

**School of Information Management  
INFO 6682 Human Information Interaction  
Winter 2022  
Fridays 11:35-2:35  
Rowe 3001**

**Course Type:** Face-to-Face

**Instructor:** [Alison Brown](#)

**Office:** Rowe 4030

**Contact info:** [alisonbrown@dal.ca](mailto:alisonbrown@dal.ca)

**Office hours:** If my office door is open, I'm available. You are also encouraged to book a virtual or in-person meeting; my Outlook calendar is kept up to date or email me to confirm. I typically respond to emails promptly.

**Course website:** Brightspace

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*We are always looking for the red thread of information in the social texture of people's lives. ~ Marcia Bates*

## **COURSE DESCRIPTION<sup>1</sup>**

The field of human-information interaction is concerned with understanding the ways in which people create, seek, share, avoid, evaluate and make meaning from information from a range of sources and in its many forms. Working in the information professions requires familiarity with individual and community information behaviours and practices. Questions about people's interactions with information and how these interactions are socially constructed and mediated are central to the field of library and information science.

This course explores over half a century of information behaviour research in library and information science. The first third of the course covers key concepts, models and theories of information behaviour. The second third of the course explores the turn toward contextual awareness of information behaviour and interdisciplinary approaches. In the last third of the course, we will become familiar with trends in human information interaction research associated with modern changes in information sharing. Students will conduct an original information behaviour research project (using the Information World Mapping technique) or complete an original design project (developing a resource, system, or service for a particular community).

## **COURSE PRE-REQUISITES**

INFO 5520; INFO 5530

## **LEARNING OUTCOMES**

Upon completion of the course, students are expected to have gained knowledge and proficiency in the following areas, and related to the [core competencies](#) of the MI program.

<b>COURSE LEARNING OUTCOME</b>	<b>RELEVANT MI CORE COMPETENCY</b>
Develop an understanding of the key concepts, models, and theories related to understanding Human Information Interaction in a range of contexts	Information Management Leadership Research and Evaluation User-centered Information Services

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<sup>1</sup> The course objectives, design, assignments, and some readings are adapted from earlier versions of this course taught by Dr. Sandra Toze and from INF2332 Information Behaviour taught by Dr. Jenna Hartel.

Critically assess information behaviour research and recognize its application to professional practice and its application in designing more effective tools, systems, or services	Research and Evaluation User-centered Information Services Organize, Plan & Manage
Select and use appropriate theories and models to better understand particular contexts of Human Information Interaction	Research and Evaluation User-centered Information Services
Design and conduct research targeted at better understanding Human Information Interaction to improve or change systems or services	Research and Evaluation Management of Information Technology User-centered Information Services Organize, Plan & Manage Collaborate & communicate

### TECHNOLOGY REQUIREMENTS

The course site, hosted through Brightspace, has several functions: storage of digital copies of the syllabus and assignments, links to course readings, hosting of discussion boards, repository for assignments, and notifications of announcements or course updates. Students will use databases to support research, recording software and device to document interviews, PowerPoint to design posters or presentations, and potentially additional software to support design projects.

### INSTRUCTIONAL METHODS

My intention is to create an engaged community of inquiry. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the class by students and invited guests. To ensure the learning environment aligns with these principles, I will need your enthusiastic, thoughtful participation.

This is a seminar course aimed at theoretical, methodological, conceptual, and personal discovery. Learning in the course will be achieved through readings, lectures, in-class discussion *led by students*, in-class workshops, and an original research or design project. It is expected that students will come to class fully prepared to participate, discuss and complete activities each week.

### LEARNING MATERIALS

There is no required textbook for the course. Assigned readings will be linked from Brightspace and/or available through Dalhousie Libraries.

### 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	DETAILS	DUE DATE	VALUE
Evidence Summary	Individually or in pairs, prepare and deliver an evidence summary of one of the course readings	Varying (papers will be selected/dates will be determined in Week 1)	15%
HII Study Part 1: Proposal	Craft a (research or design) proposal that will include an introduction,	February 11, 2022, 11:59pm	25%

	research question(s), literature review, methods, and conclusion		
HII Study Part 2: Presentation to class	Deliver a 10-15 minute presentation on your key findings, implications, and reflections	April 1, 2022 OR April 6, 2022 (will depend on cluster selection)	20%
HII Study Part 3: Research Paper <b>OR</b> Prototype and Reflection	Produce a final paper that will include refinements to the methods as well as a findings discussion/ implications, methodological reflections, and conclusion section OR produce a prototype of the designed system/ service/program that will also include a reflection on motivation, rationale, design decisions, and intended use.	April 8, 2022, 11:59pm	30%
Participation	Actively engage in class discussions and activities	Ongoing	10%

## 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.
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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](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. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](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](mailto: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**

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](mailto: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**

Note the readings and guest speakers are subject to small changes as the course progresses. Students will be advised of any changes via email and Brightspace.

<b>Dates and Topics</b>	<b>Course Materials</b>	<b>Notes and Assignments</b>
Week 1 (Jan 7, 2022)  Introduction to the course and one another  What is Human Information Interaction (HII)?	Course Syllabus  Case, D. O., Given, L. M., & Mai, J. E. (2016). Chapter 1: Introduction, typical scenarios and history of research. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> . 4th ed., Bingley, UK: Emerald, 3-18.	Workshop: ISquares and cluster formation  Select paper/date for evidence summary
Week 2 (Jan 14, 2022)  Key HII concepts and constructs	Oliphant, T. (2021). <a href="#">Emerging (information) realities and epistemic injustice</a> . <i>Journal of the Association for Information Science and Technology</i> .  Case, D. O., Given, L. M., & Mai, J. E. (2016). Chapter 4: The concept of information. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> . 4th ed., 55-78.  Case, D. O., Given, L. M., & Mai, J. E. (2016). Chapter 5: Information needs, motivations, and use. Related concepts. In <i>Looking for Information:</i>	Workshop: Topic/ population selection

	<p><i>A Survey of Research on Information Seeking, Needs, and Behavior</i>. 4th ed., 79-96.</p> <p><u>Recommended Readings</u></p> <p>Bates, M. J. (2010). <a href="#">Information behavior</a>. In <i>Encyclopedia of Library and Information Sciences</i> 3, 2381–2391.</p> <p>Chatman, E. A. (1999). <a href="#">A theory of life in the round</a>. <i>JASIS</i> 50(3): 207–217.</p> <p>Dervin, B. (1998). <a href="#">Sense-making theory and practice: An overview of user interests in knowledge seeking and use</a>. <i>Journal of knowledge management</i>, 2(2), 26-46.</p>	
<p>Week 3 (Jan 21, 2022)</p> <p>Key HII models and theories</p>	<p>Case, D. O., Given, L. M., &amp; Mai, J. E. (2016). Chapter 7: Models of information behavior. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i>. 4th ed., 141-176.</p> <p>Gibson, A. N., &amp; Martin, John D., III. (2019). <a href="#">Re-situating information poverty: Information marginalization and parents of individuals with disabilities</a>. <i>Journal of the Association for Information Science and Technology</i>, 70(5), 476-487.</p> <p><u>Recommended Readings</u></p> <p>Darby, P. &amp; Clough, P. (2013). <a href="#">Investigating the information-seeking behaviour of genealogists and family historians</a>. <i>Journal of Information Science</i>, 39(1): 73–84.</p> <p>Kim, Y. &amp; Zhang, P. (2015). <a href="#">Understanding data sharing behaviors of STEM researchers: The roles of attitudes, norms, and data repositories</a>. <i>Library &amp; Information Science Research</i>, 37(3): 189-200.</p> <p>Robson, A., &amp; Robinson, L. (2013). <a href="#">Building on models of information behaviour: Linking information seeking and communication</a>. <i>Journal of Documentation</i>, 69(2), 169-193.</p>	<p>Workshop: Research Ethics</p>
<p>Week 4 (Jan 28, 2022)</p> <p>The information behaviour/practice debate</p>	<p>Savolainen, R. (2007). <a href="#">Information behavior and information practice: Reviewing the 'umbrella concepts' of information-seeking studies</a>. <i>The Library Quarterly: Information, Community, Policy</i>, 77(2), 109-132.</p> <p>Irvine-Smith, S. (2017). <a href="#">Information through the lens: Information research and the dynamics of practice</a>. <i>Proceedings of the Ninth International Conference on Conceptions of Library and Information Science</i>, Uppsala, Sweden. 22(1).</p> <p><u>Recommended Readings</u></p> <p>Cox, A. M. (2013). <a href="#">Information in social practice: A practice approach to understanding information</a></p>	<p>Workshop: The Information World Mapping Interview And/Or Design Thinking</p>

	<p><a href="#">activities in personal photography</a>. <i>Journal of Information Science</i>, 39(1), 61–72.</p> <p>Robinson, J. &amp; Yerbury, H. (2015). <a href="#">Re-Enactment and its information practices; Tensions between the individual and the collective</a>. <i>Journal of Documentation</i>, 71(3), 591–608.</p> <p>Sakai, S. Korenaga, R., &amp; Sakai, T. S. (2015). <a href="#">Learning to become a better poet: Situated information practices in, of, and at a Japanese Tanka gathering</a>. <i>Information Research</i>, 20(1), 140–48.</p> <p>Lingel, J. (2014). <a href="#">Information practices of urban newcomers: An analysis of habits and wandering</a>. <i>Journal of the Association for Information Science and Technology</i>, 66(6), 1239-1251.</p>	
<p><b>Note No Classes on Feb 4, 2022, Munro Day</b></p>		
<p>Week 5 (Feb 11, 2022) Information in Context: Worlds, Landscapes, Grounds, and Sense-making</p>	<p>Savolainen, R. (2009). <a href="#">Small world and information grounds as contexts of information seeking and sharing</a>. <i>Library &amp; Information Science Research</i>, 31(1), 38-45.</p> <p>Lloyd, A. (2006). <a href="#">Information literacy landscapes: An emerging picture</a>. <i>Journal of Documentation</i> 62 (5), 570–83.</p> <p>Naumer, C. M., Fisher, K. E., &amp; Dervin, B. (2008). <a href="#">Sense-making: A methodological perspective</a>. Paper presented at Sensemaking Workshop, Computer Human Interaction (CHI) 2008. Florence, Italy, April 5-10.</p> <p><u>Recommended Readings</u></p> <p>Tsai, T. I., Chen, H. J., Tai, C. H., &amp; Chen, Y. L. (2019). <a href="#">How do students' information world maps change while developing their thesis topics? A longitudinal study using arts-based elicitation interviews</a>. <i>Proceedings of the Association for Information Science and Technology</i>, 56(1), 495-498.</p> <p>Gage, E. A., &amp; Panagakis, C. (2012). <a href="#">The devil you know: parents seeking information online for pediatric cancer</a>. <i>Sociology of Health &amp; Illness</i>, 34(3), 444-458.</p> <p>Allard, D., &amp; Caidi, N. (2018). <a href="#">Imagining Winnipeg: The translocal meaning making of Filipino migrants to Canada</a>. <i>Journal of the Association for Information Science &amp; Technology</i>, 69(10), 1193–1204.</p> <p>Meyers, Eric M., Fisher, Karen E., Marcoux, Elizabeth. (2009). <a href="#">Making sense of an information world: The everyday-life information behavior of preteens</a>. <i>The Library Quarterly</i>, 79 (3): 301-341.</p>	<p>Workshop: Practice interviews, Design support</p> <p><b>DUE: Feb 11:</b> HII Study Part 1: Proposal</p>



<p>Week 6 (Feb 18, 2022)</p> <p>Information in Leisure and Recreational Settings</p>	<p>Kari, J. &amp; Hartel, J. (2007). <a href="#">Information and higher things in life: Addressing the pleasurable and the profound in information science</a>. <i>Journal of the American Society for Information Science and Technology</i>, 58 (8), 1131-1147.</p> <p>Fulton, C. (2017). <a href="#">Urban exploration: Secrecy and information creation and sharing in a hobby context</a>. <i>Library &amp; Information Science Research</i> 39(3), 189–198.</p> <p>Quirke, L. (2015). <a href="#">Searching for joy: The importance of leisure in newcomer settlement</a>. <i>Journal of International Migration and Integration</i>, 16(2), 237-248.</p> <p><u>Recommended Readings</u></p> <p>Cox, A. M., Clough, P. D., &amp; Marlow, J. (2008). <a href="#">Flickr: A first look at user behaviour in the context of photography as serious leisure</a>. <i>Information Research</i>, 13(1):</p> <p>Albassam, S.A. A. &amp; Ruthven, I. (2018). <a href="#">Users' relevance criteria for video in leisure contexts</a>. <i>Journal of Documentation</i> 74 (1): 62–79.</p> <p>Hill, H. &amp; Pecoskie, J. J. L. (2017). <a href="#">Information activities as serious leisure within the fanfiction community</a>. <i>Journal of Documentation</i> 73(5): 843–57.</p> <p>Price, L. &amp; Robinson. (2017). <a href="#">Being in a knowledge space: Information behaviour of cult media fan communities</a>. <i>Journal of Information Science</i> 43(5): 649–664.</p>	<p>Working session</p>
<p><b>Winter Study Break</b> (Feb 21-25, 2022)</p>		
<p>Week 7 (Mar 4, 2022)</p> <p>Information Avoidance and Overload</p> <p>---</p> <p>Health information seeking and seekers</p>	<p>Narayan, B., Case, D., &amp; Edwards, S. L. (2011). <a href="#">The role of information avoidance in everyday life information behaviors</a>. <i>Proceedings of the American Society for Information Science &amp; Technology</i>, 48(1), 1-9.</p> <p>Savolainen, R. (2007). <a href="#">Filtering and withdrawing: Strategies for coping with information overload in everyday contexts</a>. <i>Journal of Information Science</i>, 33(5), 611-621.</p> <p><u>Recommended Readings</u></p> <p>Bawden, D., &amp; Robinson, L. (2009). <a href="#">The dark side of information: Overload, anxiety and other paradoxes and pathologies</a>. <i>Journal of Information Science</i>, 35(2), 180-191</p> <p>Sweeny, K., Melnyk, D., Miller, M., &amp; Shepperd, J. A. (2010). <a href="#">Information avoidance: Who, what, when, and why</a>. <i>Review of General Psychology</i>, 14 (4), 340-353.</p>	<p>Working session</p>

	<p>MacDonald, J., Bath, P., &amp; Booth, A. (2011). <a href="#">Information overload and information poverty: challenges for healthcare services managers?</a> <i>Journal of Documentation</i>, 67(2), 238-263.</p>	
<p>Week 8 (Mar 11, 2022)</p> <p>Misinformation, Disinformation, &amp; Truthiness</p>	<p>Cooke, N. A. (2017). <a href="#">Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age.</a> <i>The Library Quarterly: Information, Community, Policy</i>, 87(3), 211-221.</p> <p>Karlova, N. A., &amp; Fisher, K. E. (2013). <a href="#">A social diffusion model of misinformation and disinformation for understanding human information behaviour.</a> <i>Information Research</i>, 18(1).</p> <p><u>Recommended Readings</u></p> <p>Dill, E. &amp; Janke, K. (2013). <a href="#">New shit has come to light: Information seeking behavior in The Big Lebowski.</a> <i>The Journal of Popular Culture</i>, 46(4), 772–88.</p> <p>Marcella, R., Baxter, G., &amp; Walicka, A. (2019). <a href="#">User engagement with political ‘facts’ in the context of the fake news phenomenon:</a> An exploration of information behaviour. <i>Journal of Documentation</i> 75(5), 1082–99.</p> <p>Rubin, V. L., (2019). <a href="#">Disinformation and misinformation triangle: A conceptual model for ‘fake news’ epidemic, causal factors and interventions.</a> <i>Journal of Documentation</i>, 75(5), 1013–34.</p> <p>Vaidhyathan, S. (2018). <a href="#">Conclusion: The nonsense machine.</a> In <i>Antisocial media: How facebook disconnects us and undermines democracy</i>, 196-220. New York: Oxford University Press.</p>	<p>Working session</p>
<p>Week 9 (Mar 18, 2022)</p> <p>Information Equity and the Future of Responsible Design</p>	<p>Hudson, D. J. (2017). <a href="#">On “diversity” as anti-racism in library and information studies: A critique.</a> <i>Journal of Critical Library and Information Studies</i>, 0(1).</p> <p>Schmidt, J. (2018, May 29). Innovate this! Bullshit in academic libraries and what we can do about it. CAPAL18-ACBAP18: Community, diversity, and education: academic librarianship.</p> <p>Dalmer, N. (2017). <a href="#">Information world mapping to explicate the information-care relationship in dementia care.</a> <i>Proceedings of the Association for Information Science and Technology</i>, 54(1), 647-649.</p> <p><u>Recommended Readings</u></p> <p>Haimson, O. L., &amp; Hoffmann, A. L. (2016). <a href="#">Constructing and enforcing “authentic” identity</a></p>	<p>Workshop:</p> <p>We will play the <a href="#">Elon Musk's iPod Submarine game</a></p>

	<p><a href="#">online: Facebook, real names, and non-normative identities</a>. First Monday, 21(6).</p> <p>Lingel, J., &amp; Boyd, D. (2013). <a href="#">“Keep it secret, keep it safe”: Information poverty, information norms, and stigma</a>. <i>Journal of the American Society for Information Science and Technology</i>, 64(5), 981–991.</p> <p>Berget, G., MacFarlane, A., &amp; Pharo, N. (2020). <a href="#">Modelling the information seeking and searching behaviour of users with impairments: are existing models applicable?</a> <i>Journal of Documentation</i>, 77(2), 381-400.</p>	
<p>Week 10 (Mar 25, 2022)</p> <p>Embodied information and emerging trends</p>	<p>Greifeneder, Elke (2014). <a href="#">Trends in information behaviour research</a>. In Proceedings of ISIC, the Information Behaviour Conference, Leeds, 2-5 September, 2014: Part 1, (paper isic13).</p> <p>Lloyd, A, &amp; Olsson, M. (2019). <a href="#">Untangling the knot: The information practices of enthusiast car restorers</a>. <i>Journal of the Association for Information Science and Technology</i>, 70(12), 1311-1323.</p> <p><b>Recommended Readings</b></p> <p>Pollak, A. (2016). <a href="#">Information seeking and use in the context of minimalist lifestyles</a>. <i>Journal of Documentation</i>, 72(6), 1228-1250.</p> <p>Guzik, E. (2018). <a href="#">Information sharing as embodied practice in a context of conversion to Islam</a>. <i>Library Trends</i>, 66(3), 351–370.</p> <p>Lueg, C. P. (2014). <a href="#">Characteristics of human perception and their relevance when studying information behavior</a>. <i>Journal of Documentation</i>, 70(4).</p> <p>Hyatt, E., Harvey, M., Pointon, M., &amp; Innocenti, P. (2021). <a href="#">Whither wilderness? An investigation of technology use by long-distance backpackers</a>. <i>Journal of the Association for Information Science and Technology</i>, 72(6), 683-698.</p> <p>Veinot, T. C., &amp; Williams, K. (2012). <a href="#">Following the “community” thread from sociology to information behavior and informatics: Uncovering theoretical continuities and research opportunities</a>. <i>Journal of the American Society for Information Science and Technology</i>, 63(5), 847-864.</p>	<p>Workshop: Writing-up your findings (the Template), tips for presenting, and presentation planning time with your cluster</p>
<p>Week 11 (April 1, 2022)</p> <p>Forward</p> <p>[Potentially: Student cluster presentations, depending on class size and group formation]</p>	<p>Montesi, M. (2021). <a href="#">Understanding fake news during the Covid-19 health crisis from the perspective of information behaviour: The case of Spain</a>. <i>Journal of Librarianship and Information Science</i>, 53(3), 454-465.</p> <p>Costello, K. L., &amp; Floegel, D. (2021). <a href="#">The potential of feminist technoscience for advancing research in information practice</a>. <i>Journal of Documentation</i>.</p>	

	<p><u>Recommended Reading</u></p> <p>Willson, R. (2021). <a href="#">“Bouncing ideas” as a complex information practice: information seeking, sharing, creation, and cooperation.</a> <i>Journal of Documentation.</i></p>	
<p>Week 12 (April 6, 2022)</p> <p>Student cluster presentations</p> <p>Course wrap-up celebration</p>		<p><b>DUE April 8, 2022:</b>  HII Study Part 3:  Research Paper <u>OR</u>  Prototype and  Reflection</p>