



Τεχνολογικό  
Εκπαιδευτικό  
Ίδρυμα Αθήνας

**DEPARTMENT OF LIBRARY SCIENCE  
&  
INFORMATION SYSTEMS**

**ACADEMIC  
CURRICULUM**

**An Analytical Description of the  
Courses**

**2016-2017**

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# **1<sup>st</sup> SEMESTER**

# 1. INTRODUCTION to LIBRARIANSHIP

**Code:** LIS B 100

**Type of Course:** Theoretical

**Hours taught Weekly:** 5

**Credits:** 7.5

**Standard Semester:** 1<sup>st</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[9. INFORMATION SERVICES](#)

[26. INFORMATION POLICY](#)

## **Purpose**

This course aims to provide an insight on the role of libraries/ information organizations and on the factors affecting their organizational structure and the provided services. In addition, it aims to describe the framework within which different types of libraries operate, and provide details on libraries/ information units objectives and characteristics.

## **Learning outcomes**

By the end of this course, students will develop an understanding of the various challenges to which they must respond to; students will gain a positive attitude towards the occupation, so that the information needs of the public can be successfully met.

## **Outline**

During this course, a brief historical background to Library Science; definitions of basic concepts; factors affecting the form and development of libraries-information units; the role of libraries and librarians; the principles and values governing services offered by information units; the characteristics of the information profession; the national and international professional organizations and other related organizations are thoroughly presented.

In addition, the types of Libraries; an analysis of the community they serve and identification of information needs; the framework in which each type of Library (National, Public, School, Academic, Special) operates are examined, including the objectives, characteristics, the staff, the collection, the services they provide, the international standards and relevant professional organizations.

## **Conduct of Course**

Lectures, individual and group projects, invitation of librarians depending on the type of library under examination.

## **Bibliography**

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- Brophy, P. *The library in the twenty-first-century: new services for the information age*. London - Facet Publishing, 2000.
- Brophy, P. *The academic library*. 2<sup>nd</sup> ed. London - Facet Publishing, 2005.
- Brophy et al ed. *Libraries without walls 5: the distributed delivery of library services*. London - Facet Publishing, 2004.
- Calvert, P. and Gorman, G. *Analysing what your users need*. London - Facet Publishing, 2005.
- Coutts, M. and Bailey, H. *Handbook for disability supporting libraries and information services*. London - Facet Publishing, 2005.
- Eynon, A ed. *Guidelines for colleges: recommendations for learning resources*. London - Facet Publishing, 2005.
- Criddle, S. et al. *The public librarian's guide to the Internet*. London - Facet Publishing, 2000.
- Herring, J. *The Internet and information skills: a guide for teachers and school librarians*, 2004.
- Μπώκος, Γ. *Εισαγωγή στην επιστήμη της πληροφόρησης [Introduction to Library Science - G. Bokos]*. Αθήνα - Παπασωτηρίου, 2001.
- Oldroyd, M. ed. *Developing academic library staff for future success*. London - Facet Publishing, 2004.
- Pantry, S and Griffiths, P. *Creating a successful e- information service*. London - Facet Publishing, 2002.
- Poulter, A. and McMenemy, D. *Delivering digital services: a handbook for public libraries and learning centres*. London - Facet Publishing, 2005.
- Tilke, A. *Managing your school library and information service: a practical handbook*. London - Facet Publishing, 2002.
- Totterdell, A. *An introduction to library work*. London - Facet Publishing, 2005.

## 2. DESCRIPTIVE CATALOGUING

**Code:** LIS B 106

**Type of Course:** Combined

**Hours taught Weekly:** 5 (2 lecture and 3 practical session)

**Credits:** 5

**Standard Semester:** 1<sup>st</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

### 11. INFORMATION ENCODING STANDARDS

#### **Purpose**

This course aims to train students in the use of descriptive standards and rules for all types of material that comprise library collections and other information organizations in order to create the descriptive part of a bibliographic entry.

#### **Learning outcomes**

By the end of this course, students will be competent in the use of appropriate tools for descriptive cataloguing of information collections, and will be able to create catalogues and indexes in printed and electronic form.

#### **Outline**

During this course, an introduction to material processing (e.g. catalogue) and the traditional standards and tools (e.g. ISBDs and AACR2) for the description of conventional material in library and information organization's catalogues are thoroughly explained and used.

#### **Conduct of Course**

Lectures, practical session exercises regarding the application of standards and rules in developing the descriptive part of bibliographic entries.

#### **Bibliography**

- *ΑΓΓΛΟ-Αμερικανικοί κανόνες καταλογογράφησης [ANGLO-American Cataloguing Rules]* .2η έκδ., αναθεώρηση 1998 . επιμ. Michael Gorman και Paul W. Winkler. Μετάφρ. και επιμ. ελληνικής έκδοσης Μορελέλη-Κακούρη, Μερσίνη. Θεσσαλονίκη, ΤΕΙ Θεσσαλονίκης, 1994-1997. 2τ. ISBN 960-287-001-X (set)
- *Εγχειρίδιο UNIMARC. [UNIMARC manual - Brian P.]* επιμ. έκδ. Holt, Brian P. με τη συνδρομή των McCallum και Long, A. B. Μετάφρ. στα ελληνικά και επιμ. Μπώκος Γ.Δ. Ελληνική έκδοση. Αθήνα, Εθνική Βιβλιοθήκη της Ελλάδος, 1993-96. 2τ. Αρχικά εκδόθηκε από ISBN 960-7060-06-7 (τ.1) ISBN 960-7060-11-3 (τ.2)
- *ANGLO-American cataloguing rules.* 2nd ed. 1998 rev. prepared under the direction of the Joint Steering Committee for Revision of AACR, a committee of the American Library Association ...[et al.]: Edited by Gorman, Michael and Winkler, Paul W. Ottawa, Canadian Library Association, 1998. xxv, 677 p. ISBN 0-88802-242-5 (Canada) ISBN 0-85365-509-x (U.K.) ISBN 0-8389-3346-7 (U.S.)

- Gorman, Michael . *The concise AACR2 1998 revision* Chicago: ALA, 1989. xi, 161 p. ISBN 085365-799-8
- Hunter, Eric J. *An introduction to AACR 2*. 3rd ed. London, Clive Bingley, c1989. 153 p. ISBN 0-85157-457-2
- Hunter, Eric j. και Bakewell, K.G.B. *Cataloguing*. 3rd ed. London, L.A., c 1991. xxiv, 313 p. ISBN 0-85157-467-x
- *ISBD (A): International Standard Bibliographic Description for Older Monographic Publications (Antiquarian)*. IFLA Universal Bibliographic Control and International MARC Programme. 2nd. rev. ed.- Munchen, Saur, 1991. vol. 3. ISBN 3-598-10988-1
- *ISBD (CF): International Standard Bibliographic Description for Computer Files*. Compiled by the Committee on Cataloguing. Munchen, Saur ,1990 . V, 98 p.ISBN 3-598-10983-0
- *ISBD (CM): International Standard Bibliographic Description for Cartographic Materials* Approved by the Standing Committees of the IFLA Section on Cataloguing and the IFLA Section of Geography and Map Libraries. Rev. ed. Munchen, Saur, 1987. VII,55 p. ISBN 3-598-10952-0
- *ISBD (M): International Standard Bibliographic Description for Monographic Publications*. Approved by the Standing Committee of the IFLA Section on Cataloguing. Rev. ed. Munchen, Saur, 1987. VIII, 62 p. ISBN 3-598-10953-9
- *ISBD (NBM): International Standard Bibliographic Description for Non-Book Materials*. Approved by the Standing Committee of the IFLA Section on Cataloguing. Rev. ed. Munchen, Saur, 1987. VII, 74 p. ISBN 3-598-10954-7
- *ISBD (S): International Standard Bibliographic Description for Monographic Publications*. Approved by the Standing Committee of the IFLA Section on Cataloguing and the IFLA Section on Serial Publications. Rev. ed. Munchen, Saur, 1998. VIII, 76 p. ISBN 3-598-10955-5
- Leong, Carol H. *Serials cataloguing handbook*. Chicago: ALA, 1989. xiii, 313 p. ISBN 0-8389-0501-3
- Maxwell, Margaret. *Handbook for AACR 2: 1998 revision*. With a new chapter by Judith A. Carter. Chicago, ALA, 1989. xi, 436 p. ISBN 0-8389-0505-6
- Maxwell, Robert L. and Maxwell, Margaret F. *Maxwell's handbook for AACR 2 R*. Chicago, ALA, 1997. xii, 522 p. ISBN 0-8389-0704-0
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- *Art, Design, Architecture & Media Information Gateway and the Visual Arts Data Service* <http://adam.ac.uk/> (10-3-2005)
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- *Encoded Archival Description (EAD) - Official EAD Version 2002 Web Site*. [http://www.loc.gov/ead/\(4-3-2005\)](http://www.loc.gov/ead/(4-3-2005))



- *The EAD cookbook 2002* [http://www.iath.virginia.edu/ead/ead\\_2002\\_cookbookhelp.html](http://www.iath.virginia.edu/ead/ead_2002_cookbookhelp.html)(4-3-2005)
- [Extensible Markup Language \(XML\) 1.0 \(Third Edition\)](#), C. M. Sperberg-McQueen, Eve Maler, Tim Bray, et. al., Editors. World Wide Web Consortium, 04 Feb 2004. This version is <http://www.w3.org/TR/2004/REC-xml-20040204>. The [latest version](#) is available at <http://www.w3.org/TR/REC-xml.XMLSchema0>
- [ISO3166] ISO 3166 - *Codes for the representation of names of countries*. <http://www.din.de/gremien/nas/nabd/iso3166ma/>(10-3-2005)
- ISBD (International Standard Bibliographic Description)
- <http://www.ifla.org/VI/3/nd1/isbdlist.htm/> (4-4-2005)
- ISBD(NBM) - Non-Book Materials
- ISBD(CF) - Computer Files
- ISBD(ER) - Electronic Resources
- [http://www.ifla.org/VII/s13/pubs/isbd.htm\(4-4-2005\)](http://www.ifla.org/VII/s13/pubs/isbd.htm(4-4-2005))
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- [RFC2413] *Dublin Core Metadata for Resource Discovery*. Internet RFC 2413. <http://www.ietf.org/rfc/rfc2413.txt>(10-3-2005)
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### 3. INTRODUCTION to INFORMATION TECHNOLOGIES

**Code:** LIS T 140

**Type of Course:** Combined

**Hours taught Weekly:** 6 (3 lecture and 3 practical session)

**Credits:** 6

**Standard Semester:** 1<sup>st</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

[19. INFORMATION SYSTEMS - DATABASES](#)

#### **Purpose**

This course aims to describe the use of computers as a basic tool in all disciplines and/or technical activities; to illustrate the means for identifying and distributing information using modern technology; to analyse the specific criteria for multimedia equipment selection in information organizations.

#### **Learning outcomes**

By the end of this course, students will develop an understanding of the basic concepts in Information Technology; students will acquire a basic knowledge of computer architecture (materials -hardware); students will learn the basic structures and commands of computer programs (software) and be able to implement some simple parts of a program in an object-oriented language with graphical user interfaces; students will be aware of IT applications in the field of Library Science; students will have be introduced to multimedia, in order to learn the operation of equipment and its safe use, as well as utilization of multimedia programs to meet information organization's needs.

#### **Outline**

During this course, a series of subject areas such as data, information, knowledge, information technology, computers, generations of computers, numbering systems, binary encoding of information, categories of computers, computer architecture, data structure (tables - files - databases), algorithms, programs, logic diagrams (flow charts), visual basic language, specializations involved in information technology, operating systems with an emphasis on windows, computer applications in the field of library science are described and implemented in detail.

#### **Conduct of Course**

Indicative practical session's exercises:

- Word processing applications
- Statistical applications
- Presentation applications

- Construction of simple programs in a Visual Basic environment, practicing both code writing and automated entry of graphics processing units (dialogue boxes, message boxes, function keys, etc.)

### Bibliography

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- Cullen, P. *Design and production of media presentations*. London - Gower, 1986.
- Fiske, J. *Introduction to communication studies*. London - Routledge, 1990.

## 4. INTRODUCTION to ARCHIVES

**Code:** LIS A 160

**Type of Course:** Theoretical

**Hours taught Weekly:** 5

**Credits:** 7.5

**Standard Semester:** 1<sup>st</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[18. ADMINISTRATIVE INSTITUTIONS and ARCHIVE PRODUCTION](#)

[23. ARCHIVES MANAGEMENT](#)

[37. RECORDS MANAGEMENT](#)

### **Purpose**

This course aims to provide an insight into archival material and its basic principles of management and organization.

### **Learning outcomes**

By the end of this course, students will acquire a basic understanding of Archives and its basic concepts and principles; students will become familiar with the nature of archiving tasks as well as with the historical background, operation and responsibilities of the General State Archives of Greece.

### **Outline**

During this course, subject areas such as Archives, Archiving, the Archivist, the archival material ages, the intellectual and physical units of archival materials, archival tasks and international standards, archive systems, archival issues, archives, the General State Archives of Greece are described in great detail.

### **Conduct of Course**

Lectures, implementation in practice, educational visits to archives.

### **Bibliography**

- Γιαννακόπουλος, Γ. επιμ. *90 χρόνια Γενικά Αρχεία του Κράτους: Κατάλογος έκθεσης= General State Archives 90<sup>th</sup> anniversary: Exhibition Catalogue*. Αθήνα: Γ.Α.Κ., 2004.
- Γιαννακόπουλος, Γ. και Μπάγιας, Α. Όψεις και προοπτικές του ελληνικού αρχειακού συστήματος. Προβληματισμοί και προτάσεις για τη διαμόρφωση εθνικής αρχειακής πολιτικής. [*Views and perspectives of the Greek Archive System. Concerns and suggestions for the formation of a national archive policy: G. Giannakopoulos*] *Αρχειακός Δεσμός: Περιοδική έκδοση των Γενικών Αρχείων του Κράτους*, τ.1 (2004).
- Ελληνική Αρχειακή Εταιρεία. *Το επάγγελμα του αρχειακού*, επιμ.-μτφρ. Νέστωρ Μπαμίδης και Λίτσα Μπαφούνη. [*The occupation of the Archivist, edited and translated by Nestor Bambidis and Litsa Bafouni*] Αθήνα - Ελληνική Αρχειακή Εταιρεία, 2000.

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- Μπάγιας, Α. *Αρχειονομία: Βασικές έννοιες και αρχές*. [Archives: Basic concepts and principles: A. Bagias] Αθήνα - Κριτική, 1998.

## 5. COMMUNICATION

**Code:** LIS GP 176

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 1<sup>st</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

### 27. THEORY and HISTORY of READING

#### **Purpose**

This course aims to provide an introduction to the theory of communication, and illustrate the impacts on the recipients, as well as its possible applications in libraries and information organizations.

#### **Learning outcomes**

By the end of this course, students will acquire knowledge about communication, its function, influential factors and its impact on recipients; students will become aware of the means for achieving smooth and effective communication between librarians and library users; students' will develop a clear understanding of both written and oral communication in the context of a library.

#### **Outline**

During this course, concepts, such as perception and opinion are illustrated in order to examine the framework of human relationships affecting communication. Language as a function is examined with an emphasis on its social dimension. In addition, the concepts of communication and mass communication; the analysis and examination of an organization, its functionality and, most of all, the specific factors affecting impact (e.g. social, environmental, personality, circumstance) as well as affecting communication between the author and the reader, and primarily the communication between the librarian and the user are thoroughly presented and discussed.

#### **Conduct of Course**

Lectures.

#### **Bibliography**

- Barbier, F. Ιστορία του βιβλίου. Αθήνα - Μεταίχμιο, 2001.
- Καζάζη, Μ. *Ανθρώπινες σχέσεις και επικοινωνία. [Human relations and Communication: M. Kazazi]* 2η έκδ. Αθήνα - Έλλην, 2001.
- Luhmann, N. Η πραγματικότητα των μέσων μαζικής επικοινωνίας. *[The reality of mass media]* Αθήνα - Μεταίχμιο, 2003.
- Μπασάντης, Δ. *Βιβλίο και επικοινωνία. [The Book and Communication: D. Basantis]* Αθήνα - Οδυσσέας, 1993.

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# **2<sup>nd</sup> SEMESTER**



## 6. COLLECTION DEVELOPMENT & MANAGEMENT

**Code:** LIS B 101

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[10. INFORMATION SOURCES](#)

[21. MANAGEMENT OF INFORMATION ORGANIZATIONS](#)

[26. INFORMATION POLICY](#)

### **Purpose**

This course aims to describe the basic rules and provide guidelines for developing and managing a library collection, so as the services offered meet customers' needs.

### **Learning outcomes**

By the end of this course, students will develop the necessary skills for making the best decisions regarding collection management.

### **Outline**

During this course, a series of subject areas such as the context of collection and information management; the ways to set up a collection; selection of printed and electronic material; the transition process from printed to electronic sources; the means for ordering library materials; acquisition; taking part in consortia; allocation of resources; preservation of conventional and digital material; the procedures of evaluating printed and electronic products as well as the new financial management models are described and discussed at length.

### **Conduct of Course**

Lectures using multimedia applications, individual and group tasks and use of internet resources associated with collection development.

### **Bibliography**

- Chapman, L. *Managing acquisitions in library and information services*. Rev. ed. London: Facet Publishing, 2004.
- Clayton, P., & Gorman, G. E. (2006). *Managing information resources in libraries*. London: Facet Publishing.
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- Piling, S and Kenna, S. ed. *Cooperation in action*. London: Facet Publishing, 2002.
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## 7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET

**Code:** LIS T 145

**Type of Course:** Combined

**Hours taught Weekly:** 4 (2 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

[3. INTRODUCTION to INFORMATION TECHNOLOGIES](#)

**Related courses:**

[12. INFORMATION RETRIEVAL](#)

[42. WORLD WIDE WEB APPLICATIONS](#)

### **Purpose**

This course aims to illustrate the basic concepts and operations of telecommunications, the local networks, as well as the World Wide Web.

### **Learning outcomes**

By the end of this course students will develop an understanding of the significance of digital communication; students will acquire the skills to utilize the possibilities provided by local networks; students will be able to use Internet services effectively (search engines, e-mail applications, etc); and students will be introduced to website design languages (e.g. HTML, XML/XSL) and to script-programming languages (e.g. Javascript) and will be able to exploit and implement these for the purposes of developing their own websites.

### **Outline**

During this course, the purpose and historical background of communications; the communications channels; the advantages of digital transmissions; the Internet, network and protocol concepts; the Local Area Network architectures (LAN); the Client-Server model; the Internet Services; and the World Wide Web (www) are thoroughly explained. In addition, subject areas such as Website design languages (HTML/XML/XSL); the scripting languages in websites (Javascript); the Search and Meta-Search engines; the website uploading procedures; the Boolean operators; electronic mail; libraries and networks and the Internet; Libraries as intermediaries for agencies and users; and Libraries as information filters are illustrated and discussed in great detail.

### **Conduct of Course**

Indicative practical session exercises:

E-mail. Reference search information in medical literature databases (such as Medline Medical Articles) Text searches in full text databases in the humanities (such as the database of the University of Michigan library). Search engine and Meta-Search engine environments, including subject indexes. Creating a website in

HTML language. Website presentation in XML/XLS language. Development of simple programs in Javascript.

## Bibliography

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- Παναγιωτόπουλος, Δραγώνας, Σκουρλάς. *Τηλεπληροφορική και δίκτυα υπολογιστών*. [Telematics and computer networks: Panagiotopoulos, Dragonas, Skourlas] Αθήνα - Εκδ. Νέων Τεχνολογιών, 1994.
- Πομπόρτσος. *Τοπικά δίκτυα υπολογιστών*. [Local Area Networks: Pombortsis] Θεσ/νίκη: Πολυνόπουλος, 1990.
- Τόμπρας, Χ. *Εργα και ημέραι: Ιντερνετική ονοματολογία*. [Works and Eras: Internet's Nomenclature: Ch. Tombras] RAM, Απρ.1998.
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- Dreyfus, H. L. *On the Internet (Thinking in Action)*. Routledge, 2001.
- Forouzan, B., Coombs, C., A., Fegan, S., C. *Introduction to data communications and networking*. McGraw-Hill, 1997.
- Gralla, P. *How the Internet works*. 7th ed. Que., 2003.
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- Knuckles, C., D. *Introduction to interactive programming on the Internet: Using HTML and JavaScript*. Wiley, 2000.
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- Mackenzie, J.S., Owen and Wierck, A. *Knowledge models for networked library services: Libraries in the Information Society*. European Commission, DG XIII-E / 4, 1996.
- Miller, M. A. *Introduction to digital and data communications*. Thomson Delmar Learning, 1992.
- Paepcke et al. Using distributed objects to build the Stanford Digital Library Infobus. *Computer (IEEE)*, Feb.1999, pp. 80-87.
- Reed, K. D. *Introduction to TCP/IP: Understanding data communications across the Internet*. WestNet Learning, 2003.
- Schatz, B. et al (1999). Federated search of scientific literature. *Computer (IEEE)*, Feb.1999, pp. 51-59.
- Schatz, B., Chen, H. Digital Libraries: Technological advances and social impacts. *Computer (IEEE)*, Feb.1999, pp. 45-50.
- Schneider, G. P. *New Perspectives on the Internet*. 4th ed. Course Technology, 2003.
- Schweber, W.L. *Data Communications*, McGraw-Hill, 1998.
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- Tomasi, W. *Introduction to data communications and networking*. Prentice Hall, 2004.

## 8. FRENCH TERMINOLOGY

**Code:** LIS GP 110

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:** N/A

### **Purpose**

This course aims to provide the basic terminology of Information Science in French.

### **Learning outcomes**

By the end of this course, students will acquire knowledge of Information Science terminology in French; students will be able to facilitate communication with professionals of the field abroad; and students will be able to use bibliographies and to process material written in French.

### **Outline**

During this course, subject areas such as effective spoken and written communication of French, as it is internationally used in librarianship and in the field of Information Science are instructed. In addition, the principles of composing letters, reports and other specialized documents in French are illustrated in detail.

### **Conduct of Course**

Lectures, practical exercises.

### **Bibliography**

- Clason, W. *Elseviers dictionary of library science, information & documentation in six languages: English/American, French, Spanish, Italian, Dutch and German*. Amsterdam: Elsevier, 1973.

## 9. INFORMATION SERVICES

**Code:** LIS EP 121

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[1. INTRODUCTION to LIBRARIANSHIP](#)

[10. INFORMATION SOURCES](#)

[12. INFORMATION RETRIEVAL](#)

[39. INFORMATION LITERACY](#)

### **Purpose**

This course aims to describe the concept of information services with an emphasis on their role, its significance and evolution. In addition, to discuss the main concern of both the existence and the improvement of information services, that of satisfying the information needs of library users exploiting the offered technological means. Finally, it aims to illustrate the possible reasons why the information services proceed to either smaller or larger changes.

### **Learning outcomes**

By the end of this course, students will acquire the necessary knowledge:

- on the different types of information services;
- for providing information services to the Greek libraries;
- on information services and its relation to technological developments;
- on the Internet and information services;
- on the criteria for evaluating and selecting information services.

### **Outline**

During this course, four different subject areas such as an Introduction to Information Services, the specific Types of Information Services, providing Information Services to Greek libraries and finally, evaluation of Information Services are thoroughly illustrated and discussed.

### **Conduct of Course**

Lectures, in-courses exercises, course-essays.

### **Bibliography**

- Bertot, J. C. (2004). Libraries and networked information services: issues and consideration in measurement. *Performance Measurement and Metrics*, Vol. 5, No. 1.
- England, C. (1999). *Information resources and services*. University of Toronto.

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- Ross, C. S. and Kirsh, N. (2000). Has the Internet changed anything in reference? *Reference and User Services Quarterly*, Vol. 40, No. 2 (Winter), pp.147-155.
- Vishik, Claire (1999). Intermediation and quality uncertainty in the Internet environment: new opportunities for LIS. *Journal of Education for Library and Information Science*, Vol. 40, No. 4 (Fall), pp.263-281.
- Wilson, T. D. (1998). Redesigning the university library in the digital age. *Journal of Documentation*, Vol. 54, No.1.



## 10. INFORMATION SOURCES

**Code:** LIS EP 122

**Type of Course:** Theoretical

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[9. INFORMATION SERVICES](#)

[12. INFORMATION RETRIEVAL](#)

### **Purpose**

This course aims to define the concept of information source, its value and its use in combination with the assessment of the expressed information needs of the public and meeting those needs with the help of sources. In addition, it aims to provide the rules and principles regarding the assessment of information sources. Finally, it seeks to define the concept of information user behavior in relation to sources analysing specific patterns of behavior.

### **Learning outcomes**

By the end of this course, students will be able to:

- identify, use and evaluate information resources in any form (printed or electronic);
- provide the retrieved information to the public in the best possible way;
- understand the user's information seeking and searching behavior;

### **Outline**

During this course, the following subject areas are covered:

- A. Introduction to information sources
- B. Use and evaluation of information sources
- G. Study of informational seeking and searching behavior

### **Conduct of Course**

Theory, practical exercises, essays.

### **Bibliography**

- Case, D. O. (2002). *Looking for information: A survey of research on information seeking needs and behaviour*. San Diego: Academic Press.
- Castelli, D. (2006). Digital libraries of the future - and the role of libraries. *Library Hi Tech*, Vol. 24, No. 4.
- Daniels, W. and Scardellato, K. (1999). Past into future: capturing library expertise in a virtual library. *Library Hi Tech*, Vol. 17, No. 2.
- Kuhlthau, C.C. (1994). *Seeking meaning: a process approach to library and information services*. Norwood, NJ.: Ablex Publishing.

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- Norman, G. (1997). The impact of electronic information sources on collection development: a survey of current practice. *Library Hi Tech*, Vol. 15, No. 1/2.
- Prabha, C. et al. (2007). What is enough? Satisfying information needs. *Journal of Documentation*, Vol. 63 No. 1.
- Ross, C. S. and Kirsh, N. (2000). Has the Internet changed anything in reference? *Reference and User Services Quarterly*, Vol. 40, No. 2 (Winter), pp.147-155.
- Steinerová, J. And Šušol, J. (2005). Library users in human information behaviour. *Online Information Review*, Vol. 29, No. 2.
- Vishik, Claire (1999). Intermediation and quality uncertainty in the Internet environment: new opportunities for LIS. *Journal of Education for Library and Information Science*, Vol. 40, No. 4 (Fall), pp.263-281.
- Wilson, T.D. (1999). Models in information behaviour research. *Journal of Documentation*, Vol.55, No.3, pp.249-270.

# 11. INFORMATION ENCODING STANDARDS

**Code:** LIS EP 131

**Type of Course:** Combined

**Hours taught Weekly:** 4 (2 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 2<sup>nd</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[2. DESCRIPTIVE CATALOGUING](#)

**Related courses:**

[25. METADATA](#)

## **Purpose**

This course aims to introduce the descriptive standards and rules for the creation of the descriptive part of bibliographical entries in electronic catalogues.

## **Learning outcomes**

By the end of this course, students will be able to use appropriate tools to compose descriptions of electronic documents within the context of information organizations in the new digital environment.

## **Outline**

During this course, subject areas such as Information Society, the tools and procedures for describing electronic material (e.g. MARC, MARC field 856, Dublin Core DCMI, ISBD (ER), ISBD (NBM), TEI, EAD, METS, MOD, VRA, CEDARS, AHDS, ISO 690-2, ISO 639-2), metadata originating from different schemes, which promote interoperability, the use of descriptive cataloguing and the scheme or tool selection policy are illustrated and discussed in detail.

## **Conduct of Course**

Lectures and practical session exercises on the application of standards and rules in the preparation of bibliographic records.

## **Bibliography**

Same as aforementioned, of the “Descriptive Cataloguing” course, LIS B 106.

# **3<sup>rd</sup> SEMESTER**

## 12. INFORMATION RETRIEVAL

**Code:** LIS T 245

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 3<sup>rd</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[3. INTRODUCTION to INFORMATION TECHNOLOGIES](#)

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

[10. INFORMATION SOURCES](#)

### **Purpose**

This course aims to describe the necessary techniques for searching and retrieving information in information systems.

### **Learning outcomes**

By the end of this course, students will be able to use the available information technology; student will develop the necessary skills for searching in electronic databases and retrieving relevant information; students will be able to apply at least one online data search language.

### **Outline**

During this course, subject areas such as the specific techniques, criteria and evaluation of information retrieval strategies, free text and controlled vocabulary searching, lexical and semantic search, the techniques for information retrieval using automated systems (Boolean logic, truncation, proximity operators, limitations per type of information, other techniques), the search languages, application of information retrieval in library systems, in databases and on the World Wide Web are thoroughly described and discussed. Finally, the methods of retrieving bibliographical information, as well as all types of data and full text are illustrated.

### **Conduct of Course**

Practical implementation and training in databases and on the Internet.

### **Bibliography**

- Aluri, R., Kemp, D.A. & J.J. Boll. *Subject analysis in online catalogs*. Englewood-Co: Libraries Unlimited, 1991.
- Bradley, P. *The advanced Internet searcher's handbook*. 3rd ed. London - Facet Publishing, 2004.
- Bradley, P. *Going online: CD-ROM and the Internet*. 10th ed. London - ASLIB, 1997.
- Chowdhury, G.G. *Introduction to modern information retrieval*. 2nd ed. London - Facet Publishing, 2004.

- Chowdhury, G.G. & S. Chowdhury. *Information sources and searching on the World Wide Web*. London - Facet Publishing, 2001.
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- Forrester, W. & J. Rowlands. *The online searcher's companion*. London - Facet Publishing, 2000.
- Lancaster, F.W. Natural language in information retrieval. In: *Perspectives in information management*; ed. By C. Oppenheim et al. London - Butterworths, 1989
- Lancaster, F.W. *Vocabulary control for information retrieval*. 2<sup>nd</sup> ed. Arlington: Information Resources, 1986.
- Large, J.A., Tedd, L.A. & Hartley, R.J. *Information seeking in the online age: principles and practice*. Bowker-Saur, 1999.
- Vickery, B.C. *Techniques in information retrieval*. Butterworths.

## 13. RESEARCH METHODS

**Code:** LIS GP 280

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 3<sup>rd</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

**Related courses:**

[34. INFORMATION SYSTEMS ANALYSIS and DESIGN](#)

[40. ENTREPRENEURSHIP & PROJECT MANAGEMENT](#)

### **Purpose**

This course aims to present the methods of collecting, processing, presenting and analysing data required for the design, establishment, operation and management of information organizations. In addition, it aims to illustrate the methodological approaches required for composing scientific papers.

### **Learning outcomes**

By the end of this course, students will develop the statistical skills and acquire methods in designing, organizing, managing and operating the various functions of an information organization. In addition, students will be able to analyse the social and economic environment and to design the appropriate information systems that will effectively meet information needs of a specific user group. Finally, students will acquire the basic knowledge to conduct research projects in the field of information science.

### **Outline**

During this course, a series of subject areas such as the role and value of research in libraries and other information organizations; an introduction to the nature of research and to the methodologies and techniques used to collect, process, present and interpret numerical and qualitative data; the specific methods for measuring the use and usefulness of information unit material; and the Bibliometrics and evaluation methods are illustrated at length. In addition, an analysis of the social and economic environment of an organization, as well as the operation and performance of information organizations; the evaluations based on the number of references (e.g. infometrics, scientometrics); the method of literature reviews and a methodology for preparing scientific reports, dissertations and financial proposals for research programs are described and discussed in detail.

### **Conduct of Course**

Lectures and in-class exercises.

### **Bibliography**

- Παπαϊωάννου Τάκης, Λουκάς, Σωτήρης Β.. *Εισαγωγή στη στατιστική*. [Introduction to Statistics: Takis Papaioannou] Ιωάννινα: 1990.

- Calvert, P., Gorman, G. *Analysing what your users need*. London - Facet Publishing, 2005.
- Curtis, Graham. *Business information systems: analysis, design, and practice*. 2<sup>nd</sup> ed. Wokingham, England: Reading, Mass.:Addisn- Wesley, 1995.
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- Jaye Crystal. *Doing qualitative research in general practice: methodological utility and engagement*. Family practice vol. 19 no.5 p.557-562
- Mauch, Jams E., Birch, Jack W. *Guide to successful thesis and dissertation : a handbook for students and faculty / 4<sup>th</sup> ed*. New York: M. Dekker, 1998.
- Pickard, A. *Research methods in information and communications practice*. London - Facet Publishing, 2005.
- Simpson I. S. *Basic Statistics for librarians*. 3rd ed. London - Library Association, 1988.
- Walance M., Poulson L. *Critical reading for self critical writing*. Sage Publications 2004.
- White, A. *E-metrics for library and information professionals*. London - Facet Publishing, 2005.



## 14. SUBJECT ORGANIZATION of INFORMATION

**Code:** LIS EP 206

**Type of Course:** Combined

**Hours taught Weekly:** 6 (3 lecture and 3 practical session)

**Credits:** 6

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[2. DESCRIPTIVE CATALOGUING](#)

**Related courses:**

[25. METADATA](#)

[32. SUBJECT-BASED ACCESS SYSTEMS](#)

### **Purpose**

This course aims to demonstrate the methods for managing the semantic content of information sources and creating and using classification systems to reflect the subject area of the document. In addition, it aims to train students in the implementation of classification rules.

### **Learning outcomes**

By the end of this course, students will be able to organize content by subject and will become familiar with the different types of classification systems applied in libraries and information organizations.

### **Outline**

During this course, the following subject areas are covered:

- The theory of subject organization
- The logic behind signing subjects to information sources
- The theory of classification
- The importance, structure and use of the Dewey Classification System and webekdosis from the OCLC
- The importance, structure and use of classification systems UDC & LC
- The performance issues
- The categorization of websites (portals, repositories, digital libraries) by subject

### **Conduct of Course**

Lectures regarding the philosophy and systems of knowledge organization and classification. Individual practical session exercises in which students will acquire the skill to use classification systems.

### **Bibliography**

- *Δεκαδική Ταξινόμηση Dewey: [Dewey Decimal Classification] Συνοπτική Έκδοση*, Αθήνα: EKT, 2001.

- Broughton, V. *Essential classification*. London - Facet Publishing, 2004.
- Fossett, A. C. *The subject approach to information*. 5<sup>th</sup> ed. London - Library Association, 1996.
- Gilchrist, A., Strachan, D. eds. *The UDC: Essays for a new decade*. London - ASLIB, 1990.
- Library of Congress Classification.
- McIlwaine, I. C. with participation from Baxton, A. *Guide to the use of U.D.C.: An introductory guide to the use and application of the Universal Decimal Classification*. rev. ed. The Hague: FID, 2000.
- *Universal Decimal Classification*. International medium edition, English text. 2<sup>nd</sup> ed. London - British Standard, 1993. 2 v.

## 15. MUSEOLOGY

**Code:** LIS EP 220

**Type of Course:** Combined

**Hours taught Weekly:** 4 (3 lecture and 1 practical session)

**Credits:** 6

**Standard Semester:** 3<sup>rd</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[29. ART HISTORY](#)

[30. MUSEUM COLLECTION MANAGEMENT](#)

[35. MODERN GREEK HISTORY SOURCES](#)

### **Purpose**

This course aims to provide an introduction to Museology with special reference to the History and Theory of Museums; types of Museums; principles of classification and historical evolution. In addition, to describe the fundamentals of Art Collections and museological concepts of the Art Gallery at the Museum of Contemporary Art. Furthermore, to describe the history reports and diligence reports. Finally, to illustrate the principles and the specific ways of presenting collections.

### **Learning Outcomes**

By the end of this course, students will become familiar with the basic principles of organizing and communicating the museum collections and exhibitions; students will develop an understanding of the different types of museums, the special problems, the art collections; students will acquire a basic knowledge on the theoretical framework, general literature and case studies regarding museology.

### **Outline**

During this course, subject areas such as definitions in Museology, museum collection, the specific types of museums, the classification and presentation of collections and in general the principles for organizing exhibitions are presented. In addition, communication models and principles of a custody report; museological concepts and their application in different situations with special reference to the art collections and the relationship between the report and narratives are thoroughly analysed. Furthermore, the museum as a place of history (relation between collections and evidence, the study of the origin of art and the relationship between museums and archives) are explored. Finally, historical and contemporary relations between libraries, archives and museums regarding the application and enforcement of common principles of presenting collections are discussed at length.

## Bibliography

- Nicholas Serota, *Εμπειρία ή Ερμηνεία. Το δίλημμα των μουσείων μοντέρνας τέχνης* (Άγρα).
- MacGregor, A. *Curiosity and Enlightenment*. Yale
- Marani, P. 'To see history of collecting seen in a Leonardo drawing at the Louvre: philology and attribution', in Assimina Kaniari and Marina Wallace (Eds), *Acts of seeing: artists, scientists and the history of the visual. A volume dedicated to Martin Kemp*, Zidane Press: 118-126 .
- O'Doherty, B. *Inside the White Cube*. University of California Press.
- Schubert, K. *The Curator's Egg*. Riding House.
- Arnold, K. 'Show Business: Exhibitions and the making of knowledge', in Assimina Kaniari and Marina Wallace (Eds), *Acts of seeing: artists, scientists and the history of the visual. A volume dedicated to Martin Kemp*, Zidane Press: 18-33.
- Κανιάρη, Α. 'Μουσεία και νόημα. Ηομιλία του Καθηγητή Donald Preziosi στο ΤΕΙ Αθήνας'. *Τεχνικά χρονικά* 2009.
- Ρετσίλα, Ε. *Πολιτιστικά και Μουσειολογικά Σύμμεικτα*. Παπαζήσης.
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- Eleanor Hooper-Greenhill. *Το Μουσείο και οι πρόδρομοί του* (Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς).
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- Ειρήνη Νάκου. *Μουσεία, Ιστορίες και Ιστορία* (Νήσος).
- Μαρία Οικονόμου. *Μουσείο: Αποθήκη ή ζωντανός οργανισμός;* (Κριτική)
- Βουδούρη, Δ. (2003) *Κράτος και Μουσεία. Το θεσμικό πλαίσιο των αρχαιολογικών μουσείων*. Εκδ. Σάκκουλας, Αθήνα.
- Caple, C. (2006) *Objects: Reluctant Witnesses to the Past*. London: Routledge.
- Edson, G. (1997) *Museum Ethics*. London: Routledge.
- Hooper-Greenhill, E. (1995) *Museum, Media, Message*. London: Routledge.
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- Stone, P. & Hollinshead, L. (eds) (2001) *Health, Safety & Security: Welcoming our Visitors, Managing & Presenting Heritage Sites*. London: English Heritage.
- Μαρία Οικονόμου και άλλοι. *Η τεχνολογία στην υπηρεσία της πολιτιστικής κληρονομιάς* (Καλειδοσκόπιο).
- Alexander, E. *Museums in motion: An introduction to the history and functions of museums*. Nashville-Tenn.: American Association for State and Local History, 1979.
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## 16. HISTORY of the BOOK and LIBRARIES

**Code:** LIS GP 281

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 3<sup>rd</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[1. INTRODUCTION to LIBRARIANSHIP](#)

[17. BIBLIOGRAPHY](#)

[33. PUBLISHING](#)

[36. HISTORY of WRITING and INFORMATION TECHNOLOGIES](#)

### **Purpose**

This course aims to demonstrate the historical development and role of libraries; to present the Hellenic printed tradition and its relations with socio-political developments throughout the past five centuries.

### **Learning outcomes**

By the end of this course, students will have developed an understanding of the conditions and factors influencing the creation of libraries, particularly in Greece, in relation to the development of Greek typography and print production. In addition, students will become familiar with libraries as intellectual foundations which gather and disseminate knowledge and manage rare old documents in their collections.

### **Outline**

During this course, a series of subject areas such as libraries before the invention of printing; from the manuscript to the book; the dawn of Greek typography and its contribution to the formation of national awareness; libraries as educational and cultural centers; book production in the Greek centers of the West and the East; the first Greek typographic evidence, designers and typographers; and Greek typographic activities in Italy are illustrated in detail. In addition, printing in Asia Minor, book and libraries in the years of Modern Greek Enlightenment, the contribution of typography during the 1821 Revolution, the book in Modern Greece, the libraries of the 19<sup>th</sup> and 20<sup>th</sup> centuries, the traditional typography and modern technology, and finally, the digital libraries and the electronic book are presented and discussed thoroughly.

### **Conduct of Course**

Lectures, audiovisual presentations, educational visits.

## Bibliography

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- Κέντρο Νεοελληνικών ερευνών του Ε.Ι.Ε. *Το βιβλίο στις προβιομηχανικές κοινωνίες: Πρακτικά Α΄ Διεθνούς Συμποσίου.* [The book in pre-industrial societies: Minutes from the 1<sup>st</sup> International Conference: Αθήνα 1982.
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- Κουμαριανού, Αικ., Δρούλλια, Λ, Layton, Ενρο. *Το ελληνικό βιβλίο (1476-1830).* [The Hellenic Book (1476-1830): Ek. Koumarianou, L. Droullia, Enro Layton] Αθήνα - Εθνική Τράπεζα της Ελλάδος, 1986.
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- Νταβαρίνος, Π. *Ιστορία βιβλιοθηκών του ελληνισμού.* [History Hellenic Libraries: P. Davarinos] Αθήνα, 2003.
- *Περί βιβλιοθηκών.* [On Libraries] Θεσσαλονίκη, 1993.
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- Στάικος, Κ. *Ελληνικές εκδόσεις στα χρόνια του Νεοελληνικού Διαφωτισμού: Κατάλογος έκθεσης.* [Hellenic publications in the years of the Modern Greek Enlightenment: exhibition catalogue: K. Staikos] Αθήνα - Ευρωπαϊκό Κέντρο Δελφών, 1988.
- Στάϊκος, Κ. *Βιβλιοθήκη: Από την αρχαιότητα έως την αναγέννηση.* [The Library: from the ancient years to the renaissance: K. Staikos]. Αθήνα, 1996.
- Στάικος, Κ., Σκλαβενίτης, Τρ. επιμ. *Πεντακόσια χρόνια έντυπης παράδοσης του Νέου Ελληνισμού (1499-1999).* [Five Hundred years of Modern Greek traditional printing: K. Staikos, Tr. Sklavenitis] Αθήνα - Βουλή των Ελλήνων, 2000.
- *3ο Συνέδριο βιβλίου: πρακτικά.* [Minutes of the 3<sup>rd</sup> Book Conference] Αθήνα, 1-4 Δεκεμβρίου. Αθήνα - Πανελλήνια Ομοσπονδία Εκδοτών Βιβλιοπωλών, 1982.
- Casson, L. *Οι βιβλιοθήκες στον αρχαίο κόσμο.* Μετ. Α. Φιλιππούλου. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 2002.

# **4<sup>th</sup> SEMESTER**

## 17. BIBLIOGRAPHY

**Code:** LIS B 200

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[2. DESCRIPTIVE CATALOGUING](#)

**Related courses:**

[10. INFORMATION SOURCES](#)

[12. INFORMATION RETRIEVAL](#)

[16. HISTORY of the BOOK and LIBRARIES](#)

[25. METADATA](#)

[36. HISTORY of WRITING and INFORMATION TECHNOLOGIES](#)

### **Purpose**

This course aims to illustrate the theory and practice of bibliography. In addition, it aims to review general bibliographic works from the pre-revolutionary period and to instruct the principles of creating a national bibliography.

### **Learning outcomes**

By the end of this course, students will be taught the theory of bibliography, including the history of Hellenic bibliography. They will obtain the necessary skills to prepare bibliographic works and learn bibliography documentation techniques.

### **Outline**

During this course, subject areas such as Bibliography and Bibliology, Analytical and descriptive bibliography, Types of bibliography, the dawn of Hellenic bibliography, Greek national bibliography are presented. In addition, the rules for preparing bibliographies, the use of electronic bibliographic programs and Bibliographic documentation (methods, standards and types of bibliographic references.) and Citation indexes are thoroughly illustrated. Finally, the application of methods and standards (ANSI, Harvard, Vancouver) in the creation of bibliographies and indexes of all types of document collections are described in detail.

### **Conduct of Course**

Lectures, exercises, projects. Practical session exercises with the use of automated bibliographic management programs (e.g. Reference Manager).

### **Bibliography**

- Ντελόπουλος, Κ., *Βιβλιοθηκονομική Βιβλιογραφία [Librarian Bibliography: K. Deloroulos] ελληνικές και ξένες εκδόσεις και δημοσιεύματα, 1968-1972*. Αθήνα: Κολλέγιον Αθηνών, 1974



- Σκεπαστιανού Μ., Βαγγελάτου-Σαμιώτη, Μ. *Ελληνική βιβλιοθηκονομική βιβλιογραφία, 1973-1999: μια πρώτη καταγραφή.* [Hellenic Librarian Bibliography, 1973-1999: a first account. Μ. Skepastianou, Μ. Vaggelatou-Samioti] Θεσσαλονίκη: Τυποφιλία, 2001.
- Ντελόπουλος Κυριάκος, *Σύστημα βιβλιογραφίας, [Bibliographic Systems: Kyriakos Delopoulos]* 2<sup>η</sup> έκδ. Αθήνα, Gutenberg, 1987.
- Gaskell Phillip, *A new introduction to bibliography.* New York, Oxford University Press, 1972.
- Ελληνικός Οργανισμός Τυποποίησης, *Ελληνικό πρότυπο 560: Τεκμηρίωση-βιβλιογραφικές παραπομπές: περιεχόμενο, μορφή και δομή. [Hellenic Standard ELOT 560: Documentation - Literature References: content, form and structure.* Αθήνα, 1994.
- ΕΛΟΤ. *Ελληνικό πρότυπο 560: Τεκμηρίωση-βιβλιογραφικές παραπομπές: περιεχόμενο, μορφή και δομή. [Hellenic Standard ELOT 560: Documentation - Literature References: content, form and structure.* Αθήνα, 1994.

## 18. ADMINISTRATIVE INSTITUTIONS and ARCHIVE PRODUCTION

**Code:** LIS A 261

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 4<sup>th</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[4. INTRODUCTION to ARCHIVES](#)

[23. ARCHIVES MANAGEMENT](#)

[37. RECORDS MANAGEMENT](#)

### **Purpose**

This course aims to highlight the function of Hellenic and European Public Administration and to comprehend it as a producer of archive material. The course aims to provide an insight on the structure and function of organizations in the public sector and the European Union. Finally, it aims to illustrate the rules for effectively managing documents and information from these organizations.

### **Learning outcomes**

By the end of this course, students will be able to broadly examine the organizations of the broader public sector and the documents they produce; will become aware of the principles of state legislative, executive and judicial power: public services, judicial authorities, legal entities of the public sector, local government, non-profit organizations and companies, banks, registry offices, notary public offices, land registry offices. Finally, students will be able to understand the procedures and organizations of the European Union in relation to documents produced.

### **Outline**

During this course, a historical background of central and regional administration, as well as of local government authorities and archives in Greece are presented. In addition, public company and bank archives, local governments and special Archives are described. Organizations and competencies in the European Union as well as the documents of European organizations are illustrated. Finally, the means for searching and accessing documents of the European Union (Information supply services, Publications Office, Historical Archives of the European Union, databases, printed aids) are discussed.

### **Conduct of Course**

Lectures, projects, visits.

### **Bibliography**

- Ανδρονόπουλος, Βασίλειος - Μαθιουδάκις, Μίνωας. *Νεοελληνική διοικητική ιστορία : Περιφερειακή διοίκηση/Τοπική αυτοδιοίκηση. [History of Modern Greek Administration: Regional Administration / Local Self-Governing Administration: Vasilios Andronopoulos, Minoas Mathioudakis]* Αθήνα, 1988
- Ανδρονόπουλος, Βασίλειος - Μαθιουδάκις, Μίνωας. *Το Ελληνικό Κράτος : Οργάνωση και λειτουργία. [The Hellenic State: Organization and Operation: Vasilios Andronopoulos, Minoas Mathioudakis]* Αθήνα, 1991
- Βενετσανοπούλου, Μαρία Γ. *Η θεσμική διαδρομή της ελληνικής δημόσιας διοίκησης. [The institutional course of Hellenic Public Administration: Maria G. Venetsanopoulou]* Αθήνα, Θεσσαλονίκη : Σάκκουλας, 2002. - xvi, 309σ.
- Σβορώνος, Νίκος Γ. *Επισκόπηση της νεοελληνικής ιστορίας. [Overview of Modern Greek History: Nikos G. Svoronos]* Αθήνα: Θεμέλιο, 1999.
- EU institutions and other bodies. URL: [http://www.europa.eu/institutions/index\\_en.htm](http://www.europa.eu/institutions/index_en.htm)
- European Commission, Council of the European Union, European Parliament, *Access to European Parliament, Council and Commission Documents: A User's Guide*, Luxembourg: Office for Official Publications of the European Communities, 2002.
- European Commission, Secretariat general, Openness and access to documents. URL: [http://ec.europa.eu/transparency/access\\_documents/index\\_en.htm](http://ec.europa.eu/transparency/access_documents/index_en.htm)
- European Union Documents. URL: [http://europa.eu/documents/index\\_en.htm](http://europa.eu/documents/index_en.htm)
- The Historical Archives of the European Union. Background and Functions. URL: <http://www.iue.it/ECArchives/EN/Backgroundandfonctions.shtml>

## 19. INFORMATION SYSTEMS - DATABASES

**Code:** LIS T 240

**Type of Course:** Combined

**Hours taught Weekly:** 4 (2 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[34. INFORMATION SYSTEMS ANALYSIS and DESIGN](#)

### **Purpose**

This course aims to familiarize students with the structure and operation of Information Systems, followed by the design of Databases.

### **Learning outcomes**

By the end of this course, students will become familiar with a) the basic principles of Information Systems and different database models; b) the widely-used type of conceptual database model, the ER model; and c) the widely-used type of representational database model, the RDBMS design model, and to practice. In addition, students will be able to develop and implement: a) specific databases with the use of this model and b) specific databases with the use of RDBMS model.

### **Outline**

During this course, the System concept, the structure and operation of Information Systems (IS) and its components and specific types of IS are analysed. In addition, an example of IS (such as that of a Company, a Hospital, an Urban IS, Geographical - GIS, Internet) is described in detail. In terms of Database Management Systems (DBMS), the concept of Databases, Database Design and the DBMS models with a focus on ER (Entity-Relationship) models and RDBMS (Relational Database Management Systems) are presented and discussed. Finally, SQL query language, Object-oriented Database Systems and applications in Microsoft Access are illustrated.

### **Conduct of Course**

Indicative practical session exercises:

Design of a specific environment (library, stock exchange transactions, airline, store, banking transactions, etc.) in an ER model.

Design and implementation of a specific environment in Access (RDBMS model).

SQL Exercises.

### **Bibliography**

- Date, C. J. *An introduction to database systems*. 7th ed. Addison Wesley Longman, 1999.
- Elmasri, R., Navathe, S. B. *Fundamentals of database systems*. 4th ed. Addison Wesley, 2003.

- Groff, J. R., Weinberg, P. N. *SQL: The complete reference*, 2nd ed. McGraw-Hill Osborne Media, 2002.
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- McNurlin, B. C., Sprague, R. H. *Information systems management in practice*. 6th ed. Prentice Hall, 2003.
- Pearlson, K. E., Saunders, C. S. *Managing and using information systems: A strategic approach*. Wiley, 2003.
- Prague, C. N., Irwin, M. R., Reardon, J. *Access 2003 bible*. Wiley, 2003 (Bk&CD-Rom edition).
- Valacich, J. S., Joey F. G., Hoffer, J. A. *Essentials of systems analysis and design*. 2nd ed. Prentice Hall, 2003.

## 20. DOCUMENTATION - DIGITAL LIBRARIES

**Code:** LIS T 241

**Type of Course:** Combined

**Hours taught Weekly:** 5 (2 lecture and 3 practical session)

**Credits:** 6

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Special foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

[3. INTRODUCTION to INFORMATION TECHNOLOGIES](#)

[11. INFORMATION ENCODING STANDARDS](#)

**Related courses:**

[14. SUBJECT ORGANIZATION of INFORMATION](#)

### **Purpose**

This course aims to explore the new forms of library, that collect online resources of various types (text, audio, image, video), as well as incorporate new ways of organizing information material. In addition, it aims to discuss the relation between the conventional (traditional), hybrid (print and digital) and digital library. In particular, it focuses on digital library and explains that it is not merely a collection of electronic content, but a set of resources and services, similar to those of conventional library but in electronic form.

### **Learning outcomes**

By the end of this course, students will acquire a basic knowledge of:

- the different types of digital libraries (DL);
- the significance of intellectual property rights to digital content and the way these are applied;
- the current standardization initiatives formats, metadata, communication protocols (eg, Open Archive Initiative Protocol for Metadata Harvesting, OAI-PMH) and interoperability (eg Dublin Core) to digital libraries
- the specific digital library projects underway and cooperative actions, such as the Digital Library, Museum and Archive of Europe «Europeana».

### **Outline**

During this course, subject areas such as definitions and the collection of digital libraries (e.g. text, multimedia); the principles for the design and implementation of DL; the specific needs for developing DL; the relation and differences between the conventional, hybrid and DL are thoroughly presented and discussed. In addition, the provision of new services, the characteristics of user groups and use and access policies of DL collections are illustrated. Furthermore, issues regarding intellectual property and copyright laws; the emerged new initiatives for copyright (e.g. Creative Commons) and their localization efforts; and the technique of Watermarks are described and discussed at length. Finally, the developed

standards for different formats, metadata, protocols, search techniques in multimedia DL; the concept of Distributed DL; the movement of Open access repositories (institutional repositories), self- archiving, automatic metadata harvesting, evaluating DL, the availability of free software / open source software (FS/OSS) are discussed in detail.

### Conduct of Course

In the lectures, a presentation of DL is provided, either as an on-site visit or virtually through the use of world wide web. In the practical sessions, students are trained on using the software for developing digital libraries, such as Greenstone and Dspace. In addition, students are also trained in creating digital collections for an educational repository. Finally, specific cases of DL and institutional repositories are discussed, including but not limited to the following:

- NSDL - National Science Foundation DL <http://nsdl.org/>
- California DL <http://www.cdlib.org/> - Online Archive of California (OAC) <http://www.oac.cdlib.org/>
- American Memory (historical collections for National DL) <http://memory.loc.gov/>
- Michigan DL <http://www.umdl.umich.edu/>
- Perseus Project <http://www.perseus.tufts.edu/>
- ND LTD (Networked DL of Theses and Dissertations) <http://www.theses.org/>
- Berkeley DL SunSite <http://sunsite.berkeley.edu/>
- Canada's Digital Collections <http://collections.ic.gc.ca/>
- International Children's DL <http://www.icdlbooks.org/>
- Indiana Univ. DL <http://www.dlib.indiana.edu/>
- Chicago Univ. DL <http://www.lib.uchicago.edu/e/dl/>
- Science Direct Books & Journals DL <http://www.sciencedirect.com/science/journals>
- National Library of New Zealand <http://www.natlib.govt.nz/en/digital/>
- Alexandria Library Digital Project <http://www.alexandria.ucsb.edu/>
- National Library of Scotland <http://www.nls.uk/digitallibrary/index.html>
- Virtual Library of Virginia <http://www.viva.lib.va.us/>
- Technical Chamber of Greece - Digital Library.

### Bibliography

- Arms, W. Y. *Digital libraries: Digital libraries and electronic publishing*. MIT, 2001.
- Barnes, S. J. *Becoming a digital library*. Marcel Dekker, 2003. (Books in Library and Information Science).
- Bishop A. P., VanHouse N. A., Battenfield B. P. eds. *Digital library use: Social practice in design and evaluation*. Digital Libraries and Electronic Publishing, MIT, 2003.
- Borgman, C. L. *From Gutenberg to the global information infrastructure: Access to information in the networked world*. Digital Libraries and Electronic Publishing. MIT, 2003.
- Chowdhury, G. G., Chowdhury, S. *Introduction to digital libraries*. Neal-Schuman Publishers, 2002.
- Tomaiuolo, N., Quint B. eds. *The Web library: Building a world class personal library with free web resources*. Cyberage Books/Information Today, 2004.
- Crawford, W. *Being analog: Creating tomorrow's libraries*. American Library Association, 1999.

- Graubard, S. R., Leclerc, P., Leclerc, P. O. *Books, bricks and bytes: Libraries in the twenty-first century*. Transaction Publishers, 1998.
- Tennant, R. *Managing the digital library*. Reed, 2004.
- Witten, I. H., Bainbridge, D. *How to build a digital library*. Morgan Kaufmann, 2002.



## 21. MANAGEMENT of INFORMATION ORGANIZATIONS

**Code:** LIS EP 225

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[6. COLLECTION DEVELOPMENT & MANAGEMENT](#)

[26. INFORMATION POLICY](#)

[38. CONSERVATION and PRESERVATION of MATERIALS](#)

[40. ENTREPRENEURSHIP & PROJECT MANAGEMENT](#)

### **Purpose**

This course aims to analyse the basic management principles and functions applied in libraries and information organizations.

### **Learning outcomes**

By the end of this course, students will develop an understanding of the basic management concepts so that they can respond to the demands of an increasingly complex information environment. In addition, students will be able to analyse, evaluate and resolve any problems that may arise regarding the management of information organizations. Finally, students will be able to adopt a systematic approach to action and thus secure the effective operation of the information organization.

### **Outline**

During this course, a series of subject areas such as the management theories and their application in libraries and information units; the management functions; human resources and time management; team building and planning library buildings are illustrated and discussed. In addition, the rules and principles of marketing (e.g. internal, relationship marketing, information marketing, public relations for libraries); of quality management and measurement (setting objectives, development of measurement and performance indicators) and finally, of financial management are demonstrated in detail.

### **Conduct of Course**

Lectures, case studies, case studies exercises, practical exercises.

### **Bibliography**

- Corral, S and Breverton, A. *The new professional's handbook: your guide to information services management*. 2<sup>nd</sup> ed. London - Facet Publishing, 2005.
- Dewe, M. *Planning and designing libraries for children and young people*. London - Library Association, 1995.

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- Kendrick, T. *Developing strategic marketing plans that really work: a toolkit for public libraries (with CD-ROM)*. London - Facet Publishing, 2005.
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- Melling, M and Little, J ed. *Building a successful customer service*. London - Facet Publishing, 2002.
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- PULMAN-Europe's Network for Excellence for Public Libraries. Κατευθυντήριες οδηγίες για βιβλιοθήκες, αρχεία και μουσεία. Απόδοση και επιμέλεια Εύας Σεμερτζάκη. Βέροια: Κεντρική Βιβλιοθήκη Βέροιας, 2004. URL: <http://www.pulmanweb.org>.
- Roberts, S. and Rowley, J. *Managing information services*. London - Facet Publishing, 2004.
- St. Clair, G. *Total quality management in information services*. London - Bowker-Sawr, 1997.
- Underwood, P. *Improving the strategic management of information services*. London - Facet Publishing, 2005
- Wilson, T. and Maceviculture, E. *Introducing Information management*. London - Facet Publishing, 2005.

## 22. ENGLISH TERMINOLOGY

**Code:** LIS GP 276

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 4<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:** N/A

### **Purpose**

This course aims to provide the necessary terminology of information science in English.

### **Learning outcomes**

By the end of this course, students will acquire knowledge on the terminology of information science in English. In addition, students will be able to communicate effectively with the professionals abroad and be able to use bibliographies and cataloguing material written in the English.

### **Outline**

During this course, areas such as systematic training in effective spoken and written communication in English, as it is internationally applied in librarianship and in the field of Information Science are instructed. Finally, the principles and practice in composing letters, reports and other specialized documents in English are demonstrated at length.

### **Conduct of Course**

Lectures, tutorial exercises.

### **Bibliography**

- Clason, W. Elseviers dictionary of library science, information & documentation in six languages: English/American, French, Spanish, Italian, Dutch and German. Amsterdam: Elsevier, 1973.
- Keenan, S. Concise dictionary of library and Information science. London - Bowker-Saur, 1996.
- Prytherch, R. comp. *Harrod's librarians' glossary and reference book*. 9th ed. London - Gower, 2000.
- ΕΛΟΤ. Τεκμηρίωση και πληροφόρηση-Λεξιλόγιο. Μέρος 1: Βασικές έννοιες. [Documentation and information - Vocabulary. Part 1: Basic Definitions. ELOT] Ελληνικό πρότυπο (σχέδιο) 1381.1, 1997.
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# **5<sup>th</sup> SEMESTER**

## 23. ARCHIVES MANAGEMENT

**Code:** LIS A 360

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 5<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[4. INTRODUCTION to ARCHIVES](#)

**Related courses:**

[37. RECORDS MANAGEMENT](#)

### **Purpose**

This course aims to provide the necessary skills to manage archival material.

### **Learning outcomes**

By the end of this course, students will become familiar with the operation of an archival service and the management of archival material. In addition, students will become accustomed with the different types of substrates and forms of archival material. Finally, students will acquire an expertise in the description of archival material and the use of the relevant standards, metadata and electronic tools.

### **Outline**

#### Lectures

During the lectures, the following subject areas are covered:

- Introduction to management of archival materials : basic concepts and definitions, history, grounds maintenance and record keeping, the role of the archivist, the origin principle and the original order, sciences related to the Archives, associations & organizations concerned with the files (in Greece and abroad), Greek archival services resources related to archiving and the archivists, archival material types, substrates and forms of archival material, audiovisual archives
- Archival policy and organization of work within the archival service;
- Step acquisition File & work. The management & policy of acquisitions. Uses and values of items. Clearance & disposition. Greek legislation for selecting & clearing files of public services by the General State Archives;
- Introduction of archival material;
- Classification & description of archival material;
- Access to archival material: on tools, Greek legislation and Disabled;
- Conservation of archival material: conservation policy, causes damage evidence preservation, digital preservation;

#### Practical Session

During the practical sessions, the following subject areas are covered:

- Introduction to archival description: general guidelines, standards, metadata and cataloging rules;

- Brief reference to metadata schemes coding digital objects (Metadata Encoding Transmission Standard - METS) information and digital preservation (Preservation Metadata: Implementation Strategies, PREMIS);
- International Standard Archival Description (General) - DIPAP (G) (theory and exercises);
- International Standard Archival Authority Record for Corporate Bodies, Persons and Families, second edition (ISAAR (CPF));
- Basic introduction to the XML and XML generators (theory and exercises);
- Encoded Archival Description (EAD) (theory and exercises);
- Sepiades: Recommendations for Cataloguing Photographic Collections (basic principles of cataloguing photographic collections and a basic introduction to Sepiades software tool);
- Encoded Archival Context for Corporate Bodies, Persons, and Families (EAC-CPF)
- Archival Information Systems (e.g. ICA -AtoM, ArchivistsToolkit, ArchivesSpace, Archonktl );
- Records and Social Networks
- Visit to archival services

### Conduct of Course

Theoretical and practical exercises implementing ISAD (G) and EAD with the use of relevant electronic programs.

### Bibliography

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- International Council on Archives. Committee on Descriptive Standards, ISAAR (CPF) International Standard Archival Authority Record for Corporate Bodies, Persons and Families. URL: [http://www.icacds.org.uk/eng/ISAAR\(CPF\)2ed.pdf](http://www.icacds.org.uk/eng/ISAAR(CPF)2ed.pdf)
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- Μπάγιας, Α. *Η επεξεργασία ενός ιστορικού αρχείου*. Αθήνα: Κριτική.

## 24. KNOWLEDGE MANAGEMENT

**Code:** LIS EP 338

**Type of Course:** Combined

**Hours taught Weekly:** 4 (2 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 5<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[25. METADATA](#)

[32. SUBJECT-BASED ACCESS SYSTEMS](#)

### **Purpose**

This course aims to provide an introduction to the rules and principles of Cognitive Science and Artificial Intelligence.

### **Learning outcomes**

By the end of this course, students will acquire a basic understanding of:

- the basic principles of Cognitive Science;
- the basic scope of Artificial Intelligence;
- the new approaches to Man-Machine Communication;
- the basic principles of Natural Language Processing;

### **Outline**

During this course, a series of subject areas such as the principles of Natural Language Processing (NLP); the relation of thesauri and ontologies on the Internet and the concept of enabling semantic-based and personalized information retrieval; knowledge mining techniques and automated abstracting for multimedia material are thoroughly illustrated and discussed. In addition, the general principles of cognitive science and artificial intelligence, predicate calculus languages and expert Systems; Man-Machine Communication, developing interfaces through speech recognition and voice synthesis, and object recognition are demonstrated at length.

### **Conduct of Course**

Expert systems will be presented in the practical sessions, including exercises within the scope of predicate calculus.

### **Bibliography**

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## 25. METADATA

**Code:** LIS EP 333

**Type of Course:** Combined

**Hours taught Weekly:** 6 (3 lecture and 3 practical session)

**Credits:** 6

**Standard Semester:** 5<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[20. DOCUMENTATION - DIGITAL LIBRARIES](#)

**Related courses:**

[11. INFORMATION ENCODING STANDARDS](#)

[19. INFORMATION SYSTEMS - DATABASES](#)

### **Purpose**

This course aims to demonstrate the use and usefulness of metadata to organize the available information. In addition, to discuss the principles of documentation and the relation to metadata. Furthermore, to illustrate the rules for creating summaries in order to understand the use and expansion of standards. The course aims to present the methods for creating metadata for information in any form (e.g. printed, non-cultural works of art). Moreover, to extract metadata for special collections and describe applications for their implementation. Finally, it aims to present the "story of metadata " and the informative value and ethics of production and metadata management.

### **Learning outcomes**

By the end of this course, students will develop:

- an understanding of the role of documentation in relation to metadata schemas;
- the skills for implementing the techniques and procedures of producing interoperable metadata;
- the skills for implementing the techniques and procedures of automated metadata generation;
- the skills for managing metadata;
- the skills for managing metadata in the context of a repository;
- the skills for creating specialized applications for extracting metadata of cultural objects;
- the skills for creating specialized applications for extracting metadata of archival documents;
- an understanding of metadata value and usefulness;
- an understanding of the ethics regarding the production and management of metadata;

### **Outline**

During this course four subject areas are covered. In particular, an introduction to structuring references and producing metadata; the role of indexing and abstracting in

the organization of knowledge; and finally, the relation to cataloguing and classification are described at length. In addition, the specific indexing Techniques, the standards and applications are illustrated. Tools regarding indexing and subject-based access such as controlled vocabulary, information description, organizing and storage systems (ISO and DUBLIN CORE) are presented. The rules for creating indexing fields for printed articles and articles on the World Wide Web are also described.

Furthermore, an analysis of the abstracting techniques, an indicative, informative and hybrid abstract synthesis, the relevant standards, applications and the available controlled and open vocabularies are discussed. In addition, the characteristics, types, structure and evaluation of indexes are presented. Automated indexing and understanding information in electronic form are illustrated. Moreover, the implementation of Indexing the information found on the web and structuring specific subject indexes for specific applications (e.g. e-depots, thematic portals, etc.) are thoroughly demonstrated. Finally, the specific criteria for evaluating indexing and abstracting services and indexing as a freelance occupation for information scientists are discussed in detail.

### Conduct of Course

Lectures and in class exercises, applications, quizzes, online tutorials and creation of Dublin Core metadata records.

The practical sessions focus on the production of metadata exploiting the existing standards and understanding of producing metadata for repositories and digital archives and museum collections.

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#### Related Journals:

- Information Processing and Management

## 26. INFORMATION POLICY

**Code:** LIS EP 322

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 5<sup>th</sup>

**Course Category:** General Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

[9. INFORMATION SERVICES](#)

[10. INFORMATION SOURCES](#)

[21. MANAGEMENT of INFORMATION ORGANIZATIONS](#)

### **Purpose**

This course aims to explain the social, political, legal and ethical issues arising from the availability and use of information and information technologies.

### **Learning outcomes**

By the end of this course, students will acquire a basic understanding of the social consequences regarding the use of information technologies and the information policies adopted on international and national level. In addition, students will acquire knowledge on business legislation and the legal issues arising from the use and management of information and information technologies. Finally, students will become familiar with issues related to business ethics and the relevant business codes of ethics issued for librarians and information professionals.

### **Outline**

During this course, a series of subject areas such as the social impacts of information technologies use; the information policies implemented in Greece and in the EU and other countries and organizations; legislation governing the information organizations and labor relations workers are discussed in detail. In addition, the legal issues arising from the use and management of information and information technology sectors (e.g. free movement of information, censorship, privacy, data protection, cybercrime, intellectual property and copyright / for all means, patents and trademarks) and relevant Greek, EU and international law; ethics and codes of ethics for librarians and information professionals are thoroughly described and discussed. Finally, the open access movement, its treatment as an alternative model of publishing and its impact on the politics of IT organizations at information technology - free software / open source software ( FS / OSS ) - in terms of legal texts and procedures Post - license Creative Commons are demonstrated and discussed at length.

## Conduct of Course

The course deals with a number of legal, ethical, political and social issues associated with the use of information and information technologies. The information scientist (scientist/ information professional, modern librarian), must be aware of the social implications of the use of information technologies and policies that have been adopted at international and national level. Also, he/she must be aware of the professional law and legal issues arising from the use and management of information and information technologies so as to be able to cope with the arising issues. Finally, an insight into the issues of professional ethics and the relevant codes of conduct developed for librarians and information professionals are provided. Both lectures and practical sessions are delivered and external speakers are invited to discuss specific aspects of information policy.

## Bibliography

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## 27. THEORY and HISTORY of READING

**Code:** LIS GP 377

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 5

**Standard Semester:** 5<sup>th</sup>

**Course Category:** DONA

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[5. COMMUNICATION](#)

[16. HISTORY of the BOOK and LIBRARIES](#)

[30. MUSEUM COLLECTION MANAGEMENT](#)

### **Purpose**

This course aims to discuss the relation between the communication process and the written word (e.g. to introduce the concept of communication and reading). In addition, it aims to present the main components of the reading theoretical approaches and the historical-economical parameters formed from antiquity until today.

### **Learning outcomes**

By the end of this course, students will acquire an understanding of the historical-economical framework identifying the dominant reading practices and of the changes in reading habits due to the passage of time and the evolution of communication technologies (e.g. technological developments and e-book). Finally, students will be able to identify the specific causes of these changes.

### **Outline**

During this course, the following subject areas are covered:

- a) The dominant theories, concepts, and anthropological and philosophical approaches to communicating with text/written word. In particular, issues concerning the ambiguity of the written word and spoken communication, the issues relating to recruitment, especially understanding the subjective interpretation of the text.
- b) The dominant reading practices and habits (such as implicit and reading aloud), and practices regarding the general relationship between humans and texts (e.g. storage devices) in their historical development, emphasizing social and logistical economic conditions.
- c) The role of the school and the education system in shaping the dominant modes of reading (and of recruitment and consolidation - learning ).

### **Conduct of Course**

Lectures, in-class exercises of spoken and written communication, essays.

### **Bibliography**

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There is significant English-language literature (see a large part of the literature of his book Bikou) being distributed to stakeholders by the instructor.

## 28. EDUCATION and SCHOOL LIBRARIES

**Code:** LIS GP 378

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 5

**Standard Semester:** 5<sup>th</sup>

**Course Category:** DONA

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[27. THEORY and HISTORY of READING](#)

### **Purpose**

This course aims to describe the role of education both in the socialization of the individual, and in the society. In addition, it aims to present the school libraries and provide an insight into their role in supporting the work of the school, to familiarize children with books and cultivating a love for reading.

### **Learning outcomes**

By the end of this course, students will acquire an understanding of:

- the role of the institution of education as a socialization mechanism and the dynamic dimension of time;
- the major theoretical sociological approaches and education (e.g. theory of Bourdieu cultural capital and human capital Schultz);
- the effect of social phenomena (e.g. social inequality) in the educational process;
- the issues related to school libraries and the role they are to bear in the modern school;
- the history of school libraries in Greece and their institutional framework of operation;
- the current situation of school libraries , as well as the situation and prospects in Greece;

### **Outline**

During this course, the following subject areas are covered:

Part A : Sociological Approaches

- Determination of the scientific field of the sociology of education;
- The concept, the actors and the phases of socialization, a focus on the institution of education;
- The social necessity of educational institutions and their evolution in time;
- School achievement and school dropout;
- Family and school success;
- Social and educational inequalities;
- The theory of Bourdieu for educational capital;
- Language and school - The theory of Bernstein;
- The theory of human capital - education and economy;
- The Greek educational reality sometime today;

## Part B : School Libraries

- Organization and operation of school libraries;
- School libraries in Greece - Historical background, legislative framework;
- The role of the school library in the modern school: Teaching Elements, the logic of the new curriculum, the interdisciplinary approach and the project;
- School Library and promote a love of reading;
- School Library and school performance;
- The current (international and Greek) reality and the prospects for the school libraries;

## Conduct of Course

Lectures, in-class exercises, essays.

## Bibliography

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## 29. ART HISTORY

**Code:** LIS GP 381

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 5

**Standard Semester:** 5

**Course Category:** DONA

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[15. MUSEOLOGY](#)

[30. MUSEUM COLLECTION MANAGEMENT](#)

### **Purpose**

This course aims to present the stages of Greek and European art from the age of antiquity to the present day, including the most representative elements which characterize works of art during these stages.

### **Learning outcomes**

By the end of this course, students will acquire a basic knowledge on the history of art; will become familiar with representative works; and finally, will develop the ability to identify the requisite elements for classification, description and indexing of major works.

### **Outline**

During this course, a comprehensive analysis of trends in European art, from pre-history up to the present and the interrelationships between them are described and discusses at length. Finally, an analysis of the characteristics of art movements in their developmental stages is thoroughly presented.

### **Conduct of Course**

Lectures with audiovisual equipment. Critical analysis exercises in the form of projects. Educational visits to museums.

### **Bibliography**

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# **6<sup>th</sup> SEMESTER**



## 30. MUSEUM COLLECTION MANAGEMENT

**Code:** LIS EP 329

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[15. MUSEOLOGY](#)

[29. ART HISTORY](#)

[31. CULTURAL HERITAGE MANAGEMENT](#)

### **Purpose**

This course aims to present the Greek and international authorities, the legal framework, the good practice and codes of conduct regarding the management and care of museum collections. In addition, it aims to illustrate the existing professional standards, methods and techniques regarding the acquisition, documentation, study, research, preservation, storage, lending, exhibition and general protection of museum collections.

### **Learning outcomes**

By the end of this course, students will acquire theoretical knowledge and practical training on issues related to the activities of a museum collection. More specifically, students will develop an understanding of:

- the conditions of managing Museum Collections;
- the national and international museums collectible policies and codes of conduct;
- the different approaches, methods and research equipment for the study, interpretation and documentation of museum artifacts;
- the best practices and standards, methods and techniques for handling, transporting, displaying and storing museum collections (materials and equipment);
- the basic principles and methods of maintaining museum collections (materials and equipment);

### **Outline**

During this course, the following subject areas are covered:

- Introduction to the management of museum collections: basic concepts, museum professions, roles and responsibilities, online education and the labor market in Greece, Europe and the U.S., objectives and laboratory methods for evaluating museum collections;
- Museum Collection policy: Greek and international laws, treaties and codes of ethics, contemporary examples and reflections on the collector activity of museums;

- Documentation and handling of museum objects: national and international practices, methods, rules and codes of conduct documentation, recording and photographing museum collections, introduction to museum collections management systems, access and accessibility issues, categories and risk management, protection and security of collection;
- Research / study: modern and historical methods and approaches to research, study and interpretation of museum objects (philosophy, knowledge, skills, abilities, approaches, analytical equipment);
- Preventive maintenance: nature, materials and manufacturing technology museum objects, classes and risk management and players wear, maintenance (basic principles, examples, ethics), environmental parameters (methods of measurement, recording and control) to storage, exhibition and lending museum artifacts, standards and codes of conduct, methods and techniques;
  - Storage: Greek and international examples, techniques, methods, materials and standards management (configuration, operation, access, protection and control) museum collections storage areas;
  - Loans: Greek and international examples, European standards and practices in lending museum objects, principles, methods and materials for packing and transportation.
  - Report: Greek and international examples of exhibition policies and reports, formulas, standards, methods, equipment, techniques and materials.

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## 31. CULTURAL HERITAGE MANAGEMENT

**Code:** LIS EP 320

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

[11. INFORMATION ENCODING STANDARDS](#)

[15. MUSEOLOGY](#)

**Related courses:**

[4. INTRODUCTION to ARCHIVES](#)

[20. DOCUMENTATION - DIGITAL LIBRARIES](#)

[29. ART HISTORY](#)

[30. MUSEUM COLLECTION MANAGEMENT](#)

### **Purpose**

This course aims to provide an overview of key issues and methods of managing cultural heritage with an emphasis on museums, archives and libraries collections. In addition, it aims to provide details on specific areas such as communication, policy and administration. Furthermore, it aims to discuss the theoretical issues and ethical framework that regulate the function of museums and libraries and focus on their social role and relationship with the public. Finally, it provides an introduction to the user as a visitor and the educational role of the cultural institutions.

### **Learning outcomes**

By the end of this course, students will develop an understanding of:

- the role of informational, cultural organizations and institutions (museums, libraries, archives) as means of dissemination of cultural heritage and cultural property;
- the theoretical framework and principles governing communication among institutions and visitors;
- the concepts and contemporary trends in cultural management and policy regarding the dissemination of information and communication among institutions;
- the current concepts for the dissemination of cultural products through the use of digital technology.

### **Outline**

During this course, the following subject areas are thoroughly presented and discussed:

- Introduction to basic concepts and issues of heritage management in relation to the areas of communication, administration and policy, through the theoretical framework of general principles and specific cases studies.
- Definitions of cultural goods and cultural industries. The cultural institutions and cultural institutions as sources of information, communication and education. Management principles, institutional and legal frameworks, ethical issues.
- Educational policy and cultural policy: objectives and instruments. Examples of organizations and institutions involved in the management of cultural heritage and dissemination of cultural goods in Greece and abroad and presentation of contemporary trends.
- Cultural organizations: the relationship between technology and cultural management and the challenges of digital culture.

### Bibliography

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## 32. SUBJECT-BASED ACCESS SYSTEMS

**Code:** LISEP 330

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

[14. SUBJECT ORGANIZATION of INFORMATION](#)

**Related courses:**

[2. DESCRIPTIVE CATALOGUING](#)

[10. INFORMATION SOURCES](#)

[11. INFORMATION ENCODING STANDARDS](#)

### **Purpose**

This course aims to provide the basic principles and rules for identifying and assigning subject-headings to documents through the use of a controlled vocabulary, as well as of uncontrolled vocabulary and the use of semantic metadata. In addition, it aims to present techniques of subject analysis of documents with the use of controlled vocabulary (subject headings, thesauri and ontologies). Furthermore, it aims to describe the techniques for developing controlled vocabularies and thesauri (both monolingual and multilingual) of scientific terminology. In addition, the method for adding subdivisions to subject headings and managing of controlled vocabulary is presented. Finally, to demonstrate the dynamics of subject analysis in searching, organizing and providing information.

### **Learning outcomes**

By the end of this course, students will develop an understanding of the significance and necessity of subject-based access to available information; students will become familiar with the specific techniques of subject analysis and the creation of subject-based access points to documents; students will acquire the necessary knowledge to systematically analyse and extract subject headings from the content of documents; students will be able to undertake document interpretation using the most appropriate organizational and connective system in each case; students will become familiar with system applications in subject-based access; students will learn the techniques for creating monolingual and multilingual terminological thesauri and will be in the position of creating automated thesauri; and finally, students will become aware of the most significant international thesauri in scientific terminology and become familiar with their use when indexing and searching for information in automated systems.

### **Outline**

During this course, an introduction to subject-based access systems is provided with an emphasis given on: a) the methodological approach undertaken to meet the course's aim and its relation with the relevant courses of preceding and subsequent semesters and b) positioning the course within the academic curriculum, its applications in the workplace, possible prospects and developments that affect it and definitions of key concepts used in the lectures. In addition, the history of organizing a subject area is given starting from Aristotle and the Library of Alexandria to Byzantium and from Medieval Monastic Libraries to thematic portals on the world wide web.

Furthermore, the principles of Subject-Based Access are outlined. In particular, the meaning of the subject-based access, its use and significance is discussed. The basic principles governing the subject-based access and its achieved are provided. An examination of the utility and use of subject-based access within the digital information is illustrated. In addition, the specific ways subject-based access points and subject-based analysis are used are presented. The diversity of approaches and the main considerations that accompany the processes of subject-based analysis are discussed. Finally, the techniques of conversing meaning to specific keywords and search terms are illustrated.

Images and subject-based processing is another area of interest. In particular, an emphasis is given on subject-based management of museum objects and artworks and the available applications. The theory and practice of subject-based processing is illustrated. In particular, the relation between subject-based processing and classification, as well as controlled vocabularies is discussed. In addition, the availability of free software and the development of Semantic Web are presented. Finally, the concepts of the semantic web, uncontrolled and controlled vocabularies and their use within the information coding standards (Unimarc, Text Encoding Initiative (TEI), Dublin Core (DC)) are discussed.

In terms of Subject-based Access Systems, at first, an emphasis is placed on the development and management of subject headings, the expansion of existing subject headings and their characteristics. In addition, the concept of Thesauri, the historical background of thesauri development, its basic parts, as well as the process of building thesauri are thoroughly illustrated. Moreover, an introduction to standards and their use, in-class application and their comparison with subject headings are provided.

Finally, a reference to ontologies, taxonomies and folksonomies is made. Specifically, the relevant definitions, the main characteristics, types and basic principles and rules for building ontologies, taxonomies and folksonomies are presented and discussed in detail with relevant examples.

### **Conduct of Course**

Theory with the support of the e-learning platform e-class. Exercises, applications, quizzes, online courses and thesaurus building instructions, ontology and subject headings extension are part of the course.

The practical sessions of the course focuses on the use of subject-based access systems (subject headings, thesauri and ontologies) of existing tools.

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## 33. PUBLISHING

**Code:** LIS B 302

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[36. HISTORY of WRITING and INFORMATION TECHNOLOGIES](#)

[38. CONSERVATION and PRESERVATION of MATERIALS](#)

### **Purpose**

This course aims to outline the procedures and methods used to design, produce and promote ways of publishing products. In addition, it aims to illustrate and discuss the characteristics of the modern environment of electronic publishing. Finally, it provides an introduction to the methods for creating and managing electronic journals, electronic books and websites.

### **Learning outcomes**

By the end of this course, students will be able to apply the processes and methods to design and produce publishing products; and use the means for promoting, commercially trading and advertising publishing products.

### **Outline**

#### Lecture

During lectures, the following subject areas are presented and discussed:

A. Publication of printed materials

1. Writing, submission and acceptance
2. Preparing registration - correction, layout - montage
3. Typography (fonts, raster, color and typography)
4. printing Technologies
5. Completion Form (cover, cutting, binding)

B. Electronic publication

6. General - forms of electronic documents (file formats)
7. Create and publish electronic documents - related technologies - HTML
8. Electronic scientific journal
9. e-book

#### Practical Session

During the practical sessions, the following subject areas are covered:

- Teaching basic HTML elements and CSS ( writing code in Notepad).
- Use tools for websites (MicrosoftExpressionWeb).
- Upload websites have created online students .
- Reference management tools: Mendeley (bibliographic management open source, free software ), download, install, use.

- Create an e -book through scanning text, OCR, file creation txt, doc, pdf (with appropriate conversion formats tools). Using respective readers. Transfer files to portable reading device.
- Overview Management platform electronic open access journals (Open Journal Systems).

### Conduct of Course

Lectures. Description and demonstration of methods for producing different types of books, documents, and materials and digital media. Creating websites and e-books.

### Bibliography

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## 34. INFORMATION SYSTEMS ANALYSIS and DESIGN

**Code:** LIS T 340

**Type of Course:** Combined

**Hours taught Weekly:** 4 (2 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

[19. INFORMATION SYSTEMS - DATABASES](#)

**Related courses:**

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

### **Purpose**

This course aims to provide the basic principles for studying, analysing and designing new information systems for libraries and all types of information organizations.

### **Learning outcomes**

By the end of this course, students will become familiar with library programs that are either implemented or there will be eventually in Greece. In addition, students will develop an understanding of the development tools and evaluation criteria for comparing programs such as ABEKT, ADVANCE, ALEPH, HORIZON.

### **Outline**

During this course, subject areas such as Information System design, specific examples of database design, correlations and system dynamics and system configurations are presented and discussed. In addition, System design procedures based on man-machine interfaces, specific examples of library designs (eg. design of retrospective cataloguing input, design of synthesized information “packets”, design of training systems) and finally the design of information system for information organizations are described in detail. Finally, issues regarding System evaluation and System security are raised.

### **Conduct of Course**

Lectures and exercises regarding a range of information organizations for which they will study, analyse and propose solutions for their information systems.

### **Bibliography**

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## 35. MODERN GREEK HISTORY SOURCES

**Code:** LIS A 370

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[4. INTRODUCTION to ARCHIVES](#)

[15. MUSEOLOGY](#)

[44. HISTORY and PHILOSOPHY of SCIENCE](#)

### **Purpose**

This course aims to present the main periods of Modern Greek history and the connections to available primary and secondary sources. In addition, to discuss the most significant historical facts, the intellectual and ideological movements, the collective attitudes, the personalities and their characterization in archival materials, museum collections and printed documents (books, newspapers, journals).

### **Learning outcomes**

By the end of this course, students will :

- acquire basic but essential knowledge of modern Greek history;
- become aware of the main archive, and museum sources and institutions that support the relevant historical research;
- understand the process of historical research and writing in modern Greek history;
- understand the importance of accurate and scientifically use of historical sources;
- realize the respect in which the historical sources and the conservation process and organizational structure need to be treated;
- understand and critically assess the conditions shaping the Modern Greek history;
- interpret the conditions which formed the past and the present characteristics of Greek history;

### **Outline**

During this course, the following subject areas are described and discussed thoroughly:  
1. Introduction to the science of history, the newer conceptions of history, historical sources (primary and secondary), the question of objectivity in history, the process of historical research and writing.

2. Consideration of the main periods of Greek history based on sources and reference institutions (science centers, archives, museums, libraries) that support historical research and knowledge in these areas.

- Hellenism under foreign occupation (1770-1920), Modern Greek Enlightenment .
- The Hellenic Revolution (1821-1927)
- Institution of the Greek state (1928-1961). Romantism and the Grand Idea.
- the “model realm” (1963-1909). The foundation of parliamentarism.



- Victory and the end of the Grand Idea (1912-1922)
- Greece in the Mid-War period (1923-1940)
- From Occupation to Political Changeover (1941-1974)
- Modern Greek Democracy

### Conduct of Course

Lectures, in-class exercises and ICT use, critical analysis exercises, assignment and presentations using historical sources, educational visits.

### Bibliography

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- Τσαούσης Δ. Γ. (επιμ.), *Όψεις της ελληνικής κοινωνίας του 19<sup>ου</sup> αιώνα*. Αθήνα 1984.
- Τσουκαλάς Κ., *Εξάρτηση και αναπαραγωγή: Ο κοινωνικός ρόλος των εκπαιδευτικών μηχανισμών στην Ελλάδα (1830-1922)*. Αθήνα: Θεμέλιο, 1987.

## 36. HISTORY of WRITING and INFORMATION TECHNOLOGIES

**Code:** LIS GP 382

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 6<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[3. INTRODUCTION to INFORMATION TECHNOLOGIES](#)

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

[16. HISTORY of the BOOK and LIBRARIES](#)

[44. HISTORY and PHILOSOPHY of SCIENCE](#)

### **Purpose**

This course aims to describe the history of writing and information technology with an emphasis on recording and calculation tools used in processing.

### **Learning outcomes**

By the end of this course, students will become aware of the basic milestones - human achievements in the recording and processing of information, from writing to modern audiovisual and electronic media. In addition, students will acquire a basic knowledge of the common concept of information, and also the different tools and methods of conception.

### **Outline**

During this course, the following subject areas are described and presented in detail:

1. History of Writing: Definitions - coding systems Information - Types of Writing - evolution - substrates writing - writing instruments
2. History of printing and mass reproduction of text and graphics
3. telecommunications Technology
4. Modern storage, playback and transmission of information: Photo - cinema - drive - magnetic tape (audio, video, digital)
5. History of computing machines and computers
6. Digital storage media
7. Digitization - Digital content: Digitization - Digital playback - compression - e-book - digital libraries
8. How to protect Information - Copyright
9. Libraries and Technology

### **Conduct of Course**

Practical exercises: A project on a significant discovery or technology.

## Bibliography

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# **7<sup>th</sup> SEMESTER**

## 37. RECORDS MANAGEMENT

**Code:** LIS A 461

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Compulsory

**Pre-requisite Courses:**

**Related courses:**

[4. INTRODUCTION to ARCHIVES](#)

[23. ARCHIVES MANAGEMENT](#)

### **Purpose**

This course aims to outline the rules and principles on identifying organizational objectives and needs in managing the produced records. In addition, it aims to provide the theoretical and practical framework of developing, implementing and evaluating an records management program in any organization both public and private.

### **Learning outcomes**

By the end of this course, students will acquire an understanding of:

- the records management techniques and procedures in electronic form;
- the conversion techniques and procedures, from physical to electronic form of records;
- the techniques and procedures for developing, implementing and evaluating a records management program for any organization.

### **Outline**

During this course, the following subject areas are covered:

- A. The information environment of the organization and the production of documents;
- B. The Electronic document
  - Techniques and description standards
  - Electronic document and item management system
  - Document flow and work flow management in an organization
- C. From the physical document to the electronic document
  - Integrated management systems
- D. Document flow and information flow

### **Conduct of Course**

Lectures, in-class exercises, essays, use of relevant tools and free software.

### **Bibliography**

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## 38. CONSERVATION and PRESERVATION of MATERIALS

**Code:** LIS GP 490

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 6

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[3. INTRODUCTION to INFORMATION TECHNOLOGIES](#)

[15. MUSEOLOGY](#)

[16. HISTORY of the BOOK and LIBRARIES](#)

[21. MANAGEMENT of INFORMATION ORGANIZATIONS](#)

[23. ARCHIVES MANAGEMENT](#)

[33. PUBLISHING](#)

[36. HISTORY of WRITING and INFORMATION TECHNOLOGIES](#)

### **Purpose**

This course aims to present and discuss the physical dimension of information media, as well as their properties and their preservation. In addition, it aims to illustrate the proper records preservation and conservation management practices.

### **Learning outcomes**

By the end of this course, students will develop the necessary knowledge on:

- Preparation and implementation of preservation plans, in cooperation with scientific specialists, which will determine the measures to be taken for the safe keeping of materials (storage conditions, emergency measures) and standardization of daily routine tasks which directly or indirectly affect their state of preservation (lending, reproduction, distribution, withdrawal, selection for preservation, etc).
- Making scientifically appropriate decisions affecting the condition of materials, based on international experience and existing standards.
- Learning the capabilities and limitations of the discipline of conservation of books and archival material, so that they may effectively cooperate with conservators (preservation management).
- preservation issues and terminology so that conservators, librarians and archivists share a common language of communication.
- Acquisition of basic scientific and technical knowledge pertaining to the materials kept in libraries and archives (paper, leather, photographic film, magnetic and visual media) so that they may understand the causes and mechanisms of deterioration, as well as the requirements necessary to store and preserve them.
- the capacity to execute simple preservation interventions, before requesting the assistance of scientific specialists.

## Outline

### Lectures

During the lectures, the following subject areas are described and discussed thoroughly:

1. Items and Materials: Books, archival material, film, magnetic and visual media. Paper, leather, parchment. The history and production of paper. Properties, composition and structure. Types of paper. Other substructures and information media. Film. Digital media. Inks and paints. Book binding: material and techniques. Leather, parchment, cloth binding. Glues.
2. The causes and mechanisms of wear and tear of books and archival material. Chemical wear. Physiochemical wear. Mechanical wear. Organic wear. Cellulose acid hydrolysis. Sources of acidity. Oxidation. Natural aging of paper, leather and other material. Durability over time. Typology of wear and tear. Color changes. Foxing. Iron ink corrosion. Diagnosis of wear and tear. Documentation.
3. Methods of preserving books and archival material. Preservation, restoration, conservation. Purposes of conservation. Fumigation, insect extermination. Cleansing. Chemical stabilization. Consolidation. Restoration of mechanical damages. Completion. Restoration of functionality. Documentation. Mass fixation and de-acidification methods. Laboratory infrastructure. Air-tight bank vaults. Leaf casting. Preservation materials. Japanese paper, glues. Conservation management.
4. Preservation in libraries and archives. Preservation plan. Risk Assessment and Management. Priorities. Preservation Survey. Storage conditions. Definition of relative humidity. Dependence of ageing speed on temperature and relative humidity. Air-conditioning, heating, dehumidification, ventilation. Lighting. Monitoring and recording storage parameters. International standards. Emergency measures. Fire-security and fire-extinguishing. Floods. Theft. Vandalism. Infection from fungi, insects and rodents. Security measures. Reading rooms. Building issues. "Green" archive and library buildings. Application of the principles of sustainable development.
5. Storage practices. Archival quality material. Non-acidic material. Alkaline reserve. PH and acidity, their significance in conservation. Migration of acidic components. Furniture, shelves, bookcases. Arrangement of space. Exhibitions. Handling of books and archival material. Proper practices. Withdrawal from distribution.
6. Reproduction of books and archival material. Photographing, micro-photographing, photocopying and digitization. Conservation and distribution. Equipment. Standards and general principles. Data safety, storage of copies.

### Practical Session

During the practical session, the following subject areas are described and analysed:

1. Demonstration of traditional objects and materials, slides and videos: Paper, leather, parchment - Watermarks - Ink (ink iron, soot) - Maps, engravings - Papyrus - Modern objects (e.g. disks, tapes, CD) - Players - acids - Bases - pH (pH meter assay with paper and pen)
2. Demo models, viewing videos and slideshows: Parts book - Terminology - Marmarokoles - Binding - Binding differences of style - Historical development - Stadiums Binding: Application: Sewing book in tezaki - Construction cover



3. Displaying articles and slideshow with various types of wear: Paper - Chemical deterioration (e.g. ageing paper, colour changes ) - Foxing - Mechanical wear - Organic wear ( Fungi - Mice - Insects ) - Wear the ink iron - Leather and parchment: Various types of wear - Sign binding and modern media
4. Methods of Maintenance Slides: Maintenance tools - Typical maintenance workshop - Various technical paper conservation: Cleaning, washing, de-acidifying with calcium hydroxide , Fixing , complete, reinforce with Japanese paper, ink iron corrosion Maintenance - Maintenance and skin parchment, gutter maintenance, restoration functionality , maintenance modern objects. Application: Some basic maintenance methods paper .
5. Conservation, transparencies : Errors and bad storage practices in archives and libraries - Damage caused by flood - Storage Systems , packaging materials , archival folders and boxes - Storage modern objects. Relative humidity: Definition, concepts - psychrometric chart - Measurement of relative humidity - thermougrometro type slapstick . Displaying archival boxes . Application: Measuring relative humidity with digital thermougrometro and thermougrometro type slapstick
6. Reproduction , photographing, digitizing: Demonstration and Application: Digitizing documents in the scanner and camera. Processing, OCR - Convert file txt, pdf and lit - Reading from a desktop computer . - Transfer to handheld and demonstrate its use as an electronic book reader (e-book reader)

### Conduct of Course

Lectures, audiovisual programs, workshops demonstrating preservation methods and the provision of emergency repairs. Visits to preservation workshops of public organizations (General State Archives, National Library) and private preservation workshops.

### Bibliography

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## 39. INFORMATION LITERACY

**Code:** LIS B 416

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:**

[9. INFORMATION SERVICES](#)

**Related courses:** N/A

### **Purpose**

This course aims to present and discuss the main competence and skills need for efficiently and effectively search, retrieve, evaluation, exploit and synthesize information and new knowledge. In addition, it aims to discuss the importance of lifelong learning. Furthermore, it aims to provide and rules, principles and standards for librarians to both develop and train their users to acquire the necessary competence and skills to become information literate. Finally, it aims to introduce the concept, the role and importance of information literacy and to highlight the important role of libraries.

### **Learning outcomes**

By the end of this course, students will acquire knowledge regarding:

- the international standards of information literacy,
- the methods of information literacy,
- the implementation of information literacy in Greek libraries,
- the contribution of librarians and
- assessment / evaluation of information literacy provided by the libraries.

### **Outline**

During this course, the following subject areas are described and discussed in detail:

- A. Introduction to information literacy (the concept, the role and importance of information literacy);
- B. International standards of information literacy;
- C. Methods of information literacy;
- D. Assessment / evaluation of information literacy;
- E. Information Literacy and Greek reality;

### **Conduct of Course**

Lectures, in-class exercises, essays

### **Bibliography**

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## 40. ENTREPRENEURSHIP & PROJECT MANAGEMENT

**Code:** LIS GP 495

**Type of Course:** Theoretical

**Hours taught Weekly:** 4

**Credits:** 6

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Special Foundation

**Course Type:** Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[13. RESEARCH METHODS](#)

[21. MANAGEMENT of INFORMATION ORGANIZATIONS](#)

### **Purpose**

This course aims to provide a basic background on the rules and principles for effective and efficient management of information organizations.

### **Learning outcomes**

By the end of this course, students will become familiar with the basic concepts in the science of economics, by studying topics both from a micro-economic and a macro-economic point of view. In addition, students will acquire a basic knowledge on business enterprises and on the way these are organized and managed. Finally, students will develop the skills for organizing and managing an information organization.

### **Outline**

During this course, subject areas such as the basic principles of Economy (e.g. analysis of the concepts of needs, goods, factors of production, economic cycle) and the economic problem, (e.g. production capacity curves, utility curves, opportunity cost, the law of supply and demand) are thoroughly analyzed and presented. In addition, the definition of a non-profit organization (definition, forms and distinctions, functions, environment and goals), the specificities of financial management, the Indicators, the way of securing resources, putting together a target-based Library and Archive Budget and finally, the principles of program management are illustrated and discussed at length.

### **Conduct of Course**

Lectures, practice exercises.

### **Bibliography**

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## 41. HEALTH INFORMATION

**Code:** LIS EP 405

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[12. INFORMATION RETRIEVAL](#)

[44. HISTORY and PHILOSOPHY of SCIENCE](#)

### **Purpose**

This course aims to provide a theoretical approach on Documentation practice (Evidence-BasedPractice), as a method of managing and documenting medical information, and to demonstrate the basic international Medical Information sources (e.g. MEDLINE, EMBASE, DIMDI, NCBI, ISI).

### **Learning outcomes**

By the end of this course, students will become familiar with the new models of managing medical information and of the intelligent medical decision support systems (DecisionSupportSystems). In addition, students will acquire a basic understanding of the means for disseminating medical information and knowledge and new practices. Finally, students will be able to search and review biomedical, medical and clinical information on the world wide web.

### **Outline**

During this course, a series of subject areas such as the evolution and characteristics of Biomedical Sciences, Information Science, particularly the Medical Library (Medical Librarianship) and the global movement in Medicine (Evidence-BasedMedicine) are thoroughly described and discussed. In addition, the approaches to evaluation and assessment methods for ensuring the quality and validity of medical publications are presented. Furthermore, the studies of International Organizations of Medical Documentation Bibliography (NCBI, Cochrane, McMasterUniversity) and the development of coding schemes for medical information (e.g. German Centre for Documentation DIMDI) are presented in detail. Finally, a reference and online access to basic biomedical Information Sources are discribed.

### **Conduct of Course**

Lectures, search online medical information, online access to authoritative sources, display systems, tasks, e-tutorials.

## Bibliography

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## 42. WORLD WIDE WEB APPLICATIONS

**Code:** LIS T 445

**Type of Course:** Combined

**Hours taught Weekly:** 5 (3 lecture and 2 practical session)

**Credits:** 4

**Standard Semester:** 7<sup>th</sup>

**Course Category:** Specialization

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:**

[7. INTRODUCTION to COMMUNICATIONS TECHNOLOGY - INTERNET](#)

**Related courses:**

[9. INFORMATION SERVICES](#)

[10. INFORMATION SOURCES](#)

[12. INFORMATION RETRIEVAL](#)

### **Purpose**

This course aims to provide a detailed analysis on the applications and uses of the world wide web in the context of library and information science.

### **Learning outcomes**

By the end of this course, students will be able to design and manage dynamic websites in cooperation with web servers and database servers and to use specific criteria to effectively assess websites and webpages.

### **Outline**

During this course, a series of subject areas such as the concept of a website, the design and management of different types of dynamic websites (e.g. HTML - PHP - ASP - JSP - CSS), the use of specific software packages (e.g. MacroMedia DreamWeaver) are outlined in detail. In addition, the specific features of a full dynamic website such as a web server (e.g., Apache) a database server (e.g. MySQL) and a dynamic content manager (e.g. PHP) are thoroughly described. Finally, specific criteria for assessing webpages, websites and portals as well as internet search techniques (lexical and semantic approaches), selection criteria and use of search / meta-search engines) and E-commerce are discussed at length.

### **Conduct of Course**

Indicative workshop practice topics:

Use of the MacroMedia DreamWeaver package in the design of dynamic websites.

Connection of dynamic websites with a web server (Apache) and a database server (MySQL)

Exercises in the assessment of webpages and websites.

### **Bibliography**

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## 43. HISTORY of LITERATURE

**Code:** LIS GP 480

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 7<sup>th</sup>

**Course Category:** General Foundation

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[10. INFORMATION SOURCES](#)

[27. THEORY and HISTORY of READING](#)

[28. EDUCATION and SCHOOL LIBRARIES](#)

### **Purpose**

This course aims to describe the various stages of development, literary trends, works and authors of Greek and global literature. Additionally, to present the methods for evaluating and selecting material for children's collections, and providing specialized services to children.

### **Learning outcomes**

By the end of this course, students will become familiar with the periods, literary movements and types of literary work. Students will develop critical skills to analyze and select Greek and international works for different types of libraries. In addition, students will be able to use Library material and linking it to general history or to local and cultural specificities in the area or the local community. Furthermore, students acquire a basic knowledge of the oral and written literary works addressed to children. Students will cultivate critical capacities when selecting material for children. Lastly, students will acquire the necessary competences to inspire children to develop a respect for knowledge, admiration for art, trust in the Library.

### **Outline**

During this course, subject areas such as the study and critical examination of representative samples of Greek and global literature, the criteria for collection management for different types of libraries and the relevant information sources are presented. In addition, theoretical approaches to art, speech, imagination and poetry; Ideology and Child Education; Historical course in culture and aesthetic trends in the field of children's literature; Description of the characteristics of different types of literature; Illustrations as commentary and examples of works of art are illustrated and thoroughly discussed. Furthermore, a reference to the personality development of children and the singularity of the idea of a "book for children"; the elements of text analysis (content and form) and aesthetic evaluation of books (illustration and typography) are outlined. Finally, books for knowledge transmission, activities and images; audiovisual, electronic and other media created for children; and institutions and activities focused on and inspired by books and children are described in detail.

## Conduct of Course

### Lectures

### Bibliography

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## 44. HISTORY and PHILOSOPHY of SCIENCE

**Code:** LIS GP 485

**Type of Course:** Theoretical

**Hours taught Weekly:** 3

**Credits:** 4

**Standard Semester:** 7<sup>th</sup>

**Course Category:** General Foundation

**Course Type:** Specialization Compulsory

**Pre-requisite Courses:** N/A

**Related courses:**

[10. INFORMATION SOURCES](#)

[36. HISTORY of WRITING and INFORMATION TECHNOLOGIES](#)

### **Purpose**

This course aims to describe the key milestones in the history of human thought and human inventiveness. In addition, it aims to introduce the basic philosophical issues regarding the nature of empirical data, the concepts of scientific discovery and methods, perception, knowledge, meaning and truth.

### **Learning outcomes**

By the end of this course, students will acquire a basic knowledge on:

- the history of scientific discoveries;
- the basic principles of the philosophy of knowledge (epistemology) and of the philosophy of science, but also of the framework of scientific discoveries (individual-psychological, social-historic, etc.);
- the most significant epistemological trends;

### **Outline**

During this course, the following subject areas are thoroughly presented and discussed:

- History of science: objectives of science; Scientific sources (primary records of the era, secondary research studies in the historical period under examination). History of science methodologies (genetic, comparative, reconstructural, etc.). The sciences in the age of antiquity. Science from Augustine to Galileo. Scientific revolutions (Copernicus, Kepler, Galileo, Newton). From Alchemy to Chemistry (Paracelsus, Van Helmont, Boyle, Newton, Priestley, Lavoisier). Knowledge concentration and dissemination institutions. Knowledge dissemination processes.
- Epistemology (Philosophy of Knowledge). Philosophy of science: Definition of Knowledge. Sensory data and scientific theories. The role of observation and experimentation in the elicitation of scientific knowledge. Scientific proof. Scientific laws. Scientific methodology. Standard science. Scientific revolutions. Scientific paradigms according to Kuhn. Research programs: Science or Sciences? Philosophy of space and time. Philosophy of Mathematics. Epistemology of androids. Artificial intelligence. Philosophy of Information. The concept of value.

- Epistemological philosophical trends: Rationalism and Empiricism. Empirical subjectivity, logical positivism, logical empiricism, Inductivism, Denialism, Realism and Instrumentalism, Rationalism (Popper) and Relativism (Kuhn), Objectivism (Lakatos). Feyerabend's anarchistic theory of knowledge.

### Conduct of Course

Below are some indicative practical exercises:

- History of science: A project on a significant period of scientific discovery or a person who became a point of reference for the scientific community.
- Philosophy of science: A project on one of the theories related to the priority of empirical / experimental data or of implied theoretical positions in eliciting scientific knowledge.
- Philosophy of science: A project on a philosophical trend or a major philosopher.

### Bibliography

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- Brown, H. *Αντίληψη, Θεωρία και Δέσμευση*. [Perception, Theory and Commitment - H. Brown] Ηράκλειο: ΠΕΚ, 1993.
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# **8<sup>th</sup> SEMESTER**

## 45. THESIS

**Code:** LIS PE 450

**Credits:** 20

**Standard Semester:** 8<sup>th</sup>

**Course Type:** Compulsory

**Pre-requisite Courses:**

[13. RESEARCH METHODS](#)

[40. ENTREPRENEURSHIP & PROJECT MANAGEMENT](#)

**Related courses:**

All courses

### **Purpose**

The final thesis aims to provide students with the opportunity to deepen their understanding on a current topic relative to library, museum, archival and in general information science.

### **Learning outcomes**

By the completion of the thesis students will:

- gain experience through a full in-depth study;
- become familiar with theoretical and/or experimental research procedures;
- gain experience in conducting, synthesizing and writing scientific research studies
- produce scientific works and use technical applications;
- become familiar with the research process;
- develop an interest in research;

### **Outline**

1. Discussion with the supervising professor, guidance and selection of a subject for the degree thesis
2. Bibliographic research
3. Research design and selection of a methodology
4. Structure of the thesis
5. Data collection and analysis
6. Composition of the thesis and conclusions, recommendations

### **Conduct of Course**

1. Submission of the application with the title of the topic and name of the supervising professor
2. Approval of the supervising professor in the respective field
3. Conduct of degree thesis
4. Submission of the degree thesis to the three-member committee
5. Presentation of the degree thesis to the three-member committee by open procedure.
6. Approval of the degree thesis by the Department Council.
7. Submission of the diploma thesis to the Department to be included in the degree thesis database kept in the Department.

In addition, resolutions of the Department General Meeting according to the minutes under number 1/11/4/2007 which regulates all matters relating to the degree thesis are to be taken into account.



## 46. WORK EXPERIENCE

**Code:** LIS PA 470

**Credits:** 10

**Standard Semester:** 8<sup>th</sup>

**Course Type:** Compulsory

**Pre-requisite Courses:**

All specialization courses

The outline of the Work experience was approved on 25/4/2007 by the Congress of the Department under minutes Nr. 1/25/4/2007.

### **Purpose**

Work experience provides students with the opportunity to become aware of the realities of working in their field, thus gaining work experience, allowing them to make their contribution in all activities of an information unit, applying the theory and the knowledge they have been taught throughout their studies and to form a professional awareness regarding their obligations towards users.

### **Work place**

Within the scope of their studies, students will be obliged, during the course of the last semester, to work in organized information units (libraries, archives, information centers, information system services, producers and distributors of data banks, publishing houses, etc.).

A pre-requisite for the approval of the Work experience organization shall be (a) its organization according to modern standards and (b) the existence of information professionals who can be responsible for supervising and guiding students (one professional per three trainees maximum).

The Secretariat of the Department keeps a list with the details of units which have expressed their interest in accepting students for Work experience. The list of approved libraries-information units will be promptly announced, for the information of students and facilitation of the application process.

### **The Program**

With the scope of Work experience, students are informed about all operational aspects of an information unit and will be trained in the use of automated and traditional data processing systems, location of materials, data searches in databases, provision of information services and in other fields related to their science and their professional career.

### **Supervision and duration**

The Department has a committee consisting of three members which administers the Work experience program. The members of the committee: (a) check the applications of organizations to ensure that they meet the terms mentioned above and prepare a list of Work experience organizations; (b) hold specially organized meetings to inform students about the procedures and all relative issues; (c) coordinate, monitor and evaluate the progress of Work experience and (d) manage any problems which may arise.

The duration of Work experience is a period of 6 months. It takes place between 1/4 and 30/9 and between 1/10 and 31/3 of each year.

A pre-requisite for commencing Work experience is to have successfully completed all workshop and specialty courses.