



FALL 2017 ∞ INF1323

# *The Information Experience*

DR. JENNA HARTEL ∞ CHRISTIE OH & ANH THU NGUYEN (TAs)

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## OVERVIEW

Within the quartet of courses that are required for the Library and Information Science (LIS) concentration, INF1323: The Information Experience focuses upon information's human dimension. Newcomers to LIS will develop sharpened vision to discern "the red thread of information in the social texture of people's lives" (Bates, 1999). To that end, INF1323 introduces *information behaviour*, meaning, "the many ways in which human beings interact with information, in particular, the ways in which people seek and utilize information" (Bates, 2010). For almost a century, information behaviour has been a topic in the academic discipline of LIS and forms a rich research tradition. Practically speaking, an understanding of information behaviour helps information professionals to design information resources, systems, and services that are well-calibrated to the people who use them. INF1323 is organized around three elements: 1.) An introduction to foundational concepts associated with information and information behaviour; 2.) An original information behaviour research project using the Information Horizon Interview technique; and 3.) Holistic, practice-oriented case studies of information behaviour within contexts of special interest to LIS. What is more, INF1323: The Information Experience will be a safe haven to personally explore one's own relationship to information and to begin to develop a vision for a career in the information marketplace. A culture of thoughtfulness and creativity will be channeled through the restrained use of personal technologies and mindfulness practice. A spirit of collaboration will bolster relationships with the instructors and peers, thereby establishing the rudiments of a collegial, professional network.

## COURSE LEARNING OUTCOMES

By participating in the course, students will be able to:

- Enact the unique perspective of Library and Information Science and discern the "information dimension" or "red thread of information in the social texture of people's lives" (Bates, 1999).
- Understand the impact of metatheory in shaping information, information behaviour, and information institutions.
- Appreciate seminal models of information behaviour and recognize their application to today's information environment.

- Speak cogently about concepts related to the human experience of information: information behaviour, information practice, information seeking, information searching, information need, information activity, browsing, information ground, information encountering, and information use, among others.
- Holistically analyze information-rich settings to discern information behaviours, resources, and systems, recognizing their integration, dynamism, and social construction.
- Appreciate the informational dynamics within contexts of special interest to LIS (see the Schedule, Sessions 8-10), and have an inkling of how to contribute productively in such domains.
- Envision a personal, concatenated research career, that is, a path of professional, lifelong learning.
- Design and implement an original research project using the Information Horizon Interview technique and report original findings persuasively.
- Collaborate successfully with peers for the purpose of discovery and the dissemination of research.

#### **RELATIONSHIP BETWEEN COURSE LEARNING OUTCOMES AND PROGRAM LEARNING OUTCOMES (PLOs)**

Through a sweeping introduction to central concepts of information behaviour (on theoretical, methodological, and practical levels) students will comprehend “fundamental concepts, theories, and practices of the information disciplines, and will be able to respond to changing information practices and needs of society” (PLO1). Participants in the course will conduct an original information behaviour research project, thereby “develop[ing] the ability to contribute through research and publication” to the body of knowledge underlying the information sciences (PLO3). In three holistic case studies of information-rich settings of relevance to libraries, students will see how research and theory can influence library resources, systems, and services in order to have a positive impact on society (PLO4). The idea of “concatenated research,” that is, the sequential linking of small-scale research projects, will be taught and embraced as a blueprint for lifelong learning (PLO6).

#### **STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND**

I would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

#### **INSTRUCTIONAL METHODS**

Learning in the course will be achieved through lectures by the instructor, assigned readings, in-class activities, and conversation with peers. Learning will also happen through assignments, including an original research project.

## **COURSE PROTOCOLS**

Sessions will last 2.5 - 3 hours and include a break. Please arrive on time to get settled and gather handouts; class begins at 9:10 sharp. Before each lecture by the instructor, PowerPoint handouts (with selected slides) will be provided for note-taking and a complete PowerPoint lecture slide deck will be posted to the course website the next day. Assigned readings are best done in advance of class. Participation (attendance) is considered a significant element of the course and will be counted (see Assignments/Class Participation).

## **A NOTE ON TECHNOLOGY**

Research (Fried, 2008) has established that student learning declines as a result of the in-class use of laptops and other computing and communication devices. Not only are understanding and retention inhibited for the user of these tools, but positive outcomes are diminished for bystanders, too. Therefore, to enable the best learning experience for all, laptops should only be used if they are critical for your success in the course. Phones should be placed on silent and put away during class time. Anyone engaging in disruptive use of technologies will be asked to stop. A break will be provided to manage personal computing and telecommunications during the morning that the class meets.

Fried, C. B. (2008). In-class laptop use and its effect on student learning. *Computers & Education*, 50(3), 906-914.

## **THE PRACTICE OF MINDFULNESS**

In the interest of taking our Faculty commitment to student mental health seriously, each INF1323 class will begin with the practice of mindfulness. Mindfulness is, “a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.” Mindfulness has been associated with increased well-being and stress reduction, and it surely contributes to a positive learning environment. In INF1323, mindfulness will be practiced at the start of class with a 2-3 minute audio meditation that focuses attention on the breath, thoughts, and/or positive feelings. The instructor welcomes participants in the course to recommend their favourite audio meditations or to lead a live mindfulness session.

## **STUDENTS WITH A DISABILITY OR HEALTH CONSIDERATION**

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please approach the instructor and/or the [Accessibility Services Office](#) as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

## **ACADEMIC CONDUCT AND PLAGIARISM**

It is the student's responsibility to become familiar with the following documents: [The Code of Behaviour on Academic Matters](#) and the [Code of Student Conduct](#). Please consult the [Inforum schedule](#) for helpful workshops on how to avoid plagiarism; lack of awareness of plagiarism does not excuse the student committing the offence.

## *Course Schedule*

| SESSION                  | TOPICS AND HAPPENINGS   | ASSIGNED READINGS  |
|--------------------------|---|--|
| #1.<br>Sept. 11/14       | <ul style="list-style-type: none"> <li>▶ Welcome to Library and Information Science</li> <li>▶ The Metadiscipline of LIS</li> <li>▶ Course Administration</li> <li>▶ How to Contribute in Class</li> </ul>  | Hartel (2012)<br>Bates (2007)  |
| #2.<br>Sept. 18/21       | <ul style="list-style-type: none"> <li>▶ The Red Thread of Information</li> <li>▶ Mindfulness and the iSchool by special guest Kathleen Scheaffer</li> <li>▶ Research Project Workshop: Project launch &amp; panel of past students discuss their Information Horizon Interviews</li> </ul> | Bates (1999)<br>Case & Given (2016), Ch. 1 & 2<br>Sonnenwald (2005)  |
| #3<br>Sept. 25/28        | <ul style="list-style-type: none"> <li>▶ Metatheories, Information, and Information Behaviour</li> <li>▶ Research Project Workshop: Cluster formation and introduction to the Exploring Your Topic/Population...worksheet</li> </ul>  | Bates (2005)<br>Tuominen, Talja, & Savolainen (2003) <i>or</i><br>Todd (1999) <i>or</i><br>Swan & Taylor (2005)                                    |
| #4<br>Oct. 4/7           | <ul style="list-style-type: none"> <li>▶ Models of Information Behaviour</li> <li>▶ Research Project Workshop: Topic/population selection and research ethics</li> </ul>  | Bates (1989)<br>Kuhlthau (1988)<br>Case & Given (2016) Ch. 6<br>Connaway & Radford (2016) Ch. 7  |
| #5<br>Oct. 9*/12         | <ul style="list-style-type: none"> <li>▶ Information Behaviour Concepts</li> </ul> <p><i>*Due to Thanksgiving, there is no class on Monday, October 9. Monday students are welcome in Thursday class.</i></p>   | Fisher (2005)<br>Erdelez (1998)<br>Chatman (1996)  |
| #6<br>Oct. 16/19         | <ul style="list-style-type: none"> <li>▶ Information Behaviour Research Methods</li> <li>▶ Research Project Workshop: The Information Horizon Interview</li> </ul>  | Case and Given (2016) Ch. 8<br>Sonnenwald, Wildemuth, & Harmon (2001)<br>Sonnenwald (2005)<br><i>Exploring the Literature of LIS worksheet due</i> |
| #7<br>Oct. 23/26         | <ul style="list-style-type: none"> <li>▶ Information Practice (Social Approaches)</li> <li>▶ Exploration</li> <li>▶ Research Project Workshop: Your concatenated career</li> </ul>  | Zack (2010) <i>or</i><br>Shankar (2010) <i>or</i><br>Lee & Trace (2009)<br>Stebbins (2001)   |
| #8<br>Oct. 30/<br>Nov. 2 | <ul style="list-style-type: none"> <li>▶ Case Study 1: The Sense-making Theory and Reference Service</li> <li>▶ Research Project Workshop: Data analysis and your findings (the template)</li> </ul>  | Dervin & Dewdney (1986)<br><i>RUSA Guidelines...</i>   |

*November 6<sup>th</sup> ~ 10<sup>th</sup>*

*Happy Reading Week!*

|                   |  |   |
|-------------------|--|---|
| #9<br>Nov. 13/16  | <ul style="list-style-type: none"> <li>▶ Case Study 2: The Undergraduate Information Experience</li> <li>▶ Information Ethnography</li> <li>▶ Guest lecture by Jess Whyte</li> </ul>   | Foster & Gibbons (2007)<br>Khoo, Rozaklis, & Hall (2012)  |
| #10<br>Nov. 20/23 | <ul style="list-style-type: none"> <li>▶ Case Study 3: Pleasure Reading, Readers, and Reader's Advisory</li> <li>▶ Professor Hartel's Primer on Presenting</li> <li>▶ Research Project Workshop: Presentation planning time</li> </ul> | Chelton (2009)<br>Ross (1999)<br>Saricks (2005)<br>Dali (2015) <i>optional</i><br>Ziming (2005) <i>optional</i><br>Ross & Nilson (2013) |
| #11<br>Nov. 27/30 | <ul style="list-style-type: none"> <li>▶ Student Cluster Presentations</li> <li>▶ Revisiting The Red Thread of Information</li> </ul>  | No assigned readings<br><i>Research Project due</i>   |
| #12<br>Dec. 4/7   | <ul style="list-style-type: none"> <li>▶ Student Cluster Presentations</li> <li>▶ Course Conclusion and Celebration!</li> </ul>  | No assigned readings<br><i>Presentation due</i>   |

### ASSIGNED READINGS

- Bates, M. J. (1989). The Design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13(5), 407-424. [[e-article](#)]
- Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050. [[e-article](#)]
- Bates, M. J. (2005). An introduction to theories, metatheories, and models. In K. E. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behavior* (pp. 1-24). Medford, NJ: Information Today. [Available in Blackboard, and Inforum: ZA3075 .T44 2005 – Course Reserves - [Check availability](#)]
- Bates, M. J. (2007). Defining the information disciplines in encyclopedia development. *Information Research*, 12(4). [[e-article](#)]
- Bates, M. J. (2010). Information behaviour. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed., pp. 2381-2391.). Boca Raton, FL: CRC Press. [[e-book](#)]
- Case, D. O. & Given, L. (2016). *Looking for information: A Survey of research on information seeking, needs, and behaviour* (4th ed.). Bingley, UK: Emerald. [Inforum: ZA3075 .C37 2016 – Course Reserves – [Check availability](#)]
- Chatman, E. A. (1996). The Impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193–206. [[e-article](#)]
- Chelton, M. K. (2009). Reader's advisory work. In K. A. Cassell & U. Hiremath (Eds.), *Reference and information services in the 21<sup>st</sup> century: An introduction* (2nd ed.). (pp. 293-305). New York: Neal-Schuman. [Available in Blackboard, and Inforum: Z11 .C355 2009 – Course Reserves – [Check Availability](#)]
- Connaway, L. S. & Radford, M. L. (2017). *Research methods in library and information science*. Libraries Unlimited: Santa Barbara, CA. [Inforum: Z699.7 .P68 2017 – Course Reserves – [Check availability](#)]
- Dali, K. (2015). Readers advisory: Can we take it to the next level? *Library Review* 64, (4/5), 372-392. [[e-article](#)]
- Dervin, B. & Dewdney, P. (1986). Neutral questioning: A new approach to the reference interview. *RQ*, 25(4), 506-513. [[e-article](#)]

- Erdelez, S. (1999). Information Encountering: It's more than just bumping into information. *American Society for Information Science*, 25(3), 26-29. [[e-article](#)]
- Fisher, K. (2005). Information ground. In K. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behavior: A researcher's guide* (pp. 185-190). Medford, NJ: Information Today. [Available in Blackboard, and Inforum: ZA3075 .T44 2005 – Course Reserves - [Check availability](#)]
- Foster, N. F. & Gibbons, S. (2007). [Studying students: The undergraduate research project at the University of Rochester](#). Chicago: Association of College and Research Libraries. Available at:
- Hartel, J. (2010). Time as a framework for information science: Insights from the hobby of gourmet cooking. *Proceedings of the Seventh International Conference on Conceptions of Library and Information Science*. London, UK. *Information Research*, 15(4), colis715. [e-article] <http://www.informationr.net/ir/15-4/colis715.html>
- Hartel, J. (2012). Welcome to library and information science. *Journal of Education for Library and Information Science*, 53(3), 165-175. [[e-article](#)]
- Khoo, M., Rozaklis, L., & Hall, C. (2012). A survey of the use of ethnographic methods in the study of libraries and library users. *Library & Information Science Research*, 34(2), 82-91. [[e-article](#)]
- Kuhlthau, C. C. (1988). Developing a model of the library search process: Investigation of cognitive and affective aspects. *Reference Quarterly*, 28(2), 232-242. [[e-article](#)]
- Lee, C. and Trace, C. (2009). The role of information in a community of hobbyist collectors. *Journal of the American Society for Information Science and Technology*, 60(3), 621-637. [[e-article](#)]
- Liu, Ziming. (2005). Reading behavior in the digital environment: Changes in reading behavior over the past ten years. *Journal of Documentation*, 61(6), 700-712. [[e-article](#)]
- Ross, C. S. (1999). Finding without seeking: The information encounter in the context of reading for pleasure. *Information Processing and Management*, 35(6), 783-799. [[e-article](#)]
- Ross, C. S. & Nilsen, K. (2013). [Communicating Professionally: A How-To-Do-It Manual for Librarians](#). (3<sup>rd</sup> ed.). Chicago: ALA/Neil-Schuman.
- Reference and User Services Association. (2013). [Guidelines for behavioral performance of reference and information services professionals](#).
- Saricks, J. G. (2005). Articulating a book's appeal. In *Readers' advisory service in the public library* (3rd ed.). (pp. 40-73). Chicago: American Library Association. [Available in Blackboard, and Inforum: Z711.55 .S27 2005 – Course Reserves - [Check availability](#)]
- Shankar, K. (2010). Biological information and its users. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.). (pp. 615-623). New York: Taylor and Frances. [[e-book](#)]
- Sonnenwald, D. H (2005). Information horizons. In K. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behavior: A researcher's guide* (pp. 191-197). Medford, NJ: Information Today. [Available in Blackboard, and Inforum: ZA3075 .T44 2005 – Course Reserves - [Check availability](#)]
- Sonnenwald, D. H., Wildemuth, B. M., & Harmon, G. L. (2001). A research method to investigate information seeking using the concept of information horizons: An example from a study of lower socio-economic students' information seeking behavior. *The New Review of Information Behaviour Research*, 2, 65-86. Available at <http://eprints.rclis.org/7969/>
- Stebbins, R. A. (2001). What is exploration? In *Exploratory research in the social sciences* (pp. 1-30). Thousand Oaks, CA: Sage. [[e-book](#); and Inforum: H62 .S74 2001 - Course Reserves – [check availability](#)]

- Swan, L., & Taylor, A. S. (2005). Notes on fridge surfaces. In *CHI '05 extended abstracts on human factors in computing systems* (pp. 1813-1816). New York, NY: ACM. [[e-article](#)]
- Todd, R.J. (1999). Utilization of heroin information by adolescent girls in Australia: A cognitive analysis. *Journal of the American Society for Information Science*, 50(1), 10-23. [[e-article](#)]
- Tuominen, K., Talja, S., & Savolainen, R. (2003). Multiperspective digital libraries: The implications of constructionism for the development of digital libraries. *Journal of the Association for Information Science and Technology*, 54(6), 561-569. [[e-article](#)]
- University of Toronto, Ethics Review Office. (2007). [Guidelines and practices manual for research involving human subjects](#).
- Zack, L. (2010). Arts literatures and their users. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.). (pp. 313-320). New York: Taylor and Frances. [[e-book](#)]

Reading List Service provided and links accessed by the Inforum Library: Fall term, 2017-2018

| <i>Assignments</i>   |       |                        |                                     |
|--|-------|------------------------|-------------------------------------|
| DESCRIPTION  | VALUE | EVALUATION             | DUE                                 |
| <i>Participation.</i> Attend class and complete five "Ticket-Out-The-Door" (TOTD) worksheets.  | 25%   | Letter Grade (A or FZ) | Unannounced throughout the semester |
| <i>An Information Behaviour Study Using the Information Horizon Interview</i>  |       |                        |                                     |
| <i>A. Exploring your Topic/Population in the LIS Literature.</i> Complete a worksheet with short answers; utilize the <a href="#">Research Guide to Library and Information Science</a> .  | 20%   | Letter Grade (A or FZ) | Session #6                          |
| <i>B. Research project.</i> Develop a research question about information behaviour that is relevant to a topic/population within the GTA; conduct Information Horizon Interviews with three informants; analyze visual and textual data; assemble findings (template provided). | 40%   | Letter Grade           | Session #11                         |
| <i>C. Summary presentation.</i> In collaboration with your research cluster, present synthesized highlights from the Research Projects.  | 15%   | Letter Grade           | Session #12                         |
| 100%   |       |                        |                                     |

## **GRADING POLICY**

Please consult the iSchool's: [Grade Interpretation Guidelines](#), [The University Assessment and Grading Practices Policy](#), and [The Guidelines on the Use of INC, SDF, & WDR](#). These documents will form the basis for grading in the course. If you have extenuating circumstances preventing you from submitting your assignment on time, please talk to the course instructor before the due date. Extensions for assignments are at the discretion of the course instructor and typically limited to medical situations and emergencies in the immediate family.

### **Participation (Ticket-Out-the Door/TOTD)**

INF1323 is designed to be highly experiential and class participation contributes significantly to your final grade. The bulk of the learning experience will be lost if you miss class. Therefore, you must attend class to achieve a high (A) grade. In addition to showing up, other positive expressions of class participation include: timely arrival, paying attention to the lecture, applying oneself to class activities, contributing to group projects, adherence to the laptop and device-free policy, and contributing appropriate questions/comments. Since it is impossible for the instructor to measure these behaviours individually when class is underway, an alternative measure will be used, the "ticket-out-the-door" (TOTD). At unannounced instances throughout the semester a worksheet will be distributed that registers your understanding that day. You will complete the worksheet and pass it in upon departure; these "tickets" will be saved and register your participation in the class. If you miss a session and a worksheet, a doctor's note or evidence of serious personal circumstances is required. Please email our TA, Anh Thu, concerning missed tickets.

### **Information Behaviour Study Using the Information Horizon Interview (Parts A, B, C)**

See the separate assignment handout.