



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, Winter Session, Term 1
Course Schedule:	Asynchronous; self-determined schedule
Location:	Online course through learning management site Canvas
Instructor:	Saguna Shankar
Office hours:	By appointment; e-mail to schedule a meeting
E-mail address:	saguna@mail.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 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.

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:

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:

- Pre- or corequisites for 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 course will involve video lectures, tutorial discussions, activities, individual and peer work, and instructor-, peer-, and self-assessment.

Required and Recommended Reading:

Weekly readings will be available online, through UBC Libraries, or on Canvas.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Participation in activities, quizzes, and discussions	Throughout the term	25%	1.4, 2.1
Assignment 1: Virtual information intermediary assignment			1.1; 1.3; 2.1; 3.1
<ul style="list-style-type: none"> • Peer review of information intermediary 	October 27	10%	
<ul style="list-style-type: none"> • Search documentation and reflection 	November 3	15%	
Assignment 2: Design project			1.1; 1.3; 2.1; 2.2; 3.1; 4.1
<ul style="list-style-type: none"> • Project plan and literature summary 	September 29	15%	
<ul style="list-style-type: none"> • Prototype presentation 	November 17	15%	
<ul style="list-style-type: none"> • Summary report 	December 1	20%	

Course Schedule [week-by-week]:

Topic	Required Readings	Date	Week
<ul style="list-style-type: none"> • Introduction to the course • Information interaction of people, groups, communities 	<ul style="list-style-type: none"> • Hartel, J. (2020). The red thread of information. <i>Journal of Documentation</i>, 76(3), 647–656. • This American Life. (2018, December 28). <i>The Room of Requirement</i> [Audio podcast]. Retrieved from https://www.thisamericanlife.org/664/the-room-of-requirement 	September 9–15	1



<ul style="list-style-type: none"> • Information interaction; purposeful and incidental acquisition of information • Information seeking in complex information ecosystems 	<ul style="list-style-type: none"> • Marchioninni, G. (1995). Information seeking perspective and framework (pp. 27-60). <i>Information Seeking in Electronic Environments</i>. Cambridge Series on Human-Computer Interaction. • Boyd, D. (2019, August 6). <i>Danah Boyd on the Spread of Conspiracies and Hate Online Amanpour and Company</i> [Video]. YouTube. https://www.youtube.com/watch?v=sthBM6vb2i4 	<p>September 16–22</p>	<p>2</p>
<ul style="list-style-type: none"> • Building search strategies 	<ul style="list-style-type: none"> • Fidel, R. (2012). Five search strategies. <i>Human information interaction: An Ecological Approach to Information Behaviour</i> (pp. 97-118). Cambridge, Mass: MIT Press. • The University of British Columbia Libraries (2020, July 30). <i>Library Skills Tutorial, Module 3</i> [Four short videos]. https://guides.library.ubc.ca/library_tutorial/module3 	<p>September 23–29</p>	<p>3</p>
<ul style="list-style-type: none"> • Information systems: Databases, search engines, and systems for information retrieval • Social responsibility and search <p><u>Guest lecturer:</u> Samuel Dodson, MLIS (He, Him), PhD Candidate, School of Information, The University of British Columbia</p>	<ul style="list-style-type: none"> • Bell, S. S. (2015). Chapter 1: Introduction to library databases. <i>Librarian’s Guide to Online Searching</i>, 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 <i>Librarian’s Guide to Online Searching</i> (4th ed., pp. 9-26). Santa Barbara, CA: Libraries Unlimited. • Noble, S. (2016, June 15). <i>Safiya Noble Challenging the Algorithms of Oppression</i> [Video]. YouTube. https://www.youtube.com/watch?v=iRVZozEEWIE 	<p>September 30–October 6</p>	<p>4</p>



<ul style="list-style-type: none"> Information needs <p>Guest: Nick Ubels, MLIS (He, Him), Community Engagement Librarian, UBC Learning Exchange</p>	<ul style="list-style-type: none"> O'Brien, H.L. & Greyson, D. (2018). Diverse information needs. In S. Hirsh (Ed.). <i>Information Services Today: An Introduction</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. 	<p>October 7–13</p>	<p>5</p>
<ul style="list-style-type: none"> Asking questions: The reference interview 	<ul style="list-style-type: none"> Nilsen, K., Ross, C. S., & Radford, M. L. (2019). <i>Conducting the reference interview: A how-to-do-it manual for librarians</i> (Third ed.). Chicago: ALA. <ul style="list-style-type: none"> Chapter 2: The first thirty seconds (pp. 62-86) Chapter 3: Finding out what they really want to know (pp. 87-130) Reference and User Services (RUSA) Guidelines. Reference/Information Services - Guidelines for Behavioral Performance of Reference and Information Service Providers http://www.ala.org/rusa/resources/guidelines/guidelines_behavioral 	<p>October 14–20</p>	<p>6</p>
<ul style="list-style-type: none"> Virtual information intermediary assignment (work on assignment) 	<p>No required readings</p>	<p>October 21–27</p>	<p>7</p>
<ul style="list-style-type: none"> Traditional and community-led approaches to library services 	<ul style="list-style-type: none"> Martinez, P. (2016, June 29). <i>Making a difference: A community-led service framework for libraries</i> [Video]. Retrieved from http://hdl.handle.net/2429/58349 Williment, K. (2019). It takes a community to create a library. <i>Public Library Quarterly</i>, 1-11. 	<p>October 28– November 3</p>	<p>8</p>



	<ul style="list-style-type: none"> 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-and-bureaucracy-oh-my/ 		
<ul style="list-style-type: none"> Ethics of community engagement <p>Guests: Kyle Nelson (He, Him), Community Engaged Learning Officer, Centre for Community Engaged Learning, The University of British Columbia</p> <p>Michael Denhamer (He, Him), Educational Programs Coordinator, Centre for Community Engaged Learning, The University of British Columbia</p>	Workshop on the ethics of community engagement in the context of information work; workshop materials to be announced	November 4–10	9
<ul style="list-style-type: none"> Design project preparation (work on assignment) 	No required readings	November 11–17	break
<ul style="list-style-type: none"> Library planning and design 	<ul style="list-style-type: none"> Lopatovska, I., & Regalado, M. (2016). How students use their libraries: A case study of four academic libraries. <i>College & Undergraduate Libraries</i>, 23(4), 381–399. 99% Invisible (Producer). (2019, May 14). <i>Episode 354: Weeding is Fundamental</i> [Audio podcast]. Retrieved from https://99percentinvisible.org/episode/weeding-is-fundamental/ 	November 18–24	10
<ul style="list-style-type: none"> Design project preparation (work on assignment) 	No required readings		11
<ul style="list-style-type: none"> Digital engagement and user experience 	<ul style="list-style-type: none"> Cleverley, J., & Heeson, S. (2019). Usage, engagement and impact: Evaluating the usage of and measuring 	November 25–December 1	12



<p><u>Guest lecturer:</u> Andrea Kampen, MLIS (She, Her), PhD Student, School of Information, The University of British Columbia</p>	<p>impact and engagement with library resources at Leeds Beckett University Library. <i>Insights: The UKSG Journal</i>, 32(25), 1–16.</p> <ul style="list-style-type: none"> • 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. 		
<ul style="list-style-type: none"> • Design project showcase • Course review 	<p>No required readings; peruse class showcase of final projects</p>	<p>December 2–8</p>	<p>13</p>

Attendance:

- Students will be placed in small groups for drop-in tutorial discussions hosted by the teaching team throughout the term.
- Tutorial groups and meeting times will be announced by the teaching team through our learning management site.
- Attendance at tutorials is encouraged to extend and practice the skills we are learning in this course.
- Attendance and participation in tutorial sessions are not graded; tutorials are intended to be a space for open discussion and practice with peers and the teaching team.

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 provided this is done in a respectful manner. Late or missed work 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.
- For some activities and the design project, you may choose to generate audio/visual or other creative components. You may wish to source a few arts and crafts materials from around the house, purchase some low-cost materials (e.g., a sketchbook, drawing pencils or pens, or other materials), and access the [software available to all UBC students](#).

Academic Concession:

If you miss marked coursework for the first time (e.g., assignment, presentation, participation) 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 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 73: Academic Accommodation for Students with Disabilities](#). 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.

Conflicting Responsibilities:

UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.



Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

Other Course Policies:

- *Weekly schedule:*
 - Weekly materials are posted on Wednesdays (e.g., video lectures, quizzes, activities).
 - Assignments and quizzes are due on some Tuesdays (see Canvas for due dates).
 - Drop-in tutorial group meetings will be scheduled on a few days throughout the term (times to be determined; see Canvas announcements for upcoming tutorial group meeting times). Students are expected to have read, listened to, and viewed all of the preceding week's required readings and video lectures prior to attending tutorial group meetings to engage in generative discussion.
- *Assignment format:*
 - All written assignments must conform to APA citation style for in-text citations and reference lists. You may wish to review the APA style guidelines here for [listing references](#) and [in-text citations](#).
- *Time zones:*
 - Please set your personal time zone in Canvas, so that due dates and tutorial group meeting times are localized to display in your time zone. Every effort will be made to accommodate your schedule.
- *Peer work:*
 - When working on Assignment 1, be sure to set expectations with your partner for when you will complete the virtual reference interview and share the results of each of your searches. Clearly communicating with your partner about your expectations, procedures, and availability will help you to complete each part of this assignment successfully.