

**School of Information Management
INFO 6682 Human Information Interaction
Winter 2020
Thursdays 8:35-11:25am
Room McCain 2162**

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Course website: Brightspace

COURSE DESCRIPTION

People use information constantly in their work and their everyday life. To do many activities from planning a trip, to completing complex work tasks people integrate information from a range of human, electronic and textual sources to complete tasks or make decisions. Before information professionals can provide services, design search tools and create taxonomies to assist people with information based tasks we need to have a robust understanding of how people identify their information needs, search for information through a variety of medium, and then use information. Human Information Interaction, which is also referred to as "*Information behaviour*" covers the range of activities related to this process of people interacting with information, frequently mediated by technology, including avoiding information, and serendipitous information encounters.

This course will examine how humans interact with information a variety of settings (healthcare, private and public organizations, academic institutions, etc.) using a range of devices. The focus will be to examine information interactions of individuals and groups, as well as interactions within organizations and communities. Key theories, models and frameworks developed to describe and understand human information interactions will be examined and assessed, and methods of collecting data will be compared. Emerging areas including examining information interactions in social media, in digital spaces and on mobile devices will be emphasized.

COURSE PRE-REQUISITES

INFO 5520; INFO 5530

LEARNING OBJECTIVES

- To introduce key theories, concepts and practices related to understanding Human Information Interaction in a range of contexts.
- To critically evaluate trends in Human Information Interaction research.
- Examine the complexities related to examining Human Information Interaction, and understand the range of methods and techniques to help increase understanding.
- To understand how Human Information Interaction research can be used to design more effective tools, systems or services.

LEARNING OUTCOMES

At the conclusion of this course, students will be able to:

1. Articulate a detailed and holistic understanding of Human Information Interaction.
2. Critically assess and evaluate Human Information Interaction research.
3. Select and use appropriate theories and models to better understand particular contexts of Human Information Interaction.
4. Design and execute research targeted at better understanding Human Information Interaction to improve or change systems or services.

TECHNOLOGY USED

Students will use databases to search for research, and they will use statistical or qualitative software for the analysis of their data, and PowerPoint to design posters.

INSTRUCTIONAL METHODS

A diverse range of learning activities will be included including seminar discussions, guest speakers, developing a research proposal, and completing a mini research study. Students will have the opportunity to reflect on, and critically evaluate trends in Human Information Interaction research, and identify tools and techniques to successfully examine Human Information Interaction in particular contexts. It is expected that students will come to class fully prepared to participate, discuss and complete activities related to the topic for the week.

LEARNING MATERIALS

There is no required textbook for this course. Assigned readings that are not available through Dalhousie will be made available for students.

METHODS OF EVALUATION

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

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

COMPONENT	DUE DATE	VALUE
Term Project Part 1: Initial Research Question & Annotated Bibliography	Jan 30	10%
Term Project Part 2: Mini Study Proposal	Feb 13	15%
Term Project Part 3: Partial Analysis	March 12	10%
Term Project Part 4: Poster Presentation	April 2	15%
Term Project Part 5: Final Report	April 6	30%
Participation*	Full term	15%

* **Participation:** Marks will be based on active participation in class discussions and activities. Students will be responsible for presenting and leading the discussion of the critical analysis of a specific research articles at least once during the term. This will be organized in Week 2.

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 (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

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

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 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 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](#), 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.

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

Date of Class	Topics & Assignments	Required Readings
Week 1 - Jan 9	Introduction to the course; and the topic, and discussion of the syllabus.	No assigned readings
Week 2 - Jan 16	Overview of Information Needs, Seeking and Use research.	<p>Greifeneder, Elke (2014). Trends in information behaviour research. In Proceedings of ISIC, the Information Behaviour Conference, Leeds, 2-5 September, 2014: Part 1, (paper isic13). Retrieved from http://InformationR.net/ir/19-4/isic/isic13.html</p> <p>Jansen, B. J., & Rieh, S. Y. (2010). The seventeen theoretical constructs of information searching and information retrieval. <i>Journal of the American Society for Information Science and Technology</i>, 61(8), 1517-1534.</p> <p>Savolainen, R. (2007). Information Behavior and Information Practice: Reviewing the "Umbrella Concepts" of Information-Seeking Studies. <i>The Library Quarterly</i>, 77(2), 109-132.</p> <p>Spink, A., & Cole, C. (2006). Human information behavior: Integrating diverse approaches and information use. <i>Journal of the American Society for information Science and Technology</i>, 57(1), 25-35.</p> <p>Urquhart, C. (2011). Meta-synthesis of research on information seeking behaviour. <i>Information Research</i>, 16(1), 7. http://www.informationr.net.ezproxy.library.dal.ca/ir/16-1/paper455.html</p> <p><u>Wilson, T. D. (2000). Human information behavior. <i>Informing Science</i>, 3(2), 49-55.</u></p>

<p>Week 3 - Jan 23</p>	<p>Models and Theories</p>	<p>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.</p> <p>Shenton, A. K., & Hay-Gibson, N. V. (2012). Information behaviour meta-models. <i>Library Review</i>, 61(2), 92-109.</p> <p>Dervin, B. (1999). On studying information seeking methodologically: the implications of connecting metatheory to method. <i>Information Processing & Management</i>, 35(6), 727-750</p> <p>Pettigrew, K., Fidel, R., & Bruce, H. (2001). Conceptual frameworks in information behavior. <i>Annual Review of Information Science and Technology</i>, 35, 43-78.</p> <p>Wilson, T., D. (1999). Models in Information Behaviour Research [Review]. The Journal of Documentation, 55(3), 249-270.</p>
<p>Week 4 - Jan 30</p>	<p>Measuring information behaviour</p> <p>Term Project Part 1 Due</p>	<p>Timmers, C. & Cees A.W. Glas. (2010). Developing scales for information-seeking behaviour. <i>Journal of Documentation</i>, 66(1), 46-69. Retrieved January 19, 2012, from ABI/INFORM Global. (Document ID: 1935902261).</p> <p>Case, D. O., & O'Connor, L. G. (2015). What's the use? Measuring the frequency of studies of information outcomes. <i>Journal of the Association for Information Science and Technology</i>.</p>
<p>Week 5 - Feb 6</p>	<p>Information Seeking in Everyday Life</p>	<p>Savolainen, R. (2009). Small world and information grounds as contexts of information seeking and sharing. <i>Library & Information Science Research</i>, 31(1), 38-45.</p> <p>Carey, R. F., McKechnie, L. E. F., & McKenzie, P. J. (2001). Gaining access to everyday life information seeking. <i>Library & Information Science Research</i>, 23(4), 319-334. doi: 10.1016/s0740-8188(01)00092-5</p> <p>Chatman, E. A. (1999). A Theory of Life in the Round. <i>Journal of the American Society for Information Science</i>, 50(3), 207-217.</p>
<p>Week 6 - Feb 13</p>	<p>The Workplace</p> <p>Term Project Part 2 Due</p>	<p>Leckie, G. J., Pettigrew, K. E., & Sylvain, C. (1996). Modeling the Information Seeking of Professionals: A General Model Derived from Research on Engineers, Health Care Professionals, and Lawyers. <i>The Library Quarterly</i>, 66(2), 161-193.</p> <p>Freund, L., Toms, E., G., & Waterhouse, J. (2005). Modeling the information behaviour of software engineers using a work - task framework. <i>Proceedings of the American Society for Information Science and Technology</i>, 42(1), NA</p>

		Mackenzie, M., L. . (2002). Information gathering: The information behaviors of line-managers within a business environment. <i>Proceedings of the American Society for Information Science and Technology</i> , 39(1), 164-170
Week 7 - Feb 20	BREAK	
Week 8 - Feb 27	Health Information Seeking and Seekers	MacDonald, J., Bath, P., & Booth, A. (2011). Information overload and information poverty: challenges for healthcare services managers?. <i>Journal of Documentation</i> , 67(2), 238-263. Blake, C., & Pratt, W. (2006). Collaborative information synthesis I: A model of information behaviors of scientists in medicine and public health. <i>Journal of the American Society for Information Science & Technology</i> , 57(13), 1740-1749. Gorman, P., Ash, J., Lavelle, M., Lyman, J., Delcambre, L., Maier, D., Bowers, S. (2000). Bundles in the wild: Managing information to solve problems and maintain situation awareness. <i>Library Trends</i> , 49(2), 266. Veinot, T., C. . (2009). Interactive acquisition and sharing: Understanding the dynamics of HIV/AIDS information networks. <i>Journal of the American Society for Information Science and Technology</i> , 9999(9999), 1-20.
Week 9 - Mar 5	ISB and Academics – Humanities, Social Scientists, Scientists and Engineers	King, D. W., Tenopir, C., Choemprayong, S., & Wu, L. (2009). Scholarly journal information-seeking and reading patterns of faculty at five US universities. <i>Learned Publishing</i> , 22(2), 126-144. Talja, S. (2002). Information sharing in academic communities: Types and levels of collaboration in information seeking and use. <i>New Review of Information Behavior Research</i> , 3, 143-159. <u>Ellis, D., & Haugan, M. (1997). Modelling the information seeking patterns of engineers and research scientists in an industrial environment <i>Journal of Documentation</i> 53(4), 384 – 403</u>
Week 10 - Mar 12	Children & Young Adults Term Project Part 3 Due	Forte, A., Dickard, M., Magee, R., & Agosto, D. E. (2014). What Do Teens Ask Their Online Social Networks? Social Search Practices among High School Students. http://www.andreaforte.net/ForteCSCW2014SocialSearch.pdf Read, P., Shah, C., Lupita, S., & Woolcott, J. (2012). 'Story of one's life and a tree of friends'—understanding millennials' information behaviour in social networks. <i>Journal of Information Science</i> , 38(5), 489-497

		<p>Meyers, Eric M., Fisher, Karen E., Marcoux, Elizabeth. 2009. Making Sense of an Information World: The Everyday-Life Information Behavior of Preteens. <i>The Library Quarterly</i> 79 (3): 301-341.</p> <p>Large A., Nessel, V., Beheshti, J. (2009) Children as information seekers: what researchers tell us. <i>New Review of Children's Literature and Librarianship</i> Vol. 14, Iss. 2.</p>
Week 11 - Mar 19	Social, Collaborative and Mobile Information Seeking	<p>Kling, R. (2007). What is social informatics and why does it matter? <i>The Information Society</i>, 23(4), 205-220.</p> <p>Hertzum, M. (2010). Breakdowns in collaborative information seeking: A study of the medication process. <i>Information Processing & Management</i>, 46(6), 646-655.</p> <p>Hyldegård, J., Hertzum, M., & Hansen, P. (2015). Studying Collaborative Information Seeking: Experiences with Three Methods. In <i>Collaborative Information Seeking</i> (pp. 17-35). Springer International Publishing.</p> <p>Burford, S., & Park, S. (2014). The impact of mobile tablet devices on human information behaviour. <i>Journal of Documentation</i>, 70(4), 622-639.</p> <p>Robinson, L. (2015). Immersive information behaviour: using the documents of the future. <i>New Library World</i>, 116(3/4), 112-121.</p> <p>Spruijt-Metz, D., Hekler, E., Saranummi, N., Intille, S., Korhonen, I., Nilsen, W., ... & Sanna, A. Building new computational models to support health behavior change and maintenance: new opportunities in behavioral research. <i>Translational Behavioral Medicine</i>, 1-12.</p>
Week 12 - Mar 26	The Future of IB Research	<p>Burnett, G., & Erdelez, S. (2010). Forecasting the next 10 years in information behavior research: A fish bowl dialogue. <i>Bulletin of the American Society for Information Science and Technology</i>, 36(3), 44-48. doi: 10.1002/bult.2010.1720360312</p> <p>Fisher, D., DeLine, R., Czerwinski, M., & Drucker, S. (2012). Interactions with big data analytics. <i>interactions</i>, 19(3), 50-59.</p> <p>Veinot, T. C., & Williams, K. (2012). Following the “community” thread from sociology to information behavior and informatics: Uncovering theoretical continuities and research opportunities. <i>Journal of the American Society for Information Science and Technology</i>, 63(5), 847-864.</p>

		Goggins, S. P., Mascaro, C., & Valetto, G. (2013). Group informatics: A methodological approach and ontology for sociotechnical group research. <i>Journal of the American Society for Information Science and Technology</i> .
Week 13 – Apr 2	<p>Presentation of Posters</p> <p>Term Project Part 4 Due</p> <p>Final Project will be due April 6th</p>	No assigned readings