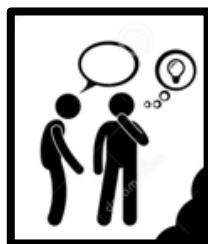


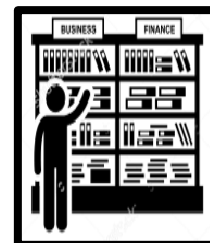
INLS 500₀₀₂

MSLS / MSIS REQUIRED COURSE

Human Information Interactions



Spring 2016



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

3 credits

INSTRUCTOR:

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

CLASS TIME:

Fridays, January 15 – April 22, 9 – 11.45 am; Manning 014

OFFICE TIME:

By appointment; location TBD

COURSE DESCRIPTION

This course surveys human information interactions via a broad examination of information and library science literature. It covers cognitive, social, organizational/institutional, and behavioural/practice-based approaches to understanding interactions between people and resources, with emphasis placed on the role of the information professional or information scientist as mediator. The application of course learning to discussions of current events is encouraged.

COURSE GOALS

To acquaint students and cultivate their comfort with the field's vocabulary, alongside awareness of and curiosity about the diversity of information interactions occurring around (and apart from) us.

KEY INSTRUCTIONAL & LEARNING OBJECTIVES

Students will leave INLS 500 with:

- familiarity with empirical and theoretical literature on information seeking, including: recognition of information 'needs,' actions taken to resolve these, roles of intermediaries (human or not), and retrieval and use of information;
- understanding of key features of information's structure, creation, dissemination, and use, with emphasis being placed on scholarly information behaviours/practices and everyday information behaviours/practices;

- competence regarding the context of information interactions, and the many ways in which context affects interactive processes and outcomes;
- ability to investigate information behaviours/practices, and the impact of technology in human information interactions; and
- ability to critically examine human information interactions, applying major theories and empirical tenets to aid in grasping, outlining, defining, and/or pointing out ‘problems’ within these interactions.

PREREQUISITES, REQUIREMENTS, & AUDIENCE

This is a graduate-level course; it best suits Master’s students, and is best taken during the first or second semester of studies at SILS. On account of its crucial role in introducing many of the core concepts that have lasting implications for our work in the wider information field, it undergirds much of the SILS curriculum. INLS 500 students should be comfortable with theoretical (and even methodological) discussions. Their competency in laptop and class website use, and much personal initiative, intellectual curiosity, and perseverance, are needed. Outside of regular 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.

In the case of adverse weather conditions, class sessions may be held online (via video or online discussion) or be cancelled as appropriate. Official communications will be sent via e-mail.

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 14 for the In-Class / Online Participation Rubric). Per the [Office of the Registrar grading system](#), individual assignment and overall course grades—minus applicable late penalties (see pages 4-5 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.

HONO(U)R 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 OVERVIEW

	Value	Requirements	Due Date
In-Class / Online Participation	<u>10%</u>	see rubric below; includes min. 3 online (F)* responses	ongoing
Observation / Analysis of an Info.-Seeking Event divided into components:	<u>20%</u>		
Event Description	2%	~250-450-word explanation	01/29/16, 9am, session 03 – in-class use*
Final Write-Up, w/ Raw Data	18%	~1800-2150-word polished paper	03/11/16, 9am, session 09 – online (DB)*
Evidence Summary / Presentation / Discussion divided into components:	<u>15%</u>		
Evidence Article Selection	1%	~150-200-words/points	01/29/16, 9am, session 03 – online (F)*
Evidence Summary	9%	~900-1500-word polished paper	your selected date, session varies – in-class use*
Evidence Presentation	3%	5-minute speaking & 10-minute discussion-leading	your selected date, session varies – online (DB)*
Evidence Discussion	2%	2-3 questions, plus moderated online discussion	your selected date, 5pm, session varies – online (F)*
System / Service Proposal divided into components:	<u>35%</u>		
Prelim.Pop.&SettingDescription	3.5%	~250-450-word explanation	02/19/16, 9am, session 06 – in-class use*
Literature Search Plan	3.5%	~250-450-word bulleted outline	02/19/16, 9am, session 06 – in-class use*
Draft Pop. Description	3.5%	Prelim.Pop.&SettingDescription elaborated as outline/matrix	03/04/16, 9am, session 08 – in-class use*
Prelim. Proposal Description	3.5%	~150-200-word explanation	04/01/16, 9am, session 10 – in-class use*
Final Proposal Memo Package	21%	~1200-word polished memo, plus 2 detailed appendices	04/15/16, 9am, session 12 – online (DB)
Team Analysis of Scholarly Communication divided into components:	<u>20%</u>		
Bibliography	2%	citations/abstracts for full article set	04/01/16, 9am, session 10 – online (DB)
Final Paper	18%	~3600-5400-word polished paper	TBD, but after 04/22/16

in-class use* = review-ready DB-uploaded OR paper copy online (DB)* = in Sakai DB online (F)* = in rel. Sakai Forum

LATE POLICIES

Out of fairness and respect for instructor and student time, late penalties are in effect.

- **Assignment components worth 1-3.5%** are graded 0% when late;
- **Observations / Analyses of... Final Write-Up** component is graded minus 3% per day late (a new 'day' starts at the time the assignment is due);

...continued on the next page...

- **Evidence Summary / Presentation / Discussion** is graded 0% when late;
- **System / Service Proposal** is graded minus 3% per day late (a new 'day' starts at the time the assignment is due);
- **Team Analyses of...** are not accepted late without prior instructor negotiation.

COURSE RESOURCES

All listed weekly readings are required reading, and will either be posted in or linked from the class website. There is no required textbook purchase for this course.

SCHEDULE OF CLASSES & READINGS (SUBJECT TO CHANGE; MORE 'EXTRA' 🌟 READING SUGGESTIONS MADE IN CLASS)

This course is divided into 7 modules; each spans from 1 to 3 weeks.

MODULE 1 : INTRODUCTION TO HUMAN INFORMATION INTERACTIONS

Session 01 – 01/15: Welcome, & Trends in Human Info. Interactions Research

Pre-Class: Email your Background Questionnaire (it'll count as this week's 0.7% participation grade!).

Readings: These two super-brief articles were written as part of the 2009 10th anniversary celebration of the Special Interest Group on Information Needs, Seeking, and Use of the American Society for Information Science & Technology (SIG-USE of ASIST). Together, they provide a brief historical overview of the general directions taken in information behaviour/practices research.

Wildemuth, B.M., & Case, D.O. (2010). Early information behavior research. *Bulletin of the American Society for Information Science & Technology*, 36(3), 35-38. [[Online](#)]

Wilson, T.D. (2010). Fifty years of information behavior research. *Bulletin of the American Society for Information Science & Technology*, 36(3), 27-34. [[Online](#)]

After Class: Start thinking about potential info.-seeking events for your Observation / Analysis. Review the syllabus, thinking about potential topics/articles for your Evidence Summary.

Session 02 – 01/22: Theoretical Perspectives, & Cognitive Approaches to Hlls

Readings: These two readings take slightly different views of our field, particularly of what is surveyed in this course.

Bates, M.J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050. [[UNC libraries](#)]
 → Bates discusses the “below-the-water-line” portion of information science. She focuses more attention on information content, but does mention human-information interactions. This article is a nifty overview of the field as background for the semester.

Marchionini, G. (2008). Human-information interaction. *Library & Information Science Research*, 30(3), 165-174. [[UNC libraries](#)]
 → Marchionini focuses more directly on our scope this semester. **Read the entire article, but focus special attention on sections 2 and 6.**

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Dinet, J., Chevalier, A., & Tricot, A. (2012). Information search activity: An overview. *Revue européenne de psychologie appliquée*, 62(2), 49-62. [UNC libraries]

→ A number of information-seeking models are briefly reviewed here. **Read only sections 2.1-2.2.1**, as background for understanding the Ingwersen and Järvelin model, unless you'd like to read more!

Ingwersen, P., & Järvelin, K. (2005). Section 6.1: Building the conceptual framework. In *The Turn: Integration of Information Seeking and Retrieval in Context* (pp. 263-274). Springer. [UNC libraries - electronic resource]

→ The authors walk through a model they are proposing, which they believe encompasses all information behaviours/practices of interest to our field. Cognitive aspects are at centre stage. You'll **read just Section 6.1**, but do skim the rest of Chapter 6, if you'd like to read more!

After Class: Prepare your Observation / Analysis Event Description, **due next class**.
Prepare your Evidence Summary Article Selection post, **due next class**.

Session 03 – 01/29: Evidence in Practice, & Affective Approaches to HILs

Due: Observation / Analysis Event Description (~250-450 words).
Evidence Summary Article Selection post (~150-200 words).

Readings: Koufogiannakis, D. (2013). EBLIP7 Keynote: What we talk about when we talk about evidence. *Evidence Based Library and Information Practice*, 8(4), 6-17. <http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/20486>.
→ Oh-so-useful for your Evidence Summary assignment! You'll want to refer back to this one.

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

→ Kuhlthau's model of the information search process is well-known and widely applied, as it has cognitive, affective, and physical aspects. Kuhlthau's original work gives more detail.

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 & Management*, 47(4), 575-592. [UNC libraries]

→ This literature review provides compelling evidence for moving forward with research about emotions and information behaviours/practices. **Read the entire article—since it's a landmark example of GOOD research—but focus special attention sections 2 and 4.1**; you can be lighter on section 3.

MODULE 2: INFORMATION 'NEEDS'

Session 04 – 02/05: Experiencing..., & Expressing Information Needs: Part I

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Readings: Belkin, N. (1980). Anomalous states of knowledge as a basis for information retrieval. *Canadian Journal of Information Science*, 5, 133-143. [In Sakai Resources]
→ This and Belkin's 1982 article with Oddy and Brooks are the classic works explaining the ASK concept. **Read the entire article, but focus special attention on pp. 136-139 and Figure 3.**

Case, D.O. (2012). Information needs and information seeking. In *Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior*. 3rd ed. Boston: Academic Press, 77-93. [In Sakai Resources or SILS Library reserve, ZA3075 .L665 2012]

→ This chapter is a good overview of what is known about people's information needs.

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Savolainen, R. (2006). Information use as gap-bridging: The viewpoint of sense making methodology. *Journal of the American Society for Information Science & Technology*, 57(8), 1116-1125. [UNC libraries]

→ Dervin has proposed Sense-Making to explain how people experience and act on information needs. Savolainen focuses on her idea of “gaps,” and gives a straightforward recounting of her approach.

Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College & Research Libraries*, 29(3), 178-194. (**Read only pp. 182-183.**) [In Sakai Resources]

→ This is a classic reading, and we will study it all. However, for now, **read only the explanation of visceral, conscious, formalized, and compromised needs.**

Bates, M.E. (1998). Finding the question behind the question. *Information Outlook*, 2(7), 19-21. [In Sakai Resources]

→ Super practical advice about helping library users express their information needs. Is it reminiscent of Taylor's 1968 suggestions for filtering questions at the reference desk?

Nückles, M., & Ertelt, A. (2006). The problem of describing a problem: Supporting laypersons in presenting their queries to the internet-based helpdesk. *International Journal of Human-Computer Studies*, 64(8), 648-669. (**Read only pp. 648-651.**) [UNC libraries]

→ Literature on expressing information needs covers a broad range of questions/domains. This article focuses on a particular situation, but **read only their more conceptual sections, 1-3.**

After Class: Review the instructions, and start thinking about potential populations/settings, for your System / Service Proposal.

Session 05 – 02/12: Expressing... : Part II, & Studying Information Needs

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Readings: Sparck-Jones, K., Robertson, S.E., & Sanderson, M. (2007). Ambiguous requests: Implications for retrieval tests, systems and theories. *ACM SIGIR Forum*, 41(2), 8-17. [Online]

→ Specification of information needs is worrisome for those who want to design effective information retrieval systems. This is a relatively recent discussion of the problem by three of the field's leaders.

Gabridge, C., Gaskell, M., & Stout, A. (2008). Information seeking through students' eyes: The MIT Photo Diary Study. *College & Research Libraries*, 69(6), 510-523. [UNC libraries]

→ An awesome study carried out in an academic library in order to understand students' information needs and seeking behaviours. See more details on the results at <http://hdl.handle.net/1721.1/33456>.

Herman, E. (2004). Research in progress: Some preliminary and key insights into the information needs of the contemporary academic research. Part 1. *Aslib Proceedings*, 56(1), 34-47. [UNC libraries]

→ Based on interviews with faculty at the University of Haifa, Herman investigated 11 aspects of information needs; this paper focuses only on 2, while its follow-up provides more detail on the other 9.

+ Choose 1 reading about non-academic needs [list supplied via Sakai].

After Class: Prepare your System / Service Proposal Population & Setting Description, due next class. Prepare your System / Service Proposal Literature Search Plan, due next class.

MODULE 3: INFORMATION SEEKING

Session 06 – 02/19: Selecting Information Resources, & Information Retrieval

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Due: System / Service Proposal Population & Setting Description (~250-450 words).
System / Service Proposal Literature Search Plan (~250-450-word bullets).

Readings: Lu, L., & Yuan, Y.C. (2011). Shall I Google it or ask the competent villain down the hall? The moderating role of information need in information source selection. *Journal of the American Society for Information Science & Technology*, 62(1), 133-145. [[UNC libraries](#)]

→ People make tradeoffs between quality and accessibility when selecting an information source. The literature review in this article is particularly useful, but their study is quite complex. **Read the entire article, but focus special attention on the literature review, findings, and implications.**

Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. *Information Processing & Management*, 44(1), 274-293. [[UNC libraries](#)]

→ Information source horizons and information pathways are useful metaphors for envisioning the sources people seek, access, and use in resolving their everyday information needs.

Marchionini, G. (2006). Exploratory search: From finding to understanding. *Communications of the ACM*, 49(4), 41-46. [[UNC libraries](#)]

→ Exploratory search is different from look-up searches, and incorporates searches conducted to learn or investigate. Systems support exploratory search in differing capacities.

Saarinen, K., & Vakkari, P. (2013). A sign of a good book: Readers' methods of accessing fiction in the public library. *Journal of Documentation*, 69(5), 736-754. (**Read only pp. 744-752.**) [[UNC libraries](#)]

→ Most IR systems are designed to support retrieving non-fiction, so how might we design a system that supports retrieval of fiction? **Read only sections 4 and 5.**

After Class: Start elaborating and revising your System / Service Proposal Draft Population Description.

Session 07 – 02/26: Assessing Quality & Value, & Judging Relevance

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Readings: Rieh, S.Y. (2002). Judgment of information quality and cognitive authority in the Web. *Journal of the American Society for Information Science & Technology*, 53(2), 145-161. [[UNC libraries](#)]

→ **Focus special attention on the methods and sample used, the data drawn, and the conclusions drawn** to facilitate comparison with Tombros et al.'s piece.

Saracevic, T. (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Part II: Nature and manifestations of relevance. *Journal of the American Society for Information Science & Technology*, 58(13), 1915-1933. [[UNC libraries: Part II](#)]

AND:

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Saracevic, T. (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Part III: Behavior and effects of relevance. *Journal of the American Society for Information Science & Technology*, 58(13), 2126-2144. [UNC libraries: [Part III](#)]

→ The two articles above are updated continuations of Part I (a 1975 article). Look for primary concepts, not necessarily nuanced details, from these pieces.

Tombros, A., Ruthven, I., & Jose, J.M. (2005). How users assess web pages for information seeking. *Journal of the American Society for Information Science & Technology*, 56(4), 327-344. [UNC libraries]

→ Focus special attention on the methods and sample used, the data drawn, and the conclusions drawn to facilitate comparison with Rieh's piece.

Xie, I., & Benoit, E., III. (2013). Search result list evaluation versus document evaluation: Similarities and differences. *Journal of Documentation*, 69(1), 49-80. **(Read only pp. 60-76.)** [UNC libraries]

→ Making a relevance judgment based on results-list snippets is different than making one based on full documents. **Read only the results and discussion**, but do try if you can to skim the introduction and literature review.

After Class: Prepare your System / Service Proposal Draft Population Description, due next class. Start polishing your Observation / Analysis Final Write-Up.

MODULE 4: INFORMATION USE

Session 08 – 03/04: Ways of (Re-)Using Information, & Overload vs. Poverty

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Due: System / Service Proposal Draft Population Description (variable).

Readings: Capra, R., & Pérez-Quiñones, M.A. (2005). Using Web search engines to find and refind information. *IEEE Computer*, 38(10), 36-42. [UNC libraries]
→ Compare this study with Jones et al.'s earlier piece to see development of PIM ideas.

Jones, W., Bruce, H., & Dumais, S. (2001). Keeping found things found on the Web. *Proceedings of the 10th International Conference on Information and Knowledge Management*, 119-126. [UNC libraries]

→ This is one of the earliest serious studies of people's re-finding and re-use of information. Compare it with Capra et al.'s more recent piece.

+ Choose 1 reading about information use [list supplied via Sakai].

Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies. *Journal of Information Science*, 35(2), 180-191. [UNC libraries]

→ This paper overviews the issues associated with the quantity/diversity of information now available.

Chatman, E.A. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193-206. [UNC libraries]

→ Chatman draws on four previous studies to identify concepts that serve as the basis for defining information poverty. This piece is landmark!

After Class: Prepare your Observation / Analysis Final Write-Up, w/ Raw Data, due next class.

MODULE 5: IMPACT OF CONTEXT ON INFORMATION SEEKING & USE

Session 09 – 03/11: The “Unruly Beast,” & Domains, Disciplines, & Org.’s

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Due: Observation / Analysis Final Write-Up, w/ Raw Data (~1800-2150 words).

Readings: Cool, C. (2001). The concept of situation in information science. *Annual Review of Information Science & Technology*, 35, 5-42. (**Read only pp. 7-9.**) [In Sakai Resources or SILS Library reference, Z699.A1 A65 v.35]

→ *ARIST* chapters are comprehensive literature reviews in a particular area. **The “Situation, context, and interaction with information” section is what we are reading:** it introduces terminology. The whole chapter—which you are not required to read!—is organized around perspectives on situation.

Sonnenwald, D.H. (1999). Perspectives of human information behaviour: Contexts, situations, social networks and information horizons. In *Exploring the Contexts of Information Behaviour: Proceedings of the Second International Conference on Research in Information Needs, Seeking and Use in Different Contexts (August 13-15, 1998, Sheffield, UK)*. Taylor Graham, 176-190. (**Read only pp. 178-180.**) [In Sakai Resources]

→ This paper provides more foundational definitions.

Ellis, D., Cox, D., & Hall, K. (1993). A comparison of the information seeking patterns of researchers in the physical and social sciences. *Journal of Documentation*, 49(4), 356-369. [In Sakai Resources]

→ A classic! You may recognize this model and some of its components.

Jaeger, P. T., & Burnett, G. (2010). *Information Worlds: Social Context, Technology, and Information Behavior in the Age of the Internet*. 1st ed. New York: Routledge. Chapter 2. [In Sakai Resources]

→ Information worlds are an important idea for us to grasp.

Taylor, R.S. (1991). Information use environments. *Progress in Communication Sciences*, 10, 217-255. [In Sakai Resources, or Davis Library, P87 .P74 v.10]

→ Another classic! Everyone should read Section II (pp. 221-233), then choose just 1 of the 3 IUEs discussed (engineers, legislators, or physicians) to read.

After Class: There’s much you can/should do before we meet again!

Prepare your System / Service Proposal Preliminary Proposal Description, due next class.

Ensure your team is in contact, preparing a Team Analysis Bibliography, due next class.

No Session – 03/18: SPRING BREAK!!!





Session 10 – 04/01: Everyday Life Info. Seeking, & Serendipity & ‘Incidents’

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Due: System / Service Proposal Preliminary Proposal Description (~150-200 words).
Team Analysis Bibliography (citations/abstracts for full article set).

Readings: Fisher, K.E., & Naumer, C.M. (2006). Information grounds: Theoretical basis and empirical findings on information flow in social settings. In Spink, A., & Cole, C. (Eds.), *New Directions in Human Information Behavior*. Springer, 93-111. [[UNC libraries](#)]
→ Information grounds are a great idea from our field! Think of as many examples of them as you can.

Hartel, J. (2010). Leisure and hobby information and its users. In Bates, M. J., & Maack, M. N. (Eds.), *Encyclopedia of Library and Information Science* (3rd ed.) (pp. 3263-3274). Boca Raton, FL: CRC Press. [In Sakai Resources]
→ This is, perhaps, the coolest piece ever. Prioritize this and the piece below in your reading schedule.

Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of “way of life”. *Library & Information Science Research*, 17(3), 259-294. [[UNC libraries](#)]
→ This is *the* seminal article on everyday life information seeking, now a key area of information behaviour research. What types of everyday life information needs can we address via current institutions/systems?

+ Choose to skim 2 of the following:

Bates, M.J. (1989). The design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13(5), 407-424. [In Sakai Resources]
→ Berrypicking is used as a metaphor for information seeking. **Focus special attention on the seeking techniques (p. 412)**, as these are required in your System / Service Proposal assignment!
OR:

Bates, M.J. (2007). What is browsing—really? A model drawing from behavioural science research. *Information Research*, 12(4), Paper 330. [[Online](#)]
→ Bates takes a fine-grained look at browsing behaviours and finds people follow a series of four steps.
OR:

Bawden, D. (2011). Encountering on the road to Serendip? Browsing in new information environments. In Foster, A., & Rafferty, P. (Eds.), *Innovations in Information Retrieval: Perspectives for Theory and Practice*. London: Facet, 1-22. [In Sakai Resources, or SILS Library, Z699 .I56 2011]
→ Do browsing behaviors pre-Web have different characteristics than browsing on the Web?

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After Class: Ensure your System / Service Proposal Final Proposal Memo Package is coming together.
Ensure your team is still working toward your Team Analysis Final Paper.

MODULE 6: INTERMEDIATION & DISINTERMEDIATION IN INFORMATION SEEKING

Session 11 – 04/08: Human, IR System, & Social Information Intermediaries

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Readings: **Choose to read 1 of the following 2 pieces:**

Agosto, D.E., Rozaklis, L., MacDonald, C., & Abels, E.G. (2011). A model of the reference and information service process: An educators' perspective. *Reference & User Services Quarterly*, 50(3), 235-244. [[UNC libraries](#)]

→ Based on focus groups and town hall meetings, six trends in reference services were identified. Some relate to reference services being a collaborative process (p. 239).

OR:

Ellis, D., Wilson, T.D., Ford, N., Foster, A., Lam, H.M., Burton, R., & Spink, A. (2002). Information seeking and mediated searching. Part 5: User-intermediary interaction. *Journal of the American Society for Information Science & Technology*, 53(11), 883-893. [[UNC libraries](#)]

→ Interactions between information seekers and intermediaries were examined, with the finding that interactions had positive impacts on the search process. You can **skim the literature review, and focus special attention on the study itself.**

Gross, M. (1995). The imposed query. *RQ*, 35(2), 236-243. [[UNC libraries](#)]

→ This is Gross's seminal work on the imposed query, "the acquisition of information in service to or on behalf of someone else" (p. 236).

White, R.W. (2009). Designing information-seeking support systems. In *Information Seeking Support Systems: An Invitational Workshop* (June 26-27, 2008, Chapel Hill, NC), 55-58. [[Online](#)]

→ This brief paper outlines some of the key challenges yet to be addressed in system design. Which of these have since been addressed and which remain as opportunities for design/development?

Eysenbach, G. (2007). From intermediation to disintermediation and apomediation: New models for consumers to access and assess the credibility of health information in the age of Web 2.0. In *MEDINFO 2007 Proceedings*. IOS Press, 162-166. [In Sakai Resources, or SILS Library, R858 .A2 M41 57 2007]

→ Through the social process of disintermediation, traditional intermediaries are replaced by "apomediationaries," online tools/peers that guide information seekers to trustworthy information.

Talja, S., & Hansen, P. (2006). Information sharing. In Spink, A., & Cole, C. (eds.), *New Directions in Human Information Behavior*. (V.8). Springer, 113-134. [[UNC libraries](#)]

→ After providing context/definitions, Talja and Hansen review research that has been conducted on collaborative information behaviours/practices, then conclude with a discussion of CIB as a social practice. **Just skim sections 1 and 2, and focus special attention on section 3.**

After Class: Prepare your System / Service Proposal Final Proposal Memo Package, due next class.
Ensure your team is still working toward your Team Analysis Final Paper.

MODULE 7: SCHOLARLY COMMUNICATION

Session 12 – 04/15: Intro. to Scholarly Communication, & Productivity Metrics

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Due: System / Service Proposal Final Proposal Memo Package (~1200 words + 2 appendices).

Readings: TBD! For an idea of the readings to be selected from, see previous INLS 500 syllabi available on the web. We will review these options in class, but let me know of any strong preferences.

After Class: Ensure your team is still working toward your Team Analysis Final Paper.

Session 13 – 04/22: Invisible Colleges, & Industry of Scholarly Communication

Pre-Class: If applicable this week, consider making one of your three Evidence Summary posts.

Readings: TBD! For an idea of the readings to be selected from, see previous INLS 500 syllabi available on the web. We will review these options in class, but let me know of any strong preferences.

After Class: Ensure your team is soon finishing up your Team Analysis Final Paper, due TBD, in Exam Week.

ASSIGNMENTS

IN-CLASS / ONLINE PARTICIPATION

ONGOING

Throughout our 13 sessions together, you are expected to positively contribute to the atmosphere of our class-wide interactions and to demonstrate your understanding of the material covered. Read assigned pieces and be prepared for discussions, which will help you to think critically about research, theory, and the implications of research and theory for practice. For each assigned piece, you may find it helpful to consider (as appropriate):

- the key point(s);
- the strength(s)/weakness(es) of presented arguments;
- the implications for your anticipated area of professional interest.

Approaching the readings with openness, being thorough, and expecting to generate questions and comments from them will serve you most!

As a major part of your class participation, you are expected to **post a reaction to the evidence summaries of at least three of your classmates**. These should be posted within a few days of the relevant Evidence Summary Presentations in class. Some weeks, you may be instructed to complete mini-readings-based-posting tasks pre-class. Other weeks, you may be instructed to complete mini-readings-based-reflection tasks during class. These will either take the form of responses to assigned questions or consist of your own thoughts (in either of these cases, feel free to refer to classmates' comments in your own). These products need not be absolutely polished; however, refer to the 'Strong' column of the Participation rubric below for guidelines about the best structure for them—'Strong' responses would probably entail about a 150-200-word posting/reflection each applicable week.

For Session 01, please return a completed Background Questionnaire (sent by email). Some parts of this may be used to introduce you in Session 01 generally and anonymously (please note anything you would prefer not be shared in this way). Emailing a completed Questionnaire is your first-class' participation percentage—done!

Evaluation Criteria

Class participation will be evaluated on the substance and quality of your comments, both in class and on the course online discussion boards.

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

OBSERVATION / ANALYSIS OF AN INFORMATION-SEEKING EVENT* DUE SESSIONS 03, 09

Information professionals are concerned with designing systems and services that help others. This assignment involves you collecting real-life observations of either your own or another's information-seeking experience over a short period of time, writing up your first-hand observations in a descriptive account, and interpreting these in light of course readings and discussions. The objective of this assignment is for you to observe and reflect in detail upon a concrete example of information seeking, and to analyze this information-seeking example as a *process* through the skillful application of foundational theories and seminal findings from our field.

Ensure that the event (we may also think of it as a *task*) you observe is one bounded by an **identifiable beginning and end**; however, it need not be unique or even end in total resolution. A good event/task to select is one:

- capturing a *real* information 'need' that you/your observee attempt to 'resolve' via seeking (an actual information need ideally serves as the impetus here, though an event/task may be imposed if necessary);
- occurring in *real-time*, as you work on this assignment (i.e., not a retrospective account); and
- taking place over *relatively brief* period of time (think the span of an hour or less).

Most likely, this event/task will be more complex than fact-finding—for example, "When did Americans first land on the moon?" is a straightforward question that does not offer much challenge as to where and how one might answer it. However, "When were the plans and strategy for America's Apollo missions to the moon finalized?" is a more difficult (still fact-based) question for most people—requiring that some knowledge of NASA's planning and approval processes and the space program generally be gained—and it could be appropriate for this assignment. As another example, consider someone's vacation planning, which would involve research into destinations, activities, and restaurants, for example; consultation of several information resources (likely websites, books, and people); and the iterative, preliminary construction of an itinerary.

As you conduct your observation, keep a simultaneous record—i.e., a diary of (if observing yourself) or notes on (if observing another) the experience. This data record should chronicle the event/task's unfolding—including behaviours/practices, strategies, articulated motivations and reasonings, and prompts you employed, if applicable. It should preserve as much of the detail about your observed event/task as possible, lending chronology and context to your analysis. Motivations and reasonings are difficult to capture, especially from another individual. If you are observing someone else's information seeking, consider either/both: a) asking a series of questions of him/her in a post-event interview, stimulating recall with prompts based on what you observed, or b) following a think-aloud protocol and eliciting information about what is happening during the event concurrently. Questions that may help your observee reflect on the experience include: How did you know to seek information? What motivated you along the way? Did any incidental discoveries influence later actions? When and why did you stop looking for information, or are you still looking? Did your emotions affect seeking? Section 9 of this piece may be useful for prompts:

Kelly, D. (2009). Methods for Evaluating Interactive Information Retrieval Systems with Users. *Foundations and Trends in Information Retrieval*, 3(1–2), 1–224. DOI: [10.1561/1500000012](https://doi.org/10.1561/1500000012).

This assignment has 2 deliverables:

01. Event Description (worth 2%), due January 29;
02. Final Write-Up, with appended Raw Observation Data (worth 18%), due March 11 (14% for write-up + 4% for appended raw data).

Deliverable 01: Event Description

Explicate the information need and seeking event/task you intend to observe, having figured this out from a preliminary self-check-in or preliminary discussion and verification with your observee. Note whether this is an organic or imposed information need, and be sure to justify whichever tactic

you are using. If you have inklings of how course readings will further illuminate this event/task, note them here. This will likely be a 1-1.5-page explanation; providing more detail in this first assignment component will help you in the second assignment component.

Deliverable 02: Final Write-Up, with appended Raw Observation Data

Write-Up:

Briefly explicate the information need and seeking event/task you observed, and whether and why this was an organic or imposed information need. Then, briefly describe what took place during the event/task. Spend the majority of your paper assessing which (if any) of the class information seeking/use models apply, and why this is or is not so: what was the motivation, the seeking process, and/or the use process for this event/task? Concentrate on analyzing and interpreting what happened rather than recounting step-wise what happened—it is more important to hear your thoughts on what happened—and concentrate on employing course terminology and concepts where you can (and where you cannot, why?). You may consider (but are certainly not limited to) questions such as:

- How subjectively important was this information need?
- Where were information resources sought, and which were consulted? Why?
- What barriers or surprises were experienced?
- Were information systems or online resources successfully consulted? Why/why not?
- Were other people consulted? How was the information need conveyed to these people?
- Why do you think this information-seeking experience was successful or unsuccessful?
- What was learnt from the information-seeking experience that was not known beforehand?
- What might be done differently should a similar information need arise in the future?

Include in-text citations and a full reference list; this [APA tutorial](#) is helpful if you are formatting-insecure. This will likely be a 6-8-page polished paper, excluding references and appended data.

Raw Data:

The record you make during your observation takes the form of raw data. This data should chronicle the information-seeking event/task's unfolding—including behaviours/practices, strategies, articulated motivations and reasonings, and prompts you employed, if applicable—and it should be appended to the Final Write-Up.

This data does not need to be overly orderly or formal, and it can be in point-form (it must, nonetheless, be comprehensible). It should, however, preserve enough detail to elucidate what actions, thoughts, and feelings occurred during the event/task (and points as to what these may mean). This data record should be treated as an exercise in your own good research practice. It will be referred to as needed in order to assess your analysis.

Evaluation Criteria:

This assignment will be evaluated based on the quality and depth of your analysis, and your ability to apply multiple course concepts, models, and theories, as well as the terminology of the field to describe this information-seeking event/task.

* This assignment is based on one previously prepared by Verna Pungitore, SLIS, Indiana University, since modified by SILS instructors.

EVIDENCE SUMMARY / PRESENTATION / DISCUSSION

DUE SESSIONS 03, VARIABLE

In the journal *Evidence-Based Library & Information Practice*, articles focus on particular research studies with some implication for the practice of the information professions. Most do focus on the practice of librarianship, but the approach that each takes can be extended to any information-rich practice setting that you wish to explore—perhaps the one most relevant to your future career? The objective of this assignment is for you to analyze an empirical study from the information and library science field; summarize its most important parts; and comment upon the implications of its conclusions for practice.

Ensure that the article you choose to summarize is, first and foremost, one that is interesting to you! You will be getting cozy with it, so make it one that you like (or even one that you feel passionately contrarian toward)! Also, assess the article's suitability for this assignment by asking yourself the following questions:

- Does this article showcase an empirical study (i.e., one for which the author(s) systematically collected data related to (a) research question(s) and reported findings)?
- Does this article relate to a topic or question that falls within the scope of this course?
- Does this article fall *outside* of required course readings? (Articles found on the additional readings list are acceptable, however.)
- Is this article one that has *not* been published in *EBLIP*?

If your answer to any of the above questions is **NO**, or if you are unsure about a particular article's suitability, select again or discuss it with me *prior to beginning this assignment*.

This assignment has 4 deliverables:

01. Evidence Article Selection (worth 1%), due January 29;
02. Evidence Summary (worth 9%), due your applicable date;
03. Evidence Presentation (worth 3%), due your applicable date;
04. Evidence Discussion (worth 2%), due your applicable date.

Deliverable 01: Article Selection

Select and properly cite an appropriate evidence-providing article that interests you and that you believe you can effectively summarize. Post the full citation and a link to this article in the appropriate Sakai Forum. Recall the [APA tutorial](#) if stuck. It would be to your benefit at this point to also **include 3-5 bullet points or ~150-200 words detailing your choice**: What is this article about? What seem to be its main concerns? What are the main ideas/conclusions that you will hit upon in later assignment work? (Also, perhaps, why were you drawn to it?)

Deliverable 02: Evidence Summary

Evidence summaries are written in very structured formats, basically becoming extended abstracts of sorts. However, **they must be your own words, employing proper quotes, in-text citations, and full reference lists as appropriate**. First, properly cite the article you are summarizing. Then, begin by briefly describing the objective(s), design, setting, method(s), and perhaps participants involved in the study that your article is about. Next, report the main results of the study, and the main conclusions that were drawn from these. Finally, comment upon the implications of these conclusions for practice in the relevant information setting (you might also comment upon any conclusions/implications that you feel were missed by the article's author(s)). Additional pieces pertinent to your commentary should be properly cited, as appropriate; these may be references from the original article with which you follow up, but should also include relevant references *not* cited in the original article. Append the original article itself to your evidence summary.

This will likely be a 3-5-page polished paper, excluding the original article citation, references, and the appended article. Articles from *EBLIP* vary in quality; several will be reviewed during class.

Deliverable 03: Evidence Presentation

During the appropriate class session, you must present briefly and quite informally (though still *preparedly*) on the article you selected and summarized. No slides will be used, and you can plan to remain seated during your presentation, which is really more properly leading of a class discussion. In ***no more than 5 minutes***, you should: overview the article—what were its main points and implications?—and tell how what you learned from it is pertinent to that session’s topic. Then, pose 2-3 questions to the class. The bulk of the responses to these questions will occur online (see Deliverable 04, below), but we may rev our thinking by broaching them together using ***no more than 10 minutes*** in a class-wide discussion.

Deliverable 04: Evidence Discussion

On the same day as the class session during which you made your Evidence Presentation, **by 5PM**, you must make a post in the appropriate Sakai Forum posing your original 2-3 questions and any others you would like to raise based on our cursory in-class discussion from earlier in the day. This post should be about 300-500 words, including the highlights of your Evidence Summary—the main points of the article and the main points of your commentary—in addition to your questions. Your full Evidence Summary and the original article should both be added as attachments to this post. Once your post has been made, you are furthermore responsible for monitoring/moderating this discussion until 9AM the following week: continue to respond and pose follow-up questions.

Remember that the aim of this post is to promote further discussion of your article among the class; make your questions specific and provide the necessary context for them. Some advice on formulating effective discussion questions is available at:

- [Designing effective discussion questions](#). Stanford University Center for Teaching and Learning, 2002.
- Cashin, W.E. [Answering and asking questions](#). Kansas State University Center for Faculty Evaluation & Development, 1995. (See Section III. Asking questions.)
- Kelly, R. [Questioning styles for more effective discussion boards](#). *Faculty Focus*, 2009. (See the section “Types of questions.”)
- Saxe, A. [Tapping into higher-level thinking in online courses](#). *Faculty Focus*, 2010. (See the section “Establishing guidelines for online discussions.”)
- [Discussions](#). Carnegie Mellon University Eberly Center for Teaching Excellence. (See the section “Ask good questions.”)

Evaluation Criteria

Evidence Summaries will be evaluated based on the accuracy of your description of the original article, your understanding of the conclusions drawn in that article (for example, their validity and pertinence to particular practice settings), and the depth of your commentary on the article. Evidence Presentations and Evidence Discussions will be evaluated based on the clarity and quality of the information, questions, and responses you make. In terms of Evidence Presentations, ***adhering to the set time limit matters!***

SYSTEM / SERVICE PROPOSAL

DUE SESSIONS 06, 08, 10, 12

Different user populations have different needs when it comes to information systems and services. Information professionals must often propose new ways to meet the needs of diverse user groups, using evidence. Together, as a class, we will discuss the role of evidence in making practice-based decisions, based on our reading of Koufogiannakis' (2013) keynote address at the *EBLIP7* gathering. This assignment involves developing an effective, grounded system or service for the users of a particular institution—for example, suggestively (not comprehensively or restrictively!), you might develop a public library instruction program for retirees in a specific community, new ways to digitally track litigation questions in a law firm, or a new institutional multimedia repository for a set of fictional characters you know well. The objective of this assignment is for you to employ empirical evidence about the information behaviours/practices of a chosen user population in order to plan for and justify a new, useful information system or service that will best/better support their information behaviours/practices/needs.

Your first step will be to identify a user population of interest, and then to learn as much about them as possible in an *evidence-based* way (i.e., one that relies upon prior studies and/or descriptions of the population and/or related ones and their information behaviours/practices). How might this population's needs be best/better met? Assemble and assess prior literature in order to answer this question, and pay attention to how you search for this literature, for your methods and strategies must be documented in detail in your Final Proposal. What information system or service can you propose for this user population, based on your new knowledge about them? **Ensure that the system or service you are proposing is *novel***, at least to this user population, even if it has previously been implemented for another user population.

This assignment has 5 deliverables:

01. Population & Setting Description (worth 3.5%), due February 19;
02. Literature Search Plan (worth 3.5%), due February 19;
03. Draft Population Description (worth 3.5%), due March 4;
04. Preliminary Proposal Description (worth 3.5%), due April 1;
05. Final Proposal Memo Package, with appended materials (worth 21%), due April 15.

Deliverable 01: Population & Setting Description

What user population and setting interests you? As implied above, you should make this assignment as useful to you as possible—you are strongly encouraged to select a user group and setting that you anticipate/hope will be part of your professional future. Be specific in your choice of users (e.g., Grade 8 teens not otherwise involved in extracurricular activities) and setting (e.g., a mid-size NC public library). Submit a short description that identifies/defines a) your chosen user population and b) your chosen setting, based on your current knowledge of each, as well as c) your rationale for making this selection. This will likely be a 1-1.5-page explication; equally attend to parts a) through c).

Deliverable 02: Literature Search Plan

How will you assemble the relevant evidence in which to ground your proposal? Which databases will you search? What other resources will you use? And what search strategies will you employ in each? What inclusion and exclusion criteria will you apply to literature and studies in order to assemble the most comprehensive set of evidence that will support your proposal? Submit a preliminary plan for searching for literature in which you address the five questions above. This will likely be a 1-1.5-page plan, for which bulleted points rather than narrative are appropriate; bear in mind that this plan is one you will continue to refine and one you will eventually append to your Final Proposal.

Also bear in mind that you might identify hundreds of potentially useful documents through your literature search; you will likely closely examine the abstracts of over 100 documents; you will likely

examine the full text of 30-60 pieces; and you will likely identify and read 20-30 pieces to be cited in your Draft Population Description (below). Perhaps of some help is [Bates' \(1989, p. 412\)](#) suggested ways of identifying relevant literature. Subject searches in relevant databases, footnote chasing and citation searching, author searching, and browsing journal tables of contents and bookshelves are noted, and may prove fruitful. In past course iterations, students have been expected to incorporate most/all of these methods in their own searching. Using various entryways into literature may stimulate creativity: for example, you may find studies that conclude elderly library users are interested in accessing information about current politics but hampered by decreasing visual abilities, and propose an e-reader loan program because e-readers would allow for increasing of font sizes. In general, articles that are most core to your population are good places to start, working your way out from there. You may find that you need to adjust the scope of your selected user population as you learn more about them; continue discussing adjustments with me.

After you've assembled some evidence, you will need to assess and either include or exclude them given their quality and relevance/usefulness. Quality criteria might include such characteristics as research design validity, sample and size, analysis validity, and conclusion credibility. Relevance/usefulness criteria might include such characteristics as match between your user population and a study sample, and match between your setting and that of a study.

Deliverable 03: Draft Population Description

Through assembly and assessment of the relevant evidence about your chosen user population, you will be extending your own knowledge about them and their information interactions. What is known about them generally? What is known about them in this setting specifically, if anything? What is known about their information needs, their information seeking, their information use, and the context in which their information behaviours/practices occur? Answer these questions by refining and adding to your Deliverable 01 Population and Setting Description. Now is the time to begin to be detailed, and to draw upon the evidence and literature you have so far identified. This deliverable will likely take the form of a detailed outline or concept map/matrix of what you know about the population, and will include a draft list of references; bear in mind that this description is one you will continue to refine and one you will eventually append to your Final Proposal. Recall the [APA tutorial](#) if stuck.

Deliverable 04: Preliminary Proposal Description

Given what you are learning about your chosen user population, are they known to/do they seem to have unmet or undermet needs? What information system or service—novel to them—might enable their needs to be best/better met? Provide a likely 0.5-page description of an information system or service that you propose will best/better meet this user population's identified need(s).

Deliverable 05: Final Proposal Memo Package, with appended materials

So far, your work on this assignment has been geared toward helping you understand the population of interest well enough to propose a new system or service that will prove to best/better address some information need(s) they have. The information system or service you propose may not be the first of its type in the world, but should (plausibly) have not been implemented with your chosen population within your chosen setting.

As Koufogiannakis (2013) points out, a system/service proposal is not the same as agreement to implement that proposal. Thus, proposals need to 'sell' themselves to managers, colleagues, and/or funders. They must describe the system or service being proposed, but also persuasively argue the important purpose of this system or service and the institutional feasibility of implementing it. Your final deliverable should also meet these expectations. First, describe your proposed system or service, making logical connections back to your summary of the user population's characteristics (which you will append). The goal here is not to repeat your summary, but to deftly connect it with

your proposed idea. Second, relate your proposed system or service to the realistic, practical opportunities and constraints inherent within your chosen setting.

This Final Proposal Memo should take the form of a memo, written from you to an overseer of your information institution, and will likely be a 4-ish-page document. While it is therefore quite short, two additional appendices, together with the Memo and its full reference list (recall the [APA tutorial](#) if stuck), compose a full Final Proposal Memo Package. These include:

- A summary of current knowledge about the user population, particularly in connection to the chosen setting and the proposed system/service focus plus a formatted list of all references used as evidence, based on a polished, revised synthesis of Deliverables 01 and 03 (likely 8-12 pages, not including references);
- A listing (not narrative) of literature search methods, noting databases searched, search strategies, terms, and limiters used, number of items retrieved from each, and selection/relevance criteria, based on a polished, revised Deliverable 02 (likely 2-6 pages).

Evaluation Criteria

The Final Proposal Memo will be evaluated based on the thoroughness and rigour of your literature review methods; the quality of your literature synthesis regarding population characteristics; the logic that connects assembled evidence to your proposal; the argued usefulness, originality, and feasibility of your proposal; and the clarity of expression of your final proposed information system or service.

TEAM ANALYSIS OF SCHOLARLY COMMUNICATION

DUE SESSIONS 10, TBD

Even a 'simple' scholarly communication is embedded in a web of relationships and interrelationships of which anyone working in an information-intensive setting should be aware. This assignment involves working with a team of 1-3 classmates, reviewing and reflecting upon examples of scholarly communication. Specifically, your team will select and analyze a coherent set of scholarly articles related to some topic, looking at the references and citations from, to, and among them.

Your team will proceed through many stages in completing this assignment. First, select a small set of articles (**at least 1 per team member**, though a richer analysis—and, thus, likely a better grade—will result from selecting a minimum of 2 articles per team member). Selected articles should relate to a broader concept or research area from within the scope of this course that is of particular interest to your team, and can include one or more of articles assigned as required or optional class readings; one or more of the articles cited in an article assigned for class; or a different set of articles altogether. In addition, your coherent set of scholarly articles should:

- Have been published between 1960 and 2010 (since it often takes 2 or more years for article citing to occur and potential impact to become visible);
- Include several different authors or research groups (some authorship overlap is acceptable when, for example, a single author also co-authors; however, selecting only the works of one author or group of co-authors is not);
- Include at least one article deemed somehow 'significant' or seminal (i.e., at least one article within your set must be cited at least 20 times in scholarly literature);
- Include **only** articles directly linked to at least one other within your set (i.e., articles citing **or** being cited by at least one other selected article).

Please see me with questions about whether your team's selected set of articles meets these criteria. Once your team assembles an appropriate set of articles, you are ready to proceed!

This assignment has 2 deliverables:

01. Bibliography (worth 2%), due April 1;
02. Final Paper (worth 18%), due TBD, post-April 22, during UNC's Exam Week.

Deliverable 01: Bibliography

Generate a bibliography—including full citations and abstracts (properly quoted/cited—recall our best friend, the [APA tutorial](#), if stuck—if you are not rewording these)—of the articles your team has selected for analysis. In a bullet point below each article citation and abstract, note its relation(s) within your larger article set.

Deliverable 02: Final Paper

After your team has solidified a coherent article set, proceed to analyze each individual article, reflecting on your team's impressions of it with respect to content and structure. The following should somehow be considered and described:

- The perceived usefulness of the article;
- The perceived strengths and deficiencies of the article;
- The influence of the article on your team's thinking about the field or practice, relating this bit of discussion to other readings and/or topics covered in class;
- The visual elements of the article, being how it is structured and perhaps illustrated (what was appealing about layout, figures, writing style, length, and/or detail level?), and how successfully ideas are presented/conveyed;
- The intended audience of the article, and how this was evidenced/can be assumed;
- The prior-held point of view, preferences, or familiarity your team brought to the article, and how this may have affected your impressions and perceptions.

Remember that it can be fun to be critical, but that all authors try to make a point they believe is important when they write. When authors somehow fail in their efforts to do so, well-regarded critics precisely point out *how* and *why* this is so, and offer constructive suggestions.

Each analyzed article should then be set within its broader scholarly context through an investigation of its citations. The following should somehow be considered and described:

- Recency of all citations within each individual article;
- All cited authors within each individual article;
- All journals/other media from which citations originate within each individual article;
- Whether the author(s) cite(s) his/her/their own previous pieces;
- Clues as to each individual article's purpose and/or intended audience based on its citations;
- And, in an overall set-wide statement, the degree of overlap between citations/references made by the selected articles, and specific examples of this bibliographic coupling (i.e., two or more selected articles citing the same pieces), as applicable.

From here, each analyzed article should be set within its broader scholarly context through a further investigation of citations made to it, if applicable. What author(s) has/have cited the selected article? Check any/all of the following online citation indexes to discover this:

- ***ISI Web of Science** (available online through UNC Library e-research tools);
- ***Scopus** (available online through UNC Library e-research tools);
- CiteSeer X (from Penn. State University);
- Google Scholar;
- for technical papers, ACM Digital Library (available online through UNC Library e-research tools);
- any other online databases that index your paper with citation data.

* At a ***minimum***, citation searches must be conducted in one of **ISI Web of Science** or **Scopus** plus at least one of the other citation databases listed above.

Now, note:

- In which database(s) each individual article your team selected was discovered;
- How many times each individual article selected has been cited, and by whom;
- In what fields/disciplines each individual article selected has been cited;
- What these citations indicate about the scholarly network and (sub)-communities within which the author(s) of each individual article selected move(s);
- What these citations indicate about the importance (or lack thereof) of each individual article selected. If your team feels that a selected article has been overlooked or has received undue attention, reflect on why this is so.

Examine the context of citations to each individual article selected by choosing at least one citation to each and examining it directly. Note:

- The section(s) in the citing piece(s) where your team's selected article is cited, what is said about it, whether it is cited in combination with other pieces, and what this suggests about the influence of your team's selected article.

Examine the context of any citations made to multiple articles from your team's selected set by examining such citations directly. Note:

- The section(s) in the citing piece(s) where your team's selected articles are cited, what is said about them together or individually, whether they are cited in combination with other pieces, and what this suggests about the influence of your team's selected articles.

Finally, discuss what, if anything, was learned about citing sources or behaviours (points can be elaborated graphically). Discuss if, based on your team's analysis, there are particular sources, audiences, fields, or (sub)-communities that may find your team's overall findings interesting.

This will likely be a 12-16-page paper (not including references), and it should be written in a relatively formal tone, perhaps with helpful subheadings. Teams will likely want to appoint at least one detail-oriented overall 'editor' who ensures paper consistency.

Evaluation Criteria

The Final Paper will be evaluated based on evidenced team understanding of the selected papers; evidenced team understanding of scholarly communication and scholar's information use; depth and thoroughness of team analysis of the article set and the scholarly context of articles within this set; and clarity of expression. Team members all receive the same grade for the assignment.