



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 506 Human Information Interaction – Course Syllabus (3)

Program:	MLIS, Dual
Year:	2020-2021
Course Schedule:	Asynchronous
Location:	Online
Instructor:	Dr. Heather O'Brien
Office location:	IKBLC 486
Office phone:	604-827-5842
Office hours:	TBA
E-mail address:	h.obrien@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal:

The goal of this course is to ground you in the area of human-information interaction, the study of how people seek, share, avoid, evaluate and make meaning from information in its many print and digital forms. This foundational course will focus on searching for information, emphasizing how to use search tools to effectively locate information for yourself and others, and how to understand, negotiate, and satisfy the information needs of individuals and communities. You will utilize what you learn in this course during your program of study and throughout your professional lives to design, evaluate, and improve upon information systems, services and programs.

FNCC specialization:

The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: <http://slais.ubc.ca>

Upon completion of this course students will be able to:

1. Identify, analyze, and assess the information needs of diverse individuals, communities and organizations, and consider how to respond to those needs through the design, provision and assessment of information resources, services and systems. [1.1]
2. Apply knowledge of information technologies and resources to information needs and interactions. [1.3]
3. Reflect in a critical and informed manner on individual and institutional information practices. [1.4]
4. Enhance interpersonal and written communication skills. [2.1]
5. Assess, select, and employ communication strategies based on the nature of the communicative goals and audience. [2.2]



6. Collaborate effectively with peers and the teaching team through course assignments and activities. [3.1]
7. Understand and apply relevant library and information science literature and search tools to address information needs, questions and issues in information interaction. [4.1]

Course Topics:

- Overview of human-information interaction
- Constructs, models, theories, and approaches in human-information interaction
- Information needs
- Information sources and channels, including digital search tools
- Strategies for interacting with information (e.g., browsing, searching, encountering)
- Information needs, behaviors and seeking of individuals, groups, organizations and communities
- Assessment and evaluation of information needs, seeking and use
- Human-information interaction and the design of services, programs and systems

Prerequisites:

- MLIS core courses can only be taken by students registered in the MLIS or DUAL programs.

Format of the course:

This is an asynchronous course. Weekly modules have been prepared in the Canvas learning management system that will guide you through the weekly learning objectives, readings (articles + videos), recorded lectures, and activities. Activities may consist of individual exercises to reinforce lecture materials or participating in online discussions. The course involves a combination of individual and group work, and instructor-, peer-, and self-assessment.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities + working on assignments): 8-10 hours

Required and Recommended Reading:

Course readings are listed by week in the Course schedule below. *Links to the electronic versions of all readings can be found in CANVAS – see “Library Online Course Reserves” or LOCR in the left-hand menu on the screen.*

In addition, the following texts are recommended for supplementing your learning on various aspects of the course. All are available as e-books from UBC Library.

- Bell, S. S. (2015). *Librarian's guide to online searching: Cultivating database skills for research and instruction, Fourth edition*. ABC-CLIO.
- Case, D. O. & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior* (Fourth ed.). Bingley, UK: Emerald.
- Fidel, R. (2012). *Human information interaction: An ecological approach to information behavior*. Cambridge, Mass: MIT Press.
- Ross, C. S., Nilsen, K., & Radford, M. L. (2019). *Conducting the reference interview: A how-to-do-it manual for librarians* (Third ed.). Chicago: ALA Neal-Schuman.



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Search and reference activities (5 pts each)	January 22, 29, Feb 5, 26	20%	1.1, 1.3, 3.1, 4.1
Search task assignment	February 12	20%	1.3; 1.4; 4.1
Design project			1.1; 1.3; 2.1; 2.1; 3.1; 4.1
A. Identification of a user group/community of interest	February 22	10%	
B. Community of Practice discussion	March 5	10%	
C. Prototype presentation (group)	April 5	15%	
D. Low fidelity prototype + report (group)	April 13	20%	
E. Peer review of prototype presentation	April 9	5%	

*All assignments are individual unless otherwise indicated.

Course Schedule [week-by-week]:

Week	Date	Topic	Readings
1	Jan 11-15	Introduction to the course and topic of Human Information Interaction	Course syllabus and assignment descriptions
Part 1: Foundations of information seeking and retrieval			
2	Jan 18-22	Information systems: Types and affordances	Bell, S. S. (2015). Chapter 1: Introduction to library databases. Librarian's Guide to Online Searching, 4th ed. (pp. 1-8). Santa Barbara, CA: Libraries Unlimited. Bell, S. S. (2015). Chapter 2: Database structures for everyone: Records, fields, and indexes. In Librarian's Guide to Online Searching (4th ed., pp. 9-26). Santa Barbara, CA: Libraries Unlimited. Wilson, M.L. (2011). Interfaces for information retrieval. In Ruthven, I. & Kelly, D. <i>Interactive Information Seeking, Behaviour and Retrieval</i> (pp. 139-170). Facet Publishing.
3	Jan 25-29	Building search strategies: Browsing and searching	Marchioninni, G. (1995). Information seeking perspective and framework (pp. 27-60). <i>Information Seeking in Electronic Environments</i> . Cambridge Series on Human-Computer Interaction. Fidel, R. (2012). Five search strategies. <i>Human information interaction: An Ecological Approach to Information Behaviour</i> (pp. 97-118). Cambridge, Mass: MIT Press.
4	Feb 1-5	Complex searching	Freund, L. (2015). Contextualizing the information-seeking behavior of software engineers. <i>Journal of the Association for Information Science and Technology</i> , 66(8), 1594-1605. Rieh, S. Y., Kim, Y. M., & Markey, K. (2012). Amount of invested mental effort (AIME) in online searching. <i>Information Processing & Management</i> , 48(6), 1136-1150.



Part 2: Foundations of information users			
5	Feb 8-12	Information needs	O'Brien, H.L. & Greyson, D. (2018). Information needs: Understanding and responding to today's information users. In S. Hirsh (Ed.). <i>Introduction to Today's Information Services</i> (pp. 40-51). Rowman & Littlefield Publishing Group. Taylor, R. S. (2015, republished from 1968). Question negotiation and information seeking in libraries <i>College & Research Libraries</i> , 29(3), 178-194.
Feb 15 -19		Reading week	
6	Feb 22-26	Asking questions: The reference interview	Ross, C.S., Nilsen, K. & Radford, M.L. (2009). <i>Conducting the Reference Interview, Second Edition</i> . New York: Neal-Shuman Publishers. <ul style="list-style-type: none"> Chapter 2: Setting the stage for the reference interview (pp. 39-67) Chapter 3: Finding out what they really want to know (pp. 69-109) Reference and User Services (RUSA) Guidelines. Reference/Information Services - Guidelines for Behavioral Performance of Reference and Information Service Providers Available, http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral
7	Mar 1-5	Traditional and community-led approaches to library services	Martinez, P. (June 29, 2016). Making a difference: A community-led service framework for libraries. Available, http://hdl.handle.net/2429/58349 Williment, K. (2019). It takes a community to create a library. <i>Public Library Quarterly</i> , 1-11.
8	Mar 8-12	Ethics of engaging with communities	Boilevin, L., Chapman, J., Deane, L.... et al. (2019, March). Research 101: A manifesto for ethical research in the Downtown Eastside. Retrieved July 21, 2020, from https://dx.doi.org/10.14288/1.0377565 LaFrance, D., Matheson, A., Wang, A., Kripps, S., Reimer, K., Woo, V. Mundy, D., Bubis, M., Baron, D., Caldwell, A & Fong, C. (2019). Barriers, Boundaries, and Bureaucracy, Oh My! <i>BCLA Browser</i> , 11 (2019). https://bclaconnect.ca/perspectives/2019/09/05/barriers-boundaries-andbureaucracy-oh-my/
Part 3: Foundations for designing user-centred services and systems			
9	Mar 15-19	Designing information systems	Christen, K. (2017). <i>We have never been neutral: Search, discovery and the politics of access</i> . Presentation at the OCLC Distinguished Seminar Series, OCLC. Retrieved from https://www.youtube.com/watch?v=rMd6-IS3cmU Ubels, N., McCauley, A., Towle, A., De Forest, H., & Baron, D. (2020) Working together to mitigate information privilege with the Downtown Eastside Research Access Portal. <i>BCLA Browser</i> , 12. Available, https://bclaconnect.ca/perspectives/2020/11/30/information-privilege/
10	Mar 22-26	Designing services and programs	McFarland, D., Shuttleworth, K., McCabe, K., Neifer, S. (27 May 2020). <i>The Community Scholars Program: Building Capacity by Making Paywalled Research More Accessible</i> . Available,



			from https://www.youtube.com/watch?v=g-EuHA9Em6g&feature=youtu.be [~30 minutes] Shuttleworth, K., Stranack, K., & Moore, A. (2019). Course Journals: Leveraging library publishing to engage students at the intersection of open pedagogy, scholarly communications, and information literacy. <i>Partnership: The Canadian Journal of Library and Information Practice and Research</i> , 14(2).
11	Mar 29-Apr 2	Designing haptic and multimodal interfaces	Kuliga, S. F., Nelligan, B., Dalton, R. C., Marchette, S., Shelton, A. L., Carlson, L., & Hölscher, C. (2019). Exploring individual differences and building complexity in wayfinding: The case of the Seattle Central Library. <i>Environment and Behavior</i> , 51(5), 622-665. MacLean, K. (2020). Emotional robots and magical objects: What part of our internal experience is readable by a touch-sensitive machine? Designing for People Seminar Series. Available, https://youtu.be/8ihcEs1SQq8
12	Apr 5-9	Showcase	Share and provide feedback on design prototypes

Attendance: This is an asynchronous course. Students are asked to work through weekly modules and hand in assignments on specified dates (see “Course Assignments”). The instructor will offer synchronous office hours and also be available via email. Students can choose the option that is best for them. Synchronous meetings amongst students may be arranged at the convenience of those students, but is not mandatory. In the case of paired or group activities, if a student cannot attend synchronous student-led meetings, then the group must investigate asynchronous options.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. The instructor will make every attempt to provide explanatory feedback on assignments and to evaluate assignments consistently across students using rubrics. Students are welcome to seek additional feedback in person provided this is done in a respectful manner. Late or missed in-class assignments will be handled at the discretion of the instructor. Students may be required to provide a note from a health care provider or Centre for Accessibility and *should communicate honestly and openly with the instructor about late or missing work*, in advance if at all possible. In other words, if the student says they will hand in an assignment two days late and fails to do so, marks may be deducted.

Required Materials: This course will draw upon reading materials sourced from the UBC Library or open web. Students may be required to use software to design a poster and create a short video presentation for the “showcase” of final design prototypes. This should be done at no cost using UBC licensed or open source software.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies’ webpage on academic concession](#), and then contact me where appropriate.



Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Other Course Policies:

All assignments must conform to APA citation style for in-text citations and reference lists.