School of Information Management

INFO 5500 — Information in Society — Fall 2019

Wednesdays, 5:35 pm - 8:25 pm, Room 1007, Rowe Management Building

Instructor: Dr. Bertrum MacDonald
Office: 4026 Kenneth C. Rowe Building
Phone: 902-494-2472
E-mail: bertrum.macdonald@dal.ca
Office hours: Wednesdays, 10:00 am – noon; Thursdays, 10:00 am – noon; otherwise by appointment confirmed in advance.

Note: This syllabus may be subject to minor alteration prior to or during the term.

Course Description
INFO 5500 provides an introduction to the world of information: the economic, political, and social dimensions of the information-rich environment in which we live. The course considers information and knowledge production, issues of control versus free flow of information (e.g., intellectual freedom, intellectual property rights, and public policy), the social organization and distribution of knowledge, ethical and legal aspects of information services, and the historical development of the information professions. This course provides a broad framework within which other required and elective courses in the Master of Information (MI) programme can be understood.

Course Prerequisites
There are no prerequisites for this graduate course. Normally only graduate students are admitted to the course.

Course Learning Objectives
The objectives of this course are to:
1. provide an introduction to the significance of information in today’s world;
2. identify and analyse key works within the field, which have had a significant impact on research and professional practice;
3. provide an informed perspective on the phenomena and processes of interest to the field;
4. identify and consider contemporary issues and trends that shape the field; and
5. undertake an historical overview of the information professions, and the social, political, technological, and critical factors that affected their evolution.
Course Learning Outcomes
Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:
1. the role of information in both the public and private sectors;
2. the evolution, structure, nature, and environment of the information professions;
3. the impact of technological developments on social systems, and conversely how social systems affect the nature and use of technology for information exchange; and
4. trends in professions in information studies.

Technology Used
A Brightspace course site will be used to complement the in-class activities. Copies of all course documents will be available at this site.

Instructional Methods
Instruction in this course will include lectures, writing workshops, and class discussion. When appropriate, guest speakers will be featured. Through readings, students will prepare for and engage in discussion of concepts and ideas presented in class.

Methods of Evaluation
Assessment of all written assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also “Instructions for Assignment Submissions” below for general guidelines. For two of the written assignments, students will be expected to exchange papers with other students in order to provide and gain feedback before final submission. This activity, which will be evaluated, will take place during in-class workshops.

The School’s grading policy is given below. Students will be evaluated in this course in the following manner:

**Paper # 1 — Reaction Paper — 15%** [5% draft workshop with fellow classmates | 10% final paper]
Due date: (draft) 18 September 2019 (bring printed paper draft to class that evening); (final) 25 September 2019
Students will prepare a 600- to 700-word critical reaction paper in response to a brief article or editorial selected by the instructor. Further guidelines are provided in a document posted in Brightspace.

**Paper # 2 — Ideas Memo — 15%**
Due date: 16 October 2019
Students will choose one of the trends outlined in Deloitte (2019) or Frog Design (2019). Read the description of the trend and write a memo (750 to 850 words) outlining how the trend will impact the information management field (if at all) in the near future. Students will assume they are in their first professional position, and the memo will be addressed to professional colleagues in their place of employment. The memo will be written to inform and convince colleagues about ideas and strategies to deal with the trend (or not, if it is irrelevant). Further guidelines are provided in a document posted in Brightspace.
**Paper # 3 — Critical Thought Paper: Information in Every Day Life — 15%**

Due date: 6 November 2019

Students will write a critical thought paper about an everyday physical or digital information-rich setting that they observe, e.g., a bulletin board, a doctor’s office, a grocery store, Facebook page, or an Instagram group. On the basis of observations and thought, students will write a short paper (approximately 1,250 words) about the significance of the selected information setting for twenty-first century society. The setting should not be so large that it cannot be fully observed. Further guidelines are provided in a document posted in Brightspace.

**Paper # 4 — Essay — 30% [5% draft workshop with fellow classmates | 25% final paper]**

Due date: (draft) 27 November 2019 (bring paper draft to class that evening); (final) 3 December 2019

Students will write a 5,000-word essay on a topic selected in consultation with the instructor. The purpose of the essay is to provide students with an opportunity to consider a topic of relevance to this course at some depth. Further guidelines are provided in a document posted in Brightspace.

**Participation — 25% [15% for individual class participation; 10% for group seminar presentation]**

This course involves extensive reading and consideration of issues about information as they relate to twenty-first century society. Students are encouraged and expected to actively participate in the discussion of each of the themes of the course. *Attendance at classes alone is not sufficient for satisfactory participation in this course.*

To facilitate discussion each week, students will work in “discussion groups” to prepare and present the key “take away points” for weekly readings. Further details about the group seminar assignments and guidelines for the class presentation and discussion are provided in a separate document.

Students are expected to attend the Information Management Public Lectures offered during the term to become informed about current research and practice topics in information management.

Since students will prepare papers that will require citations/references, all first-term MI students are required to attend a workshop about bibliographic methods and tools on Wednesday, 11 September 2019 (3:00 pm - 4:30 pm, Rowe 3089). Attendance at that session and all classes will be recorded. The Dalhousie Libraries staff also offer workshops in an Academic Support Series which students are encouraged to attend. Further details are available at this link.

Assessment criteria for individual class participation include:

1. preparation for in-class discussions as demonstrated through thoughtful contribution;
2. contribution to in-class discussions as demonstrated through volunteering to respond to questions, responding to classmates’ comments, or posing relevant questions to the class;
3. group skills as demonstrated through, for example, avoidance of class domination, providing classmates with positive feedback, and respect for others;
4. communication skills as demonstrated through clarity and conciseness of class contributions; and
5. attendance (including punctuality) in class (see an article by Weimer (2016) on class participation from which these criteria were drawn in the course Brightspace site).

Class Participation Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>40%</td>
<td>The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</td>
</tr>
<tr>
<td>Quality of contributions</td>
<td>40%</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward.</td>
</tr>
<tr>
<td>Frequency of participation</td>
<td>10%</td>
<td>The student is actively engaged in the class and/or discussions at all times.</td>
</tr>
<tr>
<td>Attendance / Punctuality</td>
<td>10%</td>
<td>The student is always punctual with no unexcused absences.</td>
</tr>
</tbody>
</table>

Instructions for Assignment Submissions

All final assignment submissions are due by 9:00 pm on the dates indicated and must be submitted as printed documents. For Papers 1 and 4, printed copies of drafts must be brought to class on the dates indicated in this syllabus in order to participate in the writing workshops.

For all assignments pay close attention to the instructions provided. Assessment will be based on adherence to the instructions and on the quality of the submissions (including logical flow, critical analysis, and clear, unambiguous presentation of ideas). In addition, follow the following general guidelines:

- Always include a title page. The title page should include an appropriate title reflective of the content of your paper, assignment name (e.g., Paper #1—Reaction Paper), your name, course name and number, instructor’s name, and the date.
- All pages in documents (except the title page) must be included in a numbering scheme and numbers are placed on each page.
- All documents submitted in this course must follow the bibliographic rules as outlined in Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association, 2010. One exception to the rules is advised, namely, it is not necessary to include the Running Header on the title page.
- Do not use any other style, do not mix styles, and do not invent a solution for an unknown style rule! Check the APA style manual and/or a reliable website (e.g., APA’s blog) regarding the relevant style rule(s). Note: Failure to adhere to the rules of APA style will lead to a grade category deduction assigned to a submission. A Quick Guide for APA styles has been prepared by the Dalhousie University Libraries and is available at the Libraries website as well as in the Brightspace site for this course.
- Any text or paraphrase taken from a published work must be attributed using the correct
citation rules. Keep in mind that acknowledgement of another writer's ideas or arguments is needed even if you do not use the exact same words in expressing those ideas or arguments. For further information see Dalhousie’s policy on academic integrity (noted below).

**Integration of MI Competencies**

<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Course Learning Outcome</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Management Leadership</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 2 &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>User-Centred Information Services</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 1, 2, 3, &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>Management of Information Technology</td>
<td>Outcome #s 1 &amp; 3</td>
<td>Assignment #s 2, 3, &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 1, 2, 3, &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>Risk Management</td>
<td>Outcome #s 1, 2, &amp; 3</td>
<td>Assignment #s 1, 2, 3, &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>Change Management</td>
<td>Outcome #s 1, 2, &amp; 3</td>
<td>Assignment #s 1, 2, 3, &amp; 4 (depending on topics selected)</td>
</tr>
<tr>
<td>Workplace Skills &amp; Attributes</td>
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<tr>
<td>(a) Collaborate and Communicate</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 1, 2, 3, &amp; 4, and participation (depending on topics selected)</td>
</tr>
<tr>
<td>(b) Organize, Plan, and Manage</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>(c) Develop Personally and Professionally</td>
<td>Outcome #s 1, 2, 3, &amp; 4</td>
<td>Assignment #s 1, 2, 3, &amp; 4 and participation</td>
</tr>
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**Class Policies**

**Attendance**
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

**Citation Style**
Courses offered by the School of Information Management use APA style as the standard citation style. Unless the instructor provides alternative written instructions, use APA style in your assignments to identify (cite) other people’s ideas and information and to indicate the sources of these citations in the list of references included in the assignment document. For more information on APA style, consult the Dalhousie Libraries website at https://libraries.dal.ca/help/style-guides.html or the APA’s Frequently Asked Questions.
**Late Penalties for Assignments**

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

**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 two separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

**School of Information Management Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master's degree.</td>
</tr>
</tbody>
</table>

**Accommodation Policy for Students**

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://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. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 902 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment.
It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

**Academic Integrity**

In general:

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 [Faculty of Management Professor and Student Contract on Academic Integrity](http://example.com), 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](http://example.com) 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](http://example.com) 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. At Dalhousie, there are University Regulations that deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on [Academic Dishonesty](http://example.com) contained in the Calendar.

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.
Finally:
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.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

**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.

**University Statements**

**Accessibility**
The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

**Student Code of 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, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

**Recognition of Mi’kmaq Territory**
Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

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 (leave a message).

**Course Schedule**
Copies or links to readings, and audio and video recordings may be accessed in the syllabus and/or the appropriate class week in the Brightspace course site. The Dalhousie University Libraries subscribe to many periodicals and databases that can be accessed via the Libraries’ website. As a Dalhousie student take advantage of this wealth of resources.

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Topics &amp; Assignments</th>
<th>Required Readings</th>
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</thead>
</table>
| **Week 1** 4 Sept. 2019 | **Introduction to the Course**  
| **Week 2** 11 Sept. 2019 | **The Information Society**  
What is the information society? How has this idea developed during the late twentieth and first decades of the twenty-first centuries?  
**Guest**  
Dr. Margie Clow-Bohan  
MacEachen Institute Policy Matters Speaker Series  
**Election 2019**  
vane Deursen, A. J. A. M., van der Zeeuw, A., de Boer, P., Jansen, G., & van Rompay, T. (2019). Digital inequalities in the Internet of Things: Differences in attitudes, material... |
### Week 3  
**18 Sept. 2019**

**The Social Landscape**  
How does information and knowledge fit in social contexts?  

<table>
<thead>
<tr>
<th>Paper # 1 Draft Due</th>
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[https://doi.org/10.1177/1461444818817074](https://doi.org/10.1177/1461444818817074)  
[https://doi.org/10.1080/1369118X.2019.1623904](https://doi.org/10.1080/1369118X.2019.1623904)  
[https://doi.org/10.1177/1461444818791318](https://doi.org/10.1177/1461444818791318)  

### Week 4  
**25 Sept. 2019**

**Information and Knowledge Production**  
How is knowledge produced? What role does knowledge play in knowledge production? What is knowledge management?  

<table>
<thead>
<tr>
<th>Paper # 1 (Final) Due</th>
</tr>
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</table>
Editors. (2018). Power to the people. Everyone gains when researchers partner with the public and policymakers. The knowledge generated is more likely to be useful to society and should be encouraged. *Nature*, 562(7725), 7.  
[https://doi.org/10.1038/d41586-018-06855-7](https://doi.org/10.1038/d41586-018-06855-7) |
| Week 5  
2 Oct. 2019 | **Communication of Information and Knowledge**  
How is information communicated among individuals, organizations, and in society generally? What are the infrastructures to support information and knowledge creation and distribution? | Mackenzie, B., Celliers, L., Assad, L. P. de F., Heymans, J. J., Rome, N., Thomas, J., ... Terrill, E. (2019). The role of stakeholders in creating societal value from coastal and ocean observations. *Frontiers in Marine Science, 6*, Article 137 [1-24].  
https://doi.org/10.3389/fmars.2019.00137  
https://doi.org/10.1016/j.ijinfomgt.2013.05.009  
https://doi.org/10.5210/fm.v23i4.8414  
https://doi.org/10.1002/asi.24143  
https://doi.org/10.1016/j.ijinfomgt.2019.05.004  
https://doi.org/10.1126/science.aap9559  

| Week 6  
9 Oct. 2019 | **Intellectual Freedom and Information Controls**  
What is intellectual freedom and why is it so highly valued? What are some of the current information controls (e.g., censorship) and why are they implemented or are issues? | Consult the website of the American Library Association. Office for Intellectual Freedom.  
http://www.ala.org/aboutala/offices/oif/  
### Week 7  
16 Oct. 2019

**Privacy and Implications for Personal Information**

What does privacy mean in the twenty-first century, and what privacy rights do we have as individuals?

**Paper # 2 Due**

**Guest**  
Prof. Carla Heggie

Consult the resources available at the website of the Office of the Privacy Commissioner of Canada.  


[https://doi.org/10.1080/1369118X.2019.1629693](https://doi.org/10.1080/1369118X.2019.1629693)

[https://doi.org/10.1038/d41586-019-02514-7](https://doi.org/10.1038/d41586-019-02514-7)

[https://doi.org/10.1177/1461444819833331](https://doi.org/10.1177/1461444819833331)

[https://doi.org/10.5210/fm.v24i7.9358](https://doi.org/10.5210/fm.v24i7.9358)

<p>|  |  | Listen to Nora Young’s 9-minute interview with Daniel Chun and Jan Derksen, Hamburg and Essen, Germany, posted on 23 November 2018, updated 2 August 2019, entitled “‘Conserve the sound’ hopes to save sounds of old tech before they’re gone,” available at <a href="https://www.cbc.ca/radio/spark/conserve-the-sound-hopes-to-save-sounds-of-old-tech-before-they-re-gone-1.4915325">https://www.cbc.ca/radio/spark/conserve-the-sound-hopes-to-save-sounds-of-old-tech-before-they-re-gone-1.4915325</a> |
|  |  | Wang, S. (2017). The cloud, online piracy, and global copyright governance. <em>International Journal of Cultural</em> |</p>
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Economics of Information</th>
<th>Colloca, L. (2017). Nocebo effects can make you feel pain. <em>Science</em>, 358(6359), 44. <a href="https://doi.org/10.1126/science.aap8488">https://doi.org/10.1126/science.aap8488</a></th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Study Break</th>
<th>– 11-15 November 2019 – No Class</th>
</tr>
</thead>
</table>


Listen to Nora Young’s 11-minute interview with Lisa Ruth Lifshitz, technology and privacy lawyer, Toronto on 2 June 2019, entitled “When AI makes a bad decision, who’s legally responsible?” available at https://www.cbc.ca/radio/spark/when-ai-makes-a-bad-decision-who-s-legally-responsible-1.5151005

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**Week 12**  
27 Nov. 2019

**Implications of the Digital Environment for Civic Society**

In today’s highly connected, networked society, what are the information implications for society? What are the functions and future of information organizations? What are the diverse communities that such organizations serve? What roles should the information professions take?

IM Public Lecture, 4:00 pm. Guylaine Beaudry, Concordia University

**Paper # 4 (Draft) Due**  
This class

**Paper # 4 (Final) Due**  
Last day of classes for the term (3 December 2019)

https://doi.org/10.1108/JD-10-2018-0157

https://doi.org/10.1177/1461444817799523


https://doi.org/10.1080/1369118X.2019.1637445