

INLS 690₂₄₀

INTERMEDIATE SELECTED / SPECIAL TOPICS

Emotions in Information Interactions



Fall 2016

School of Information and Library Science
University of North Carolina at Chapel Hill

1.5 credits

INSTRUCTOR:

Leslie Thomson, MIST; lethomso@ad.unc.edu

CLASS TIME:

Fridays, October 7 – December 2, 9 – 11.45 am; Manning 303

OFFICE TIME:

by appointment; location TBD

COURSE DESCRIPTION

This course explores the affective, or emotional, dimension of information interactions and encounters across a range of contexts, including academic, professional, and everyday life (i.e., non-work), and in online environments and design-centric domains. Scenarios in which emotions are motivators, by-products, and consequences of human information interactions are considered, as is the spectrum of emotions, from the positive and even profound to the negative and problem-fraught. Both theoretical and empirical literature will be considered, and students will become familiar with one ‘affectively amenable’ methodological technique—the guided tour—applying it in a small-scale, individual, and original research study.

COURSE GOALS

To instill an appreciation of the (oft-underrecognized) affective dimension of information interactions and encounters, and to develop both the research and the analytical skills necessary to both perceive of and begin to address its influence for users and its implications for information providers/systems designers/researchers.

KEY INSTRUCTIONAL & LEARNING OBJECTIVES

Students will leave INLS 690-240 with:

- awareness of the history of affective study in the LIS field;
- recognition of the contributions of major affect & information researchers;
- understanding of the pervasiveness of affect across a range of information-related contexts, and working ability to grasp its influence and implications;
- independently generated expertise regarding the affective dimension of information interactions in one local setting of their choosing, and inklings as to how these discoveries could be acted upon in professional practice.

No devoted course such as this is known to exist, despite increasing attention being paid to affect/emotion in LIS. A 6-week syllabus covering this topic is likely to be eccentric; choices were made here based upon readings covered in other SILS courses, and materials/guidance generously provided by B. Wildemuth. The assignments for this course drew much inspiration from J. Hartel's courses; the First Assignment especially has been inspired by her.

PREREQUISITES, REQUIREMENTS, & AUDIENCE

This is a graduate seminar, best suiting Master's students in first or second years of studies at SILS, those considering affect a strong undercurrent in their Master's Paper topics, or ambitious undergrads. Students should be comfortable with theoretical and methodological discussions and have interest in conducting original research into the role of affect/emotion in (an) information-rich domain(s). Competency in laptop and class website use, and initiative, intellectual curiosity, and creativity are needed. Outside of class meetings, 6-9 hours per week of additional individual effort are expected.

LEARNING CLIMATE & ACCESSIBILITY CONSIDERATIONS

As members of a highly diverse learning community, mutual respect among students and between students and instructor is expected. Remember that "SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability," and cultivate and maintain an "academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness" ([SILS Diversity Statement](#)). The instructor, the SILS Department Chair, and/or the Dean of Students are able to assist should any questions or concerns over classroom conduct arise.

Students with different learning styles and needs are welcome in this course. For accessibility or health considerations that may require special accommodation, feel free to approach the instructor and/or the [Accessibility Resources & Service Office](#) as early in the semester as possible, or as soon as possible. The AR&S staff are available by phone (919-962-8300) and email (accessibility@unc.edu) to assist with all necessary special arrangements.

COURSE CONDUCT & GRADING

The objectives of this course are achieved through a mix of lectures, guest speakers, multimedia, class discussions, pair/group work, readings, and written exercises. Classroom time is limited; every session covers important material. To this end, regular weekly attendance and thorough preparation are necessary. When class absence is unavoidable, students should notify the instructor as soon as possible and arrange note-taking/-borrowing with a classmate. Everyone is responsible for all work—including readings and written assignments—whether or not the relevant class session was attended. Readings are to be completed in advance of dedicated class sessions, which will most often run for 2.75 hours, with mid-class breaks. Arrive early to gather handouts; silence phones; and please refrain from Internet, email, and other forms of multi-tasking during class time.

Course grades will be determined by: 1) quality of written assignments; 2) demonstrated mastery of course materials and concepts; 3) level of participation (this takes many forms, including attendance, preparedness, speaking, and class website posting; see page 4 for the In-Class / Online Participation Rubric). Based on the [Office of the Registrar grading system](#), individual assignment and overall course grades-minus any applicable late penalties (see page 4 for Late Policies)-will be scaled as:

	Graduate Students	Undergraduate Students
Superior Work (this grade is rare): unusual depth and command, with great originality	H	A
Satisfactory Work (this grade is common): meeting all course requirements	P	A- / B+ / B / B-
Unacceptable Work (this grade is rare): significantly substandard (under)graduate work	L	C+ / C / C-
Failing Work: seriously deficient performance unworthy of credit	F	D+ / D / F

Temporary grades (IN and AB) are treated as F until resolved.

HONOR CODE

“We all are responsible for upholding the ideals of honor and academic integrity... All suspected instances of academic dishonesty will be reported... and your full participation and observance of the Honor Code is expected” ([UNC Honor Code](#)).

The essence of academia is respect for the ideas of others. Dishonesty in academic affairs devalues the degree you are all striving toward. When ideas or materials of others are used in writing assignments, they must be properly cited (guidelines are distributed with assignments). With the exception of certain in-class exercises, all assignments in this course are independent; anything that is submitted (along with all substantive work behind it) is to be that of you alone.

ASSIGNMENTS (DETAILED INSTRUCTIONS FOR EACH ASSIGNMENT & ALL COMPONENTS PROVIDED AT END OF SYLLABUS – *MUST READS!*)

	Value	Requirements	Due Date
In-Class / Online Participation	20%	in-class weekly & online 3-time contributions; assessed per rubric below	ongoing, online* (F)
Class Discussion Leadership	20%	40-min. (shared) class lead, with 1-2 page handout	10/28/16 – 12/02/16, one session – in class*
First Assignment: Personal Space of Info. Exercise	15%	~750-word polished paper	11/04/16, session 04 – online* (DB)
Major Assignment: Research Paper divided into components:			
Draft Topic Statement	1.67% for completion	~ 250 words, for classwork (~ 750 words in final paper)	10/28/16, session 03 – online* (DB)
Draft Research Design	1.67% for completion	~ 250 words, for classwork (~ 350 words in final paper)	11/04/16, session 04 – online* (DB)
Draft Findings Data	1.67% for completion	will vary, for classwork (~ 850 words in final paper)	11/18/16, session 06 – online* (DB)
Final Research Paper	40%	~ 2400-3000-word polished paper	12/10/16, 8am in exam week – online* (DB)

online* = as a post in the appropriate class website forum (F) or in your dropbox (DB)

LATE POLICIES

As the number of class sessions is limited, late penalties are in effect, below:

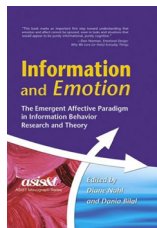
- **Online Participation** (as applicable) & **Research Paper Drafts** graded 0% when late;
- **Class Discussion Leaderships** graded 0% when no evidence of preparation;
- **Personal Space of Info. Exercises** graded minus 7.5% per day late, and a new ‘day’ starts at the time the assignment is due;
- **Research Papers** (Final Research Paper versions) not accepted without prior negotiation with the instructor.

IN-CLASS / ONLINE PARTICIPATION RUBRIC

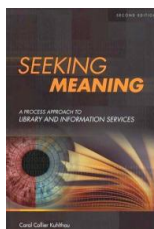
	Strong [H – P]	Developing [P – L]	Unsatisfactory [L – F]
Preparation	arrives with/posts notes, observations, and questions	sometimes arrives unprepared, and/or does not post	shows little if any indication of having prepared for class or read assigned materials
Listening	actively supports, listens, and/or engages	shows effort to interact, but is at times disinterested in peers’ contributions	makes limited/no effort to interact with peers, and may exhibit disrespect
Contribution Quality	states comments and questions that are relevant and that show close readings and keen insight	participates constructively but unevenly, with comments and questions that may be irrelevant or lack depth	never participates or does so only when prodded and/or perfunctorily, showing little interest in peer contributions or course materials
Participation Frequency	participates actively and at appropriate times	participates sometimes, but fails to always be attentive	participates rarely and is generally disengaged
Impact on Sessions / Forums	moves discussion forward, enhancing group dynamics and contributing such that others benefit	sometimes advances discussion, sometimes making group dynamics better (but never worse)	fails to advance conversation with comments and questions, impairing group dynamics with participation

COURSE RESOURCES

All weekly readings will be posted in or linked from the class website. The texts recommended (not required) for anyone planning to have a strong undercurrent of affect/emotion in their Master's papers or future work are:



Information and Emotion: The Emergent Affective...
D. Nahl & D. Bilal, Eds.
Information Today, 2007



Seeking Meaning: A Process Approach...
C. C. Kuhlthau
Libraries Unlimited, 2004(2nd ed.)



The Turn: Integration of...
P. Ingwersen & K. Jarvelin
Springer, 2005

Segments of these may be assigned as weekly readings, posted in the class website; all are also accessible through the UNC & SILS Libraries.

SCHEDULE OF CLASSES & READINGS (SUBJECT TO CHANGE)

- ❖ = students concentrate on these in 40-minute Class Discussion Leadership & handout
- ◆ = instructor concentrates on these in Lecture & Workshop portion of class session
- ⊛ = 'bonus,' **not-required**, suggestions that you may wish to read for interest/assignments (more made in class)

Session 01 – 10/07: Welcome, & Overview of Emotions in Info. Interactions

Pre-Class: Email your Background Questionnaire (it will be counted toward this week's Participation %!)

- Readings:**
- ◆ Julien, H., McKechnie, L. E. F., & Hart, S. (2005). Affective issues in library and information science systems work: A content analysis. *Library & Information Research*, 27(4), 453-466.
 - ◆ Lopatovska, I., & Arapakis, I. (2011). Theories, methods, and current research on emotions in Library and Information Science, Information Retrieval, and Human-Computer Interaction. *Information Processing and Management*, 47(2), 157-175.
 - ◆ Savolainen, R. (2015). The interplay of affective and cognitive factors in information seeking and use. *Journal of Documentation*, 71(1), 175-197.
 - ⊛ *If you've already read Lopatovska & Arapakis' article listed above, consider reading one/both of these:*
Nahl, D. The centrality of the affective in information behavior. In D. Nahl, & D. Bilal (Eds.), *Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory* (only from pp. 23-37). Medford, NJ: Information Today.
and/or: Savolainen, R. (2014). Emotions as motivators for information seeking: A conceptual analysis. *Library & Information Science Research* 36(1), 59-65.

After Class: Ruminant on with whom & where you might 'grand tour' for your Research Paper. Make note of 2-5 options for *brief* discussion over email: who, where, & why?

Session 02 – 10/14: Emotions during Online Info. Interactions, Pt. I: Designing

*****DON'T COME TO CLASS!!! THIS IS A WEEK OF WORKING AT HOME!*****

Pre-Class: Watch out for the reading assignment instructions, **TBD!**

- Readings:
- ❖ Fourie, I., & Julien, H. (2014). IRS, information services and LIS research: A reminder about affect and the affective paradigm... and a question. *Library Hi Tech*, 32(1), 190-201.
 - ❖ Hassenzahl, M. (2004). Emotions can be quite ephemeral; We cannot *design* them. *Interactions Magazine*, 11(5), 46-48.
 - ❖ Lopatovska, I. (2014). Toward a model of emotions and mood in the online information search process. *Journal of the American Society for Information Science and Technology*, 65(9), 1775-1793.
 - ❖ McCarthy, J., & Wright, P. (2004). Technology as experience. *Interactions Magazine*, 11(5), 42-43.
 - ❖ O'Brien, H.L., & Toms, E.G. (2008). What is user engagement? A conceptual framework for defining user engagement with technology. *Journal of the American Society for Information Science and Technology*, 59(6), 938-955.
 - ❖ Swan, L., & Taylor, A. S. (2008, February 25-27). *Photo displays in the home*. Paper presented at the *Designing Interactive Systems Conference, DIS '08*, Cape Town, South Africa, 261-270. <http://www.msr-waypoint.com/en-us/groups/hxd/photodisplays.pdf>.
- ✪ *If design is something you're interested in, consider watching this TEDxTalk by academic/designer/consultant Don Norman:* http://www.ted.com/talks/don_norman_on_design_and_emotion, *and/pr reading this paper:* Norman, D. A. (2002). Emotion and design: Attractive things work better. *Interactions Magazine*, 9(4), 36-42.

After Class: Check the possibility of your first-choice grand tour/confirm it with your informant. Draft your Topic Statement of ~250 words to introduce this 'setting,' **due 10/28**. Pay special attention to the Everett & Barrett reading for 10/28 and maybe practice a guided tour with yourself, for a head start on your Personal Space of Info. exercise.

No Session! – 10/21: Fall Break!!!



Session 03 – 10/28: Some History: Emotions in Students' Info. Interactions

Pre-Class: **Group 5:** Post (F) weekly reading insights & questions by 1pm Thursday, 10/27.

Due: Draft Topic Statement (DB), to be used for in-class discussion (~250 words).

Readings: ◆ Everett, M. C., & Barrett, M. S. "Guided tour": A method for deepening the relational quality in narrative research. *Qualitative Research Journal*, 12(1), 32-46.

Either this one, if you've never read it before: ❖ Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science and Technology*, 42(5), 361-371.

OR this one, if you have read the above: ◆ Kuhlthau, C. C. (2004). The information search process (part of Chapter 3). *Seeking Meaning: A Process Approach to Library and Information Services* (pp. 40-52). Westport, CT: Libraries Unlimited.

Either this one, if you've never read it before: ❖ Kuhlthau, C. C. (1993). A principle of uncertainty for information seeking. *Journal of Documentation*, 49(4), 339-355.

OR this one, if you have read the above: ◆ Kuhlthau, C. C. (2004). Uncertainty principle (Chapter 6). *Seeking Meaning: A Process Approach to Library and Information Services* (pp. 89-105). Westport, CT: Libraries Unlimited.

❖ Kuhlthau, C. C., Heinström, J., & Todd, R. J. (2008). The 'information search process' revisited: Is the model still useful? *Information Research*, 13(4), paper 355. <http://InformationR.net/ir/13-4/paper355.html>.

❖ Kuhlthau, C. C. (2004). Longitudinal confirmation of the Information search process (part of Chapter 5). *Seeking Meaning: A Process Approach to Library and Information Services* (pp. 81-87). Westport, CT: Libraries Unlimited.

❖ Mellon, C. A. (1986). Library anxiety: A grounded theory and its development. *College & Research Libraries*, 47(2), 60-65.

After Class: Draft your Research Design: a guided tour script/1-3 affect-related research questions/a "shooting guide" (~250 words) that you will use to tour your 'setting,' **due 11/04.**

Complete and polish your Personal Space of Info. exercise, **due 11/04.**

Session 04 – 11/04: Emotions in Health- & Crises-Bound Info. Interactions

Pre-Class: **Group 1:** Post (F) weekly reading insights & questions by 1pm Thursday, 11/03.

Due: Draft Research Design (DB), to be used for paired in-class discussion (~250 words).

First Assignment (DB): Personal Space of Info. Exercise (~750-word polished paper).

Readings: ◆ Case, D. O., Andrews, J. E., Johnson, J. D., & Allard, S. L. (2005). Avoiding versus seeking: the relationship of information seeking to avoidance, blunting, coping, dissonance, and related concepts. *Journal of the Medical Library Association*, 93(3), 353-362.

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❖ Johnson, J. D., Andrews, J. E., & Allard, S. (2001). A model for understanding and affecting cancer genetics information seeking. *Library & Information Research*, 23, 335-349.

Skim: ❖ Julien, H., & Fourie, I. (2015). Reflections of affect in studies of information behavior in HIV/AIDS contexts: An exploratory quantitative content analysis. *Library & Information Research*, 37, 3-9.

Either this one: ❖ Lopatovska, I., & Smiley, B. (2014). Proposed model of information behaviour in crisis: The case of Hurricane Sandy. *Information Research*, 19(1), paper 610. <http://InformationR.net/ir/19-1/paper610.html>.

Or this one: ❖ Westbrook, L. (2009). Crisis information concerns: Information needs of domestic violence survivors. *Information Processing & Management*, 45, 98-114.

◆ Sairanen, A., & Savolainen, R. (2010). Avoiding health information in the context of uncertainty management. *Information Research*, 15(4), paper 443. <http://InformationR.net/ir/15-4/paper443.html>.

❖ Tuominen, K. (2004). 'Whoever increases his knowledge merely increases his heartache.' Moral tensions in heart surgery patients' and their spouses' talk about information seeking. *Information Research*, 10(1), paper 202. <http://InformationR.net/ir/10-1/paper202.html>.

After Class: Schedule & conduct (if possible) your guided tour with your informant; make it pre-11/18.

Session 05 – 11/11: Emotions in Day-to-Day & Leisure-Rel'd Info. Interactions

Pre-Class: **Group 2:** Post (F) weekly reading insights & questions by 1 pm Thursday, 11/10.

Readings: ◆ Hartel, J. (2010). Managing documents at home for serious leisure: A case study of the hobby of gourmet cooking. *Journal of Documentation*, 66(6), 847-874.

Either this one: ❖ Fulton, C. (2009). The pleasure principle: The power of positive affect in information seeking. *Aslib Proceedings*, 61(3), 245-261.

OR this one: ❖ Laplante, A., & Downie, S. J. (2011). The utilitarian and hedonic outcomes of music information-seeking in everyday life. *Library & Information Science Research*, 33(3), 621-637.

❖ McKenzie, P. J., Davies, E., & Williams, S. (2014). Information creation and the ideological code of managerialism in the work of keeping track. *Information Research*, 19(2), paper 614. <http://InformationR.net/ir/19-2/paper614.html>.

❖ Yakel, E. (2004). Seeking information, seeking connections, seeking meaning: Genealogists and family historians. *Information Research*, 10(1), paper 205. <http://informationr.net.libproxy.lib.unc.edu/ir/10-1/paper205.html>.

After Class: Conduct (if not done already) your guided tour—this must be done by next class. Look over your guided tour data 'record'—what are some recurring themes? Draft these sketchy themes into early-stage Findings, **due 11/18**.

Session 06 – 11/18: Emotions during Online Info. Interactions, Pt. II: Posting

Pre-Class: **Group 3:** Post (F) weekly reading insights & questions by 1pm Thursday, 11/17.

Due: Draft Findings Data (DB), to be used for in-class work & discussion (will vary).

Readings: ❖ Gazan, R. (2007). Understanding the rogue user (Chapter 9). In Diane Nahl, & Dania Bilal (Eds.), *Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory* (pp. 177-184). Medford, NJ: Information Today.

❖ Godbold, N. (2013). An information need for emotional cues: Unpacking the role of emotions in sense making. *Information Research*, 18(1), paper 561. <http://InformationR.net/ir/18-1/paper561.html>.

❖ Tinto, F., & Ruthven, I. (2015, Early View). Sharing “happy” information. *Journal of the Association for Information Science & Technology*, 1-15.

◆ Oh, & Syn, Motivations for sharing information and social support in social media: A comparative analysis of Facebook, Twitter, Delicious, YouTube, and Flickr. *Journal of the Association for Information Science & Technology*, 66(10), 2045-2060.

❖ Savolainen, R. (2015). Expressing emotions in information sharing: A study of online discussion about immigration. *Information Research*, 20(1), paper 662. <http://InformationR.net/ir/20-1/paper662.html>.

★ *If you like this week's readings, maybe check out this one:* Kalbach, J. (2006). “I’m feeling lucky”: The role of emotions in seeking information on the Web. *Journal of the American Society for Information Science & Technology*, 57(6), 813-818.

After Class: Continue your elaboration & analysis of Findings. Bring questions/worries next class.

No Session! – 11/25: American Thanksgiving!!!



Session 07 – 12/02: Emotions during Professional Info. Interactions

Pre-Class: **Group 4:** Post (F) weekly reading insights & questions by 1pm Thursday, 12/01.

- Readings:**
- ❖ Clark, M., Vardeman, K., & Barba, S. (2014). Perceived inadequacy: A study of the imposter phenomenon among college and research librarians. *College & Research Libraries*, 255-271.
 - ❖ Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2009). Researching sensitive topics: Qualitative research as emotion work. *Qualitative Research*, 9(1), 61-79.
 - Either this one: ❖ Julien, H., & Genuis, S. (2009). Emotional labour in librarians' instructional work. *Journal of Documentation*, 65(6), 926-937.
 - OR this one: ❖ Schuler, S., & Morgan, N. (2013). Emotional labor in the academic library: When being friendly feels like work. *The Reference Librarian*, 54(2), 118-133.
 - ◆ Matteson, M. L., Chittock, S., & Mease, D. (2015). In their own words: Stories of emotional labor from the library workforce. *The Library Quarterly*, 85(1), 85-105.
 - ❖ Menking, A., Erickson, I. (2015, April 18-23). *The heart work of Wikipedia: Gendered, emotional labor in the world's largest online encyclopedia*. Paper presented at the *Computer-Human Interactions Conference, CHI '15*, Seoul, South Korea, 207-210.

'Exam' Date – 12/10: Final Research Papers due at 12pm (DB)

HolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidaysHolidays!!!

ASSIGNMENTS

ONLINE PARTICIPATION

DUE 3 OF SESSIONS 3, 4, 5, 6, & 7

All students are expected to contribute to each class session. As noted on page 3, participation takes many forms and has both “In-Class” and “Online” aspects; attendance, preparedness, speaking, and class website posting are components of students’ *overall* participation. See page 4 for the details of the In-Class / Online Participation Rubric.

In terms of “Online Participation” specifically, all students must **make a total of 3 class-website postings** (in the appropriate designated forum) that raise insights and questions pertaining to that week’s readings. These postings should be directed toward issues that the week’s Class Discussion Leaders might usefully raise during their allotted 40 minutes. These postings need not be absolutely polished; however, refer to the ‘Strong’ column of the Participation rubric on page 4 for guidelines about the best structure for them. A ‘Strong’ response would probably entail about a 100-word posting each applicable week, and would definitely show clear evidence of engaging with the week’s readings. Use our ‘Discussion Tips’ handout from Session 01 to remind you of what we will strive to gain from our discussions, and thus to help you best phrase your postings.

Please make these postings by 1 pm the Thursday prior to the class session (i.e., 20 hours ahead of class start-time) so that the week’s Class Discussion Leaders and other students can have time to consider them. **One of these posting weeks is pre-determined**, depending on your own Class Discussion Leadership date; the other **two posting weeks are wildcard**, and you can choose the ones that resonate most with you! Try to keep balance among the weeks, though; if you notice that your selected week has many postings already in the forum, think about saving your good thoughts for in-class and posting the following week instead.

CLASS DISCUSSION LEADERSHIP (SHARED)

DUE 1 OF SESSIONS 3, 4, 5, 6, OR 7

All students will be expected to share the leading of 40 minutes of in-class discussion one week, and to provide classmates with a handout of pertinent points from the readings marked ‘❖’.

Refer to our ‘Discussion Tips’ handout from Session 01 as you prepare with your partner for your leadership week. The best discussions will come from you working together with your partner and *sharing* (different from ‘splitting up’) the preparation for your session—that way, you will be on the same page, and able to help each other keep talk flowing in fruitful directions.

There are 5 steps to preparing for your Class Discussion Leadership:

01. Sign up and meet your partner! This will happen during Session 01.
02. Share a skeleton outline of your proposed Leadership time with the instructor. This should happen no later than the Tuesday *prior* to the session you are leading, and will involve at the least preliminary attention to the remaining steps below—read on!
03. Prepare a 1-2-page handout of pertinent points from the readings marked ‘❖’. Plan to print copies of these, or, if you would like these printed for you, email them to the instructor no later than *6am the day of* the session you are leading. See below for details of what to include!
04. Organize and structure a discussion around these focal ‘❖’ readings. Some (e.g., ~7 minutes) of your Leadership time will be spent ‘presenting’ what was read, but perhaps more than half will be spent eliciting good talk from classmates, so you should put a lot of thought into *effective* questions and perhaps *well-designed* classroom activities (activities are not necessary, and should only be included when confident in their utility). Keep referring to the ‘Discussion Tips’ handout from Session 01, and see below for details on format!
05. Check the week’s class website forum after 1pm the day before your Class Discussion Leadership and read postings from your classmates. Are there points raised that echo ones

you were already planning to raise, or present an alternative viewpoint, or dovetail nicely with questions you already noted?

Handout: The handout should be no more than 2 pages (1 double-sided page) of details from the readings. The format of each week's handout will vary and is open to creativity but, at a minimum, should incorporate:

- major definitions for the week (even cited definitions, if possible);
- the purpose, methods, findings, and implications raised by each reading that week (succinctly—short-sentence or point-form is fine);
- spotlights on the most interesting models/graphs/tables from reading(s) that week; &
- in-text citations where appropriate and a full References section. APA is a good style to follow if you have no strong preference—[this tutorial](#) covers many of its details.

Discussion: The format of each week's Leadership time will vary but, at a minimum, Class Discussion Leaders should ensure they showcase: an understanding of key terms that week; a basic grasp of central theoretical and methodological underpinnings that week; a command of main research findings that week (you may want to *start* with these); and an attempt to relate that week's readings to readings from other weeks (more so for later sessions). Remember, **this is a class discussion, not a presentation**, and you are only expected to bring several compelling observations and questions that will generate discussion among classmates. You are not necessarily expected to be able to 'answer' questions they have raised in their postings or will raise during classtime, but should be able—because of your thorough preparation—to pick up on and highlight the most insightful comments. Also keep in mind:

- your classmates will have insights and questions that they bring to class, so do not prepare material that itself fills your entire allotted time window;
- you and your partner determine how the discussion unfolds and how the overarching topic for the week is initially presented, but the onus is on classmates to 'participate' each week—be okay with the fact that you might prepare more than you get to; &
- you want to have time to wrap the topic in some meaningful way (you might consider, e.g., the quality of the work in this area; how the works in this area integrate; or the best directions for future work in this area)—be okay with the fact that you might need to suggest 5 minutes before your allotted time ends that classmates continue their discussions at breaktime.

PERSONAL SPACE OF INFORMATION EXERCISE

DUE SESSION 4

We all live and work within multiple information spaces of traditional (i.e., paper), digital, and hybrid forms. Often, these spaces are personalized in certain ways, hold meaning and value for us, and may even stir certain *emotions* in us (imagine someone changing this space without your knowledge!). The objective of this assignment is for you to examine one of your own personal information spaces as a preliminary warm-up to your Final Assignment.

Identify some particularly meaningful information space (system, environment) within your own life (e.g., a wedding photo album, hobby-related centre, box of correspondence, file of early schoolwork, prized music collection, collection of small ornaments, etc.) for study. Use a qualitative, guided tour-like approach and *techniques* to document the space and its affective associations. As you 'tour,' keep in mind the questions below. Answer these by cutting and pasting them into a text document to ensure nothing is missed, and make each question **bold**. Your responses should consist of full sentences but still be succinct, no longer than a paragraph—stay close to the ~750-word limit. Include in-text citations where/if appropriate and a full Reference list of any works that you cite; APA is a good style to follow if you have no strong preference—[this tutorial](#) covers many of its details.

Questions:

01. How would you name or title the space that you are studying?
02. What role does this space play in your life, or what purpose does it serve? What makes it meaningful?
03. What history does this space have in your life? Contextualize it.
04. How does this space 'work'? Use sketches, models, photographs, etc. as necessary in order to portray your points. In your explanation, you may want to discuss, e.g.: the main components/features of the space; the acquisition/weeding criteria operating in the space; the organization/classification scheme for managing the space; the access/privacy mechanisms at work in the space; or anything else of note.
05. Relate this space back to an information science concept, tenet, or implication in some affect-influenced way (e.g., 'Principle of Least Effort' does not apply here because...; libraries should consider arranging certain items in another way because...; etc.).

RESEARCH PAPER (DRAFT COMPONENTS DUE SESSIONS 3, 4, & 6) DUE 12/10, 12PM

In his 1979 book about ethnographic interviewing, Spradley makes reference to four subtypes of "Grand Tour" questions. Two of these are particularly useful for our purposes: "Guided Grand Tour" and "Task-Related Grand Tour" questions (p. 87). Respectively, these allow a researcher and a research informant to tour a *space* or set of *activities* together while probing the underlying dimensions involved in/around it. A number of information science researchers have employed what they often term "guided tour" questions, eliciting rich qualitative data—and, importantly, data that begins to hint at affective dimensions in human information interactions.

For now, know that "Grand Tours," as they have been taken up in our field, are a nifty methodological technique. They hybridize aspects of observation and less-structured interviews, and involve a researcher's relatively shortened, non-spontaneous foray into a field site or event. During a Tour, an informant will be asked to 'lead' a researcher through a location or experience (often, this is one that is personally significant to him or her) while describing and explaining features, thinking-aloud ideas, thoughts, and feelings to which it gives rise, and responding to a researcher's gently posed, conversational inquiries.

The objective of this assignment is for you to design and conduct a small-scale, original, exploratory "Grand Tour" study. It requires interaction with human subjects; UNC's IRB permits this interaction so long as your interview and the resulting data extend no further than this classroom. (If you are considering this assignment as a 'pilot' study for your Masters' project, please see the instructor.) You must follow UNC's protocols for the conduct of ethical research, which will be reviewed in class, when performing your own Tour.

Several Draft components of this assignment are due along the way to your Final Research Paper; these are graded solely for completion, but you should use the opportunity to hash them out and discuss them in class with a partner and/or the group to the fullest. These Drafts (x 3) are to be uploaded to Dropbox to mark your progression through the assignment.

The latter portion of each class session will be devoted to a Workshop that helps you construct your Final Research Papers. So, even though the numbered steps below may look quite daunting, do not be overwhelmed! A general set of guidelines for this assignment is as follows:

01. Following Session 01, start brainstorming possible **local** Grand Tour settings or activities in which you are interested and to which you have some connection and can likely obtain access. Since Grand Tours take place in-person, by nature, think of possible settings/activities in terms of people you know: you will need one willing individual within meet-able distance to make your Tour a reality. (A few 'on-call' informants are available if, after 5 days of ruminating, you are truly at a loss—contact me for details!) **Make note of 2-5 possibilities**, and bring

these ideas with you to Session 02 (or, bring one stellar one, if you're confident!). The crux of your inquiry will be determining the affective dimensions related to this information space or activity/task: Example (Guided Grand Tour) studies may be of someone's cherished children's bookshelf, someone's baseball card collection; someone's digital wedding photograph album; or someone's hobby nook replete with magazines, projects, and files. Example (Task-Related Grand Tour) studies may involve someone's searching a database for dissertation articles; someone's searching the Internet for hobby-related information; or someone's 'managing' of a family recipe collection. Possibilities are endless!

02. You will formulate an *affectively driven* research question around your chosen setting/ task. For these research questions, and others, it is important to **select a precise question (or tight question set)**. We will talk more about research questions during Session 02. Spend time over Fall Break **writing a preliminary description of your chosen setting/activity and research question(s)**—~250 words of a Topic Statement—and **bring it to Session 03** to share.
03. By the close of Session 02, you will have read one excellent Grand Tour work, and between Session 02 and 03, you will have made a mini Grand Tour of one of your own information spaces. The Workshop portion of Session 03 will be devoted to decomposing the Grand Tour approach, and there will be some time allotted to the initial construction of your own Research Design—a guided tour script and a “shooting guide”—that you will continue to tweak and **bring as ~250 words to Session 04** to discuss/test. Rather than aiming for breadth in what you ask, aim for depth—it is important to write well and thoroughly about the emotions entwined in this particular information setting/activity.
04. Around this point (Session 04), you should also be thinking about scheduling and conducting your one actual Grand Tour. You will follow the appropriate procedures to acquire verbal consent from your informant. It is highly recommended that you make thorough notes and perhaps diagrams, and that you take down quotations and perhaps snap photographs during **your Tour, which must occur before Session 06**. Time during Session 05 and/or 06's Workshop will be allotted to a crash course in analyzing/presenting your data. Use these tips to help you extract points or themes as Findings from your data, and **bring all of your raw Tour data to Session 06**.
05. **Keep independently analyzing your data** (notes, diagrams, photos, etc.); because of the compressed timing for this project and its exploratory spirit, your analysis process does not have to be overly formal, but follow some of the precedents set out in the works we cover as assigned readings and in classes—these are the best examples that exist. Aim to answer your original research question(s).
06. **Write up and polish your Final Paper**—a report with a suggested length of ~2,400-3,000-words—with these sections: Introduction, Literature Review & Theoretical Framework (based on something discussed in class or discussed with the instructor), Research Method, Findings, Discussion/Implications (e.g., for new services, designs, *or* future research), and Conclusion (perhaps with Methodological Reflections). It is likely that you will **include any visual data in your Final Research Paper, as well as your Script/Shooting Guide appended**. More specific details about factors to make *sure* you touch upon in your Final Research Papers will follow.

Be sure to also include in-text citations and a Reference list; recall the [APA tutorial](#) if stuck.