THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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:	2022-2023 WT1
Course Schedule:	Wednesdays, 9:00 – 11:50 a.m.
Location:	HEBB 116
Instructor:	Dr. L. Sinnamon
Office location:	IKBLC 496
Office phone:	604 822 0825
Office hours:	Mondays 1:00-2:30 pm
E-mail address:	Luanne.sinnamon@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/
Course Teaching Assistant:	Nilou Davoudi

Course Goal: The goal of this course is to ground students in the area of human information interaction. This foundations course is essential for understanding information users and communities, and will be utilized by students during their program of study and into their professional lives to develop, evaluate, and improve upon information systems, organizations, and services.

Learning Outcomes:

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 in-class 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

PRE or COREQUISITE:

MLIS and Dual students: LIBR 508, LIBR 509. Core courses in the MLIS program can only be taken by students registered in the MLIS program.

Format of the course: This is an in-person course delivered through a combination of lectures, assigned readings, class discussions and activities, and individual and group work.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading:
There is no course textbook. Readings in the form of journal articles, book chapters and conference papers will be assigned weekly and will be available as web links or from the UBC Library through Canvas via the Library Online Course Resources (LOCR) application.

Supplementary Texts: A number of excellent general texts on human information behaviour and interaction may be useful for supplementary reading and for assignments. Some of the required readings are drawn from these texts.

Case, Donald O. (2016). *Looking for Information*. Emerald Publishing Ltd. 4th Edition. [UBC Library e-book].

Blair A., Duguid P., Goeing A., & Grafton A. (Eds.), *Information: A Historical Companion* (pp. 746-749). Princeton University Press. [UBC Library e-book]

Fidel, Raya. (2012). *Human Information Interaction: An Ecological Approach to Information Behavior*. MIT Press. ISBN 0-262-01700-8 [UBC Library e-book].

Ford, N. (2015). *Introduction to Information Behaviour*. London, UK: Facet Publishing. ISBN: 9781783301843 [UBC Library e-book].

Heinström, Jannica. (2010) *From Fear to Flow: Personality and Information Interaction*. Oxford: Chandos Publishing. ISBN: 9781780630366. [UBC Library e-book].

Hirsh, Sandra (2018) *Information Services Today: An Introduction*. Rowman & Littlefield. 2nd Edition, [UBC Library e-book]

Nahl, D. & Bilal, D. (2007). *Information and Emotion: The Emergent Affective Paradigm in Information Behaviour Research*. Medford, NJ: Information Today. [UBC Library print copy on reserve at IKBLC]

Ross, C.S., Nilsen, K. & Radford, M.L. (2019) *Conducting the Reference Interview*, 3rd Edition. New York: Neal-Shuman Publishers, Inc. [UBC Library e-book ISBN:]

White, Ryen W. (2016). *Interactions with Search Systems*. Cambridge University Press. ISBN: 9781107034228 [UBC Library e-book]

Course Assignments:

	Assignment Name	Due Date	Weight	Graduate Competencies
1	Information Exploration and Review Report (individual)	Week 4-Sept 28	20%	1.3, 1.4, 2.1, 2.2, 4.1
2	Information Seeking Model/Theory Overview	Week 7-Oct 19	20%	1.4, 2.1, 2.2, 4.1
3	Information Design Project (Group)			1.1; 1.3; 2.1; 2.2; 3.1; 4.1
	a) Project Proposal and Needs Analysis	Week 10 Nov. 16	15%	
	b) Project Presentation	Week 13 Dec 7	10%	
	c) Project – Final Report and Prototype	Dec 12	25%	
	Attendance and in-class participation		10%	1.4, 3.1

Assignment Descriptions (Brief)
1. **Information Exploration and Review Report** (1500 words)
   The purpose of this individual assignment is to apply existing and newly gained knowledge of the information and media landscape to find and make use of topical information in various genres and media. The assignment includes several components: identification of a small set of materials on a given topic; a summary and critical assessment of those materials; reflection on personal skills and knowledge gaps; and, structure, clarity and appropriate citation in the written report. This assignment will serve as an introduction to writing using social science disciplinary conventions.

2. **Information Seeking Model/Theory Overview** (one double-sided page)
   The purpose of this individual assignment is to deepen your understanding of the theoretical underpinnings of HII and gain experience drawing upon theoretical knowledge to interpret real-world information behaviours and practices. Choosing from a list of well-known HII models, you will conduct research on the model and its impact in research and practice. You will prepare a brief, structured overview of the model, including key references, a descriptive and visual summary of the model, the key contributions and impact, notable limitations and critiques, and an illustrative case showing how the model can be applied and references. The submission will take the form of a well-designed PDF document/flyer for a general audience, consisting of one double-sided page. Students will share their work in roundtable class discussions.

3. **Information Design Project** (multi-part, 4000 words)
   The purpose of this group project is to design an information resource / system for a specific user community in the context of a course-wide theme. This will take the form of a website or app offering information resources and associated services targeted to a particular user community. You will work in groups of 3-4 people to research your user group; identify needs and requirements; ideate and develop prototypes, drawing upon principles, models and methods covered in class..
   - Proposal and Needs Analysis: 1200 words
   - Presentation – uploaded video or recorded presentation; also presented in class
   - Final Report and Prototype: 3000-4000 words

Course Schedule (subject to change)
*weekly readings will be assignment and full information provided in the Canvas course site.

Week	Date	Topic	Assignments and Exercises
1	Sept 7	**Introduction** to the course and to human information interaction	
2	Sept 14	**Information needs**: Types of knowledge & information genres; gaps, uncertainties and questions; intermediation; citation management systems	
3	Sept 21	**Models and systems:** Overview of information seeking models and types of search systems	
4	Sept 28	**How we search**: Search behaviours and strategies (experts and everyone else)	**Assignment 1 due**
5	Oct 05	**Complex searching:** expert skills workshop	
6	Oct 12	**Making information choices**: Information literacy; Information quality and assessment; cognitive biases	Guest Lecture
7	Oct 19	**Everyday information use**: reading, story-telling (oral traditions) and learning	**Assignment 2 due** (and in-class roundtable discussions)
8	Oct 26	**Information in times of crisis**: sense-making, coping, and conspiracies	**Finalize Project Teams** and User Groups
9	Nov 2	**Human information interaction design:** principles and process	
	Nov 9	*No class – Midterm Break*	
10	Nov 16	**HII in context:** personal, situational and contextual factors that shape HII	**Assignment 3 - Project Proposal and Needs Analysis**
11	Nov 23	**Information is social**: Social media platforms and practices	Guest Lecture
12	Nov 30	**Community information Practices**: Principles and Case study of DTES Research Access Portal	
13	Dec 7	Last Class: **Project Presentations**	**Assignment 3 - Project Presentations**
	Dec 12		**Assignment 3 - Project Report due**

Attendance:

Attendance is expected in all class meetings. If you know you are going to be absent you are asked to notify the instructor beforehand if at all possible. The instructor may choose to assign extra material in lieu of missed class time.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

- Students experiencing specific difficulties in meeting deadlines are invited to discuss the possibility of an extension with the instructor, preferably well before the deadline.
- Penalties in grading may be applied to late assignments, unless an extension is agreed upon.

Required Materials:
The course materials are all available electronically through the Canvas course management site and the UBC Library at no extra cost to students. In addition, students may require access to Microsoft Office or compatible software, and a PDF reader in order to make use of course materials. Having access to a laptop or tablet during class will be an asset (but is not required). Students are encouraged to familiarize themselves with a citation management application. Free options are Zotero or Mendeley (https://guides.library.ubc.ca/c.php?g=707700&p=5037583).

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 the instructor 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 as Relevant:

Contact: Students are invited to communicate directly with the instructor via email, or to drop into Office Hours if questions arise. If using email, please note the following:

- I receive a high volume of email and am unlikely to respond immediately or on the weekend. If I have not replied within 3 days, you are invited to send a polite reminder.
- If the question is best handled in a conversation, and office hours don't work, we can use email to schedule a meeting time. Phone or Zoom alternatives to face to face meetings can be arranged.
- The course TA is another point of contact for discussions of course material, generally, or relating to assignments, specifically.