

## **Syllabus**

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 260 Information Use and Users

**Bulletin Description:** [25 words maximum]

This advanced graduate-level survey/seminar course covers the basics of how practitioners and researchers in our field seek to better understand our service constituencies.

**Prerequisite(s):** None

**Co-requisite(s):** None

### **Course Objectives:**

Through readings, online discussions, online postings, written assignments, and interaction with various information resources and applications, the student completing this course will understand and be conversant on:

- The scope of the term "information behavior"
- Various types of information behavior
- The concept of "information"
- Information needs and information seeking
- The “information” perspective vs. the “entertainment” perspective
- Models of information behavior
- The question, “What is information behavior theory?”
- Researching information behavior
- Information behaviors of professionals, consumers, citizens, healthcare providers, etc.

### **Program Goals and Outcomes:**

1B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

2A. Understand the concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

3A. Understand the principles involved and the developmental, descriptive, and evaluative skills needed in the organization, representation and retrieval of recorded knowledge and information resources.

4A. Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.

5A. Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.

5B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

5C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

6A. Understand the fundamentals of quantitative and qualitative research methods, including central research findings and research literature of the field, and the principles and methods used to assess the actual and potential value of new research.

7B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

### **Units of Instruction:**

<b><u>Unit</u></b>	<b><u>Topic</u></b>
1	Information Behavior: An Introduction, Common Examples
2	The Concept of “Information” and “Information Needs”
3	Models of Information Behavior
4	Information Behavior Metatheories, Paradigms, and Theories
5	The Research Process: Methods for Studying Information Behavior
6	Contexts and Categories for Examining Information Behavior
7	Research by Occupation: Scientists, Engineers, Academics, Lawyers, etc.
8	Research by Social Role and Demographic Group
9	Citizen, Voter, Consumer Information Behavior
10	Hobbyist, Patient, Student Information Behavior
11	Age and Other Demographic Variables and Information Behavior
12	Eight Lessons of Information Behavior Research
13	Future Trends

## **Bibliography:**

Case, D. O. (2012) *Looking for information: A survey of research on information seeking, needs, and behavior* (3rd ed.). Bingley, UK: Emerald Group Publishing.

Fidel, R. (2012). *Human information interaction: An ecological approach to information behavior*. Cambridge, MA: MIT Press.

Fisher, K.E., Erdelez, S. & McKechnie, L.E.F. (2005). *Theories of information behavior*. American Society for Information Science and Technology.

## **Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)**

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)