GRADLIS 9350: AN INTRODUCTION TO INFORMATION BEHAVIOUR
WINTER 2022 – in person

INSTRUCTOR
Sarah Cornwell
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EVALUATION		
Assignment	**Date**	**Weight**
Search Journal & Reflection	February 3rd, 2022	20%
Discussion Facilitation	assigned individually between February 10th - March 24th	15%
Researcher Profile	March 24th	20%
Group Presentation	In class, March 31st - April 7th	30%
Participation	(ongoing)	15%

COURSE TIMES & LOCATION
Classes: Thursdays, 9:00-11:50am
Classroom: TBD

COURSE DESCRIPTION
Information behaviour includes motivations for seeking or not seeking information, preferences for particular information sources and channels, the impact of individuals' social/professional role and the situations in which they find themselves, as well as internal and external barriers to information seeking and use. The emphasis is on people, not just information. The course includes weeks on theory, as well as applications of Information Behaviour theory in diverse contexts and populations.

Enrollment in this course is restricted to graduate students in the Master's of Library and Information Science program.

COURSE OBJECTIVES
- To introduce the major concepts, theories, and models of information behaviour (IB) and help students to examine them critically.
- To introduce students to a wide range of studies of IB so that students may develop a broad knowledge of this field of research.
- To explore how information behaviour appears in different contexts and consider how information and information technologies are implicated in social, political, and cultural processes, as well as the social relations involved in information mediation.

LEARNING OUTCOMES

MLIS Program-Level Learning Outcomes	What assignments provide evidence of learning outcomes?	How will instructors assess mastery of learning outcome?
3. Exercise and enact the values and principles of the field and its specialisations with an awareness of overarching social responsibility associated with progressive public service for the public good.	Discussion facilitation; Researcher Profile; Group Presentation Participation	-Social responsibility is a core course concept. Students will communicate their awareness of how past and contemporary research foci have incorporated (or in some way missed incorporating) the ideals of progressive public service in multiple assignments (Researcher Profile; Group Presentation) and in class discussions (as Facilitator and Participant). -Researcher Profile communicates a specific information professional's contributions to the public good.
5. Relate the practices and roles of individual librarians and information professionals to broader organizational, professional, political, economic, social and technological contexts.	Researcher Profile; Participation	-Researcher Profile communicates the practice & role of a scholar (information professional) in the field of Information Behaviour in context. -Cited readings in the Researcher Profile, together with active participation in the class will provide evidence that the student has learned to place theorists and information professionals into broader contexts.
8. Evaluate and demonstrate the effectiveness of user-centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate.	Participation; Search Journal and Reflection; Discussion Facilitation	-Search Journal and Reflection allows students to evaluate the effectiveness of the systems, services, and resources they use in their Everyday Life Information Practices. - Discussion Facilitation allows students to direct course discussion on specific contexts and foci in order to place information behaviour theory into the context of specific systems, services, resources, and diverse communities and users.
9. Differentiate among the numerous areas of LIS practice and scholarship, and demonstrate a facility across media when speaking, writing and presenting about them to diverse audiences in formal and informal professional and scholarly domains.	Group presentation; Researcher Profile; Participation	- Researcher Profile requires the student to communicate to a lay audience, with the option of communicating using non-written media (e.g., video, podcast). -Group Presentations emphasize different foci of information practice and allow students to communicate them to their peers in the scholarly community.

COURSE MATERIALS

There is no required text for this course. Course materials (readings, notes, detailed assignment instructions) will be available through the course's associated OWL site or through Western's Library system.

METHODS OF EVALUATION

The evaluation of assignments is based on the MLIS Grading System. Points towards participation grades are awarded for substantive, constructive participation in class, including discussion, questions, engagement in class exercises, active listening, etc.

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WEEK OF:		TOPICS, DUE DATES, & READINGS:
Part 1: Core Theories	**January 6**	**Introduction to the Course** **History of Information Behaviour Research** Julien, H., & O'Brien, M. (2014). Information behaviour research: Where have we been, where are we going? *Canadian Journal of Information and Library Science, 38*(4), 239–250. https://doi.org/10.1353/ils.2014.0016
	January 13	**Foundational Concepts: Searching in Professional Practice** Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science, 42*, 361–371. https://doi.org/10.1002/(SICI)1097-4571(199106)42:5<361::AID-ASI6>3.0.CO;2-%23
	January 20	**A Survey of Foundational Information Behaviour Models** Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation*, *55*(3), 249–270. https://doi.org/10.1108/EUM0000000007145

	January 27	**Expanding Contexts & Theory: Everyday Life & Information Practice** Prof. Pam McKenzie: guest McKenzie, P. J. (2003). A model of information practices in accounts of everyday-life information seeking. *Journal of Documentation, 59*(1), 19–40. https://doi.org/10.1108/00220410310457993
Part 2: Contexts & Foci	February 3	****Search Journal and Reflection Due**** **Special Context: Health** Brown L. K., & Veinot, T. C. (2020). Information behavior and social control: Toward an understanding of conflictual information behavior in families managing chronic illness. *Journal of the American Society for Information Science & Technology*, 1–17. https://doi.org/10.1002/asi.24362
	February 10	**Special Context: Youth** Agosto, D. E., & Hughes-Hassell, S. (2006). Toward a model of the everyday life information needs of urban teenagers, part 2: Empirical model. *Journal of the American Society for Information Science & Technology, 57*(11), 1418–1426. https://doi.org/10.1002/asi.20452
	February 17	**Special Context: Immigration** Allard, D., & Caidi, N. (2018). Imagining Winnipeg: The translocal meaning making of Filipino migrants to Canada. *Journal of the Association for Information Science & Technology, 69*(10), 1193–1204. https://doi.org/10.1002/asi.24038
	February 24	MLIS READING WEEK – NO LECTURE, NO READING
	March 3	**Special Foci: Serious Leisure & Pleasure** Kari, J., & Hartel, J. (2007). Information and higher things in life: Addressing the pleasurable and the profound in information science. *Journal of the American Society for Information Science & Technology, 58*(8), 1131–1147. https://doi.org/10.1002/asi.20585

	March 10	**Special Foci: Information in Spaces & Places** Cox, A. and Fulton, C. (2021), "Geographies of information behaviour: a conceptual exploration", Journal of Documentation, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JD-05-2021-0105
	March 17	**Special Foci: Information Poverty and Information Overload** Gibson, A. N., & Martin, J. D. (2019). Re-situating information poverty: Information marginalization and parents of individuals with disabilities. *Journal of the Association for Information Science & Technology, 70*(5), 476–487. https://doi.org/10.1002/asi.24128
	March 24	**Researcher Profile Due** **Catch-up & Group Presentation Planning Week**
Part 3: Group Presentations	**March 31**	**Group Presentations**
	April 7	**Group Presentations**

POLICIES

Attendance:
Attendance is mandatory and students are expected to attend classes when scheduled. Students who miss more than one session will be required to complete make-up assignments to verify their command of the material.

Late Penalties:
Late assignments will be penalized at a rate of 5% per day unless an extension has been negotiated beforehand. Late assignments will not be accepted after one week, and the grade will be recorded as zero.

Extensions:
Extensions will be considered if notice of four days or greater is given before the due date. Accommodations will be made on religious, medical, or compassionate grounds. If your situation requires accommodation in multiple courses, you are strongly encouraged to contact FIMS' Graduate Student Services Manager, Brandi Borman bborman@uwo.ca and/or to register with Western's Academic Support http://academicsupport.uwo.ca/ (if applicable).

Accessible Education Western (AEW):
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Academic Offences:
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf
No plagiarism-checking software will be used in this course.

Support Services:
Students who are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/ for a complete list of options about how to obtain help.