

Z520: Information Seeking and Use

Summer II 2014

Instructor: Madelyn Sanfilippo

Day and Time: Monday & Wednesday 9:00am-12:00pm; June 23-July 30, 2014

Location: LI 001

Office Hours: Monday 12:15pm-2:15pm or by appointment

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Course Summary

This course will provide students with theoretical models and practical examples of how people contribute, seek, find, manage, evaluate and use information related to their everyday lives and in highly specialized contexts, such as in professional lives, crises, and medical emergencies. These topics will be considered in both digital and non-digital environments, from the perspectives of users and information professionals seeking to help users, and be presented from both practitioner and research perspectives. This course will incorporate recent Library and Information Science literature, as well as communication research, in order to cover information behaviors in a variety of contexts. Students will learn how to observe, analyze, and think about information behavior among a variety of groups, in a variety of contexts, and from multiple perspectives. This will enable students to develop skills and knowledge that can be applied to user research, user-centered design and information systems development, and information services provision. In this sense, the course is useful for a variety of students, including those interested in public libraries, academic libraries, school media, special libraries, systems analysis, user technology support, and applied information services.

Course Objectives:

By the end of the course, participants will:

1. Differentiate between and apply theoretical frameworks for studying information behavior in a variety of environments.
2. Be aware of research methods and practitioner heuristics that provide insight into the information behaviors of individuals and groups.
3. Identify and analyze the factors that influence a users' information needs, search processes, uses, and perceptions.
4. Explain how information professional's awareness of information needs and behaviors enables them to provide information services and resources in particular contexts.

Assignments

Grades for this course will be based on two papers, reading reflections for each class, a presentation of one of the theoretical models covered in the readings, and engagement during sessions.

Assignment	Portion of Final Grade	Due Date
Participation, Attendance	10%	Ongoing basis
Critical Reading Reflections	30%	7:00pm the night before each class
Presentation of Model	10%	By sign up
Self-Behavior Model	20%	July 9, 2014
Research Proposal	30%	July 30, 2014

Participation and attendance (10%)

Attendance is very important and will affect grades in this course. Students must notify the instructor in advance, if they are unable to attend a session. One excused absence will not negatively impact a students' final grade, however multiple absences or an unexcused absence will be noted in participation grades. Students are also expected to contribute to the discussion during sessions.

Critical Reading Reflections (30%)

For each session of the course (excluding the first and last sessions), students are expected to post, using the OnCourse Wiki, at least 1 paragraph of critical reflections AND 1 question developed from the assigned readings. These will be due by 7:00pm the night before each class, so that student comments and concerns can be integrated in discussion. This is not designed to be summary, but rather an opportunity for students to agree or disagree, identify areas of confusion, or make connections between readings or with outside topics for discussions. Students should feel free to make personal connections between their experiences and the models and theories discussed in the readings.

Presentation of Model (10%)

Each student will present one theoretical model covered in the reading in class. Models will be selected during the first session of the semester. Presentations should be at least 15 minutes, but not longer than 30 minutes. Presentations should include: a summary of the model, discussion of a case in which the model was applied or derived from, and at least one question for discussion for the class. A reference should be provided for the case discussed to the class via the OnCourse message function.

Self-Behavior Model (20%)

This assignment will require each student to document three distinct information seeking processes within their own behavior and then use this documentation as data against which to evaluate the models described in class and in the readings. The behaviors documented can be as short and simple as checking a bus schedule or as complex and long as gathering literature for a paper. Behaviors documented do not have to resolve an information need, but should be a distinct searching session, and can be collaborative. Documentation should include the steps taken, duration of time, thoughts and emotional state, and details of the problem, resources, boundaries, and outcomes.

Evaluation of individual behavior should assess how the details of personal activities can be explained through the models included in the syllabus. Students should discuss at least

two models. This discussion can be comparative, critical, or a synthesis. In the case of a comparative assessment, students will provide the strengths and weaknesses of each model in conceptualizing your behaviors, including aspects of contextual applicability if the behaviors documented were very different. In the case of a critical analysis, students will explain why the models fail to describe their behavior and provide a model of their own. In the case of a synthesis, students will identify relevant aspects of two models and represent their own interpretation of how they can be integrated into one model, based on personal behaviors.

The paper that will be turned in should be 5-8 pages, double-spaced, size 12, Times New Roman font. References should be documented in APA style. Students must include the references from the syllabus and are welcome, but not required, to include outside references.

Research Proposal (30%)

For the final assignment, each student will write a research proposal based on their own interests in relationship to information behaviors. This is an opportunity to design a study that would empirically test a model or explore the information needs or uses of a particular group of people. Students should notify the instructor of their topic no later than July 9, 2014, either in person or by email.

This proposal should include a literature review, discussing both the problem space and the theory to be employed, and research question(s), as well as a description of methodology that would allow you to investigate the question(s) identified. The purpose of this project is to envision how information behavior could be applied to better understand the information needs of particular users or in a specific context, so as to inform both scholars and information professionals.

The proposal should be 8-10 pages, double-spaced, size 12, Times New Roman font. References should be documented in APA style. Students must include references both from class and from external sources.

Calendar/Readings

Required Text:

Wilson, T.D. (ed.) (2013). *Theory in Information Behaviour Research*. Sheffield, UK: Eiconics, Ltd.

You can obtain this book as an e-text from Barnes & Noble, the iTunes bookstore, and Smashwords for \$9.99.

The remaining readings will be made available online on OnCourse.

Session 1 – Monday, June 23, 2014

Introduction: What is information behavior?

Dervin, B. & Nilan, M. (1986). Information needs and uses. In M. E. Williams (Ed.), *Annual Review of Information Science and Technology* (Vol. 21, pp. 3-33). Medford, NJ: American Society for Information Science.

Fisher, K. E., & Julien, H. (2009). Information behavior. *Annual Review Of Information Science & Technology*, 43(1), 1.
doi:10.1002/aris.2009.1440430114

Wilson, T.D. (2013). Introduction. In T.D. Wilson (ed.) *Theory in Information Behaviour Research*. p.11-14.

Session 2 – Wednesday, June 25, 2014

Theoretical models, part 1

Reading Reflection due June 24th by 7:00pm

Bates, M. J. (1989). The design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13(5), 407-425.

Dervin, B. (1992). From the mind's eye of the user: The sense-making qualitative-quantitative methodology. In J. D. Glazier & R. R. Powell (Eds.), *Qualitative research in information management* (pp. 61-84). Englewood, CO: Libraries Unlimited.

Kuhlthau, C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science*, 42(5), 361-371.

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

Taylor, R. S. (1968). Question-negotiation and information seeking in libraries. *College and Research Libraries*, 29(May), 178-194.

Session 3 – Monday, June 30, 2014

Theoretical models, part 2

Reading Reflection due June 29th by 7:00pm

Gonzalez-Ibanez, R., Haseki, M., & Shah, C. (2013). Let's search together, but not too close! An analysis of communication and performance in collaborative information seeking. *Information Processing & Management*, 49(5), 1165-1179.

Schultz-Jones, B. (2009). Examining information behavior through social networks: An interdisciplinary review. *Journal of Documentation*, 65(4), 592-631.

Su, C., & Contractor, N. (2011). A multidimensional network approach to studying team members' information seeking from human and digital knowledge sources in consulting firms. *Journal of the American Society for Information Science and Technology*, 62(7), 1257-1275.

Wilson, T.D. (ed.) (2013). *Theory in Information Behaviour Research*. Sheffield, UK: Eiconics, Ltd. Chapters 1-3.

Session 4 – Wednesday, July 2, 2014

Context

Reading Reflection due July 1st by 7:00pm

Fisher, K. E., Naumer, C. M., Durrance, J. C., Stromski, L., & Christiansen, T. (2005). Something old, something new: Preliminary findings from an exploratory study about people's information habits and information grounds. *Information Research*, 10(2).

Lamb, R., King, J. L., & Kling, R. (2003). Informational environments: Organizational contexts of online information use. *Journal of the American Society for Information Science and Technology*, 54(2), 97-114.

Wilson, T.D. (ed.) (2013). *Theory in Information Behaviour Research*. Sheffield, UK: Eiconics, Ltd. Chapters 5-6.

Session 5 – Monday, July 7, 2014

Research methods and information behavior

Reading Reflection due July 6th by 7:00pm

Hultgren, F. (2013). The stranger's tale: Information seeking as an outsider activity. *Journal Of Documentation*, 69(2), 275-294.

Lundh, A. (2010). Studying information needs as question-negotiations in an educational context: A methodological comment. *Information Research: An International Electronic Journal*, 15(4).

Prior, D. D., & Miller, L. M. (2012). Webethnography. *International Journal Of Market Research*, 54(4), 503-520. doi:10.2501/IJMR-54-4-503-520

Urquhart, C. (2011). Meta-synthesis of research on information seeking behaviour. *Information Research: An International Electronic Journal*, 16(1).

Session 6 – Wednesday, July 9, 2014

Identifying user characteristics and needs

Reading Reflection due July 8th by 7:00pm

Self-Behavior Model due

Gazan, R. (2007). Understanding the rogue user. In D. Nahl & D. Bilal (Eds.), *Information and emotion: The emergent affective paradigm in information behavior research and theory* (pp. 177-184). Medford, NJ: Information Today

Wilson, T.D. (ed.) (2013). *Theory in Information Behaviour Research*. Sheffield, UK: Eiconics, Ltd. Chapters 4, 7-8.

Session 7 – Monday, July 14, 2014

Institutions and organizations

Reading Reflection due July 13th by 7:00pm

Davies, R., & Williams, D. (2013). Towards a conceptual framework for provider information behaviour. *Journal Of Documentation*, 69(4), 545-566.

doi:10.1108/JD-01-2012-0001

- Durrance, J. C., Souden, M., Walker, D., & Fisher, K. E. (2006). Community problem-solving as a distributed information use environment: Bridging research and practice. *Information Research*, 11(4).
- Huotari, M., & Chatman, E. A. (2001). Using everyday life information seeking to explain organizational behavior. *Library & Information Science Research (07408188)*, 23(4), 351-366.
- Monje, P. & Contractor, N.(2004). Multitheoretical, multilevel models of communication and other organizational networks, in *Theories of Social Networks*.
- Patterson, L., & Martzoukou, K. (2012). An examination of canadian information professionals' involvement in the provision of business information synthesis and analysis services. *Journal Of Librarianship And Information Science*, 44(1), 47-64.
- Xu, Y., Kim, H., & Kankanhalli, A. (2010). Task and social information seeking: Whom do we prefer and whom do we approach?. *Journal Of Management Information Systems*, 27(3), 211-240.

Session 8 – Wednesday, July 16, 2014

Libraries

Reading Reflection due July 15th by 7:00pm

- Chow, A. S., Baity, C., Zamarripa, M., Chappell, P., Rachlin, D., & Vinson, C. (2012). The information needs of virtual users: A study of second life libraries. *Library Quarterly*, 82(4), 477-510.
- Connaway, L., Hood, E. M., Lanclos, D., White, D., & Cornu, A. (2013). User-centered decision making: A new model for developing academic library services and systems. *IFLA Journal*, 39(1), 20-29.
- Gureyev, V., & Mazov, N. (2013). Detection of information requirements of researchers using bibliometric analyses to identify target journals. *Information Technology & Libraries*, 32(4), 66-77.
- Pendleton, V. M., & Chatman, E. A. (1998). Small world lives: Implications for the public library. *Library Trends*, 46(4), 732-751.

Richey, J. (2012). Motivators and barriers to sexual-health information provision in high school libraries: Perspectives from district-level library coordinators and high school principals. *School Library Research, 15*.

Session 9 – Monday, July 21, 2014

Vulnerable populations

Reading Reflection due July 20th by 7:00pm

Al-Saleem, N., Lillard, L. L., & Al-Suqri, M. (2014). *Information Access and Library User Needs in Developing Countries*. Hershey, PA: Information Science Reference.

Chatman, E. A. (1990). Alienation theory: Application of a conceptual framework to a study of information among janitors. *Rq, 29*, 355-367.

Chatman, E. A. (1991). Channels to a larger social world: Older women staying in contact with the great society. *Library & Information Science Research, 13*, 281-300.

Chatman, E. A., & Pendleton, V. M. (1995). Knowledge gap, information-seeking and the poor. *Reference Librarian, (49-50)*, 135-145.

Courtright, C. (2005). Health information -seeking among Latino newcomers: An exploratory study. *Information Research, 10(2)*.

Hersberger, J.A., Murray, A.L. & Sokoloff, S.M. (2006). The information use environment of abused and neglected children. *Information Research, 12(1)* paper 277.

Session 10 – Wednesday, July 23, 2014

Health information seeking

Reading Reflection due July 22nd by 7:00pm

Ayatollahi, H., Bath, P. A., & Goodacre, S. (2013). Information needs of clinicians and non-clinicians in the Emergency Department: A qualitative study. *Health Information & Libraries Journal, 30(3)*, 191-200. doi:10.1111/hir.12019

Clarke, M. A., Belden, J. L., Koopman, R. J., Steege, L. M., Moore, J. L., Canfield, S. M., & Kim, M. S. (2013). Information needs and information-seeking behaviour analysis of primary care physicians and nurses: A literature review.

Health Information & Libraries Journal, 30(3), 178-190.

doi:10.1111/hir.12036

Gschwandtner, T., Kaiser, K., & Miksch, S. (2011). Information requisition is the core of guideline-based medical care: Which information is needed for whom?. *Journal Of Evaluation In Clinical Practice*, 17(4), 713-721.

doi:10.1111/j.1365-2753.2010.01527.x

Miller, L., & Bell, R. A. (2012). Online health information seeking: The influence of age, information trustworthiness, and search challenges. *Journal Of Aging And Health*, 24(3), 525-541.

Session 11 – Monday, July 28, 2014

Crises

Reading Reflection due July 27th by 7:00pm

Austin, L., Fisher Liu, B., & Jin, Y. (2012). How audiences seek out crisis information: Exploring the social-mediated crisis communication model.

Journal Of Applied Communication Research, 40(2), 188-207.

doi:10.1080/00909882.2012.654498

Bishop, B., & Veil, S. (2013). Public libraries as post-crisis information hubs (English). *Public Library Quarterly (New York, N.Y.)*, 32(1), 33-45.

Hagar, C. (2010). Farmers' search for information during the UK Foot-and-Mouth Disease Crisis - What can we learn?. *Australian Journal Of Emergency Management*, 25(4), 38.

Housel, T. J., El Sawy, O. A., & Donovan, P. F. (1986). Information systems for crisis management: Lessons from Southern California Edison. *MIS Quarterly*, 10(4), 389-400.

Yates, D., & Paquette, S. (2010). Emergency knowledge management and social media technologies: A case study of the 2010 Haitian earthquake. *International Journal of Information Management*.

Session 12 – Wednesday, July 30, 2014

Information literacy

Research Proposal due

- Ganley, B., Gilbert, A., & Rosario, D. (2013). Faculty and student perceptions and behaviours related to information literacy: A pilot study using triangulation. *Journal Of Information Literacy*, 7(2), 80-96.
- Normore, L. (2011). Information needs in a community of reading specialists: What information needs say about contextual frameworks. *Information Research*, 16(4).
- Ritzhaupt, A. D., Feng, L., Dawson, K., & Barron, A. E. (2013). Differences in student information and communication technology literacy based on socio-economic status, ethnicity, and gender: Evidence of a digital divide in Florida schools. *Journal Of Research On Technology In Education*, 45(4), 291-307.
- Walton, G., & Hepworth, M. (2013). Using assignment data to analyse a blended information literacy intervention: A quantitative approach. *Journal Of Librarianship And Information Science*, 45(1), 53-63.
- Warwick, C., Rimmer, J., Blandford, A., Gow, J., & Buchanan, G. (2009). Cognitive economy and satisficing in information seeking: A longitudinal study of undergraduate information behavior. *Journal Of The American Society For Information Science And Technology*, 60(12), 2402-2415.