T-3 Workshops Project Description
Meeting the Demand for User Training in Japanese Electronic Resources by Training the Trainers and Developing Japanese Studies Information Literacy Guidelines

Contents of the Project

The North American Coordinating Council on Japanese Library Resources (NCC) requests the Japan Foundation's support for the first year of a multi-year initiative that will promote greater information literacy among faculty and students in new electronic resources in Japanese Studies. During the first year of this effort the NCC will hold a small planning conference at Harvard University to finalize the curriculum, offer two *Training the Trainer Workshops (T-3 Workshops)*, one on the West and one on the East Coast, and will develop a collaborative Digital Resources Training Network.

The conference at Harvard University in the Spring of 2004 will bring together a small core group of Japanese Studies librarians who are especially talented trainers in the use of electronic materials and other librarians who specialize in information literacy, teaching fellow-librarians on ways to employ those principles in teaching library patrons in specific disciplines and fields; together they will design the curriculum, prepare the instructional materials, and be the lead instructors for the *T-3 Workshops*. The conference will also begin to develop a model set of Japanese Studies Information Literacy Guidelines in accordance with those established by the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA). ALA and ACRL have been developing information literacy guidelines for more than a decade, which are now widely accepted as "best practices," however, they do not take the characteristics of Japanese Studies and Japanese language information into account.

The subsequent *T-3 Workshops,* which will be offered in August or September 2004 at UCLA and in January 2005 at Duke University (each with 8-12 trainees), will establish a cohort of librarians expertly trained in the best practices for providing training to users of Japanese electronic materials within the context of information literacy. And their ongoing instructional efforts will help mold the developing set of Japanese Studies Information Literacy Guidelines (JSILG).

During Japan Foundation fiscal year 2004, the NCC will also develop a Digital Resources Training Network (DRTN) of librarians, faculty and staff at regional institutions to assist the NCC in co-sponsoring future training programs. The cohort of outstanding instructors trained during 2004 will serve as the instructors for future programs and will be required to teach in sessions coordinated by the DRTN and offered at regional AAS Conferences, regional Japanese Studies seminars, and area studies subgroups of major disciplinary associations such as the American Historical Association (AHA), the American Political Science Association (APSA), the Modern Language Association (MLA), the American Anthropological Association (AAA), and the American Sociological Association (ASA).

Background and Necessity

The field of Japanese Studies has continued to broaden geographically and thematically over the last several decades, and simultaneously an even more dramatic transformation has taken place

in the forms and formats of Japanese information resources. Today it is possible to access a massive range of materials in all languages on the Internet, via online subscription, on CD-ROMs, DVDs and in other electronic formats. These new sources offer the potential for easily accessing vast quantities of information, and open up huge bodies of scholarship to the broadest possible range of users via their personal computers. This relatively new genre of materials makes it possible for Japanese Studies faculty and students in institutions of all sizes and in all geographical regions, with or without access to major Japanese Studies collections, to make use of this wealth of electronically available resources. But access is not the same thing as discriminating use and for most people, the proficient use and application of these new resources requires specialized and personalized instruction.

Japanese Studies librarians have increasingly become the gateway to this ever expanding body of digital information for Japanese Studies. However, while all Japanese Studies librarians are experienced in offering reference assistance on print resources, many librarians are not familiar with the finer points of the rapidly expanding number of electronic resources and do not feel comfortable teaching others. Like English language databases, each database has its own searching conventions which differ from English language conventions due to the nature of Japanese. The growth of electronic resources has placed a higher premium on language and subject expertise; general reference librarians cannot provide instruction in Japanese databases, while Japanese Studies librarians are not as experienced in providing hands-on instruction in new electronic resources and, to date, no comprehensive training program in the instructional techniques for digital resources in Japanese Studies has been offered.

The combined challenges created by the mushrooming range of new resources and the specialized techniques needed for teaching such complicated resources necessitate the sharing of information and techniques among librarians drawing on the diversity of their backgrounds and the institutions from which they come. These challenges demand supplementary training of experienced librarians, who will benefit greatly from the development of an accepted set of Japanese Studies Information Literacy Guidelines outlining the best practices for teaching these electronic media to faculty and students.

Project Objectives

Training is a major part of NCC activities. And the NCC continues to respond to demands from the field to implement new programs and to conduct research into strategies for serving the constantly changing needs of Japanese Studies scholars and students throughout North America. Since the NCC's Year 2000 Conference training has become a central focus of NCC activities. Most prominent among those was the Japan Foundation-supported Junior Japanese Studies Librarians Professional Training Seminar offered at Harvard University in August 2002. That intensive seminar provided in-depth training on various essential aspects of Japanese librarianship for 19 junior Japanese Studies librarians from the US, Canada, and Germany and will have broad benefit to the field for years to come.

Increasingly there has been a growing demand for hands-on training in electronic resources for faculty and students and the NCC has assisted in offering such training whenever possible. However, there is currently an extreme shortage of Japanese Studies librarians who are expertly trained in the specialized techniques for offering computer-aided electronic instruction, and there

is a significant demand among experienced librarians to receive such training to enable them to better teach their faculty and student users. With this request the NCC proposes to advance its efforts to provide greater access to digital information by developing programs for training librarians, faculty, and students in new and emerging technologies and data sources.

It is essential for trainers and users alike to learn the intricacies of accessing data sites and of using complex databases. They must also learn to navigate Japanese language sites that may contain computer terminology that the users may not even know in English, on sites that follow no standard format or vocabulary, and that are revised and updated frequently, often resulting in major changes. This project will provide the instructional models expressly designed to meet these needs and to provide ongoing assistance to users.

Expected Result

The results of this project will be several-fold: The immediate result will be the establishment of a growing cohort of Japanese Studies librarians educated in the special techniques for teaching hands-on workshops in the complexities of electronic resources with special guidance from specialists in information literacy instruction.

Librarians trained in the *T-3 Workshops* will also be expected to contribute teaching modules that they develop either for or as a result of the workshops to the AskEASL Guides Series. The EASL Guides http://www.library.umass.edu/subject/easian/askeasl/askEASLguides.html provide easily downloadable reference modules in a broad range of information resources. Easy access to modules will allow new generations of Japanese Studies librarians as well as isolated scholars to learn from others without reinventing the wheel.

The number of Japanese Studies faculty and students receiving training will increase dramatically, once Japanese Studies librarians have been trained in the newest techniques of information literacy and teaching pedagogy and are available to teach sessions. The faculty members so trained will in turn be able to incorporate new technologies and resources into their curricula, thereby improving their teaching and greatly broadening the range of resources available to student.

In the longer-term (approximately three years) a set of Japanese Studies Information Literacy Guidelines will be created that will form the template for teaching users of library and information resources for Japanese Studies in accordance with accepted information literacy guidelines established by ACRL. The Japanese Studies Information Literacy Guidelines once completed will also be a model for the development of other sets in related Asian Studies fields and among other language groups and special collections.

The new guidelines, which will be further adapted and modified during the *T-3 Workshops* and by E-User Training Workshops coordinated in subsequent years by the Digital Resources Training Network. These concerted efforts will lead to a more uniform and proficient format for offering user training in electronic materials. And they will establish a standard set of expectations for information literacy that will strengthen the research skills of all members of the field particularly the undergraduate and graduate students who will enter the field learning to make maximum use of new technologies and more effectively access information at all levels of

their education, in their graduate and professional research, and eventually when they train the next generation of Japanese Studies specialists.

Evaluation

Those completing each *T-3 Workshop* will fill-out detailed evaluations of the program. They in turn will be required to serve as instructors for future E-User Training Workshops offered regionally and nationally in subsequent years of the project. In addition, those who complete the *T-3 Workshops* will be asked to offer subsequent sessions to groups of faculty and students at their home institutions on a regular basis and each of those sessions will include an evaluation form to be filled out by attendees to be submitted to the Digital Resources Training Network (DRTN).

The evaluation questionnaires completed by attendees at local and regional workshops will provide constant feedback on the relevance of materials, instructional techniques, and will help formulate future modification to the evolving Japanese Studies Information Literacy Guidelines. T-3 Trained Instructors will continue to provide advice on future modifications and revisions needed in the guidelines with the goal of finalizing them by 2006-07. T-3 Trained Instructors will also advise on the development of future training programs for Japanese Studies librarians, for faculty and students, and for non-specialist librarians who serve Japanese scholarly audiences.

The electronic mailing list created by this project and the project-related web sites will provide portals for ongoing evaluation, comment, and suggestions, and will continue the discussion leading to the finalization of the Japanese Studies Information Literacy Guidelines.

Methods of Operation

Year One of these efforts is comprised of three basic components: 1) a small planning conference for the instructional core group of 6-8 people; 2) two *T-3 Workshops* to take place in conjunction with the NCC's Fall and Winter working meetings; and 3) the development of a Digital Resources Training Network (DRTN) coordinated by the NCC in co-sponsorship with regional seminars and professional groups.

In 2002, the NCC established the User Training Task Force, headed by former NCC Chair Kristina Troost of Duke University, to develop comprehensive programs in this area. The UTTF includes both Japanese Studies librarians and faculty in the field. The task force's charge was to study the range of possible venues and formats for most effectively offering training to faculty and student users, to identify librarians who will serve as lead instructors in offering such training, and to recommend to the NCC a range of strategies for providing such training. The UTTF has worked closely with two other NCC projects, the Digital Resource Committee (DRC) co-chaired by Ellen Hammond of Yale University who is also the chair of the CEAL Public Services Subcommittee on Information Literacy; and the joint CEAL-NCC AskEASL (Ask an East Asian Studies Librarian) Project coordinated by Sharon Domier of the University of Massachusetts Amherst.

In September 2003, the UTTF recommended that the NCC seek the Japan Foundation's support to begin a multi-year program to meet these needs. Jointly the members of the UTTF, the DRC, and AskEASL joined with NCC officers to form a committee which has developed this proposal and those listed above will be invited to participate in the planning conference to assist in finalizing the workshop curriculum and in drafting the Japanese Studies Information Literacy Guidelines. (The planning process to date is further outlined with the proposed grant year schedule, attached. That schedule also includes the skeleton schedule for the first three years of the project leading to the completion of a set of Japanese Studies Information Literacy Guidelines in accordance with ACRL guidelines currently existing in other fields.)

Organizing Institution and Key Individuals and their Merits

The principal organizer of this project is the North American Coordinating Council on Japanese Library Resources (NCC) which was founded in 1991 to coordinate, develop, and locate funding for projects in cooperative Japanese collection development, education in Japanese librarianship, and other related activities; to gather and disseminate recommendations and to articulate the collective needs of librarians, scholars, and others in relation to information resources; and to expand collaborations with and to advise funding agencies in developing relevant and valuable materials and programs.

In particular the NCC will draw upon the expertise of committees, collaborative projects, and task forces that have been created in recent years to make greater use of digital resources, these include; the NCC's Digital Resources Committee (DRC), which can be found at the following URL http://staff.washington.edu/rrbritt/NCCDigitalInfoComm/index.htm. The DRC helps translate and develop model contracts for digital materials and shares information about problems encountered in negotiating site licenses with vendors to make it easier for institutions to gain access to new resources; the AskEASL (Ask an East Asian Studies Librarian) electronic help desk which can be freely accessed by anyone at http://askeasl.askvrd.org. It provides online reference services in four languages and the AskEASL Guides available at http://www.library.umass.edu/subject/easian/askeasl/askEASLguides.html which offer tips for upgrading computers to use Japanese characters, and contains basic guides on the use of some widely-held electronic resources. And finally, the User Training Task Force which is providing critical assistance throughout this project.

The lead faculty will be headed by Sharon Domier, widely regarded as the most talented and experienced librarian especially versed in teaching Japanese digital resources. Sharon is also the coordinator of the AskEASL project http://askeasl.askvrd.org and the editor of the AskEASL Guides. She is the chair of the Council on East Asian Library's (CEAL's) Committee on Public Service (2002-2005) and she has also just been elected to a three year term on the NCC's Council (2004-2006). Sharon is also working on a handbook for foreign students on using Japanese libraries which will be a supplemental resource in these efforts.

Joining Sharon will be Emily Werrell, Coordinator of Library Instruction and Outreach for Duke University's Perkins Library System who is presently developing a set of guidelines for evaluating effective instruction. As a librarian specializing in teaching others she has conducted hundreds of library instructions sessions since 1981 offered to graduate and undergraduate students, university staff, librarians and faculty at Duke University, Northern Kentucky

University, and Wright State University. Ms. Werrell was also a participant in ACRL's highly competitive Institute for Information Literacy in 2002. Please see their CV's attached to this proposal.

In addition, Ellen Hammond, co-chair of the Digital Resources Committee and Kristina Troost co-chair of the User Training Task Force will be invited to attend the planning conference and will be expected to attend in one or the other of the workshops. And 3-5 additional Japanese Studies librarians especially skilled in hands-on instruction will also participate in the planning conference.

Outline of the Program Planned

As noted earlier, this grant request covers what is expected to be Year One of a multi-year effort. Year One will include three professional conferences and the development of a collaborative network that can co-sponsor future digital resource training initiatives. The first meeting will be a small planning conference expected to be held at Harvard University in spring 2004 at which the lead instructors and other specialists enlisted to provide advice for the project will finalize curricular components for the two *T-3 Workshops* to be held in August or September 2004 and January 2005.

As noted above, the lead instructors will be headed by Sharon Domier, East Asian Studies Librarian at the University of Massachusetts Amherst and Emily Werrell, Coordinator of Library Instruction and Outreach for Duke University's Perkins Library System. In addition, other experts in instruction, information literacy, and direct hands-on instruction in Japanese materials will join the team to create the curricular guidelines for the *T-3 Workshops.* The other participants in this planning conference have yet to be officially invited. In addition to those named above (Sharon Domier, Emily Werrell, Ellen Hammond, and Kristina Troost) Sachie Noguchi and Toshie Marra (current NCC Chair and Chair-elect) have been closely involved with all aspects of this project and its planning to date and one or both of them will likely attend. In addition some of the five North American librarians attending the 2003 Japanese Studies Information Specialists Training Program in Tokyo (Tokiko Bazzell, Sanae Isozumi, Beth Katzoff, Haruko Nakamura, and Tad Suzuki) may be invited along with others yet to be determined.

The *T-3 Workshop* sessions will be taught by the lead instructors in a computer classroom with each librarian-trainee working at a computer terminal. The workshops will combine direct instruction in the best practices for information literacy instruction, and will encourage instructors and participants to exchange information and report on successful techniques they have used. The instructional components will be strengthened by the opportunity for participants to share experience and to draw upon the diversity of their background and the institutions from which they come. Each trainee will be required to present a sample lesson that will be individually critiqued by the instructional librarians to help participants improve their instructional design (how to set objectives, organize material, assess learning) and pedagogical techniques (effective communication in the classroom; how to ask questions; use of active learning techniques) and to increase their confidence in offering digital instruction.

This pair of *T-3 Workshops* will bring together Japanese Studies librarians to receive training from instructors who specialize in developing models for information literacy training and training from experts in Japanese electronic resource instruction. The workshops will also be a forum for sharing information and instructional techniques with one another, and to hone individual skills in offering hands-on instruction in new Japanese language electronic resources.

The NCC has already begun surveying the field of East Asian Studies librarianship to identify those librarians who are responsible for reference and bibliographic instruction for Japanese Studies and to seek their opinions about areas of instructional need. Once funding is in hand, the NCC will advertise the T-*3 Workshops* broadly in all appropriate print and electronic sources. Interested and qualified librarians will be encouraged to apply for one of the two *T-3 Workshops* which will be held following the NCC's two annual working meetings in August or September 2004 and January 2005.

The final component of Year One will include the establishing of a network of individuals in various regions to collaborate with the NCC in offering future training to faculty and students in Japanese Studies. This component will create a Digital Resources Training Network (DRTN) including representatives from regional organizations, consortia, disciplinary sub-groups, and regional AAS Conferences which will be enlisted to help organize and fund regional workshops to be offered in subsequent years.

Librarians trained in the *T-3 Workshops* will join the DRTN and will be required to offer at least one E-User Training Workshop either at a co-sponsored seminar outside their campus or in their own institution open to faculty and students from other institutions in their region as well as to local colleagues. By greatly expanding the ranks of those experienced in the best practices for offering such training, these efforts will improve the ability of faculty and students in Japanese Studies to make use of Japanese language electronic resources for their teaching, in classroom assignments, and in their research, and in doing so, improving the information literacy of the field of Japanese Studies as a whole.

Sources of Matching Funding and In-Kind Funding and That Sought from the Japan Foundation

The two institutions that will host the *T-3 Workshops*, UCLA in August or September 2004 and Duke University in January 2005 will provide on-site coordinators, facilities, computer terminals, and software as in-kind contributions to the project. The NCC will donate the equivalent of two months of the services of its staff, principally the Executive Director and also some of its part time office and accounting support staff to coordinate the overall programs and to administer the grant. Librarians selected to participate in the *T-3 Workshops* will be asked to seek supplemental funding from their home institutions and to cover a portion of the costs from their own pockets.

The Reischauer Institute of Japanese Studies at Harvard University has just approved a request for $5,000 in financial support for the overall events of Year One. A similar request will be made to the Northeast Asia Council of the AAS at the appropriate time. Both organizations provided funding to the NCC for the Junior Librarians Training Program in 2002 for which the Japan Foundation was the lead funder.

As appropriate other sources of funding will be sought. The Japan Foundation is being asked to provide the maximum funding of $40,000 from a total projected budget of $60,940 to cover the costs of the Small Planning Conference in spring 2004, and the two *T-3 Workshops* in August or September 2004 at UCLA and at Duke University in January 2005, the development of the collaborative Digital Resources Training Network (DRTN). (A detailed budget is attached.)

Dissemination

The results of this project will be widely disseminated in multiple forms. The *T-3 Project* will train a cohort of expert instructors who will be required to offer future hands-on workshops to users of electronic resources. Future E-User Training Workshops will be coordinated through the DRTN organized by the NCC during the first year of this project. Thereafter the network and the NCC will co-sponsor the E-User Training Workshops employing T-3 Trained Instructors.

A long-term goal of this project is to develop a set of the Japanese Studies Information Literacy Guidelines (JSILG). Once refined, the JSILG will be submitted to ACRL for publication as a model set of guidelines for information literacy training for special collections. It will also be published on the NCC's Web Site at http://purl.oclc.org/NET/ncc/index.htm be presented at the annual meetings of the Council on East Asian Libraries an affiliate of the AAS, be submitted to the Journal of East Asian Libraries for publication, and be reported upon in the newsletters and journals of other Japanese and Asian Studies associations worldwide.

This project will also develop an electronic mailing list which will include both instructors and users trained through these efforts. That list will work closely with the AskEASL project and will answer user's ongoing questions, offer regular updates on changing technology and new data sources as they emerge, and provide navigation tips and refreshers on major databases. The T-3 Trainees will also publish user's guides in electronic form (to be contributed to the EASL Guides) and to be reproduced in print format. In addition all instructional materials will be published electronically on the NCC's Web Site.

NCC's T-3 Workshops Project Schedule
Pre-Application Planning and Research, Grant Application and Pre-Workshop Planning

May 2002	Training offered at Japan Anthropology Workshop (JAWS) (at Yale)
September 2002	User Training Task Force (UTTF) created by the NCC
February 2003	Contemporary Japan Workshop offered by Sharon Domier
June 19-20, 2003	User Training Workshops offered at ASPAC by S. Domier and T. Bazzell
September 5, 2003	UTTF Report Presented to the NCC and NCC Recommended Application to Japan Foundation to proceed
Sept-Oct. 2003	UTTF/NCC formed T-3 Committee, drafting application to Japan Foundation
November 1, 2003	Application to the Japan Foundation
Winter 2004	Ongoing planning for Spring 2004 Conference at Harvard

March, 2004	Planning Meetings held in conjunction with 2004 AAS Meeting
	Meetings with CEAL regarding project
	Preliminary planning meeting with AAS Council on Conventions
	Meetings Regarding development of the DRTN

NCC's T-3 Workshops Project Schedule
Japan Foundation Fiscal Year 2004—Potential Grant Year One

April, 2004	Final Logistics for Spring Conference in place
	Official Invitations to Lead Instructors
	Japan Foundation Funding and *T-3 Workshops* announced
	and advertised in appropriate professional newsletters,
	posted on the NCC's Web Site, and sent to major electronic
	mailing lists used by Japanese studies librarians and scholars of Japan
	Formalization of Logistics for the two *T-3 Workshops* at UCLA and Duke
May 20, 2004	Complete Planning Conference Logistics
Mid-June, 2004	T-3 Workshop Planning Conference at Harvard
July 1, 2004	Application Deadline for *T-3 Workshop I* at UCLA
July 31, 2004	Notification of Admissions Sent for *T-3 Workshop I*
August 1, 2004	Deadline for submission of materials by instructors for reproduction and compilation of the *T-3 Workshop I Workbook.*
August 31, 2004	On-site logistics completed at UCLA
August/Sept 2004	*T-3 Workshop I* held at UCLA
Late September 2004	Planning for Year Two Application to Japan Foundation
October 1, 2004	Second Wave of Announcements for program featuring *T-3 Workshop II*
October 1, 2004	*T-3 Workshop I* participant evaluations submitted
October 10, 2004	Evaluation review and recommendations made for *T-3 Workshop II*
November 1, 2004	Year Two Application Due at Japan Foundation
November 1, 2004	Application Deadline for *T-3 Workshop II* at Duke
November 31, 2004	Notifications sent for *T-3 Workshop II at Duke*
December 23, 2004	On-site logistics completed at Duke
Mid-January 2005	*T-3 Workshop II* at Duke
February 15, 2005	*T-3 Workshop II* Evaluations Due

March 31, 2005   Completion of Grant Year

March 31-April 3   2005 AAS Meeting in Chicago

NCC's T-3 Workshops Project Schedule
Multi-Year Planning Outline
E-User Training Workshops and Japanese Studies Information Literacy Project
Skeleton Schedule for Year Two and Three

April 1, 2005   **Beginning of Year Two (if funding is received)**

April 2005   Japan Foundation Funding announced and advertised in
                       appropriate professional newsletters, posted on the NCC's
                       Web Site, and sent to major electronic mailing lists used
                       by Japanese studies librarians and scholars of Japan

April 2-3, 2005   Year Two Planning Meetings in conjunction with 2005 AAS
                       Wide publicization of the Project at AAS
                       Meet with AAS Council on Conferences
                       Meet with AAS Board Members
April 2-3, 2005   DRTN Committee Meeting
                       CEAL-related Meetings on Project

April 3, 2005   Possible afternoon E-User Training Workshop at U. Chicago

Spring 2005   Final Reports to Japan Foundation and other funder on Year One

TBD   When needed offer T-3 Workshop III

TBD   Working with the DRTN Offer 3-6 E-User Training Workshops

TBD   Small Conference of Core JSILG Implementers

Fall 2005   Planning and Grant Writing for Year Three

November 1, 2005   Japan Foundation Application Deadline

March 31, 2006   End of Year Two (pending funding)

April 1, 2006   **Beginning of Year Three (pending funding)**

April 2006   Japan Foundation Funding announced and advertised in
                       appropriate professional newsletters, posted on the NCC's
                       Web Site, and sent to major electronic mailing lists used
                       by Japanese studies librarians and scholars of Japan

Prior to 2006 AAS   Possible E-User Training Workshop at Berkeley or Stanford

April 6-9, 2006   AAS Annual Meeting in San Francisco
                       Wide publicization of the Project at AAS
                       DRTN Committee Meeting
                       Meet with AAS Council on Conferences and AAS Board

| At 2006 AAS | Offer a Roundtable on Information Literacy in Japanese Studies
Possibly offer E-User Training Workshops at AAS Meeting |

April 9, 2006   Possible post-AAS E-User Training Workshop on Sunday afternoon

Spring 2006   Final Reports to Japan Foundation and other funders on Year Two

TBD   As needed offer T-3 Workshop IV

TBD   Working with DRNT offer 3-6 E-User Training Workshops

Fall 2006   Planning and grant writing for future Workshops

Pre-2007 AAS   Conference at Harvard or Yale to finalize the JSILG for presentation
to the field at the AAS Meetings

March 22-25, 2007   AAS Annual Meeting in Boston

At 2007 AAS   Panel to Present JSILG to the Field

March 25, 2007   Possible post-AAS E-User Training Workshop

Spring 2007   Final Reports on Japan Foundation and other funders on Year Three

Post 3-Year Plan Initiatives

Full Implementation of the Japanese Studies Information Literacy Guidelines, Future T-3 Workshops as needed, Ongoing E-User Training Workshops and Overall Improvement of Information Literacy in the field of Japanese Studies

Conclusions

In keeping with its commitment to serving the library and information needs of the field of Japanese Studies the NCC seeks the Japan Foundation's support to begin this important series of initiatives which will provide ongoing training to faculty and students in the intricacies of new digital resources for teaching and research. The series of Training the Trainers Workshops (*T-3 Workshops)* offered in Year One will provide the means for comprehensive and up-to-date instructions in the growing wealth of Japanese electronic resources available to the field. The Digital Resources Training Network (DRTN) also developed as part of the Year One initiatives will form the collaborative relationships which will implement future training in Japanese digital resources to better teach the current and future generations of Japanese Studies specialists in North America and worldwide.   And in the long run, this project will create a set of Japanese Studies Information Literacy Guidelines informed by information literacy guidelines developed by the Association of College and Research Libraries and currently accepted as best practices in the library and information field.