



FACULTY OF
MANAGEMENT

**Department of Information Science
INFO 7000 Research Paradigms in Information
Fall 2025**

INSTRUCTOR

Louise Spiteri (she/her)

EMAIL

Louise.Spiteri@dal.ca

OFFICE LOCATION

Rowe 4018. Open-door policy. Also available by appointment via [Bookings](#)

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

INTRODUCTION

I am very pleased to welcome you to INFO 7000 Research Paradigms in Information Science, and to the PhD program in the Department of Information Science. I am the primary instructor for this course and your contact with regard to assignments, course questions, mentoring, and so forth.

Some of the classes will feature guest lectures from other faculty members in the Department who can share their expertise in specific areas.

CONTACTING ME OUTSIDE THE CLASSROOM

I encourage you to contact me outside of the classroom to chat about anything related to the course or how to discuss how I could better support your learning. You can email me at Louise.Spiteri@dal.ca. Because I think it's important to maintain a healthy work-life balance, I don't read my work email after 18:00 or over the weekends or holidays. I do my best to respond to your email within 24 hours, barring weekends or holidays. You can also contact me via Teams: If there is a green dot next to my name on Teams, please feel free to start a chat or a virtual meeting with me.

I am always happy to meet with you either face-to-face or virtually via Teams. If there is a green dot next to my name on Teams, please feel free to start a chat or a virtual meeting with me. I have an open-door policy, so please feel free to drop by. You are always welcome, as well, to make an appointment with me via [Bookings](#).

COURSE DESCRIPTION

Information science, often simply defined as the 'science of information' is "the systematic study and analysis of the sources, development, collection, organization, dissemination, evaluation, use, and management of information in all its forms, including the channels (formal and informal) and technology used in its communication" ([ODLIS, 2004](#)). This course will explore the major research paradigms, models, theories and methods that are used in information science, with a focus on user-centred approaches, equity, diversity, inclusion, accessibility and decolonization.

COURSE PRE-REQUISITES

None

LEARNING OUTCOMES

Upon completion of the course, you will have gained basic knowledge or proficiency in the following areas:

-
- The predominant paradigms used in the information and social sciences.
-
- The underlying ontologies, epistemologies, and methodologies of these predominant paradigms, and their implications on research.
-
- The nature, use, and validity of quantitative, qualitative, and mixed methods research design
-
- The primary theoretical research models in social science research
-
- The specific research methods used in information science research, and particularly through the lenses of social justice, equity, ethics, Indigeneity, and decolonization.
-
- The nature and role of scholarly communication
-

INSTRUCTIONAL METHODS

This will be a seminar course, with multiple faculty members facilitating sessions related to their research methods and agendas. The class will be held in person.

METHODS OF EVALUATION

In this course, we will be using an **ungrading** approach to assessment. Ungrading shifts the focus from numerical or letter grades to **learning, reflection, and growth**. Rather than assigning traditional grades to individual assignments, you will receive **formative feedback** designed to

help you deepen your understanding and improve your work. At the end of the term, you will submit a reflective synthesis that summarizes and assesses your class engagement and your work, key insights you gained from the course, and how what you have learned informs your dissertation or future research. I will assign a final course grade, as required by the University.

This approach is grounded in the belief that:

-
- Learning is a process, not a competition
-
- Grades can obscure feedback and discourage risk-taking or creativity
-
- Students are capable of evaluating their own learning when given the tools and support to do so.
-

Throughout the course, you will be encouraged to:

-
- Reflect on your progress and challenges
-
- Revise and resubmit work, if you so choose, based on feedback
-

The goal of ungrading is to foster a more **collaborative, equitable, and meaningful** learning environment. If you have questions or concerns about this approach, I welcome open conversations at any time. Detailed instructions regarding each assignment will be provided in Brightspace.

Assignment title	Description	Due date
Reflexive researcher journal	Throughout the course, you will maintain a Reflexive Researcher Journal that documents your evolving understanding of research paradigms and your alignment with them. This journal will serve as a space to explore how philosophical assumptions influence research	Weekly & November 26, 2025

	design, methodology, and interpretation in Information Science.	
Mapping research paradigms in Information Science (Option 1)	Create a visual map that illustrates the relationships among 3-4 major research paradigms (e.g., positivism, interpretivism, critical theory, pragmatism, postmodernism) and their application in Information Science domains	October 15, 2025
Mapping research paradigms in Information Science (Option 2)	Write a 3,000–4,000-word paper that maps out the key research paradigms in Information Science. Your paper should demonstrate a deep understanding of the paradigms' philosophical underpinnings and their influence on research design, data collection, and interpretation.	October 15, 2025
Reframing an Information Science question across paradigms	Select a research topic relevant to Information Science and reframe it under three distinct research paradigms (e.g., Positivism, Interpretivism, Critical Theory, Pragmatism, Postmodernism).	November 19, 2025
Participation	Active engagement and discussion of course materials and topics	Ongoing

CITATION STYLE

This course uses APA as the default standard citation style. Please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library [website](#).

ASSIGNMENT FORMAT

Please ensure that your submitted papers are written in font type and size to allow for optimal reading. I thank you in advance for observing the requirements below:

- **Font type:** Verdana (Preferred), Tahoma, or Arial
- **Font size:** 12-point
- **Spacing:** 1.5
- Please submit documents in Word, NOT PDF

Please submit assignments in the Brightspace Dropbox by no later than 23:59 on the day they are due. Since I mark assignments in alphabetical order, I ask that you please label your assignments as follows:

- Surname_INFO6400_Assig01 OR Surname_MGMT5008_Assig01

ASSIGNMENT DEADLINES

Managing deadlines can be challenging and difficult, and I understand that life happens. If you have difficulty meeting an assignment deadline because of circumstances such as illness, medical and family emergencies, and so forth, please contact me in advance to discuss options for possible extensions.

MISSED OR LATE ACADEMIC REQUIREMENTS DUE TO STUDENT ABSENCE

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email

prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

GRADUATE GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a graduate degree.

GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI)

With an understanding of the risks associated with GenAI, you may use AI-driven tools (e.g., ChatGPT, Copilot) to assist in learning course content (e.g., providing alternate descriptions and summaries) and studying (e.g., generating schedules, outlines, templates); along with brainstorming and editing (e.g., grammar or language suggestions) for assignments. You are responsible for demonstrating your own knowledge and learning in all work you submit, whether assisted by an AI-driven tool or not. Similar to appropriately citing references, any use of GenAI for assignments must be acknowledged and cited appropriately. Include an in-text citation and statement within the reference list, which includes the prompt used.

Example

In text citation: (Microsoft, 2025)

Reference: Microsoft. (2025). Copilot prompt: "Can you check this essay for English grammar and identify paragraphs that require additional clarification?"

In text citation: (OpenAI, 2025)

Reference. OpenAI. (2025). ChatGPT prompt: "Generate a summary of my paper."

Any submitted work suspected to misrepresent an individual's contributions or competencies will be considered under the University's Academic Integrity requirements.

MY COMMITMENT TO EQUITY, DIVERSITY, INCLUSION, AND ACCESSIBILITY

I want to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and that honours your identities (including race, gender identity, sexual orientation, religion, and ability). Please let me know your preferred name and pronouns if you are comfortable doing so. If you think your performance in the class is being impacted by your experiences outside of class, please don't hesitate to contact me. I want to be a resource for you. Remember that you can also submit anonymous feedback.

It is my intent to present materials and activities that are inclusive and respectful of diversity. While I expect there to be rigorous discussion and even disagreement in our class discussions, I ask that you engage in discussion with care and empathy for the other members of the classroom. Aim to disagree without becoming disagreeable. Critically examining and assessing our most basic assumptions and values is vital to our growth as scholars.

Please let me know if something said or done in the classroom, by either me or other students, is particularly troubling or causes discomfort or offense. The impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to your experiences and want to work with you to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.

Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected

under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use can fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community, and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the University's [Academic Integrity](#)

requirements, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to

submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

CODE OF STUDENT CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. [The Code of Student Conduct](#) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't

be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported.

INTERNATIONALIZATION

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

RECOGNITION OF MI'KMAQ TERRITORY

I acknowledge Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. I make this acknowledgment as a first step in fulfilling my responsibility to look critically at colonial histories, and to work towards dismantling the ongoing legacies of settler colonialism. I commit myself to the struggle against the systems of oppression that have dispossessed Indigenous peoples of their lands and denied their rights to self-determination.

I recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

NB: As space in the table below is limited, I have embedded URLs directly in the references. Please note that this is not standard APA practice. Some weeks include both readings and resources; the former should be read as part of the preparation for the week's discussions. Resources are provided for information purposes only and serve more as general guides of interest.

Date	Topics	Readings & Resources
Sept. 3	The nature of information science Research paradigms in the social and information sciences.	Bawden, D., & Robinson, L. (2022). <i>Introduction to information science</i>. Facet • Chapter 1: What is information science? Disciplines and professions Johannesson, P., & Perjons, E. (2014). <i>An introduction to design science</i>. Springer. • Chapter 12: Research Paradigms Kankam, P. K. (2019). The use of paradigms in information research. <i>Library & Information Science Research</i>, 41(2), 85-92. Pickard, A. J. (2013). <i>Research methods in information</i> (Second edition). Facet. • Chapter 1: Research Paradigms
Sept. 10	Quantitative, qualitative, and mixed methods research	Davies, C. (2022). A quick guide to quantitative research in the social sciences. University of Wales. Doyle, L., Brady, A-M., Byrne, G. (2016). An overview of mixed methods research. <i>Journal of Research in Nursing</i>, 21(8). Lim, W. M. (2024). What is qualitative research? An overview and guidelines. <i>Australasian Marketing Journal</i> Lim, W. M. (2024). What is quantitative research? An overview and guidelines. <i>Australasian Marketing Journal</i>
Sept. 17	Theoretical models in social and	Bates, M. J. (2005). An introduction to metatheories, theories, and models. In K. E. Fisher, S. Erdelez, & L. McKechnie (Eds.), <i>Theories of information behavior</i> (pp.

Date	Topics	Readings & Resources
	information sciences	1–24). American Society for Information Science and Technology. Sonnenwald, D. H. (2016). Exploring theory development: Learning from diverse masters. In D. H. Sonnenwald (Ed.), <i>Theory development in the Information Sciences</i> (pp. 1-18). University of Texas Press. Staines, Z., Hoffstaedter, G., & Binnie, N. (2023). <i>Introduction to the social sciences</i>. The University of Queensland. • Chapter 3: Social science theories, methods, and values.
Sept. 24	Research ethics	Readings Anderson, E. E, & Corneli, A. (2018). 100 questions (and answers) about research ethics. Sage. • Each chapter is very short. I recommend you read Parts 1 and 2 (Chapters 1-17). The eBook as a whole is a good reference tool to keep on hand. Government of Canada. (2022). Tri-Council policy statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). Miteu, G. D. (2024). Ethics in scientific research: A lens into its importance, history, and future. <i>Annals of Medicine & Surgery</i>, 86(5), 2395-2398 Wiles, R. (2013). What are qualitative research ethics? Bloomsbury • Chapter 2: Thinking ethically • Chapter 6: Ethical dilemmas Resource Government of Canada. (2022). TCPS 2 (2022) – Chapter 1: Ethics framework.
Oct. 1	Decolonizing academic research	Datta, R. (2017). Decolonizing both researcher and research and its effectiveness in Indigenous research. <i>Research Ethics</i>, 14(2)

Date	Topics	Readings & Resources
		Held, M. B. E. (2019). Decolonizing research paradigms in the context of settler colonialism: An unsettling, mutual, and collaborative effort. <i>International Journal of Qualitative Methods</i>, 18. Held, M. B. E. (2023). Decolonizing science: Undoing the colonial and racist hegemony of Western Science. <i>Journal of Multidisciplinary Evaluation</i>, 19(44) Thambinathan, V., & Kinsella, E. A. (2021). Decolonizing methodologies in qualitative research: Creating spaces for transformative praxis. <i>International Journal of Qualitative Methods</i>, 20 Resources Concordia University. (2016, March 30). Decolonizing methodologies: Can relational research be a basis for renewed relationships? Lamoureux, K. (2022, April 20). A beginner's guide to decolonization. Sage Research Methods Community. (2023, May 22). What does it mean to "decolonize" research?
Oct. 8	Indigenous research Assignment 2 is due	Berget, G., MacFarlane, A., & Pharo, N. (2021). Modelling the information seeking and searching behaviour of users with impairments: Are existing models applicable? <i>Journal of Documentation</i>, 77(2), 381-400. Huvial, I., & Gorichanaz, T. (2024). Trends in information behavior research, 2016-2022: An Annual Review of Information Science and Technology paper. <i>Journal of the Association for Information Science & Technology</i>. Robson, A., & Robinson, L. (2013). Building on models of information behaviour: Linking information seeking and communication. <i>Journal of Documentation</i>, 69(2), 169-193.

Date	Topics	Readings & Resources
Oct. 15	Social justice research	Readings Mehra, B., Albright, K. S., & Rioux, K. (2006). A practical framework for social justice research in the information professions. <i>Proceedings of the American Society for Information Science and Technology</i>, 43(1), 1-10. Call, C. C., Eckstrand, K. L.; Kasperek, S. W., Boness, C. L., Blatt, L., Jamal-Orozco, D. M., Foti, D. (2022). An ethics and social-justice approach to collecting and using demographic data for psychological researchers. <i>Perspectives on Psychological Science</i>, 18(5). Jaeger, P. T., Shilton, K., & Koepfler, J. (2016). The rise of social justice as a guiding principle in library and information science research. <i>The Library Quarterly</i>, 86(1), 1-9. NB: This issue of journal is devoted to the topic of social justice, so you may find some of the other articles of interest. Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. <i>Journal of Mixed Methods Research</i>, 1(3), 212-225 Oliphant, T. (2015). Social justice research in library and information sciences: A case for discourse analysis. <i>Library Trends</i>, 64(2), 226-245. Resources Kiperman, S. (2024). Enacting socially just mixed methods research & practice LinkedIn. (n.d.). What are the most effective research methods for promoting social justice in your field?
Oct. 22	Equity, diversity, inclusion, and accessibility in research	Readings Colón-Aguirre, M., & Kawanna, B. (2022). Incorporating diversity, equity, and inclusion (DEI) into research. <i>Journal of Education for Library and Information Science</i>, 63(3), 237-244 Hattery, A. J., Smith, E., Magnuson, S., Monterrosa A., Kafonek, K., Shaw, C., Mhonde, R. D., & Kanewske, L.

Date	Topics	Readings & Resources
		C. (2022). Diversity, equity, and inclusion in research teams: The good, the bad, and the ugly. <i>Race and Justice</i>, 12(3). Honish, S, S., & Hill, G. T. (2022). Accessibility in research: From design to dissemination. Royal Roads University. Isaacson, L. (2021). Why people with disabilities must be included in research. <i>International Journal of Market Research</i>, 63(5). Resources Government of Canada. (2024). Best practices in equity, diversity and inclusion in research practice and design. University of Alberta. (2024). Equity, diversity and inclusion in research. University of British Columbia. (n. d.). Equity, diversity and inclusion in research.
Oct. 29	Behavioural research	Berget, G., MacFarlane, A., & Pharo, N. (2021). Modelling the information seeking and searching behaviour of users with impairments: Are existing models applicable? <i>Journal of Documentation</i>, 77(2), 381-400. Huvial, I., & Gorichanaz, T. (2024). Trends in information behavior research, 2016-2022: An Annual Review of Information Science and Technology paper. <i>Journal of the Association for Information Science & Technology</i>. Robson, A., & Robinson, L. (2013). Building on models of information behaviour: Linking information seeking and communication. <i>Journal of Documentation</i>, 69(2), 169-193.

Date	Topics	Readings & Resources
		<u>Resources</u> Bhasin, H. (2023, September 18). <i>What is behavioral research? Importance, methods & examples.</i> Marketing91. NeuroLaunch. (2024, September 22). <i>Behavior research methods: Advancing psychological and social sciences.</i> NeuroLaunch. (2024, September 22). <i>Behavioral research: Unveiling human actions and decision-making processes.</i>
Nov. 5	Human-Computer Interaction and Artificial Intelligence research	<u>Readings</u> Collins, C., Dennehy, D., Conboy, K., & Mikalef, P. (2021). <i>Artificial intelligence in information systems research: A systematic literature review and research agenda.</i> <i>International Journal of Information Management</i>, 60(1) Draude, C., & Klumbyte. (2022). <i>Hybrid spaces, hybrid methodologies: Finding ways of working with social sciences and humanities in human-computer interaction.</i> In M. . (Ed.), <i>Human-computer interaction. Part 1: Theoretical approaches and design methods: Thematic area, HCI 2022</i>. Springer International. Hirvonen, N., Jylhä, V., Lao, Y., & Larsson, S. (2023). <i>Artificial intelligence in the information ecosystem: Affordances for everyday information seeking.</i> <i>Journal of the Association for Information Science and Technology</i>, 75(10), 1152-1165. Lazar, J., Feng, J. H., & Hochheiser, H. (2017). <i>Research methods in human-computer interaction</i> (Second edition). Morgan Kaufman. Chapter 1: Introduction to HCI research <u>Resources</u> Figma. (n.d.). <i>What is human-computer interaction (HCI)?</i> Glover, E. (2024, December 3). <i>What is artificial intelligence (AI)?</i> Built In.

Date	Topics	Readings & Resources
		Stryker, C., & Kavlakoglu. (n. d.). <i>What is artificial intelligence (AI)?</i> IBM
Nov. 12	Reading Week: No class	
Nov. 19	Ethnographic research Assignment 3 is due	Goodman, V. D. (2011). Applying ethnographic research methods in library and information settings. <i>Libri</i>, 61(1), 1-11. Gray, D. E. (2014). <i>Doing research in the real world</i> (3rd ed.). Sage • Chapter 17: Ethnography and participant observation. Griffin, B. L. (2017). Metatheory or methodology? Ethnography in library and information science. <i>Information Research</i>, 22(1). Methodologists. (2023, September 11). Ethnography: A comprehensive guide for qualitative research. <i>Methodologists</i>.
Nov. 26	Scholarly communication Bibliometric research Reflection synthesis is due	Readings Ashikuzzaman, M. D. (2018, November 29). What are bibliometrics? LIS Education Network. Banik, G. M., Baysinger, G., Kamat, P. V., Pienta, N. J. (Eds.) (2020). ACS guide to scholarly communication. American Chemical Society. • Part 1: Scientific communication (you can skip over Chemistry-related content, e.g., 1.6 and 1.9) • Part 2: Scientific journals Bonn, M., Bolick, J., & Cross, W. (Eds.) (2023). Scholarly communication librarianship and open knowledge. Association of College and Research Libraries. • Chapter 2.1: Open Access Krymskaya, A. S. (2024). The bibliometrics of bibliometrics as a new area of research. <i>Scientific and Technical Information Processing</i>, 50, 286-291

Date	Topics	Readings & Resources
		<u>Resources</u> University of British Columbia. (n. d.). Scholarly communications. University of Notre Dame. (2024). Scholarly communication.