems and traditions of information provision in individual countries within the context of the question in a problem-conscious manner.
- **Contents**
The object, methods, history and services of ICL are discussed and comparative method is applied to questions pertaining to specific library science questions in the international context.

BWA3 Specific Aspects of Media Pedagogy And Target Group-Specific Library Work

- **Learning outcomes / Competences**
The students can position target group-oriented media and services provided in library practice within a theoretical library science context. They can apply the relevant foundations in media and library learning theory accordingly and can test the practical suitability within the area of application.
- **Contents**
The students position target group-oriented media and services provided in library practice within a theoretical library science context. In doing so, emphasis is placed on the analysis of media and library learning theory concepts.

BWA4 Excursion / Specialist Events

- **Learning Outcomes / Competences**
The students acquire a knowledge of the organisation, contents and profile of professional specialist institutions both in Germany and abroad as well as the ability to independently organise a visit to a conference / specialist event.
The students acquire a knowledge of domestic and foreign facilities, committees and information institutions as well as the ability to organise an excursion on their own.
- **Contents**
In addition to visiting and participating in specialist events, aspects of organisation and preparation in regard to content and further study are addressed.

BWA5 Introduction to Intercultural Communication

- Learning Outcomes / Competences
Reaching a basic level of competence as a mediator in international communication situations.
- Contents
Culture concepts; intercultural issues; self-perception and the perception of others, prejudices and the development of stereotypes, reacting to foreigners, developing intercultural skills, concepts and theories of intercultural communication, culture dimensions and culture standards, analysis of intercultural communication situations (critical incidents) : Examples and methods.

BB Management, Organisation

BWB6 Finances / Controlling

- **Learning outcomes / competences**
The students are familiarised with various specialist questions pertaining to the financial and economic areas of libraries: This includes a knowledge of the structure and the development of budgeting as well as their connection to product and service catalogues for public institutions. Furthermore, the students can understand, present and analyse library services and usage based on cost and utilisation figures. In this context, special questions regarding cost calculation and budget allocation are also addressed.
- **Contents**
Operational and public accounting procedures as part of the internal library information processes are examined based on examples from libraries. In this context, the new control model and the new municipal finance management system is introduced. Cost-benefit aspects of individual services as well as variable costing and contribution margin costing as special costing procedures are taken into consideration. In addition to this, benchmarking procedures from the international context are introduced.

BWB7 Innovation Management

- **Learning Outcomes / Competences**
The students are able to assess the significance of innovations in the service sector. They are familiarised with the generation of ideas within the context of innovation process creative techniques, innovation communication and the integration of externs into the innovation process (open innovation) and are able to actively contribute to innovation management in smaller libraries.
- **Contents**
The students are familiarised with the different forms of innovation management and the dependences between the market and technology standards and service standards. The "innovation as strategy" concept, the systematics of innovation management as well as elements of the market and customer orientation of innovations are also discussed. Obstacles to innovation, supporting and missing prerequisites for innovations at libraries, basic elements of ideas management as well as innovation controlling complete the concept in regard to content.

BWB8 Information and Knowledge Management

- **Learning Outcomes / Competences**
The students can describe the fundamental concepts of knowledge management and are able to transfer these in practice as is appropriate to the organisation: Based on case studies, strategic approaches are analysed, enriched using appropriate instruments (practices and techniques) and evaluated among other things using methods such as the Intellectual Capital Statement. Organisation-specific recommendations for action, which are proposed by the students and discusses, form the conclusion of the course.
- **Contents**
The course is in the form of seminars and in terms of content it focuses on current case studies from practice and/or a (practical) discussion of current problems in the area of information and knowledge management. Concepts, strategies and applications of knowledge management are addressed, as are measures, practices and techniques, in order to develop, implement and balance information and knowledge management in BID organisations. Dimensions and models of knowledge management in non-profit organisations are in the foreground when doing so.

BWB9 Change Management

- Learning Outcomes / Competences

Permanent change in the area of library science, and above all in the context of the increasingly defined knowledge society, leads to an increasing need for intelligent planning and control of change processes. The students learn to identify changes and to control these within a continuous process, i.e. to address changes with all participants and to realign one's position.

- Contents

During the course, the development of strategies for change processes are taught on the basis of specific examples from the library concept. At the same time, a distinction is made between structural and strategic changes and employee-centred approaches to change. The focus is on the integrated perspective, taking into consideration the interaction between Individuals, groups, organisations, technology, environment etc., which actually exist at the observed libraries and information institutes. It begins with the reasons for and causes of change management and, following on from this, the basic ways to make changes are illustrated. Essentially, factors such as the "strategy", "structure" and "culture" of an organisation are to be considered, in order to successfully implement transformations.

BC - Document Description, Knowledge Organisation, Information Retrieval

BWB10 Special Formal Indexing

- Learning Outcomes / Competences
The students acquire knowledge of the specialist area of RAK-WB [Regulations on Alphabetic Cataloguing in Scientific Libraries in Germany]. The students are familiar with typical work processes for composite cataloguing and the related special functions of cataloguing software used in composite cataloguing.
- Contents
The knowledge acquired in the previous "Formal Indexing I to III" courses are expanded upon and brought together with the knowledge acquired during the internship semester. The module provides knowledge using special library software used in Germany in the composite cataloguing.

BWB11 New Developments in Formal Indexing

- Learning Outcomes / Competences
The students are aware of current regulation developments.
They know the specific features of the newly emerging international regulations on formal indexing, "Resource Description and Access", and understand the regulation philosophy. Part of the new regulations is the model for the "Functional Requirements for Bibliographic Records (FRBR)", which can also be taken into consideration without reference to regulations on formal indexing. The students are able to recognise areas of application for this model in practice and implement the model in practice projects.
- Contents
The module teaches a basic knowledge of the newly emerging international regulations on formal indexing, "Resource Description and Access", including the model for "Functional Requirements for Bibliographic Records (FRBR)". FRBR practice applications are introduced and analysed.

BWC12 Search Engine Technology

- Learning Outcomes / Competences
Knowledge of methods for creating indexes for search engines as well as ranking algorithms (content versus popularity score) Analysis and evaluation of procedures to optimise websites, so that these search engines are correctly indexed and receive as high a score as possible.
- Contents
The functional method and mutual dependences between index creation, ranking algorithms and procedures for search engine optimisation are acquired in theory and illustrated through the use of an experimental search engine environment.

BWC 13 Automatic Indexing

- Learning Outcomes / Competences
The students learn to apply and use different methods of automatic indexing. Practical exercises using an indexation system and own document collections deepen their understanding of the interaction between development, indexation and information retrieval.
- Contents
In this practical laboratory course, different uses of automatic indexation are addressed. To begin with, the course examines how index terms can be automatically extracted from a given database. This includes the creation of simple keyword lists and registers using a word-processing programme or Midos (and the integrated function for the automatic assignment of keywords). The focus of the practical work is on presenting the automatic indexation system, Lingo, and linguistic and statistics-based indexing processes performed using this for a given document collection. In addition to this, two stemming procedures are used for the automatic indexation of English.

BWC 14 Seminar on Information Indexing and Information Retrieval

- Learning Outcomes / Competences
In seminars, the students learn to address specific topics pertaining to information indexing and information retrieval on the basis of its treatment in the scientific literature. The knowledge acquired in the BC modules can be assessed within a larger context; current trends and individual topics are addressed in greater detail.
- Contents
In the seminar, current trends are discussed based on the scientific literature and individual topics are addressed in greater detail.

BD Special Information Resources and Services

BWD15 Hosts and Specialist Databases

- Learning Outcomes / Competences

The students learn about and use current professional information resources as examples. They can methodically analyse and critically evaluate the strengths, weakness and development potential of these resources within the context of the worldwide information landscape. Furthermore, they are able to prepare needs-based concepts for including these resources in the range of services provided by scientific and public libraries on their own.

- Contents

In the course for this module, professional information resources are introduced as examples, insofar as they are available as databases and operated by hosts. The inclusion of these usually commercial products into the new service forms of virtual specialist libraries and information portals is also addressed.

BE Literature and Media:Contents, Forms and Typologies

BWE16 Children's Media and Young Adults Media

- **Learning Outcomes / Competences**
The students can compare selected media publication forms and genres in regard to content from the broad area of the children and young adults media landscape to target group-oriented media and services provided by public libraries, analyse and critically examine this comparison and propose, plan and (where appropriate) implement conceptual modifications.
- **Contents**
The students are familiarised with current, selected aspects in the areas of children and young adults reading material, children and young adults literature and children and young adults media. Here, (to varying extents) historical developments, the current state of the art and prognoses for future developments play as important a role as the connection of the publication forms and genres examined in regard to content with the media and services provided by public libraries.

BWE17 Film Adaptation of Literature

- **Learning Outcomes / Competences**
This reading-intensive course pursues several objectives: The students should be made aware that the reception habits of users have fundamentally changed. However, this does not mean a fundamental rejection of fiction, but rather that the combination of multimedia versions of the same material provides an opportunity for literacy support: Readers of books become film spectators and vice versa. The students should be familiarised with literature and film studies theories and analysis procedures. Through the intensive sample analysis of literature and film, the students are exposed to the respective genuine media qualities that do not really compete but rather require media- specific criteria for their consideration and evaluation.
- **Contents**
The "Filming of Literature" course examined both literature as an art form along with its genuine qualities and the filming of this along with the media-specific characteristics of "cinematic language". This method introduces students to the comprehensive concept of literature through visual realisation using the media of cinema/film and television, media that have long been a fixed part of everyday life in terms of artistic, informal and entertainment and have also in the meantime become part of library collections in the form of video and DVD. Correct evaluation of media presentations are increasingly becoming part of the professional requirements of the librarian.

BWE18 Current Media Developments

- **Learning Outcomes / Competences**
The students can outline selected trends on the media market and develop related conceptual considerations on their (potential) significance for the media and services provided in public as well as scientific libraries (and other information institutes).
- **Contents**
Selected trends on the media market are outlined and analysed with regard to their (potential) significance for the range of media and services provided at both public and scientific libraries (and other information institutes). In addition to the integration of current media developments into library practice, reception and media behaviour and usage by end user in particular play a decisive role, combined with potential media training courses by the library.

BWE19 Special and Professional Resources ÖB

- Learning outcomes / competences

In the 21st century, citizens usually begin their search for information on the Internet. Forums and thematic platforms play a central role in starting the search for information. Of course, the information available there is usually neither prepared nor validated by professional experts. On the other hand, public libraries offer serious and reliable sources to meet everyday information requirement in their specialist collections and reference book collections and the corresponding digital services provided. The objective of this course is to sensitize students to this context and to familiarise them with the corresponding resources. The students should also learn to use different resources depending on the customers intended use.

- Contents

The information content and limits of the different resource types are introduced as examples in relation to public libraries in terms of their specifics (scope, relevance, totality, validity···).

- Specialist books and reference books (analog and digital)
- Gray literature / brochures
- Consumer portals
- Social platforms (Facebook etc.)
- Interest group platforms (political, economic, religious etc.)
- Fact databases and other specialist and professional information in digital form

Selected publication forms are therefore emphasized and can, among other things, be positioned within a respectively suitable library practice context.

BWE 20 Special Resources and Profession Resources WB

- Learning Outcomes / Competences

In the 21st century, citizens usually begin their search for information on the Internet. Forums and thematic platforms play a central role in starting the search for information. Of course, the information available there is usually neither prepared nor validated by professional experts. On the other hand, scientific and special libraries offer serious and reliable sources to meet everyday information requirement in their specialist collections and reference book collections and the corresponding digital services provided.

The objective of this course is to sensitize students to this context and to familiarise them with the corresponding resources.

The students should also learn to use different resources depending on the customers' intended use.

- Contents

The information content and limits of the different resource types are introduced as examples in relation to scientific libraries in terms of their specifics (scope, relevance, totality, validity···).

- Specialist books and reference books (analog and digital)
- Gray literature / brochures
- Consumer portals
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- Interest group platforms (political, economic, religious etc.)
- Fact databases and other specialist and professional information in digital form

Selected publication forms are therefore emphasized and can, among other things, be positioned within a respectively suitable library practical context.

BWE21 Historical Print Media

- Learning outcomes / competences

The students acquire a general knowledge of the prerequisites, development and forms of printed books from the Late Middle Ages (incunabulum) and the Early Modern Period. They develop an understanding of the new medium of printing against the background of the handwritten age. This process of change is examined paradigmatically with regard to the current media change in print/electronic media.

The students have a basic knowledge of the manufacture and the condition of old prints.

The students gain an insight into the value and the special purchasing situation of old prints.

- Contents

- The invention of book printing in the context of the history of books in the 15th century
- Book printing techniques in the Late Middle Ages and the Early Modern Period:
- Typography (the history of writing), book formation (layout etc., illumination and illustration), typesetting and printing processes.
- Economic conditions (sales strategies, pricing, profits)
- Legal conditions (censorship, privileges).
- Old and valuable book in the modern library.
- Practical aspects:
- Valuation, purchase (the auction business).

BWE22 Management of Historic Collections / Conservation

- Learning Outcomes / Competences

The students become acquainted with the basic historical collections of libraries:

Medieval and early modern manuscripts, historic prints, bequests and autographs as well as special materials.

This concerns their acquisition, development and use.

Furthermore, the specifics of book binding and management of the preservation of collections are demonstrated.

- Contents

Manuscripts (historic overview)

- Historic prints (historic overview)
- Acquisition/antiquarian market, auctions, purchase, donation, bequest)
- Development (Manuscripta mediaevalia, GW, INKA, VD 16, 17, 18, Kalliope, HANS bequests)
- Use (protective digitalisation)
- Bindings (book binding database)
- Conservation management

BT Information Provision, Securing and Programming

BWT23 Publication Data Management

- **Learning Outcomes / Competences**
The students are familiarised with the reasons and procedures for the collection and administration of publications and metadata on these publications and can assess service features of information services on the basis of these data and publications specific to target groups.
The students can use and/or implement selected instruments and measures with reference to case studies to realise/support publication data management.
- **Contents**
The course discusses
 - Current types of publications and their specific metadata
 - Information services relating to the creation, provision and documentation of publications, research data and metadata collections
 - Tools and procedures for publication data management in reference to print and online-oriented publication concepts
 - Publication data as documentation of the achievements of people and organisations and as a basis for marketing measures

BWT24 Long-Term Digital Archiving

- **Learning Outcomes / Competences**
The students are familiarised with the basic reasons and measures for long-term archiving and long-term availability of digital objects and can assess these with respect to their suitability with reference to the state of research and development.
On the basis of case studies, the students learn to use selected instruments and measures for the realisation and preparation of the long-term archiving of digital objects.
- **Contents**
The long-term archiving and long-term availability of digital objects is analysed including national and international developments at least with regard to the following aspects
 - Grounds and responsibilities
 - Concepts, measures and instruments
 - Forms of organisation and costsCase studies and exercises facilitate access to the complexity of the practical implementation of teaching contents.

BWT25 Programming and Software Development

- **Learning Outcomes / Competences**
The students acquire skills for performing smaller, practical programming tasks alone and in groups using suitable tools.
They can analyse practical tasks and break these down into purposeful partial problems.
Through the accompanying practice tasks, the students gain programming practice and are then in a position to develop their own approaches to solutions.
- **Contents**
This course provides an introduction to programming. In addition to object-based concepts, this also includes the basic concepts of imperative programming:
 - Basic concepts of programming, such as instructions, variables, data types and operators
 - Form evaluations
 - Control structures
 - Fields
 - Objects and methods
 - Utilisation of librariesThe concepts introduced are used in the practical laboratory courses by the students using programming environments to solving practice tasks.