

HUMAN INFORMATION BEHAVIOR

SYLLABUS FOR THE COURSE 17:610:510 FALL 2015 ONCAMPUS (3 Credits)

Tuesday 3:10-5:50pm Room 201

Instructor: Dr. Chirag Shah

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Office: Room 302, SC&I

Office Hours: Tuesday 2:00-3:00pm, or by appointment

Course Description:

The course Human Information Behavior focuses on the study of behavior vis-a-vis information as it bears on problems in library and information services, and forms a theoretical and professional base for such services. It will examine: people's information behaviors in diverse contexts; processes of information seeking, searching, using, and valuing. It will also focus on assessment of studies of human information behavior in terms of their relevance to library and information services.

Pre- and/or co-requisites: None

Course Objectives:

In this course, students learn, read original research, discuss and write about the practice, study and theory of human information behavior. Human information behavior is the study of the interactions between people, the various forms of data, information, knowledge and wisdom that fall under the rubric of "information" and the situations (contexts) in which they interact. This course provides students an introduction to the human aspects of the world of library and information services, feedback on how to interact with the literature in our field, a greater awareness of the human information behavior around us and an opportunity to work with peers to analyze and present additional relevant research.

Learning Objectives:

Upon completion of this course, students should:

- Demonstrate understanding of the theoretical foundations of human information behavior
- Analyze, synthesize and evaluate research findings about human information behavior in a variety of different contexts
- Be able to think critically and reflectively about human information behavior, engage in scholarly discussion in the online learning environment, and reflect on the learning process
- Demonstrate the ability to work collaboratively in an online environment to build knowledge of information behavior in a variety of different contexts
- Be able to apply concepts and research findings from human information behavior to a variety of library and information service settings, as well as to other aspects of life

Instructional Methods:

Our campus classes will be supported by Sakai, where all course resources, learning materials, readings will be housed. Weekly learning tasks will be posted so that you are well prepared for weekly class sessions. In some weeks, we will explicitly involve you in online discussions. In addition, regular journal entries will be required for you to document your reading reflections.

Course Materials:

(1) All required readings will be available for download in the weekly units of Sakai.

(2) Recommended text:

Fisher, K.E., Erdelez, S., & McKechnie, L. (2005). Theories of information behavior. Medford, NJ: Information Today.

This book is recommended because it covers most of the theories we will be discussing as well as many others that are prevalent in the literature. The book is also quite useful when you begin your final project for the semester. The supplementary readings that I assign from this book are not required though they will enhance your understanding of the topics covered in this course.

Grading/Assignments:

Assignments will be assessed in terms of the stated criteria for each, and will be graded according to the University's grading scheme:

A = Outstanding: work of the highest standard, mastery of the topic demonstrated at a high level

B+ = Very good work, substantially better than the minimum standard, very good knowledge of the topic demonstrated

B = Good work, better than the minimum standard, sound knowledge of the topic demonstrated

C+ = Satisfactory standard work, adequate knowledge of the topic is demonstrated

C = Work barely meeting the minimum standard, barely adequate knowledge of the topic is demonstrated

F = Fail, unsatisfactory and wholly inadequate work

Please note that only alpha grades will be assigned, and not numerical points.

A brief note about grades:

Incomplete grades will not be given for this class. Depending on negotiated circumstances, incomplete work will receive a Temporary Grade (usually an F, D, or C) that will change after you submit the required work. It is your responsibility to check with the registrar's office and the department to ensure you meet the deadlines for this type of grades.

Assignments:

More detailed information is found in the “Assignments” unit within Sakai component of the class.

Weekly participation and discussion of readings, learning materials and ideas (30%)

Your grade for your participation in class (including the “one minute paper”) and any online discussions is dependent upon your comments on what you have read; demonstrated familiarity with the subject matter; explicit linking of your discussion to lecture and reading materials; quality of interpretation; relevance; and interactivity (don’t just make a statement - interact with what others said).

Journals (20%)

Weekly reflection on learning; readings materials and understanding of subject matter. These weekly reflections are more informal and reflective than formal, and will be documented in Sakai as assignments.

Group presentations (20%)

You will be divided into work teams and your team will be expected to create a presentation and lead a discussion for your assigned week. This presentation and discussion will focus strongly on the information behaviors of groups of selected groups of people who are part of the specified context.

Term paper (30%)

Students will select an identifiable group of people and provide a cogent, research-based analysis and synthesis of the group’s information behaviors. In doing so, students will apply models, principles and concepts from the course, and based on the analysis, draw conclusions and implications for professional practice.

Class Policies:

Announcements: Students are responsible for all announcements made in class, whether or not they are present when the announcements are made.

Late submissions: Deadlines are your responsibility. Late submissions may be accepted with a penalty. In the case of unforeseen emergencies (e.g. with a doctor’s note), or with a prior permission from the instructor (obtained before the due date), late submissions will be graded normally. Late submissions will not receive any verbal or written feedback.

Communication: For emails, Rutgers accounts preferred. Always include your name (esp. if emailing from non-Rutgers account) and always include the course number (MLIS 510) in subject line. If you don’t, your email most likely will not be read. This course uses Sakai, for submitting assignments, and posting materials as well as grades. Speaking of communication, please turn off or silent your cellphones and anything that can spontaneously make noise before entering the class.

Attendance: Students are expected to attend and participate in all class meetings. If you cannot come to a class meeting, you should contact the instructor and provide an explanation. It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. If you choose to go on vacation and/or business trips, you are still responsible for the work due that week. In case of death/illness in family/misadventure, please let the instructor know as soon as you can so that appropriate arrangements can be made for you.

Support Sites for Students

Students are expected to take the initiative in the form of opportunities and services that will help them succeed in their learning. This includes knowing and complying with university policy, having the information literacy skills needed to succeed in academics, seeking advisement when needed, and taking advantage of Rutgers' support services. The following websites are recommended for these purposes

Academic Integrity

The consequences of scholastic dishonesty are very serious. Rutgers' academic integrity policy is at <http://ctaar.rutgers.edu/integrity/policy.html>.

An overview of this policy may be found at <http://cat.rutgers.edu/integrity/student.html>.

Multimedia presentations about academic integrity may be found at

<http://academicintegrity.rutgers.edu/multimedia.shtml> and

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>.

Students with Disabilities

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu/> for details. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from Dr. Kay Cassell (kcassell@scils.rutgers.edu), Director of the MLIS program, or Karen Novick (knovick@rutgers.edu), SC&I Associate Dean.

Rutgers University Libraries

Academic librarians are available to assist you in finding information and in helping you to develop your information literacy skills, especially for electronic searching.

<http://www.libraries.rutgers.edu/>

School of Communication & Information

<http://comminfo.rutgers.edu/>

HUMAN INFORMATION BEHAVIOR

WEEKLY SCHEDULE FOR THE COURSE (Subject to change) 17:610:510 FALL 2015 ONCAMPUS Tuesday 3:10-5:50pm Room 201

#	Day	Topics	Assignments
1.	Sept. 1	Introduction	Explore the Sakai site ; Reading post-1
--	Sept. 8	No class (Monday schedule)	
2.	Sept. 9	Perspectives & theories I	Journal-1; Reading post-2
3.	Sept. 15	Perspectives & theories II	Journal-2; Reading post-3
4.	Sept. 22	Perspectives & theories III	Journal-3; Reading post-4
5.	Sept. 29	Perspectives & theories IV	Journal-4; Reading post-5
6.	Oct. 6	Perspectives & theories V	Journal-5; Reading post-6
7.	Oct. 13	HIB: Personal/social context	Journal-6; Reading post-7 Group 1
--	Oct. 20	No class - instructor away for CIKM conference	
8.	Oct. 27	HIB: Collaborative/group context	Journal-7; Reading post-8 Group 2
9.	Nov. 3	HIB: Education/students	Journal-8; Reading post-9 Group 3
--	Nov. 10	No class - instructor away for ASIST conference	
10.	Nov. 17	HIB: Browsing and consumer behavior	Journal-10; Reading post-10 Group 4
11.	Nov. 24	HIB: Medical/health context	Journal-11; Reading post-11 Group 5
12.	Dec. 1	HIB: Organizational/work environments	Journal-12; Reading post-12 Group 6
13.	Dec. 8	HIB in social media	Journal-13; Reading post-13 Group 7
14.	Dec. 15	Term paper talks Wrap-up	Journal-14; Reading post-14 Term papers due Wednesday, Dec. 16th by 5pm

HUMAN INFORMATION BEHAVIOR

Instructor: Dr. Chirag Shah

Week 1: Introduction

Reading	Wilson, P. (1983). Second hand knowledge; Cognitive authority. In P. Wilson, <i>Second-hand knowledge: An inquiry into cognitive authority</i> (pp. 3-35). Westport, CT: Greenwood Press.
Recommended	Meltzoff, J. (1998). Critical reading (Chapter 1). In J. Meltzoff, <i>Critical thinking about Research</i> (3-12). Washington, D.C.: American Psychological Association. Meltzoff, J. (1998). Research questions and hypotheses. In J. Meltzoff, <i>Critical thinking about Research</i> (pp. 13-48). Washington, DC: American Psychological Association, pp. 13-48.
FYI	Fritch, J.W., & Cromwell, R.L. (2001). Evaluating Internet resources: Identity, affiliation, and cognitive authority in a networked world. <i>Journal of the American Society for Information Science</i> , 52(6): 499-507. Reih, S.Y. (2002). Judgment of information quality and cognitive authority in the web. <i>Journal of the American Society for Information Science and Technology</i> , 53(2): 145-161.

Week 2: Perspectives & Theories I

Readings	Julien, H., & Duggan, L. (2000). A longitudinal analysis of the information needs and uses literature. <i>Library and Information Science Research</i> , 22, 291-309. Pettigrew, K. E., Fidel, R., & Bruce, H. (2002). Conceptual models in information behavior research. In M. Williams (Ed.), <i>Annual Review of Information Science and Technology</i> (Vol. 55, pp. 249-270). Medford, NJ: Information Today. Wilson, T.D. (1999) Models in information behaviour research <i>Journal of Documentation</i> , 55(3) 249-270 [Available at http://informationr.net/tdw/publ/papers/1999JDoc.html]
Recommended	Dervin, B., & Nilan, M. (1986). Information needs and uses. <i>Annual Review of Information Science and Technology</i> (Vol. 21, pp. 3-33). Medford, NJ: Information Today. Fisher: Chapter 1 (pp. 1-14) Chapter 3 (pp. 31-36)
FYI	Wilson, T. (1994). Information needs and uses: Fifty years of progress? In B.C. Vickers (Ed.), <i>Fifty years of information progress: a Journal of Documentation review</i> (pp. 15-51). London: ASLIB. http://informationr.net/tdw/publ/papers/1994JDocRev.html .

Week 3: Perspectives & Theories II

Readings	Taylor, R. S. (1968). Question negotiation and information seeking in libraries. <i>College & Research Libraries</i> , 28, 178-194. Belkin, N. J., Oddy, & Brooks, H. (1980). ASK for information retrieval, Part I and ASK for information retrieval, Part II, <i>Journal of Documentation</i> , 38(2).
Recommended	<u>Fisher:</u> Taylor's Information Use Environments (pp. 354-363) Anomalous State of Knowledge (pp. 44-7)

Week 4: Perspectives & Theories III

Readings	Dervin, B. (1992). From the mind's eye of the user: The sense-making qualitative-quantitative methodology. In Glazier, J. D. & Powell, R. R., <i>Qualitative research in information management</i> (pp. 61-84). Englewood, CO: Libraries Unlimited. Bates, M. J. (1989). The design of browsing and berry-picking techniques for online search interface. <i>Online Review</i> , 13, 407-424. LINK: http://www.gseis.ucla.edu/faculty/bates/berrypicking.html
Recommended	Dervin, B. & Clark, C. (1987). ASQ: Alternative tools for information need and accountability assessments by libraries. Published by Peninsula Library Systems for the California State Library <u>Fisher:</u> Berry picking (pp. 58-61) Dervin's Sense-Making (pp. 113-118)

Week 5: Perspectives & Theories IV

Readings	Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. <i>Journal of the American Society for Information Science</i> , 42, 361-371. Tuominen, D. & Savolainen, R. (1999). A social constructionist approach to the study of information use as discursive action. In P. Vakkari, R. Savolainen, & B. Dervin (Eds.), <i>Information seeking in context</i> (pp. 81-96). London: Taylor-Graham Talja, S. (1997). Constituting 'information' and 'user' as research objects: A theory of knowledge formations as an alternative to the 'information man' theory. In P. Vakkari, R. Savolainen, & B. Dervin (Eds.), <i>Information seeking in context</i> (pp. 67-80). London: Taylor-Graham.
Recommended	<u>Fisher:</u> Kuhlthau's Information Search Process (pp. 230-5) The Social Constructionist Viewpoint on Information Practice (pp. 328-31)

Week 6: Perspectives & Theories V

Readings	<p>Dervin, B. (1997). Given a context by any other name: Methodological tools for taming the unruly beast. In P. Vakkari, R. Savolainen, and B. Dervin (Eds.), <i>Information seeking in context</i> (pp. 13-38). London: Taylor-Graham</p> <p>Talja, S., Keso, H. & Peitilainen, T. (1999). The production of 'context' in information seeking research: A metatheoretical view. <i>Information Processing & Management</i>, 35, 751-763.</p>
Recommended	<p>Fisher: Social Positioning (pp. 334-7) The Socio-Cognitive Theory of Users Situated in Specific Contexts and Domains (pp. 339-42) Also, scan the Index for the word "context" – though there is not a chapter devoted to it, many authors address it.</p>

Week 7: HIB in Personal and Social Contexts

Readings	<p>Harris, R. M. & Dewdney, P. (1994). Barriers to information. How formal help systems fail battered women. Westport, CN: Greenwood. Chapters 4 & 8: pp. 47-60, 121-140.</p> <p>Chatman, E. A. (1991). Theory of life in the round. <i>Journal of the American Society for Information Science</i>, 50, 207-217.</p> <p>Hamer, J. S. (2003). Coming out – gay males' information seeking. <i>School Libraries Worldwide</i>, 9(2), 73-89.</p>
Recommended	<p>Fisher (browse through the following theories and read those that interest you): Chatman's Information Poverty (pp.75-8) Chatman's Life in the Round (pp. 79-82) Everyday Life Information Seeking (pp. 143-7) Practice of Everyday Life (pp. 284-7) Small-World Network Exploration (pp. 318-21)</p>

Week 8: HIB in Collaborative/group Contexts

Readings	<p>Foster, J (2006). Collaborative information seeking and retrieval. <i>Annual Review of Information Science and Technology (ARIST)</i>, 40:329–356.</p> <p>Hansen, P, and Jarvelin, K (2005). Collaborative information retrieval in an information-intensive domain. <i>Information Processing and Management</i>, 41:1101–1119.</p> <p>Twidale, Michael B Twidale, Nichols, D M, and Paice, C D (1997). "Browsing is a Collaborative Process." <i>Information Processing and Management</i> 33(6): 761-783.</p>
	<p>Shah, C. (2010). Collaborative Information Seeking: A Literature Review. <i>Advances in Librarianship</i>, 32, 3-33. doi:10.1108/S0065-2830(2010)0000032004</p> <p>Golovchinsky, G, Pickens, J, and Back, M (2008). A taxonomy of collaboration in</p>

Recommended	<p>online information seeking. In <i>Proceedings of JCDL 2008 Workshop on Collaborative Exploratory Search</i>, Pittsburgh, PA.</p> <p>Morris, Meredith Ringel (2008). A Survey of Collaborative Web Search Practices. In <i>Proceedings of ACM SIGCHI Conference on Human Factors in Computing Systems</i>, 1657-1660. Florence, Italy.</p> <p>Shah, C (2010). Working in Collaboration - What, Why, and How? In <i>Proceedings of Collaborative Information Retrieval workshop at CSCW 2010</i>. Savannah, GA.</p>
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Week 8: HIB in Education Contexts

Readings	<p>Brown, J. S., Collins, A. & Duguid, P. (1989, Jan/Feb). Situated cognition and the culture of learning. <i>Educational Researcher</i>, 32-42. LINK: http://www.exploratorium.edu/ifi/resources/museumeducation/situated.html</p> <p>Brice Heath, S. (1982). Questioning at home and at school. In: Spindler, G. (Ed). <i>Doing the ethnography of schooling</i>, p. 107. New York: Holt, Rinehart and Winston.</p> <p>Agosto, D., & Hughes-Hassell, S. (2006a). Toward a model of everyday life information needs of urban teenagers, pt. 1: Theoretical model. <i>Journal of the American Society of Information Science and Technology</i>, 57(10), 1281-1413.</p> <p>Agosto, D., & Hughes-Hassell, S. (2006b). Toward a model of everyday life information needs of urban teenagers, pt. 2: Empirical model. <i>Journal of the American Society of Information Science and Technology</i>, 57(11), 1418-1426.</p>
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Week 10: Browsing and Consumer Behavior

Readings	<p>Underhill, P. (1999). <i>Why We Buy</i>. NY: Simon & Schuster. Chapter 1; Chapter 2; Chapter 3; Chapter 5.</p> <p>Chang, S. L. (2001). Perspectives on browsing in six research literatures. In R. Rice, M. McCreddie, & S. L. Chang, <i>Accessing and browsing information and communication</i>. (Chapter 9, p. 173-215). Cambridge, MA: MIT Press.</p>
FYI	<p>An interesting NPR report: New Technology Predicts Browsing Behavior</p> <p>When we refer to browsing behavior we don't always think about issues of privacy. Here is a NY Times article on the subject of web privacy and the need for transparency on the side of those who collect this information.</p>

Week 11: Medical and Health Related HIB

	<p>Pettigrew, K. E. (1999). Waiting for chiropody: contextual results from an ethnographic study of the information behavior among attendees at community clinics. <i>Information Processing and Management</i>, 35, 801-817.</p>
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Reading	<p>Todd, R. J. (1999). Utilization of heroin information by adolescent girls in Australia: A cognitive analysis. <i>Journal of the American Society for Information Science</i>, 50, 10-23.</p> <p>Eysenbach, G & Kohler, C. (2002). How do consumers search for and appraise health information on the World Wide Web? Qualitative study using focus groups, usability tests, and in-depth interviews. <i>British Medical Journal</i>, 324, 7337, 573-577. LINK: http://www.bmj.com/cgi/content/full/324/7337/573</p>
Recommended	<p>Fisher: Information Grounds (pp. 185-9)</p>
FYI	<p>Lorenzo's Oil (movie) - If you get a chance to watch the movie, do so (it's available for streaming on Netflix). It has many implications from the HIB perspective. Then browse the web a bit and you will encounter the story as it has unfolded over the past decade or so (e.g. The mixed legacy) and you will find that what is "useful" information changes as the context develops and evolves.</p>

Week 12: HIB in Organizational and Work Environments

Readings	<p>Kuhlthau, C. C. (1999). The role of experience in the information search process of an early career information worker: Perceptions of uncertainty, complexity, construction, and sources. <i>Journal of the American Society for Information Science</i>, 50, 399-412.</p> <p>McInerney, C. (2002). Knowledge management and the dynamic nature of knowledge. <i>Journal of the American Society for Information Science</i>, 53(12), 1009-1018.</p> <p>Taylor, R.S. (1991) Information use environments. In B. Dervin (Ed.) <i>Progress in Communication Sciences</i>, v. 10 (pp. 217-225). Norwood, NJ: Ablex.</p>
Recommended	<p>Davenport, T.H. (2006). Some principals of knowledge management. http://www.itmweb.com/essay538.htm#contract.</p> <p>Lee, H. (n.d.). Knowledge management and the role of libraries. http://www.whiteclouds.com/iclc/cliej/cl19lee.htm.</p>

Week 13: HIB in Social Media

Readings	<p>d. m. boyd, & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. <i>Journal of Computer-Mediated Communication</i>, 13(1). Retrieved from http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html</p> <p>Gazan, R. (2011). Social Q&A. <i>Journal of the American Society for Information Science and Technology</i>. doi:10.1002/asi.21562</p>
Recommended	<p>Boyd, D. (2008). Facebook's Privacy Trainwreck: Exposure, Invasion, and Social Convergence. <i>Convergence: The International Journal of Research into New Media Technologies</i>, 14(1), 13-20. doi:10.1177/1354856507084416</p> <p>Social Media Framework [PDF] by Razorfish.</p>

HUMAN INFORMATION BEHAVIOR
MAJOR ASSIGNMENTS FOR THE COURSE
17:610:510 FALL 2015 ON-CAMPUS

Grading

Assignments will be assessed in terms of the stated criteria for each, and will be graded according to the University's grading scheme:

A = Outstanding: work of the highest standard, mastery of the topic demonstrated at a high level

B+ = Very good work, substantially better than the minimum standard, very good knowledge of the topic demonstrated

B = Good work, better than the minimum standard, sound knowledge of the topic demonstrated

C+ = Satisfactory standard work, adequate knowledge of the topic is demonstrated

C = Work barely meeting the minimum standard, barely adequate knowledge of the topic is demonstrated

F = Fail, unsatisfactory and wholly inadequate work

Please note that only alpha grades will be assigned, and not numerical points.

Assignment Guidelines:

Submission: Assignments must be submitted on time, so that they can be graded consistently and discussed in the class sessions following the due dates as required.

Except for documented medical and family emergencies and personal misadventure, assignments submitted late will receive a lower grade, for the following reasons:

- (a) students who take more time to prepare their assignments have an unfair advantage over their class group;
- (b) students who submit their assignments late often benefit from the review in class of their colleagues' errors;
- (c) it will interrupt the flow of the class.

Academic Honesty: All students must always submit work that represents his or her original work, words, or ideas, and use appropriate citation methods for citing the ideas of others. Students should also document the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hardcopies or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. In this online course, all

submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation

Take the time to familiarize yourself with the Academic Integrity policy of Rutgers University. It is available through the Center for Advancement of Teaching, at <http://cat.rutgers.edu/integrity/policy.html>

Paper Formats

The following items must be given at the top of your papers:

Student's name

Course number (LIS 17:610:510)

Assignment number as listed in the schedule

Please note that for this course, all papers must use the following style guidelines: double spaced; 12 point, Times New Roman or Arial font; pages numbered in the upper right corner of each page corner.

This class is graded on a percentage basis. Percentage values are:

Discussion:	30%
Journal:	20%
Group Presentation:	20%
Paper:	30%
Total:	100%

Generally speaking, you can expect:

(1) I will always respond to your *journal* entries every week. If I don't, you need to let me know because occasionally comments don't get saved, or I skip over your journal inadvertently, etc.

(2) I will respond to any inquiry (email is best) within two days; usually turnaround is very fast. If you don't hear from me **after 48 hours**, please do not hesitate to resend your email. I will not consider that rude or impatient.

(3) I will use both the Gradebook and email to provide feedback on all assignment tasks, as well as discussions in class.

Weekly Journals (20%) (to be documented electronically via Sakai)

You will be expected to synthesize and reflect on your learning in your "journal", which is to be submitted (one entry at a time) every week as an assignment submission. This is a private journal, which is viewed only by you and your course instructor. This is not a place where you summarize what you read, rather, it is a place for synthesis of key ideas based on reading,

lectures and discussions, and learning through reflection. This will take place on a weekly basis. You are not graded on the formality or quantity of the content as much as you are logging in your learning and understanding of the materials and concept as well as applying them to everyday life. This is more of an informal “discussion” with us about your learning experience and your engagement with key ideas about people’s information behaviors that come up in the course materials each week. Think of the journal as a private (shared with us) blog. Pretty much anything goes in this environment as long as it relates, in some way, to what you are reading, learning, and thinking – in a constructive way.

You will be given feedback from me along the way, mostly every week. Your final assessment will be based on substantive and timely entries (defined as an entry that in some manner reflects upon the learning process, synthesizes course material, or connects course material with personal or professional knowledge or experiences). No entries, late entries, and entries without any substance, such as “Hi, I have nothing to say this week” will also impact your grade.

Submit your journal entry as a text, word doc, or a PDF file. I will respond to each journal, mostly every week, as mentioned above. However, my clear expectation is that your entries will happen on a weekly basis.

Weekly Discussion of readings, lectures, and ideas (30%)

At first you might wonder why discussions are even important. After all, the articles are there to read, the instructor provides guidance and lecture material so why do you need to go through the seemingly endless list of posts by other people? The answer is, because you will learn so much more from your peers than you will by going through a course of independent study. Your peers will often view things from perspectives that may not have occurred to you. They will point out things that you miss. They will provide arguments you don’t think about. And your views will impact your peers in the same way. Most importantly, you will learn to see opposing points of view. You may not agree with some of your peers but through interaction, you will learn more about the subject matter than you would on your own. There is no question about the value of these discussions and it is always ok “to agree to disagree.”

Rich discussion is encouraged in all class meetings. Over the term of the semester, the students who bypass this level of interaction will invariably not have as good of an understanding of the material as their peers who commit the time to this learning arena. And this translates into the grading process accordingly.

Your grade on your participation in the discussions (either in class or electronically) is dependent upon your comments on what you have read; demonstrated familiarity with the subject matter; timeliness (e.g. first post does not appear on the last possible date); quality of interpretation; relevance; interactivity (don’t just make a statement – interact with what others said).

At first students are uncertain as to how or what to say. Best advice here is simply to consider you’re talking to a colleague about your assignment. What did you find interesting? What have you learned about particular people’s information behaviors? What is problematic? Did you like the reading (why or why not)? How does it apply to every day life? Does it make sense? What

information did you find useful? And so on. It important that you draw on the readings and lecture material in developing your contributions to class.

Criteria for Discussion Grades:

A -- Typically an A grade will show the following: You actively participate in discussions that show engagement with the materials, and deep knowledge and understanding; you make valuable and careful observations and consistently provide thoughtful answers throughout the course; you ask good questions that generate discussion. You clearly address the session focus in your discussions, with reference to relevant ideas in lectures and reading, if applicable, and you carefully address a comment or question raised by another student.

B -> B+ -- Typically, B grades will show the following: You are a frequent participant in the discussions, and your discussions show good knowledge of the key ideas and issues; some answers, or observations are not always on target or effective.

C -> C+ -- Your participation is a minimum, or responses tend to be short and show only an average level of engagement. Your questions/answers do not reflect substantial preparation and thought. You do not address the focus of the discussions or you do not respond to comments or questions posed by classmates.

F -- Very rare participation; questions/answers reflect little or no preparation, or superficial engagement with the course. You do not address the focus of the discussions or you do not respond to comments or questions made by others. For most of the course, you show no signs of life.

Group Presentations (20%)

The purpose of the group presentation is to work as a team and create a presentation and lead a discussion for your assigned week. This presentation and discussion will focus strongly on the information behaviors of selected groups of people who are part of the specified context that you have been assigned. I encourage you to be creative with these presentations, using a range of digital presentation tools.

This project's goal is to share insights into the information behaviors of people in your chosen context. You will take material that is assigned to you, add to it from your own research on the subject, collaborate with team members and construct the presentation for the week, and lead in the discussion. This project should be challenging, fun, and most importantly CREATIVE! Don't be afraid to take risks. It's not about conforming to "grading norms" to get the grade. It's about exploration, gathering information and presenting it in innovative ways: with the key goal of coming to a richer understanding of people's information behaviors.

The never-ending question: Why?

Some of you may be wondering...why make us do group presentations? Why can't we just work on our own, not have to deal with other people, and be responsible for our own grades? Group work is often an enormous pain because relying on other people is an enormous pain! Any of you who have had to do committee work, serve on a task force, or work in a team environment know this.

The process:

(1) Groups: Your group assignments will be given to you during the first couple of weeks of classes, of course depending on the accuracy of the roster. This list of potential contexts is introduced in COURSE HOME/SCHEDULE. Once topics and groups are established, one of the first things you must do is establish communication rules amongst your group members. How will you communicate; how frequently will you communicate; who will be responsible for what; and finally determine appropriate turn-around time for messages and inquiries. This is critical to group success. Set up communication processes quickly.

(2) Read the readings for the week you will be presenting as early as you can. This is your starting point. You can assume that everyone in your class will read the assigned readings as well, so you don't have to spend a lot of time in your presentation explaining the material in those readings. Keep the focus on coming to understand people's information behaviors within the specified context.

(3) Find additional materials that will expand and concretize the class's understanding of the topic. Do a little bit of browsing around in the literature and find some other resources that have to deal with your subject (e.g. other studies, articles, books, movies, websites, etc.). Much as a professor's lectures often draw on related material other than the assigned readings, the additional materials that you choose should result in a larger yet more grounded understanding of the topic. These additional materials will be included in the annotated bibliography that your group must hand in.

You might find videos, movies, blogs and other less conventional sources of information that pertain to your topic. You also might find a few interesting articles in the LIS and related literature that extend our understanding of the topic or places it in a more specific frame. There may be websites or magazine or newspaper articles that make you think, "If only they knew and understood Chatman's theory of information poverty," or "Wow, these companies/individuals/institutions are way ahead of the LIS theories and practices in this area - we could learn from them." Dig around - this is a good exercise in training your mind to make meaningful connections, which is harder than it sounds! Given the plethora of information, it is also extremely useful to focus on research-based literature that has sought to examine people's information behaviors through a range of systematic methodologies. Focus on research that explicitly gathers data about the groups, rather than relying on the opinion of other people.

(4) Start discussing your explorations with your group members. You can do this in whatever manner suits your group – campus meetings, conference call, in an IM session, for example. Wikis are so easy to use and a fantastic way to organize and present information. Some students have also used blogs for presentation. I leave it up to you to decide.

Consider the following:

- how you'd like to tie the readings together: are there patterns in people's information behaviors across the readings / research studies?
- how you'd differentiate them from each other
- concepts / behaviors you want to highlight
- additional content you want to use

- the conceptual approach you want to take
- the format you'd like the presentation to be in
- how you'll split up the work
- how you'll communicate throughout the process
- the time line

(5) Create the presentation. Format will vary – it can be a PowerPoint, class activities, and class discussion. Be creative.

(6) Write two discussion questions: The questions should broadly focus on people's information behaviors, and implications for library and information professionals who might be involved in meeting the needs of groups of people in your specified context. These questions should be at the heart of the class discussion.

(7) Compile an annotated bibliography of sources. The annotated bibliography serves two purposes:

1. To show us what resources you drew from to put your presentation together – those actually included in the presentation, but also those that don't get a direct mention but informed your thinking about the topic – and how well you understood them
2. To offer interested classmates suggestions for more resources should they be interested in learning more about your week's topic.

The citations should be in APA format, with a few sentences describing and evaluating each citation. The citations can be grouped alphabetically or alphabetically within sub-headings.

Here are two good websites to refer to:

http://www.wisc.edu/writing/Handbook/AnnBib_content.html

http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html

(8) Hand in your materials BY THE SUNDAY BEFORE YOUR TOPIC WEEK OPENS.

These will be mounted in Sakai. Here is what you need to do. Send the documentation to me.

- 1) Send your presentation via email. I will upload it into the class.
- 2) Send the annotated bibliography via email. I will upload it into the class.
- 3) Send the discussion question via email. I will upload it into the class.

Final Term Paper (30%)

Students will select an identifiable group of people and provide a cogent, research-based analysis and synthesis of the group's information behaviors. In doing so, students will apply models, principles and concepts from the course, and based on the analysis, draw conclusions and implications for professional practice.

Choose a group for which a body of published research is available. This research-based literature is the basis for your analysis and synthesis. It should focus on research, which seeks to establish a range of information behaviors of your group. There is no restriction about two

students who wish to pursue a similar topic but they must work independently. Students have written on the information behaviors of the following groups: elders/seniors, doctors, high school students, genealogists, journalists, politicians, incarcerated people. Others have written on more obscure groups such as caregivers (of stroke victims, cancer patients, etc.); ethnic communities information behavior issues; journalists; parents of college bound students and even punk rockers!

Depending on your topic, you may need to search for articles in refereed research journals in from other disciplines. We will discuss this in greater detail as the semester goes on and we address research skills within the context of this class. This project will be broken down into very specific steps and you will be led through this process over the course of the semester. Please understand, last minute term papers are not only stressful but typically don't yield the best results.

In addition to synthesizing the relevant literature, you also need to identify a research problem in that area and provide a brief proposal for investigating it. Here's what it looks like:

- a. Why do you think it would be important to study this group's behaviors?
- b. What do you think would be gained by a deeper understanding of those behaviors for the field?
- c. How is this topic "problematic" – what are the questions about this group/concept that you are hoping to answer? A possible example of this might be "we know quite a bit about middle school students' information seeking behaviors in terms of how they navigate a library but we know very little about how they search for information pertaining to topics that are personal/social in nature. It would be interesting to know this because XYZ...." I'm making this up but you get the picture. If you don't state a problem, feel free to state questions. (note: Please understand that these are general prompts and you are expected to add your own point of view on the topic. The primary goal here is to get you committed to a particular group or concept to study. A group might be diabetes patients; middle school students; executives, etc)

Having stated the research problem, provide some details about the method(s) you would use to study the problem. I know many of you don't have a formal research methods training. For now, don't worry about that. Just think about how you might be able to get more information about your subject area/user group. Most of the time we ask people questions and talk to them first if we don't have much else to go on. So you might just want to say that. You might just want to "interview" some people to get a better sense of how they see the specific problem you are interested in. Give some examples of questions you might ask or things you might do to get more information empirically, about your topic.

You will be asked to share your findings with the rest of the class. We will set up a structure within the course that will facilitate your presentation. More information will follow regarding the logistics of this process as the semester progresses.

Group Selection

So how are you supposed to pick a group for your final term paper when we are only in Week 4 and you barely know what human information behavior is all about? Well, it's actually not that difficult because each of you already has a sense of what HIB is all about.

Here are some questions to get you started:

- *What interests you with respect to information provision? Are you getting into this line of work because there is a user population out there that you are interested in working with? For instance, are you getting ready to become an educational media specialist? Will you be working with children? What age group? In what kinds (formal, informal, etc.) of contexts?*
- *Maybe you're interested in people who share common problems. Perhaps you are interested in something like: how do people learn about medical conditions upon diagnosis? How do cancer patients come to understand their situations?*
- *Or, maybe you have some kind of political interest -- like how do citizens seek information about their local government/school system/etc?*
- *Other interest in previous years have included topics like:*
 - *How immigrants new to our system learn about our system?*
 - *How do college students adapt to being away from home?*
 - *How do college students and their parents decide where they will go for college?*
 - *What kind of information behavior characterizes low income communities*
 - *How do new parents cope with pregnancy and childbirth?*
 - *How do parents cope with serious illness of a child?*
 - *How do people deal with terminal illness?*
 - *What is the role of skepticism in the search process?*
 - *What is curiosity and how does it relate to HIB*
 - *Searching behaviors of people on the www*

One thing to consider is that the library is not the only place people go for information. In fact, some people never go to libraries. But that doesn't mean they don't have information-related problems or that they don't have information seeking behaviors! And this, I think, is really the challenge and excitement of this course.

Basically we are not just interested in *where* people go to seek information (although it will be a part of your paper for sure!) but we want to ask questions like:

1. How can we characterize this group in terms of their information world?
2. How can we characterize a group in terms of the problems they encounter?
3. Or, in terms of how they make sense of the problems they are faced with.
4. How does this topic (curiosity; skepticism; etc. relate to information seeking)

Feel free to think about people and problems outside of any formal information system. Some user groups you select are not likely to seek help from formal information resources because such resources don't exist, or they're flawed (as you will see in the article about battered women). So don't limit yourself necessarily to users in relation to what is already in a library or some other formal resource.

So, how do you approach the topic? First, understand this: You are NOT being asked to go out there and study users first-hand. If you really become interested in the topic then you can take an independent study with someone in the future and do some empirical research. For now, just think about a group or a problem or an issue that you're interested in. The most successful papers we've read are often those that are on groups of people that are really interesting to you. There are already many groups of people out there that have a decent body of HIB literature. So, if you just want to write a literature review of, let's say, information seeking behavior of humanities scholars, you can certainly do that. But there is a lot in this field of HIB that hasn't been examined particularly those things that have to do with digital and social media. Many of you will have to turn to research on other and related fields to supplement your findings and that is perfectly ok as long as you have a substantial base of discussion based in the LIS research literature.

Strategies

Kuhlthau, through her Information Search Process model, shows us that *topic selection* is only the very first step in the paper writing process. The vast majority of the work in this early stage is *forming a focus*. This requires getting into the literature to see whether research exists on your topic, adjusting your topic accordingly, then searching again, and adjusting again. Focus formulation is an iterative process that is inherently interwoven with the literature search.

You need to understand that one step forward, two steps backwards is not uncommon. You must learn to learn. Learning is not linear. The best suggestion we can give you is do a little at a time and do not be afraid of the notion that if you choose to go on an "intellectual exploration" there will be the potential of no discovery. There can also be gold at the end of the process too. Bottom line, keep plugging along. Just a little bit each day will take you a much longer distance than trying to do everything in one week.

For many students, just thought of doing research and writing a term paper raises their stress levels to counter productive levels. This is normal. Recognize it as such and move forward. In this case, more information will decrease your anxiety. However, if you persist in stressing out you performance will suffer. This paper does not need to be a work of genius. It is simply a paper. In the end, papers are always steps to new learning experiences. Part of what you learn in the process is all about those things you missed during the process. This type of experiential learning is a critical step in your educational careers. Many of you will be teaching students to do exactly what you are going to do so keep that notion tucked away in an accessible portion of your mind.

- Keep in mind that uncertainty and doubt are normal responses in the learning process.
- The first part of the process is identifying your problem -- the subject matter that you are interested in researching. You are all well underway at this level. Keep in mind that as you learn more about your subject, the nature of the problem or the definition of the problem might shift. This too is normal.
- The next step is to begin exploring what others have done in relation to the problem you have defined. Since this is an LIS class, let's begin searching there, and in general let's explore the information resources in this area. Many of you will not find information directly related to your user groups here. HOWEVER, it always is important to check and

eliminate a particular body of literature as a potential source of information. Never assume you know something until you know for sure!

- Learning the resources in LIS is one issue. But, chances are that as an information provider your users will not be LIS students. You will work with folks who need information retrieved from a variety of contexts. Context is not a concept that is useful only in understanding the users' situation. It is also a domain within the world of information provision. Every discipline; every category of problem has a context within which information resources exist. And as the intermediary your job will be to learn both sides of this transaction.
- It is very important for you to understand that information seeking doesn't only happen in a school context. For example, college students may exhibit certain kinds of information behaviors when they're writing a term paper. And perhaps other behaviors may evolve as they try to wrestle with separation issues from their families; peer pressure; navigating the university, etc. Information behavior is not just something we do when we write papers.
- As information providers who typically work in formal information retrieval environments we definitely tend to focus on bibliographic problems. The nice part about HIB is that it allows us to go outside this world to get a different perspective on our users and their every day situations.

Searching tactics

RUL Resources:

Learning tools - http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml

A list of tutorials, writing and citing guides (including access to an electronic version of the APA manual!), and other resources. Good place to start if you really feel like you're at a loss for where to begin.

Reference - http://www.libraries.rutgers.edu/rul/lib_servs/reference.shtml

The best way to understand the value of reference assistance is to use it yourself when needed! Here is a link to the various ways you can get in touch with a RUL reference librarian. Try out the Meebo chat reference option, too, available on the RUL homepage during certain night and weekend hours.

Research Resources

http://www.libraries.rutgers.edu/rul/rr_gateway/researchresources.shtml

These pages, especially the Subject Research Guides, will be important if you are trying to get to know unfamiliar fields. Get really familiar with the LIS subject guide, and then explore the others as necessary.

Search vocabulary:

By now, we all know that LIS, as one of many scholarly disciplines, has its own unique vocabulary; you might say that "academese" has as many dialects as there are disciplines, fields, and sub-fields! If you try to search the literature of psychology, sociology, education, social work, etc. by using the search term "human information behavior," you will probably get no results (or too many results).

Think about HIB as a concept and how other disciplines might talk about it using other words (help-seeking, problems, problem-solving...) and then try using those as search terms. Think about the specific user group and situation that you're interested in and how each discipline would talk about the group/situation. Sometimes it's a matter of just finding the right "translated" search terms for each field.

- For instance, say that I am interested in ex-offenders and their process of "re-entry" into the community after release. First, I find that the literature in LIS is all on prisoners, with almost nothing on ex-offenders. What other fields might have literature on my topic? Probably sociology - specifically, criminal justice - as well as psychology, social work, education, and the public sector research community (government and non-profits).
- After trying a lot of different searches in various databases and online with different search terms, I find out that government and non-profit reports found online tend to call this group "ex-offenders," while criminal justice research literature published in scholarly journals tends to call them "re-entrants." Other possible terms include "former prisoners," "ex-prisoners."
- Likewise, articles on the "re-entry" problem can also be found by searching for "desistance," "re-integration," and "reform." These terms do not always directly translate - sometimes they represent broader or narrower concepts that may or may not be relevant to your user group and situation.

Some of you may be so invested in your projects that your instinct will be to want to talk to or interview members of your user group. **For now, this is not possible (major ethic clearances and approvals are required here) so stick to the research literature.** The Institutional Review Board (IRB) at Rutgers takes this kind of thing very seriously. If you'd like to read more, please look at their website: <http://orsp.rutgers.edu/Humans/default.php>

What should it look like?

"What is this final paper supposed to be?" is a common question. There are a few sample papers uploaded into Sakai Resources and, really, none of them look the same though they do have some things in common:

I. Introduction

What group/topic have you selected and why? This first paragraph or 2 should "frame" your interest in the subject you have selected. What is the "problem" that you're going to deal with in the context of the paper?

II. Problem statement

Now provide the details of that problem that you are interested in studying. For instance, your research problem could be understanding the effects on the information consumption behavior of teenagers with the ubiquitous nature of social media.

III. Literature review

You must have a substantial review of what others have said about your group. Original research is never done in a void. Once a researcher has a question in mind the first thing one does is goes out “there” to see what has been said about one’s group by others. **THIS** is the main point of this paper. Most important thing to remember is this is a critical review, which means not only do you, say “Smith wrote this” and “Jones discovered that.” You will also pull this information together in a critical way – a way that is mediated by your perspective In short, this paper will really be a large, much focused, critical summary of what you discovered about your topic. It will be a clear, cogent analysis and synthesis of the information behaviors of your selected group. Your opinion/perspective **MUST** be intertwined in process of creating this paper.

IV. Method(s)

Now that you know what others have done and reported in the literature, and what is missing (this will relate directly to your research statement), tell us how would you investigate it. For instance, you may report (using the previous section) how others have studied teenagers’ information seeking behavior in general, and even with social media in particular, but there hasn’t been much work that looks at how this behavior affects their social participation in schools. And you would like to study this. So what would you do? Interviews? Surveys? Observations? Who would be your subjects? Of course, those teenagers, but what about their parents or teachers? Think about those metatheories/methodologies we talked about early in the semester.

V. Conclusions

Here is the part where you pull everything together and make a point based on the materials you analyzed. This is where you will also make connections to the worlds of library and information provision. Given the results of your analysis, what does this mean for library and information professionals? You can make recommendations to systems or even suggest a model of new design. Maybe you can suggest a new service. Something like this will emerge from your paper. But remember, everyone’s is different.

APA style

Most of you are probably with MLA citation style, which is the style commonly used for high school and undergraduate term papers. On the graduate and research level, there are many different styles that differ depending on the academic field: Chicago style, Turabian style, APA (American Psychological Association), etc. Each style has different standards for writing styles, formatting documents, citing sources, and creating reference lists.

In our field, almost all journals employ the APA style and almost all classes will ask for you to use APA for your papers. For the purposes of your term paper, let’s focus on citing sources and formatting citations for your reference list. Some of you may have purchased the Publication Manual of the American Psychological Association, Fifth Edition (<http://www.apastyle.org/pubmanual.html>), which has all of the information that you would ever need, except for the APA Style Guide to Electronic References (http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml, updated since the last print edition of the manual), which can be downloaded by signing in to RUL’s website.

Here are a few links to guides that summarize the basics of APA style:

- Writing and Citing Guides / Rutgers University Libraries
(http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml)
- APA Citation Style / Cornell University Libraries
(<http://www.library.cornell.edu/resrch/citmanage/apa>)
- Cite Resources: American Psychological Association (APA) / Ohio State University
(<http://library.osu.edu/sites/guides/apagd.php>)
- APA Documentation / UW-Madison Writing Center
(<http://writing.wisc.edu/Handbook/DocAPA.html>)

You don't have to get crazy with this stuff. Just make sure your citations, references and format (double spaced; 12 pt; with proper paragraph indentation) are correct.

Criteria for assessment

- Ability to clearly define and describe a user group and/or theoretical approach
- Ability to identify key knowledge claims about the information needs, behaviors and utilization patterns of the user group;
- Ability to appropriately present information about the user group;
- Ability to analyze and synthesize research-based evidence about the group's information behaviors;
- Ability to identify key practice implications related to the provision of products and products to the group;
- Quality and appropriateness of your bibliography and citation style

BEFORE YOU ASK: There is no set length of paper but, typically they are between 20-22 pages double-spaced. Longer papers don't usually yield better grades. Shorter papers usually yield poorer grades. If you have less than 10 references that is usually problematic. If you have no connection to LIS literature that is also very problematic.

Suggested Time Line

Week 4	You should have a sense of what group you are interested in. Begin exploring that group via literature searches through library databases.
Week 6	You should have firmed up your group selection with several relevant references to published literature on that particular group.
Week 8-12	Information gathering for your group project as well as the term paper
Week 8-12	Organize, write, share your group work and the term paper with the class
Week 13-14	Be prepared to discuss your term paper for class discussion. Note that your term paper is due on Wednesday, December 16 th .