ABILITY ENHANCEMENT COURSE (AEC)

COURSE TITLE: LEARNING SKILLS
BACHELOR OF LIBRARY & INFORMATION SCIENCE (BLIS)
SEMESTER: 1 OR 2

No. of Credits: 3 (Theory: 03, Practical: 00)
Total Marks:
No. of Teaching Hours:
ESE:
Pass Marks:

Instructions for the question paper:
There will be **two** groups of questions. **Group A** will contain three questions which all are to be answered. **Question No.1** will be a **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Questions No. 2 & 3 will be short-answer types** of 5 marks each. **Group B will contain descriptive type (Long answer type),** seven questions of 15 marks each, out of which four are to be answered.
Note: There may be subdivisions in each question of **group B**.

COURSE OBJECTIVE:
To make students aware of the importance of learning in everyday life, including student days and encourage them to actively participate in learning activities on a sustainable basis.

LEARNING OUTCOMES:
On studying the course, students shall be able to:

1. Have conceptual clarity of the meaning and importance of learning in one's life.
2. Understand about his/her learning disability and would attempt to overcome them.
3. Involve themselves in self-learning skills as a means to continuous improvement in the way to learn.
4. Have a map of the learning skills required at present and adapt according to future needs.

SYLLABUS OF COURSE:

Unit-1: Introduction to Learning

Meaning of learning, Nature of Learning, Sequence of Learning, Teaching learning process, its relationships (with studying, teaching, education),

Learning Process, Learning Trajectories

Different types of learning (Enquiry-based learning, Activity-based learning, experiential learning, Resource-Based Learning, Outcome-Based Learning, Guided Learning, Work-Based Learning, Individual and Collaborative Learning)

Learning Behaviour: Perceptions and Reality; Human Behaviour

Unit-2: Learning Opportunities and Resources

Understanding Learners, Learning Needs, Art of Learning and Unlearning

Learning as Life Skill, Learning to Learn, Lifelong learning,

Avenues for Learning: Class, Sports complex, Laboratories, Clubs and cells,

Learning Resources: Media and information management, Online education, Web-based resources, OERs, Libraries, Practical training, Dissertations and reports

Unit-3: Twenty-First Century Learning Skills

Critical thinking and Creative thinking

Communicating and collaborating

Learning as a career

Mapping learning requirements for the present time and future

Unit- 4: Improving Learning Skills

Identify weak areas; Practice better habits in your daily life;

Take an appropriate course; Participate in volunteer opportunities, finding meaning within the opportunity one gets

Adhering to deadlines, working in teams, adapting to environmental changes, highlighting learning skills in the resume, and interviewing

Assess yourself in the group, with the seniors, evidence of practice of learning

Recommended Readings:

1. Bardi, U. (2019). Sustainability on University Campuses: Learning, Skills Building and Best Practices. Germany: Springer International Publishing.
2. Chipman, S. F., Segal, J. W., & Glaser, R. (Eds.). (2013). Thinking and learning skills: Volume 2: Research and open questions. Routledge.

3. India (2020). National Education Policy 2020. Ministry of Education.
4. James, N., Busher, H. (2018). Improving Opportunities to Engage in Learning: A Study of the Access to Higher Education Diploma. United Kingdom: Taylor & Francis.
5. Knapper, C., &Cropley, A. J. (2000). Lifelong learning in higher education. Psychology Press.
6. McDaniel, M. A., Brown, P. C., & Roediger III, H. L. (2014). Make It Stick: The Science of Successful Learning. Cambridge, MA, Harvard Univ Pr.
7. Nilson, L. (2013). Creating self-regulated learners: Strategies to strengthen students? self-awareness and learning skills. Stylus Publishing, LLC.
8. Northup, J,,Peno, K. and Mangiante, E. M. S., Eds. (2021). Teaching and Learning for Adult Skill Acquisition: Applying the Dreyfus and Dreyfus Model in Different Fields. (2021). United States: Information Age Publishing, Incorporated.
9. Segal, J. W., Chipman, S. F., & Glaser, R. (Eds.). (2014). Thinking and learning skills: Volume 1: relating instruction to research. Routledge.
10. Wang, V. C. (Ed.). (2015). Handbook of research on learning outcomes and opportunities in the digital age. IGI Global.
11. Westerberg, C., McBride, T. (2020). Acquiring Learning Skills with Digital Technology. United States: Information Science Reference.
12. Zima, B. (2021). Mindsets and Skill Sets for Learning: A Framework for Building Student Agency. United States: Marzano Resources.

ABILITY ENHANCEMENT COURSE (AEC)

COURSE TITLE: RESEARCH DATA LITERACY
MASTER OF LIBRARY & INFORMATION SCIENCE (MLIS)
SEMESTER: 1 OR 2

No. of Credits: 3 (Theory: 03, Practical: 00)
Total Marks:
No. of Teaching Hours:
ESE:
Pass Marks:

Instructions for the question paper:
There will be **two** groups of questions. **Group A** will contain three questions which all are to be answered. **Question No.1** will be a **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Questions No. 2 & 3 will be short-answer types** of 5 marks each. **Group B will contain descriptive type (long answer type),** seven questions of 15 marks each, out of which four are to be answered.
Note: There may be subdivisions in each question of **group B**.

COURSE OBJECTIVES:
To understand the concept of research data literacy, its usefulness in research and the research data life cycle.

LEARNING OUTCOMES:
On studying this course, students shall be able to:

1. Understand the research data that may be extracted from the processes leading to research outputs.
2. To aware of the importance of the research data, the need for sharing and the value of research data sharing for researchers.

3. Know the research data lifecycle so that at every stage identification of research data generation is known.
4. Adopt creation and management of research data into practice, maintaining the quality of research data and effective integration practices.

SYLLABUS OF COURSE:

Unit-1: Introduction to Research Data

Importance of Research Data around us

Importance of Research Data Literacy

Research Data Lifecycle

Cases of Research Data Management

Unit-2: Research Data Lifecycle and Sharing of Research Data

Research Data Sharing Within the Research Lifecycle

Value of Research Data Sharing

Concerns About Research Data Sharing

Methods for Making Research Data Sharable

Unit-3: Research Data Practices

Best Practices for Creating Research Data Files

Research Data Entry Options

Research Data Integration Best Practices

Unit-4: Creating and Maintaining Research Data

Research Data Manipulation Options

Define Research Data Quality Control and Research Data Quality Assurance

Perform Quality Control and Assurance on Research Data at all stages of the Research Cycle

Recommended Readings:

1. Jones, B. (2020). Data Literacy Fundamentals: Understanding the Power & Value of Data (The Data Literacy Series). Data Literacy Press.
2. Jones, B. (2020b). Learning to See Data: How to Interpret the Visual Language of Charts (The Data Literacy Series). Data Literacy Press.
3. Herzog, D. (2016). Data literacy: A user's guide. SAGE Publications.

4. Mandinach, E. B., Gummer, E. S., & Schneider, B. (2016). Data Literacy for Educators: Making It Count in Teacher Preparation and Practice (Technology, Education-Connections (The TEC Series)). Teachers College Press.
5. Johnston, L. R., & Carlson, J. (2015). Data Information Literacy: Librarians, Data and the Education of a New Generation of Researchers (Purdue Information Literacy Handbooks). Purdue University Press.
6. Bowen, M., & Bartley, A. (2013). The Basics of Data Literacy: Helping Your Students (And You!) Make Sense of Data - PB343X. National Science Teachers Association - NSTA Press.
7. Love, N. (2013). Data Literacy for Teachers. National Professional Resources Inc. / Dude Publishing.