



*We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓ñəm̓ 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)**

<b>Program:</b>	MLIS, Dual
<b>Year:</b>	2019-2020
<b>Course Schedule:</b>	Wednesdays, 9:00-11:50 a.m.
<b>Location:</b>	IKBLC 155
<b>Instructor:</b>	Dr. Heather O'Brien
<b>Office location:</b>	IKBLC 486
<b>Office phone:</b>	604-827-5842
<b>Office hours:</b>	Mondays, 1:00-3:00 p.m.
<b>E-mail address:</b>	<a href="mailto:h.obrien@ubc.ca">h.obrien@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

### **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 foundations course will focus on searching for information, emphasizing how to use search tools to effectively locate information for yourselves and others, and how to understand, negotiate, and attempt to 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, organizations, and services.

### **Course Objectives:**

#### **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

**Prerequisites:**

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

**Format of the course:** This course will involve lectures, class discussions and activities, individual and group work, and instructor-, peer-, and self-assessment.

**Required and Recommended Reading:**

There are no readings assigned for weeks 1 (Sept. 4), 5 (October 2), 8 (October 23), 12 (November 20) and 13 (November 27). On some of these days you will want to review readings from previous weeks. Course readings are listed by week in the “Pages” section of Canvas titled “Course Readings.”

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Participation	Throughout term	10%	1.4, 2.1
<b>In-class information intermediary assignment</b>			1.1; 1.3; 2.1; 3.1
Peer review of information intermediary	March 4	10%	
Search documentation and reflection	March 11	25%	
<b>Design project**</b>			1.1; 1.3; 2.1; 2.2; 3.1; 4.1
Literature review and project plan	February 12	25%	
Project presentations	April 8	10%	
Final report: Documentation of the design process and reflection	April 14	20%	

\*\* Completed in pairs

**Course Schedule [week-by-week]:**

Week	Date	Class Topic	Readings
1	Jan 8	Introduction to the course Ice breaker and self-assessment Information interaction of people, groups, communities; purposeful and incidental acquisition	
2	Jan 15	Information systems: types, affordances	Bell, S. S. (2015). Chapter 1: Introduction to library databases. <i>Librarian’s Guide to Online Searching, 4th ed.</i> (pp. 1-8). Santa Barbara, CA: Libraries Unlimited. Bell, S. S. (2015). Chapter 2: Database structures for everyone: Records, fields, and indexes. In <i>Librarian’s Guide to Online Searching (4th ed., pp. 9-26)</i> . Santa Barbara, CA: Libraries Unlimited.
3	Jan 22	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	Jan 29	Complex searching	
5	Feb 5	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 &amp; Research Libraries</i> , 29(3), 178-194.
6	Feb 12	Asking questions: reference interview	Ross, C.S., Nilsen, K. & Radford, M.L. (2009). <i>Conducting the Reference Interview, Second Edition</i> . New York: Neal-Shuman Publishers. · 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. <i>Reference/Information Services - Guidelines for Behavioral Performance of Reference and Information Service Providers</i> <a href="http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral">http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral</a>
7	Feb 26	<i>In-class intermediary assignment</i>	
8	Mar 4	Traditional and community-led approaches to library service	Martinez, P. (June 29, 2016). <i>Making a difference: A community-led service framework for libraries</i> . Available, <a href="http://hdl.handle.net/2429/58349">http://hdl.handle.net/2429/58349</a> Williment, K. (2019). It takes a community to create a library. <i>Public Library Quarterly</i> , 1-11. 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). <a href="https://bclaconnect.ca/perspectives/2019/09/05/barriers-boundaries-and-bureaucracy-oh-my/">https://bclaconnect.ca/perspectives/2019/09/05/barriers-boundaries-and-bureaucracy-oh-my/</a>
9	Mar 11	Ethics of community engagement	<i>Ethics of Changemaking Workshop</i> with Madeleine Zammar and Shadi Mehrabi, UBC Centre for Community Engaged Learning.
10	Mar 18	NO CLASS	
11	Mar 25	Library planning and design	Leckie, G.J. & Buschman, J.E. (2007). Space, place, and libraries: An introduction. In Leckie, G.J. & Buschman, J.E. (Eds). <i>The Library as Place: History, Community and Culture</i> . Libraries Unlimited (pp. 3-25). Lopatovska, I., & Regalado, M. (2016). How students use their libraries: A case study of four academic libraries. <i>College &amp; Undergraduate Libraries</i> , 23(4), 381-399.
12	Apr 1	Digital user engagement	Cleverly, J., & Heeson, S. (2019). Usage, engagement and impact: evaluating the usage of and measuring impact and engagement with library resources at Leeds Beckett University Library. <i>Insights: The UKSG Journal</i> , 32(25), 1-15. MacDonald, C. M. (2017). "It Takes a Village": On UX Librarianship and Building UX Capacity in Libraries. <i>Journal of Library Administration</i> , 57(2), 194-214.
13	Apr 8	Design project presentations	

## Assignments in Detail

### Participation

This grade is determined by meaningful contributions to the class in the context of discussions and in-class activities. Failure to attend class may result in a lower class grade.

### In-class search intermediary assignment

This assignment will allow you to act as an information intermediary. You will have the ability to use and consider the utility of various information resources and tools. Specifically, you will:

- Identify, analyze, and assess the information needs of a classmate;



- Apply knowledge of information technologies and resources to the classmate's information need;
- Articulate ideas and concepts fluently and thoughtfully in oral and written communications with the classmate and instructor;
- Demonstrate initiative and effective collaboration in this team-based assignment.

You will be asked to prepare (in advance of class) *three* personal information searches. *These three searches will be brought to class for the assignment.* You may be asked to articulate to your partner: the nature of the search; your motivation or interest in searching for the information; and its intended use or purpose. You will draw from our classes on the reference interview and information searching for this assignment, and this is an opportunity to practice interpersonal, interviewing, and searching skills.

- During class, you will be paired with a classmate; this will be a random pairing done by the instructor before the class. Each of you will take on the role of the intermediary (searching on behalf of the other) and the client (having someone search for you).
- You will conduct brief interviews with each other, where the intermediary is intended to clarify the client's information needs and identify further details about the searches as relevant.
- Following the interview, you will conduct independent searches on behalf of your partner using a variety of resources. *Intermediaries must save relevant queries, search strategies, and results pages.* You can do this by utilizing features within databases, making screen captures, keeping notes on your computer, using pen and paper, and so on. This is to help you remember what you did to share your search process with the client and the instructor.
- Following or during the search period, you will regroup with your partner and share the findings of your respective searches. *Intermediaries should make notes about clients' responses to their search results.*
- You may choose to work on one information need at a time, or all three, though you must ensure you have at least one completed search to report on for your reflection assignment (see below); you do not want to run out of time or feel rushed. Some partners may choose to search independently or consult each other during the process to clarify aspects of the search, show each other some preliminary results, etc. Communicate your preferences with your partner in advance of beginning.

#### Deliverable #1: Search Documentation and reflection:

- A description of and reflection on one of the three searches:
  - Your approach to the task, including how you broke the search down into manageable parts and the search strategies you employed during the task (e.g., general to specific, pearl growing, etc.)
  - The resources you used, and how you used them (e.g. database thesauri or index, applying limiters, use of Boolean operators)
  - Decisions you made regarding the relevance of items, alterations in what or how you were searching, and how you confirmed or triangulated your information
  - Evaluation of the search tools used with regard to their benefits and drawbacks as evidenced during the search
  - Your experience acting as a search intermediary, including the high points and challenges you encountered during the activity
  - Your perception of whether you adequately addressed your client's need and your rationale for this assessment.

#### Deliverable #2: Peer Review

- An assessment of the intermediary's performance, based on a questionnaire developed by the instructor. This will take into account the intermediary's effectiveness in communicating before and



after the search, your level of satisfaction with the search results, and your evaluation of the intermediary's strategy or approach to the information searches.

- The questionnaire will include open-ended and closed-ended questions. This will be shared with your partner for this assignment to provide them with valuable feedback. As such, it should be fair and detailed in terms of your partner's strengths and areas for improvement.
- ***You are being graded on your ability to deliver constructive and meaningful feedback in a professional manner.***

### ***Design Project***

The purpose of this project is to design an information resource, system or service for a specific user community. This could take the form of: a tutorial, program, workshop, subject guide, website, app, finding aid, online community, etc. You will work in pairs to decide what you are designing, who you are designing for, and the mode through which it will be delivered (in person, Library website, YouTube, etc.).

During the "lab" components of our class, students will use content and strategies covered in the day's lecture to work on aspects of their design projects. For example, early in the term we'll practice search strategies using your design project topics, and later on you will have time to work with your partners and to share "a pitch" with classmates to get early feedback.

### Literature Review and Project Plan (8-10 pages)

#### Literature review

- Who is the intended information user or audience? Include a literature review of the user community (8-10 sources). Reference relevant literature to provide a rationale for why the specified user community would benefit from your product.
- How will the resource, system, or service be delivered to the user community? What form will it take? Why is this appropriate based on what you understand about the user community?

#### Project plan:

- Who are the members of the team?
- What are you designing?
- What will each member of the team be contributing to the project?
- Timeline for completing the project by the end of term, including goals and objectives for each segment.

### Prototype Presentation

This can take the form of: a video, a lesson plan for a program, a simple website, a paper mock up of an online system. Students will present a prototype in class near the end of the term. Presentations will take the form of a poster or demonstration; examples will be provided. All members of the team must participate in a meaningful way. It should be clear who the intended user or audience of the program/service/system is, the motivation for its creation (i.e., why is this a good idea), and how it works/what it is meant to accomplish. The time devoted to presentations will depend on the number of projects and the class time available. We will work out the details and the schedule closer to the end of the term.

### Report/Product (2000-3000 words or 10 pages)

The final deliverable should include:

- An introduction describing the program/system/service and the motivation for its creation.
- Part 1: A supporting argument regarding the need for this information resource/system/service within this specific user community. Ensure you connect the "what" (product) with the "who" (user group, community).



- Part 2: The designed system/service/program, including the prototype. There should be sufficient context for the reader/viewer to understand what the product is, how it works, and what it is intended to accomplish, and why key design decisions were made.
- Ensure that all of the components of the assignment read as one voice and flow together.

### Course Policies:

**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 the instructor to discuss this option.

### Attendance:

- Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible.
- Up to two excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

**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 Access and Diversity and should communicate honestly and openly with the instructor about late or missing work. 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 general web. Students are required to present a poster. This may be done at no cost (digitally project a PowerPoint slide or PDF) or low cost (purchase inexpensive poster board and adhere printouts of text or illustrations).

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [\[https://students.ubc.ca/about-student-services/access-diversity\]](https://students.ubc.ca/about-student-services/access-diversity). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

### Academic Integrity

#### *Plagiarism*

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons



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has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>]

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

**Other Course Policies:** All assignments must conform to APA citation style for in-text citations and reference lists.