**School of Information Management**
**INFO 6300.03 Government Information Resources**
**Summer Term 2022**

**Course Type: (Online)**
**Cross-list(s): None**
**Instructor name/title: Paul F. McKenna, Adjunct Professor, School of Graduate Studies**
https://www.dal.ca/faculty/management/school-of-information-management/faculty-staff/faculty/paul-mckenna.html
**Office**: not applicable
**Contact info (Telephone**/**E-mail**): Cellular: (902) 448-4635; email: paul.mckenna@dal.ca
**Office hours:** Not applicable (I shall routinely be available via email during the term and will ensure prompt turnaround for any student questions, requests, or course-related communications.
**Course website:** Brightspace
**Tutorials:** Not applicable

## COURSE DESCRIPTION

This course will examine the ways in which various levels of government organize, produce, and disseminate information. With a focus on the Canadian context, and drawing on select international comparisons, the course will explore a diverse range of government information and data resources, approaches for working with these types of materials, and key themes such as access, copyright, open government, and preservation. The course takes a practical, thematic approach that will be beneficial to those seeking employment in the many environments that engage with government information resources.

## COURSE PRE-REQUISITES

There are no prerequisites. INFO 5530 is recommended.

**LEARNING OBJECTIVES**

This course will:
1. Explain and critique the policy environment in which government information is produced, managed, distributed, accessed, and preserved.
2. Establish a broad view of the complex nature of the government information landscape, including barriers to and opportunities for collaboration.
3. Guide students in techniques for identifying user needs, as well as varying communication strategies and approaches to responding to these needs.
4. Demonstrate advanced strategies to systematically gather, analyse, synthesize, and communicate information and research findings, including through the use of technology.
5. Provide hands-on experience using advanced strategies for navigating and locating government information and data from a diverse range of sources.
6. Provide practical examples of the ways in which technology and government information and data can intersect.
7. Compare and contrast the relative strengths and weaknesses of government information and data publication, distribution, access, and preservation across several jurisdictions.
8. Demonstrate the value of advocacy, community engagement, and accountability across a variety of themes.

**LEARNING OUTCOMES**

At the conclusion of this course, students will:
1. Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.
2. Possess a broad view of the complex nature of the government information landscape, including barriers to, and opportunities for, collaboration.
3. Understand the value of identifying diverse user needs and be able to deploy a wide range of communication strategies to respond to those needs.
4. Be able to deploy advanced strategies to systematically gather, analyse, synthesize, and communicate information and research findings, including through the use of technology.
5. Understand the need for and be able to deploy advanced strategies for navigating and locating government information and data from a diverse range of sources.
6. Have created outputs that demonstrate the ways in which technology and government information and data can intersect.
7. Be able to articulate the relative strengths and weaknesses of government information and data publication, distribution, access, and preservation across several jurisdictions.
8. Understand the value of advocacy, community engagement, and accountability across a variety of themes.

**LICENSING**



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**TECHNOLOGY REQUIREMENTS**

This course will make extensive use of Brightspace for lectures, presentations, and online discussions. Other online tools and applications, such as wiki editors and data manipulation or visualization tools may also be used.

### *DESCRIPTION OF CLASS FORMAT*

Note that the course is offered fully online. Each week there will be a "Live" session scheduled (following a pattern established in consultation with course participants at the beginning of the term). These "Live" (or synchronous) sessions shall be recorded for those who are not able to attend in person for whatever reason. Provide an overview of the usual class format.

### *LEARNING MANAGEMENT SYSTEM SITE INFORMATION*

The learning management system for this course may be found on Brightspace. All of the relevant details pertaining to this online course, including syllabus, assignments, may be found on this platform.

### **INSTRUCTIONAL METHODS**

A combination of online lectures, readings, discussions, and exercises will be used throughout this course. Where practical and relevant, guest speakers may also be included as a component of weekly activities.

### **LEARNING MATERIALS**

There is **no required textbook** for this course. The course will draw upon books, journal articles, news articles, reports, podcasts, and other types of materials to build relevant foundational knowledge for this course.

**METHODS OF EVALUATION**

Detailed instructions regarding each assignment will be provided via Brightspace. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

Assignments are listed below in the order in which they will be distributed to the class.

| COMPONENT | DETAILS | DUE DATE | VALUE |
|---|---|---|---|
| Class participation | Online class participation (see below) | Ongoing | 15% |
| Assignment 1 | Article summaries x 3 | Ongoing | 15% |
| Assignment 2 | Evaluating long-term access | Week 4 | 15% |
| Assignment 3 | Finding government information | Week 7 | 20% |
| Assignment 4 | Contributing to open knowledge | Week 11 | 20% |
| Assignment 5 | Policy comparison | Week 13 | 15% |

See also the [SIM Grading Policy](#).

**PARTICIPATION EVALUATION RUBRIC**

| CRITERIA | WEIGHTING | INDICATORS |
|---|---|---|
| Preparation | 40% | Student demonstrates consistent preparation for class; readings are always completed and is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.) |
| Quality of contributions | 40% | Student's comments are relevant and reflect understanding of readings and other course material. Student's contributions move the discussion forward. |
| Frequency of participation | 10% | Student is actively engaged in the class and/or discussions at all times. |
| Attendance/Punctuality | 10% | Student is actively engaged in class sessions and has no unexcused absences. |

## INTEGRATION OF [MI Competencies](#)

| PROGRAM COMPETENCY | COURSE LEARNING OUTCOME | COURSE ASSESSMENT |
|---|---|---|
| 1. Management of Information Technology (1.2) | ○ Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.<br>○ Understand the value of identifying diverse user needs and be able to deploy a wide range of communication strategies to respond to these needs. | Assignment 1: Contributing to open knowledge<br><br>Class participation |
| 2. Information Management Leadership (2.2, 2.3) | ○ Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.<br>○ Possess a broad view of the complex nature of the government information landscape, including barriers to and opportunities for collaboration.<br>○ Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 2: Evaluating long-term access<br><br>Assignment 3: Finding government information<br><br>Assignment 4: Policy comparison<br><br>Class participation |
| 3. Risk & Change Management (3.2, 3.4, 3.8) | ○ Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.<br>○ Be able to deploy advanced and alternative strategies to systematically gather, analyse, synthesize, and communicate information and research findings, including through the use of technology.<br>○ Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 4: Policy comparison<br><br>Class participation |

| | | |
|---|---|---|
| 4. User-centred Information Services (4.1, 4.2, 4.3, 4.5, 4.6, 4.7) | ○ Possess a broad view of the complex nature of the government information landscape, including barriers to and opportunities for collaboration.<br>○ Understand the value of identifying diverse user needs and be able to deploy a wide range of communication strategies to respond to these needs.<br>○ Be able to deploy advanced and alternative strategies to systematically gather, analyse, synthesize, and communicate information and research findings, including through the use of technology. | Assignment 1: Contributing to open knowledge<br><br>Assignment 3: Finding government information<br><br>Class participation |
| 5. Research and Evaluation (5.1, 5.2, 5.3) | ○ Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.<br>○ Be able to deploy advanced and alternative strategies to systematically gather, analyse, synthesize, and communicate information and research findings, including through the use of technology.<br>○ Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 1: Contributing to open knowledge<br><br>Assignment 2: Evaluating long-term access<br><br>Assignment 3: Finding government information<br><br>Assignment 4: Policy comparison<br><br>Class participation |
| 6. Workplace Skills & Attributes | | |
| (a) Collaborate & communicate (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6) | ○ Possess a broad view of the complex nature of the government information landscape, including barriers to and opportunities for collaboration.<br>○ Understand the value of identifying diverse user needs and be able to | Assignment 1: Contributing to open knowledge<br><br>Assignment 2: Evaluating long-term access |
| | ○ deploy a wide range of communication strategies to respond to these needs. Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 3: Finding government information<br><br>Assignment 4: Policy comparison<br><br>Assignment 5: Article summaries<br><br>Class participation |

| (b) Organize, Plan & Manage (6.2.1, 6.2.2, 6.2.3, 6.2.4) | ○ Understand and be able to critically assess the policy environment in which government information is produced, managed, distributed, accessed, and preserved.<br>○ Possess a broad view of the complex nature of the government information landscape, including barriers to and opportunities for collaboration.<br>○ Understand the value of identifying diverse user needs and be able to deploy a wide range of communication strategies to respond to these needs.<br>○ Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 1: Contributing to open knowledge<br><br>Assignment 3: Finding government information<br><br>Class participation |
|---|---|---|
| (c) Develop Personally & Professionally (6.3.1, 6.3.2, 6.3.3) | ○ Understand the value of advocacy, community engagement, and accountability across a variety of themes. | Assignment 1: Contributing to open knowledge<br><br>Assignment 2: Evaluating long-term access<br><br>Assignment 3: Finding government information<br><br>Assignment 4: Policy comparison<br><br>Assignment 5: Article summaries<br><br>Class participation |

## 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
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, 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 at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

### 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 2 separate Student Declaration of Absence forms may be submitted per course during a term.

## SIM 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 Master's degree. |

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. 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 will be able to 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 Faculty of Management Professor and Student Contract on Academic Integrity, 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. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty 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.

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**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.

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## UNIVERSITY STATEMENTS
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

### 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.

### 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).

## 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
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. 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 (leave a message).

## 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

### Week 1: Introduction & Framing the Issues

*Required Reading(s)*

A selection of current and relevant news items will be posted to the course website prior to the first class.

*Online activity: Questionnaire*

Students will be asked to complete a short survey about their familiarity with, and interest in, government information and data.

### Week 2: Contextual Considerations

*Required Reading(s)*

Brown, D. C. G., & Toze, S. (2017). Information governance in digitized public administration. *Canadian Public Administration, 60* (4), 581–604.
https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1111/capa.12227

Wilson, Christopher and Ines Mergel (2022). Overcoming barriers to digital government: mapping the strategies of digital champions. *Government Information Quarterly*, 39 (2)
https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X22000144

*Recommended Reading(s)*

Marland, A. (2017). Above and below the line: Strategic communications and media management in Canadian governments. *Canadian Public Administration, 60* (3), 417–437.
https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1111/capa.12222

### Week 3: Management & Dissemination of Information

*Required Reading(s)*

Wright, T. (2013). Information culture in a government organization: Examining records management training and self-perceived competencies in compliance with a records management program. *Records Management Journal, 23* (1), 14–36.
https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1108/09565691311325004

*Recommended Reading(s)*

Van Donge, W. et al. (2022). Data-driven government: cross-case comparison of data stewardship in data ecosystems. *Government Information Quarterly*, 38(2)
https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X21000782

*Online activity: Critical article review*

Henninger, M. (2017). Government information: Literacies, behaviours and practices. *Government Information Quarterly, 34* (1), 8–15.
https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1016/j.giq.2016.12.003


**Week 4: Access to Information & Protection of Privacy**

*Deadline*
Assignment 2: Evaluating long-term access

*Required Reading(s)*

Bergman, G. and E. Macfarlane (2021). Protecting privacy? Government and parliamentary responsiveness to the privacy commissioner. *Canadian Public Administration*, 64(3), 437-457.

https://onlinelibrary-wiley-com.ezproxy.library.dal.ca/doi/10.1111/capa.12431

Heide, M. and Jean-Patrick Villeneuve (2020). From secrecy privilege to information management: a comparative analysis of classification reforms. *Government Information Quarterly*, 37(4)

https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X20302793

Luscombe, A., & Walby, K. (2017). Theorizing freedom of information: The live archive, obfuscation, and actor-network theory. *Government Information Quarterly*, *34* (3), 379–387.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1016/j.giq.2017.09.003

*Recommended Reading(s)*

Conroy, A., & Scassa, T. (2015). Promoting transparency while protecting privacy in open government in Canada. *Alberta Law Review, 53* (1), 175-206.

https://www.albertalawreview.com/index.php/ALR/article/view/284


Fink, K. (2017). Opening the government's black boxes: Freedom of information and algorithmic accountability. *Information, Communication & Society*, 1–19.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1080/1369118X.2017.1330418

Office of the Information and Privacy Commissioner. (2017). *Accountability for the digital age: Modernizing* Nova Scotia's access and privacy laws. Halifax, N.S.: Information and Privacy Commissioner for Nova Scotia. Please read executive summary:
http://0-nsleg-edeposit.gov.ns.ca.legcat.gov.ns.ca/deposit/b1070131x.pdf

## Week 5: Copyright & Licensing
*Required Reading(s)*

Grosser, Z. (2017, November 27). *The challenges to inclusive, open, and smart cities: Speed, opacity, and* outsourcing. Retrieved from: https://medium.com/@jeannoe/the-challenges-to-inclusive-open-and-smart-cities-speed-opacity-and-outso urcing-49ccceb45552

*Recommended Reading(s)*

Canadian Association of University Teachers. (2017). *The case for balanced copyright.* Retrieved from https://www.caut.ca/bulletin/2017/12/case-balanced-copyright

Lammerhirt, D. (2018). *Avoiding data use silos: How governments can simplify the open licensing landscape*. Retrieved from https://research.okfn.org/avoiding-data-use-silos/

*Virtual guest presentation [to be determined]*

## Week 6: Open Government (Part One)

*Required Reading(s)*

Calderon, A., Puhovski, T., & Slater, D. (2017, August 11). Government priorities and incentives. *School of Data's Data is a team sport*. Podcast retrieved from: https://schoolofdata.org/2017/08/13/team-sport-government/

Clarke, Amanda and Elizabeth Dubois (2020). Digital era open government and democratic governance: the case of Government of Canada Wikipedia editing. *Canadian Public Administration*, 63(2), 177-205.

Wirtz, B. W., Piehler, R., Thomas, M. J., & Daiser, P. (2016). Resistance of public personnel to open government: A cognitive theory view of implementation barriers towards open government data. *Public Management Review, 18* (9), 1335–1364.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1080/14719037.2015.1103889

*Recommended Reading(s)*

Zuiderwijk, A., Janssen, M., Zhang, J., Puron-Cid, G., & Gil-Garcia, J. R. (2015). Towards decision support for disclosing data: Closed or open data? *Information Polity: The International Journal of Government & Democracy in the Information Age, 20* (2/3), 103–117.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.3233/IP-150358

## Week 7: Open Government (Part 2)

*Deadline*
Assignment 3: Finding government information

*Required Reading(s)*

Donker, F. W., & Loenen, B. van. (2017). How to assess the success of the open data ecosystem? *International Journal of Digital Earth*, *10* (3), 284–306.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1080/17538947.2016.1224938

Henman, Paul et al. (2021). Building the 'front door' within a web ecology: informational governance and institutional shaping of government portals. *Government Information Quarterly*, 38(2)
https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X21000113

*Recommended Reading(s)*

Dawes, S. S., & Helbig, N. (2010). Information strategies for open government: Challenges and prospects for deriving public value from government transparency. In *Electronic Government,* (pp. 50–60). Springer, Berlin, Heidelberg.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1007/978-3-642-14799-9_5

*Virtual guest presentation [to be determined]*

## Week 8: Numeric & Geospatial Data

*Required Reading(s)*

Kingston, A. (2015, September 18).   Vanishing Canada: Why we're all losers in Ottawa's war on data. *Maclean's,* Retrieved from:

http://www.macleans.ca/news/canada/vanishing-canada-why-were-all-losers-in-ottawas-war-on-data/

Morris, M. (2016). Statistics Canada data collection on Inuit: The importance of consultation and context. *Aboriginal Policy Studies, 5* (2), 136-148.

https://ejournals.library.ualberta.ca/index.php/aps/article/view/25452

*Recommended Reading(s)*

Johnson, P. A. (2017). Models of direct editing of government spatial data: Challenges and constraints to the acceptance of contributed data. *Cartography and Geographic Information Science, 44* (2), 128–138.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1080/15230406.2016.1176536

## Week 9: Legislative & Parliamentary Information

*Required Reading(s)*

Beelen, K., Thijm, et al. (2017). Digitization of the Canadian Parliamentary Debates. *Canadian Journal of Political Science / Revue Canadienne de Science Politique, 50* (3), 849–864.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1017/S0008423916001165

Marczak, P., & Sieber, R. (2017). Linking legislative openness to open data in Canada. *The Canadian Geographer / Le Géographe Canadien*.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1111/cag.12408

*Virtual guest presentation: Ms. Hannah Steeves, Instruction & Reference Librarian, Schulich School of Law, Dalhousie University*

*Online activity: Network visualization using parliamentary data* [N.B.: subject to modification]

Students will learn how to create a basic network visualization using data from **Parlinfo**. As part of the process, they will learn how to do basic data cleanup and manipulation functions in OpenRefine.


## Week 10: Preservation & Archiving

*Required Reading(s)*

Allen, L., Stewart, C., & Wright, S. (2017). Strategic open data preservation: Roles and opportunities for broader engagement by librarians and the public. *College & Research Libraries News, 78* (9), 482. doi:

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.5860/crln.78.9.482

*Recommended Reading(s)*

Kunkel, R. (2017). Law libraries and the future of public access to born-digital government information. *Law Library Journal ,  109* (1), 67–82.
http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=122145455&site=ehost-live

*Online activity: Fugitive government information*

Students will participate in an exercise to locate and report fugitive federal government information. This exercise will make use of a tool created by librarians at the University of Toronto for tracking fugitive publications by department, the content from which is directly picked up by staff at Publishing and Depository Services who then add the content to the publications.gc.ca catalogue.

*Virtual guest speaker [to be determined]*

**Week 11: Advocacy & Community of Interest**

*Deadline*
Assignment 4: Contributing to open knowledge

*Required Reading(s)*

Pittaway, Jeffrey T. and Ali Reza Montazemi (2020). Know-how to lead digital transformation: of case of local governments. *Government Information Quarterly*, 37(4).

https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X1830457X

Zhu, X. (2017). The failure of an early episode in the open government data movement: A historical case study. *Government Information Quarterly*, *34* (2), 256–269.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1016/j.giq.2017.03.004

*Virtual guest presentation; Mr. Alex Dumaresq, Deputy Chief Administrative Officer, Municipality of the District of Lunenburg*

**Week 12 (Part One): Research & Professional Development**

*Required Reading(s)*

Scholl, Hans J. (2021). The digital government reference library (DGRL) and its potential formative impact on digital government research. *Government Information Quarterly*, 38(4).

https://www-sciencedirect-com.ezproxy.library.dal.ca/science/article/pii/S0740624X21000496

Walby, K., & Luscombe, A. (2018). Ethics review and freedom of information requests in qualitative research. *Research Ethics*, 1-15.

https://login.ezproxy.library.dal.ca/login?qurl=https://doi.org/10.1177/1747016117750208

Lopez, A., & Looney, L. (2018). Experience of new government documents librarian. In S. Caro (Ed.), *Government Information Essentials,* (pp. 13-20). Chicago: ALA Editions.

http://digitalcommons.conncoll.edu/isstaffsp/7

*Online activity: Career planning*

This week will feature brief reports prepared by students based on contact with a diverse group of government information professionals. The goal of this session is to provide students with an opportunity to learn from selected individuals currently working in the field.

Students will be tasked to collaboratively develop a list of questions, related to themes of the course and their professional interests, to be posed to those selected individuals. This activity will give the students the opportunity to understand and gain an appreciation for the real-life application and relevance of key issues, challenges, and opportunities in the field. Subject matter experts will be selected based on student's existing (or career) interests, as identified at the beginning of and developed throughout the course.

Following this online activity, students will be required to post a short, reflective discussion post outlining lessons learned, key takeaways, and outstanding questions.

**Week 12 (Part 2): Course Conclusion**

*Deadline (to be determined at the beginning of the course)*

Assignment 5: Policy comparison

*Required Reading(s)*

A selection of recent news items and/or newly published research will be posted to the course website. These materials will be used to contextualize and situate the main themes of the course and course learning outcomes.

*Online activity: Discussion and reflection*

After engaging in a series of discussions about the themes of the course and lessons learned, students will be asked to reflect how the content of the course may apply to their future educational and professional activities, along with areas they would like to study or explore more. The class will consolidate these conversations as a group and students will post a summary of their discussions and reflections to the course discussion forum.