# University of Kentucky

# School of Information Science (SIS)

**LIS 601 Section 202**
**Information Seeking**

**Instructor**: Joe Kohlburn

**Email**: joe.kohlburn@uky.edu

**Office Hours**:  Off campus,  meetings by appointment via google hangouts/skype.
During the week, the Instructor will respond to emails within 24 hours. During weekends, the Instructor will respond to emails by Monday.
Class Information: Online class; no scheduled meetings.

## COURSE FORMAT

This is an online course, which requires asynchronous class discussion via Canvas to

facilitate a sense of community. Canvas will also be used for making course announcements,

distributing reading materials, submitting assignments and posting grades.

## COURSE DESCRIPTION

LIS601 is one of the four core courses in the MSLS program. The course description reads:

> This course provides an overview of the theory and practices of human information
>
> seeking behavior, including both basic models to understand user behavior, and
>
> techniques to effectively select, locate, evaluate, and use information to meet diverse
>
> information needs and facilitate human-computer interaction.

## STUDENT LEARNING OUTCOME

Upon completion of the course, students will be able to:

1. Identify the characteristics of diverse and underserved populations within the United States, design and implement programs for diverse and underserved populations within their library's community, and evaluate and select information resources to support the diverse and underserved populations within their library's community.

2. Interpret and evaluate research on user information seeking behavior and services and describe the important aspect of information seeking behavior in provision of professional practice.

3. Examine ethical issues and apply them to the practice of library and information science and define their ethical responsibilities as information professions both as individuals and as part of the collective.

4. Identify and apply appropriate methods to match user information needs through the identification, selection, evaluation and dissemination of information and applying instruction strategies to teach users to identify, select, acquire and evaluate information.

5. Detect methods for assessing information needs of users and describe methods for integrating needs assessment data in the provision of information services.

## COURSE EXPECTATIONS

To complete this course successfully, you should do the following:

- Read all required readings.
- Participate in weekly discussion.
- Submit all assignments on time.
- Respond to occasional email requests in a timely fashion.

## REQUIRED TEXTBOOK

- Case, D. (2012). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego: Academic Press. 3rd Edition. (ISBN-13: 978-1780526546)
- Markey, K. (2015). Online Searching: A Guide to Finding Quality Information Efficiently and Effectively. Lanham: Rowman & Littlefield. (ISBN-13: 978-1442238855)

## TECHNOLOGY REQUIREMENTS

- You will need access to an appropriate computer with a broadband Internet connection. Note that it is your responsibility to ensure you have a reliable computer for use during the course. Ongoing "computer problems" will not be considered a legitimate excuse for missing course activities.
- All UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/).
- A working speaker is required to watch some video materials, and listen to the lectures.

## COURSE SCHEDULE

| Wk | Dates | Topic/Readings |
|----|-------|----------------|
| 1 | 8/22 – 8/28 | ***Course overview*** |
| 2 | 8/29 – 9/4 | ***Introduction to Information Behavior***<br>• Case Ch 1: Information Behavior: An Introduction<br>• Case Ch 2: Common Examples of Information Behavior |
| 3 | 9/5 – 9/11 | ***The Concept of Information***<br>• Case Ch 3: The Concept of Information<br>• Case Ch 5: Related Concepts |
| 4 | 9/12 – 9/18 | ***Paradigms, Theories, and Models (1)***<br>• Case Ch 6: Models of Information Behavior |
| 5 | 9/19 – 9/25 | ***Paradigms, Theories, and Models (2)***<br>• Case Ch 7: Metatheories, Paradigms, and Theories |
| 6 | 9/26 – 10/2 | ***Information Needs and Search Process***<br>• Bates, M. J. (1979). Information Search Tactics. Journal of the American Society for Information Science. 30: 205-214.<br>• Case Ch 4: Information Needs and Information Seeking |
| • Topic Selection: Community Resource Audit (Due: Oct 2-11:59pm) | | |
| 7 | 10/3 – 10/9 | ***Resource Selection and Pre-Search Preparation***<br>• Markey Ch 4: Selecting a Relevant Database<br>• Markey Ch 5: Pre-Search Preparation |
| • Annotated Bibliography 1 (Due: Oct 9- 11:59pm) | | |

| 8 | 10/10– 10/16 | *Search Construction*<br>• Markey Ch 6: Controlled Vocabulary for Precision in Subject Searches |
|---|---|---|
| 9 | 10/17 – 10/23 | *Search Construction*<br>• Markey Ch 7: Free Text Searching for Recall in Subject Searches<br>• Markey Ch 8: Known-item Searching |
| • PAPER DUE: Analyzing Your Own Information Behavior (Due: Oct. 23- 11:59pm ) | | |
| | | |
| 10 | 10/24 – 10/30 | *Information Needs Assessment*<br>• The Research Process (Ch 8: 200-219)<br>• Methods: Examples by Type (Ch 9: 221-267)<br>• Fidel, R. (1999). A Visit to the Information Mall: Web Searching Behavior of High School Students. Journal of the American Society for Information Science 50 (1): 24-37. |
| 11 | 10/31 – 11/6 | *Ethical issues in information seeking and use*<br>• Hales, S. (2011). 10 Questions: Tom Froehlich. Information Outlook, 15(4), 34-35, 37-38. |
| • Annotated Bibliography 2 (Due: Nov 6. 11:59 pm) | | |
| 12 | 11/7 – 11/13 | *Users By Type*<br>• Case Ch 11: Research by Occupation<br>• Case Ch 12: Research by Social Role and Demographic Group |
| 13 | 11/14 – 11/21 | *Information Literacy*<br>• Chevillotte, S (2009). Information Literacy. In Encyclopedia of Library and Information Sciences, Third Edition. (pp.2421-2428)<br>• ACRL Information Literacy http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm<br>• Gross, M. and D. Latham (2007). Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety. Library & Information Science Research, 29(3), 332-353. |
| 14 | 11/28- 12/4 | *Communication with Users*<br>• Markey Ch 3: The Reference Interview for In-Depth Queries<br>• Markey Ch 13: Interacting with Library Users |
| 15 | 12/5 – 12/11 | • Future Trends and Issues |
| • PAPER DUE: Community Resource Audit Paper (Due: 11/21)<br>• Community Resource Audit Presentation (Due: 12/4)<br>• Presentation Peer Evaluation (Due: 12/7) | | |

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## COURSE GRADE:

- Participation: 20%
- Two Annotated Bibliographies: 20%
- Analyzing Your Own Information Behavior: 30%
- *Community Resource Audit: 30% (Report 25% + Presentation 5%)

 *core course artifact

### 1) Participation (20%)

Participation points come from both quantity and quality of posts to the discussion board. For each week, we are going to have a discussion forum for class discussion. In the forum, you can discuss an important issue of each week's topic posted by the instructor as well as any questions, ideas or thoughts you have regarding the topic, slides, readings or exercises for that week.

To get full credits for class participation, each student needs to participate in at least twice in each of the forums. More importantly, each student needs to read/view the required readings, class slides, and other students' postings, before posting her/his messages. The week starts on Monday and ends on Sunday at midnight. Although you can continue participating in the earlier week discussions, no credit will be given for posts that occur after the week.

### 2) Annotated Bibliographies (10% each, 20% Total)

Students will compose: (1) one annotated bibliography of peer-reviewed research on the topic of information needs assessment and (2) one annotated bibliography of peer-reviewed research where the focus is an information seeking community of their choice. Each annotated bibliography will be composed of five peer-reviewed journal articles, and each entry will include the bibliographic reference (in APA 6$^{th}$ Edition format), a short summary/evaluation and the name of the scholarly database used to discover the source. Use at least three scholarly databases (from the library) to find your articles. Additional information will be disseminated in class closer to their due dates.

### 3) Analyzing Your Own Information Behavior (30%)

a. Pick and describe an information behavior from your life.
b. Discuss what this behavior demonstrates about your information needs, how and where you look for and use information, and the information problems you face in your life. Your discussion should make clear that you have thought about and understand the

concepts of information, information needs, information seeking, and information behavior as discussed in course readings.

c. Select two of the models, paradigms, or theories we have read about and/or discussed and analyze your information behavior using each of these two models, paradigms, or theories to interpret your behavior in two different ways.

d. Compare and contrast the results of your two analyses. How did these models, paradigms, or theories affect your interpretation of your information behavior? How useful were these models, paradigms, or theories for explaining your information behavior?

To synthesize your content, please produce up to 3,000 words of content, excluding references.

## 4) Community Resource Audit = Report and Presentation (25%) and Peer Review (5%)

*1.* Introduction: Select and describe a community for which you would like to know more about their information needs, uses, and behaviors. What is the typical demographic makeup of this population? What are the salient traits of the community?

*2.* Literature Review: Find research articles (six or more of them) on the information behavior of this community (or a closely related user group), and your interpretation and evaluation of the research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice; DO NOT simply summarize what has been researched, but relate the research articles to each other and synthesize a theme of the articles you find.

*3.* Ethical Considerations: Draw connections between core ethical principles and the ethical issues related to your community. Examine ethical issues related to your community and provide examples from practice that relate to your responsibilities as information professional serving that community.

*4.* Search Strategy: Describe the database(s) you have selected and the search strategies you have employed for locating information appropriate for your users' needs. Discuss criteria you employed in evaluating and selecting resources from the myriad of sources available.

*5.* Resource Guide: Prepare an information guide tailored to your user group with at least 20 resources that will be useful for your community. These resources should include a variety of tools to meet the user needs you have identified.

*6.* Needs Assessment: Identify methods for assessing your community's information needs and discuss how you would conduct a need assessment (or other research) to learn more about the community. What methods/tools would you use? What questions would you ask? How would you analyze the data you gather? How might the results of your analysis improve your understanding of this population's information behavior?

*7.* Finally, you will prepare a 10 minute presentation of your community resource audit to instruct members of your assigned group. A portion of your grade will come from the comments of this anonymous peer review.

8. The peer review will be confidential and based on a scale of one to five of the quality of your presentation. Your peer review grade will result from the mean of the scores given to you by the peers of the group.
9. Optional: if the members of your community of interest are easily reachable, you are encouraged to conduct a simple interview or survey to facilitate step *2*, *3*, and/or *6*.

At the end of the course, I will convert the points earned into a percentage:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E
- I assign the grade of I (incomplete) only when I am convinced the student's circumstances warrant it.

## **COURSE POLICIES**

*Academic integrity*
According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where you feel unsure about a question of plagiarism involving your work, you are obliged to consult the instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:
http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf

*Diversity, Assessment, and Technology*
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial

background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

*Withdrawal Policy*
It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates.

*Submission of Assignments*
Course assignments will be posted to your professional website. Assignments are due by midnight of the due date noted on each assignment. Late work will only be accepted with prior permission of the instructor or in the case of an excused absence.

*Excused Absences*
This is an online course, so absences should not be a major issue. If major life events require students to miss more than 20% of scheduled discussion boards/assignments (excused or unexcused), students are expected to withdraw from the course, per university policy.

*Verification of Absences*
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**ADA SERVICES**

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore).

## COURSE RESOURCES

*Canvas*

- We will use the Canvas learning management system to perform some course management and administrative functions. Please visit https://uk.instructure.com/ to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.
- Canvas help is available online through the Canvas Guides: https://community.canvaslms.com/community/answers/guides/
- Also, UK Help Desk (859-257-1300; http://www.uky.edu/IT/CustomerService/) is able to assist with Canvas and other general computing issues (file download, browser updates, etc.).

*Distance Learning Library Services*
- At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: (http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:

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- Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505 E-mail: dllservice@email.uky.edu ; Location: 2-2, north wing, William T. Young Library 0456
- Distance Learning Librarian: Carla Cantagallo

*Writing Center*

- UK Writing Center offer both face-to-face and online consultation. And they also provide e-Tutoring consultation, via which you can send your work as an attachment). Details can be found here: http://ukwrite.wordpress.com/