INLS 500
Human Information Interaction

Course Objectives

Description from the Course Catalog:

"This course surveys human information interactions through broad examination of information science literature. Students examine cognitive, affective, social, and organizational/institutional approaches to understanding interactions between people and information. Emphasis is placed on the role of information professionals and information systems as mediators. Students are encouraged to analyze current events and situations, and to apply concepts, models and theories to their own information practice."

What that Means to Me

We interact with information all day, every day. We wake up, open our eyes, and the quality of light in the room tells us what kinds clothes we might need to wear that day. We go to the refrigerator and see that we are out of milk, so it's just coffee for breakfast (again). Most of us go to work and interact with systems that other people have developed to help us manage our information throughout the day. We check our email. We look at Facebook. We "Google" for information – all the time! We set up and keep track of meetings with friends and colleagues on some sort of calendar. We look up recipes. We chat with friends. We learn how to do things. We remember how to do things. These are all examples of systems that manage our interaction with information. Some of these systems were created for our use (Facebook, Google, email, calendaring, the library catalog, etc.), some we create ourselves (how we "chat to friends,"), and some are a function of our lived biological experience ("open our eyes and judge the quality of light").

Library and Information Science is fundamentally interested in how humans interact with information, specifically information within those formally created systems. People have information needs. They look for information. They use information. They organize information. They collect. Analyze. Judge. Our field functions to serve those needs, guide those interactions, and ensure a system's utility, and usefulness.

Most of the courses at SILS will explore, in one way or another, the ways in which people interact with information and/or the systems we've created to manage their interactions. *This course* will provide a foundation for all of these other courses, introducing students to the core concepts in our field. Familiarity with the topics covered

in this class will have implications on the student's future success at the school, and, arguably, within the field as a whole.

Because INLS500 covers foundational knowledge about the field, we recommend students enroll in this course within their first or second semester at the school.

Course Goals

By the end of this course, students will:

- Be familiar with the empirical and theoretical literature related to information seeking, including the recognition of information needs, actions taken to resolve those needs, the roles of intermediaries (both human and machine), and the retrieval and use of information;
- Understand key concepts related to the ways in which information is created, structured, disseminated and used;
- Develop skills in reading, writing, and discussing information science concepts, models, frameworks, and theories;
- *Critically* apply theories and empirical findings to the definition and solution of problems related to human information interactions.

Learning Objectives

In this course, students will:

- Identify the major theories that inform our field as they relate to information behavior, and the main proponents of those theories.
- Read critically and respond confidently and with expertise on course topics.
- Describe the relationships among, and differences between, competing theories and methods for interpreting and examining information behavior.
- Evaluate the impact that those theories have had on our field and the world at large.
- Develop confidence in their ability to communicate (online and IRL, in writing and verbally) with colleagues and peers efficiently, effectively, and consistently.

My Dearest Wish

My hope in teaching this class is to excite and engage my students so they feel personally connected to the field. I want students to finish this class with a deep knowledge of the theoretical models and frameworks that underpin our profession, to have opinions on their favorite research methodologies, and thinkers, and theories; and be curious about what the future holds. I want students to feel empowered to take control of their careers, and understand that librarians and information scientists hold the future in their hands.

Grading

There are four general categories of assignments for this course.

1. Participation
2. Description & Analysis of an Information Seeking Event
3. Audience Analysis
4. Group Project – Bibliographic Analysis

Grading

UNC–CH graduate students are graded on the H/P/L/F scale. The following definitions of these grades will be used for this course. **I want to stress that in this particular school, all classes are – essentially – credit / no credit.** Grades, for all intents and purposes, do not exist. Rest assured that if you engage with the material and complete the course assignments, you should expect to get a P in the class.

Graduate Students

H   "Pass" on all assignments AND 95+ on participation (blogging and discussions)

P   "Pass" on all assignments AND 75–94 on participation (blogging and discussions)

L   "Pass" on all assignments AND <75 on participation (blogging and discussions)

F   "Fail" on at least one assignment / Did not turn in assignment.

IN   work is incomplete

Undergraduate Students

A   380 to 400   (95%+)

A–   360 to 379   (90% – 94%)

B+   348 to 359   (87% – 89%)

B   336 to 347   (84% – 86%)

B–   320 to 335   (80% – 83%)

C+   308 to 319   (77% – 79%)

C   296 to 307   (74% – 76%)

C–   280 to 295   (70% – 73%)

D+   268 to 279   (67% – 69%)

D   240 to 267   (60% – 66%)

F	<240	(<60%)

Honor Code & Course Policies

Instructor communication

For specific, concrete questions, e-mail is the most reliable means of contact for me. During the week (Monday 9 a.m. – Friday 5 p.m.) You should receive a response within 24 hours. Weekends or holidays might take 2 or 3 days. If you do not receive a response by Monday at noon, please follow up. Please keep this in mind when you are scheduling your own activities, especially those related to paper preparation. If you wait until the day before an paper is due to ask me a clarification question, there is a good chance that you will not receive a response before the exam.

It is always helpful if your e-mail includes a targeted subject line that begins with "**INLS 500**."

For more complicated questions or help, come to office hours (no appointment necessary!) or make an appointment via WhenWorks (https://when.works/meganwinget) to talk with me at a different time. I cannot discuss grades over e-mail; if you have a question about grading, you must talk with me in person.

You are welcome to call me by my first name ("Megan"). However, you may also use "Dr. Winget" if that is more comfortable for you. Either is fine. "Ma'am" and "Mrs." are not appropriate.

Academic integrity

The UNC Honor Code states that:

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty...

This includes prohibitions against the following:

- Falsification, fabrication, or misrepresentation of data or citations.
- Unauthorized assistance or collaboration.

All scholarship builds on previous work, and all scholarship is a form of collaboration, even when working independently. Incorporating the work of others, and collaborating with colleagues, is welcomed in academic work. However, the honor code clarifies that you must always acknowledge when you make use of the ideas, words, or assistance of

others in your work. This is typically accomplished through practices of reference, quotation, and citation.

If you are not certain what constitutes proper procedures for acknowledging the work of others, please ask the instructor for assistance. It is your responsibility to ensure that the honor code is appropriately followed. (The UNC Office of Student Conduct provides a variety of honor code resources.)

The UNC Libraries has online tutorials on citation practices and plagiarism that you might find helpful.

Students with disabilities

Students with disabilities should request accommodations from the UNC office of Accessibility Resources and Service (https://accessibility.unc.edu/).

Online Class Statement

1. By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the Acceptable Use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net etiquette and privacy protection.
2. As part of this course you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill Information Security Policies when participating in online classes.
3. When using online resources offered by organizations not affiliated with UNC-Chapel Hill such as Google or YouTube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.
4. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Schedule

Unit 1: Introductions & Course Concepts

Week 1: Course Introduction and – Why is this Important? (January 10)

- Read Course Syllabus
- Samek, T. (2007). *Librarianship and human rights : a twenty-first century guide*. Oxford: Chandos. Chapter 1. [PDF]
- Orwell, George. (1983). *1984. Appendix A, The Principles of Newspeak.* [PDF]
- Gessen, M. (2018, June 30). How George Orwell Predicted the Challenge of Writing Today. *New Yorker*. [PDF]

Week 2: What is Information (January 17)

- Agre, Philip E. (1995). "Institutional Circuitry: Thinking about the Forms and Uses of Information." *Information Technology and Libraries; Chicago* 14, no. 4 (December 1995) [PDF]
- Reddy, Michael. (1980). "The Conduit Metaphor." In *Metaphor and Thought*, edited by Andrew Ortony, 284–310. Cambridge University Press, 1980. [PDF]
- Scott McCloud. 1994. Understanding Comics. 1st HarperPerennial ed. New York: HarperPerennial. (Chapter 2, p. 24–59.) (PDF]
- Luciano Floridi. 2010. Information: a very short introduction. London: Oxford University Press. (Chapters 2-4, p. 19-59.) (PDF)

Unit 2: Information Behavior

Week 3: Models, Theories, Perspectives in Information Behavior (January 24)

DUE: Choose partners / setting / context: Information Seeking Event – (deliver in class)

- Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050. [PDF]
- Chatman, E. A. (1999). A theory of life in the round. *Journal of the American Society for Information Science*, *50*(3), 207–217. [PDF]
- Pirolli, P., & Card, S. (1999). Information foraging. *Psychological Review*, 106(4), 643–675. **Read pp. 1 – 21.** If you've got the math, scan the rest. [PDF]
- 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. [PDF]
- Dervin, B. (1992). From the mind's eye of the user: The sense-making qualitative-quantitative methodology. In J. Glazier & R. Powell (Eds.), Qualitative research in information management (pp. 61–84). Englewood, CO: Libraries Unlimited. [LINK]

Week 4: Information Behavior in Action (January 31)

DUE: Choose Audience / Setting / Context: Audience Analysis (Sakai, 9pm Friday)

- Wilson. T.D. (2000). Human Information Behavior. Informing Science 3 (2) [PDF]
  - *Chatman, E. A. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science* 47 (3): 193–206. [PDF]
  - *Barreau, D.K. and Nardi, B. (1995). Finding and reminding: file organization from the desktop. *SIGCHI Bulletin*, 27(3):39-43. [PDF]
  - *Fisher, K. E., Yefimova, K., & Yafi, E. (2016). Future's Butterflies: Co-Designing ICT Wayfaring Technology with Refugee Syrian Youth. In *Proceedings of the The 15th International Conference on Interaction Design and Children* (pp. 25–36). New York, NY, USA: ACM. [PDF]
  - *Lingel, J., & Golub, A. (2015). In face on Facebook: Brooklyn's drag community and sociotechnical practices of online communication. *Journal of Computer-Mediated Communication*, *20*(5), 536-553. [PDF]
  - *Lloyd, A., Pilerot, O., & Hultgren, F. (2017). The remaking of fractured landscapes: supporting refugees in transition (SpiRiT). *Information Research*, 22(3). [PDF]
    *Skim all, choose one to focus on for discussion

Unit 3: Information Needs

Week 5: Introduction to Information Needs (February 7)

DUE: Group formation: Final Group Project (in-class)

DUE: Preliminary search plan – Audience Analysis (Friday, Sakai 9pm)

- Case (2002), Chapter 4: Information Needs and Information Seeking [PDF]
- Belkin, N. (1980). Anomalous states of knowledge as a basis for information retrieval. Canadian Journal of Information Science, 5,133-143. (Pay special attention to his explanation of the specificability of an information need, p.136-139, with Figure 3.) [PDF]
- 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. [PDF]
- Wilson, T. D. (1981). On user studies and information needs. *Journal of Documentation*, 37(1), 3–15. [PDF]

Week 6: Information Needs in Practice (February 14)

DUE: Final Group Project – Topic Selection (Friday, Sakai, 9pm)

- Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College & Research Libraries*, 29(3),178-194. (Read about the four levels of "questions," on pages 182-183) [PDF]
  - *Bates, M.E. (1998). Finding the question behind the question. *Information Outlook*, 2(7), 19-21. [PDF]
  - *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. [PDF]
  - *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 sections 1-3, p648-651.) [PDF]
  - *Mishra, J., Allen, D., & Pearman, A. (2015). Information seeking, use, and decision making. *Journal of the Association for Information Science and Technology*, 66(4), 662–673. [PDF]
  - *Cho, I., Dou, W., Wang, D. X., Sauda, E., & Ribarsky, W. (2016). VAiRoma: A visual analytics system for making sense of places, times, and events in roman history. *IEEE Transactions on Visualization and Computer Graphics*, 22(1), 210–219. [PDF]
    *Skim all, choose one to focus on for discussion

Unit 4: Information Seeking

Week 7: Introduction to Information Seeking (February 21)

- Bates, M.J. (1989). The design of browsing and berrypicking techniques for the online search interface. *Online Review, 13*(5), 407-424. (Skim quickly; pay special attention to the techniques listed on page 412; you're expected to incorporate them in your Information Seeking Event assignment) [PDF]
- Wilson, T. D. (1984). The cognitive approach to information-seeking behaviour and information use. Social Science Information Studies, 4(2-3), 197-204. [PDF]
- Erdelez, S. (1999). Information Encountering: It's More Than Just Bumping into Information. Bulletin of the American Society for Information Science; Washington, Etc., 25(3), 25-29. [PDF]
- Kuhlthau, C. C. (1991). Inside the Search Process: Information Seeking from the User's Perspective. Journal of the American Society for Information Science; New York, N.Y., 42(5), 361-371. [PDF]

Week 8: Information Seeking in Practice (February 28)

DUE: Information Seeking Event – Final Deliverable (Friday, Sakai, 9pm)

- Savolainen, R. (2017). Berrypicking and information foraging: Comparison of two theoretical frameworks for studying exploratory search. *Journal of Information Science*, 0165551517713168. [PDF]
  - *Gergle, D., & Hargittai, E. (2018). A methodological pilot for gathering data through text-messaging to study question-asking in everyday life. *Mobile Media & Communication*, 6(2), 197-214. [PDF]
  - *Sundin, O., Haider, J., Andersson, C., Carlsson, H., & Kjellberg, S. (2017). The search-ification of everyday life and the mundane-ification of search. *Journal of Documentation*, 73(2), 224-243. [PDF]
  - *Bird-Meyer, M., & Erdelez, S. (2018). Understanding encountering of story leads: A case of newspaper reporting behavior at Midwestern metropolitan-area newspapers. *Newspaper Research Journal*, 39(3), 259-269. [PDF]
  - *Panahi, S., Watson, J., & Partridge, H. (2016). Conceptualising social media support for tacit knowledge sharing: physicians' perspectives and experiences. *Journal of Knowledge Management*, 20(2), 344-363. [PDF]
  - *Pontis, S., Kefalidou, G., Blandford, A., Forth, J., Makri, S., Sharples, S., … Woods, M. (2016). Academics' responses to encountered information: Context matters. *Journal of the Association for Information Science and Technology*, 67(8), 1883-1903. [PDF]

*Skim all, choose one to focus on for discussion

Unit 5: Information Use

Week 9: Introduction to Information Use (March 7)

DUE: Audience Analysis – Population Info & Proposed Service (Sakai, Friday 9pm)

- Fidel (2012). Chapter 10 – Human Information Behavior and Information Retrieval [PDF]
- 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 [PDF], [and] Part III: Behavior and effects of relevance. [PDF] *Journal of the American Society for Information Science & Technology, 58*(13), 1915-1933, 2126-2144.
- Olson, H. A. (2001). The Power to Name: Representation in Library Catalogs. *Signs*, 26(3), 639–668. [PDF]

Spring Break!

Week 10: Information Use in Practice (March 21)

DUE: Audience Analysis – Title Slide for Poster (Sakai, Friday, 9pm)

DUE: Final Project – Literature Search Plan & Preliminary Bibliography (Sakai, Friday, 9pm)

- Taylor, R.S. (1991). Information use environments. *Progress in Communication Sciences, 10,* 217-255. [PDF]
    - *Wakimoto, D. K., Bruce, C., & Partridge, H. (2013). Archivist as activist: lessons from three queer community archives in California. *Archival Science*, 13(4), 293–316.[PDF]
    - Ai, Q., Dumais, S. T., Craswell, N., & Liebling, D. (2017). Characterizing email search using large-scale behavioral logs and surveys. In *Proceedings of the 26th International Conference on World Wide Web* (pp. 1511–1520). International World Wide Web Conferences Steering Committee.[PDF]
    - *Dumais, S., Cutrell, E., Cadiz, J. J., Jancke, G., Sarin, R., & Robbins, D. C. (2016). Stuff I've Seen: A System for Personal Information Retrieval and Re-Use. *SIGIR Forum*, 49(2), 28–35.[PDF]
    - *Ekström, M., & Östman, J. (2015). Information, interaction, and creative production: The effects of three forms of internet use on youth democratic engagement. *Communication Research*, 42(6), 796–818.

- *Storey, M.-A., Zagalsky, A., Singer, L., & German, D. (2017). How social and communication channels shape and challenge a participatory culture in software development. *IEEE Transactions on Software Engineering*, (1), 1–1.

*Skim all, choose one to focus on for discussion

Week 11: In-Class Poster Session – Audience Analysis Project (March 28)

Due: Audience Analysis – Poster Session!

Due: Audience Analysis – Final Paper (Friday, Sakai, 9pm)

Unit 6: Wrapping Up

Week 12: (April 4) Group Work – Catch Up

Week 13 (April 11) Journal Runs!

I want you to do a "journal run" from one (1) of 5 journals. Pick one journal – hopefully one of these will be in your field of specialization – look at the last 3–5 years of issues, choose one research article that's particularly interesting to you. We will break up into groups, talk about the journals, the types of articles we found in those journals, and our particular article.

1. College & Research Libraries
2. Library Journal
3. Journal of the American Society for Information Science & Technology (JASIST) (title changed from Journal of the American Society for Information Science)
4. American Archivist (I had trouble accessing this through the library portal – if you also have trouble, while on campus, go to americanarchivist.org and click on "current issue" and you should be able to access everything at least while on campus)
5. Communications of the ACM

Week 14 (April 18) – Ethical Dilemmas!

Choose a group Library / Archives / Tech

- Library Bill of Rights from the American Library Association: http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/intfreedom/librarybill/lbor.pdf
  - Libraries are the real punk rock: https://therumpus.net/2017/07/libraries-are-the-real-punk-rock/
  - Choose one or two articles to read: Library Trends: *Race and Ethnicity in Library and Information Science: An Update* https://muse.jhu.edu/issue/39275
- SAA Code of Ethics: https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics
  - Jarrett Drake (2017). I'm leaving the archival profession. It's better this way. https://medium.com/on-archivy/im-leaving-the-archival-profession-it-s-better-this-way-ed631c6d72fe
  - (2017). In defense of offense. https://medium.com/on-archivy/in-defense-of-offense-3ff6251df9c0
  - (2018). Seismic shifts. On archival fact and fiction. https://medium.com/on-archivy/in-defense-of-offense-3ff6251df9c0
  - Ann Cvetkovich (2002), In the archives of lesbian feelings: Documentary and popular culture. *Camera Obscura*, 49 (Volume 17, Number 1), 2002, pp. 107-147 https://muse.jhu.edu/article/7985
  - (Here's a new journal if you're interested in critical librarianship) Journal of Critical Library and Information Studies:http://libraryjuicepress.com/journals/index.php/jclis/issue/view/3)
- The internet doesn't need civility, it needs ethics: https://motherboard.vice.com/en_us/article/pa5gxn/the-internet-doesnt-need-civility-it-needs-ethics
  - To work for society, data scientists need a Hippocratic oath with teeth: https://www.wired.co.uk/article/data-ai-ethics-hippocratic-oath-cathy-o-neil-weapons-of-math-destruction
  - Nick Seaver (2014). Knowing algorithms. Media in Transition 8. https://static1.squarespace.com/static/55eb004ee4b0518639d59d9b/t/55ece1bfe4b030b2e8302e1e/1441587647177/seaverMiT8.pdf

Week 15 (April 25) – Sharing!

- DUE: Group Project – Final Paper
- DUE: Group Project – 360 Evaluation
- DUE: Blogging Proof

Acknowledgements and thanks