

School of Information Management

INFO523 INFORMATION ACCESS AND USE

Trimester 1, 2016

COURSE OUTLINE

Prescription

This course covers models of information seeking behaviour and information literacy, and will equip students with the skills to assist users efficiently and effectively access information in contexts such as libraries, museums, records management systems, and archives.

Course Learning Objectives

At the end of this course, students will be able to:

1. Evaluate and explain a model of information seeking behaviour
2. Analyse information seeking and use in terms of an information literacy model
3. Help a user of an information service to locate and use information effectively.
4. Plan and execute user engagement for an information service
5. Plan information services for specific Aotearoa populations, e.g. Māori, Pasifika.

Course Content

INFO 523 will cover the following areas:

- Information Literacy using the threshold concepts from ACRL's Framework for Information Literacy for Higher Education:
 - Authority Is Constructed and Contextual
 - Information Creation as a Process
 - Information Has Value
 - Research as Inquiry
 - Scholarship Is a Conversation
 - Searching Is Strategic
 - Information Seeking Behaviour

Trimester Dates

From Monday 29th February to Friday 3rd June

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 13th May 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Names and Contact Details

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Class Times and Room Numbers

INFO 523 will be held in the first trimester (February-June) of the 2016 academic year. There will be no sessions between Friday 25th March and Wednesday 30th March or during the mid-term break Monday 25 April to Sunday 1 May.

- The weekly Distance class will be held on Tuesdays between 5.00 – 6.30 p.m.
- Auckland Tutorials:
 - Saturday 12 March meets between 10:30a.m.-12p.m. and 12:30 – 2p.m. The sessions cover content from Modules 2 and 3.
 - Saturday 14 May meets between 10:30a.m.-12p.m. and 12:30 – 2p.m. The sessions cover content from Modules 9 and 10.

Victoria University of Wellington has a teaching facility in Central Auckland. It is located at 50 Kitchener Street, in the same building as Barfoot and Thompson in the Chancery. Use the entrance on the corner of Kitchener Street and Bacons Lane. Our teaching facility is located on Level 4.

Course Delivery

Weekly tutorials

See “Class times and room numbers”, above

Course materials

Study guides, readings and other materials will be made available on Blackboard.

Online discussion

The Blackboard online discussion board will be used to discuss course topics.

IST programmes information

Information relating to the Information Studies Programmes will be found in the Blackboard Community Information Studies, and through the IST-students email list.

Verbal participation in this class is strongly encouraged. Students participating via SABA should have a microphone and speakers (a USB headset is highly recommended). In-class activities will be enhanced for all if microphones are used.

Readings

Recommended textbook is **Cassell, K. A. & Hiremath, U. (2012). *Reference and information services in the 21st century: An introduction* (3rd ed.). New York: Neal-Schuman.**

The recommended text is available through the VUW Library: <http://helicon.vuw.ac.nz/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=527589&site=ehost-live>.

Tentative Reading List

Week 1 – 1 March
<ol style="list-style-type: none">1. Chawner, B., & Oliver, G. (2013). A survey of New Zealand academic reference librarians: Current and future skills and competencies. <i>Australian Academic & Research Libraries</i>, 44(1), 29-39.2. Lankes, R. D., Stephens, M., & Arjona, M. (2015). Participatory and Transformative Engagement in Libraries and Museums: Exploring and Expanding the Salzburg Curriculum. <i>Journal Of Education For Library & Information Science</i>, 56S61-S68
Week 2 – 8 March
<ol style="list-style-type: none">1. Read Fisher, K. E. and Julien, H. (2009), Information behavior. <i>Ann. Rev. Info. Sci. Tech.</i>, 43: 1–732. Read “Common examples of information behavior” in Case, D. O. (2012). <i>Looking for Information: A survey of research on information seeking, needs and behavior</i>. (PDF in module)
Week 3 – 15 March
<ol style="list-style-type: none">1. Read Dewdney, Patricia & Gillian Michell. 1996. Oranges and peaches: Understanding communication accidents in the reference interview. <i>RQ</i> 35(4) Summer, 520-536.2. Read Stone, L. (2004). Is there a 'New Zealand' reference interview style? <i>Library Life</i>, 286 (February), 11-12
Week 4 – March 22
<ol style="list-style-type: none">1. Read Cassell & Hiremath Chapter 2
Week 5 – 5 April
<ol style="list-style-type: none">1. Bundy, A. (Ed.). (2004). Australian and New Zealand Information Literacy Framework (2nd ed.). Retrieved from http://www.caul.edu.au/content/upload/files/info-literacy/InfoLiteracyFramework.pdf2. Association of College and Research Libraries. (2015, February 2). Framework for Information Literacy for Higher Education. Retrieved from http://www.ala.org/acrl/standards/ilframework3. Morris, S., Mykytiuk, L. J., & Weiner, S. A. (2014). Archival Literacy for History Students: Identifying Faculty Expectations of Archival Research Skills. <i>American Archivist</i>, 77(2), 394-424. <p>*Using Review for light read through (highlights, not deep reading!).</p>
Week 6 – 12 April
<ol style="list-style-type: none">1. Read Hughes, A. a. (2013). Academic Librarians Would Benefit from Instruction on Conducting Research. <i>Evidence Based Library & Information Practice</i>, 8(2), 245-247.2. Read Sugimoto, C. s., Tsou, A. a., Naslund, S. s., Hauser, A. a., Brandon, M. m., Winter, D. S., & ... Finlay, S. s. (2014). Beyond Gatekeepers of Knowledge: Scholarly Communication Practices of Academic Librarians and Archivists at ARL Institutions. <i>College & Research Libraries</i>, 75(2), 145-161.3. Nimer, C. L. (2009). Reading and Publishing within the Archives Community: A Survey. <i>American Archivist</i>, 72(2), 311-330.4. Lilley, S. (2013). A bicultural evaluation of New Zealand public library websites. <i>New Zealand Library & Information Management Journal</i>, 53(1) [available through LIANZA]

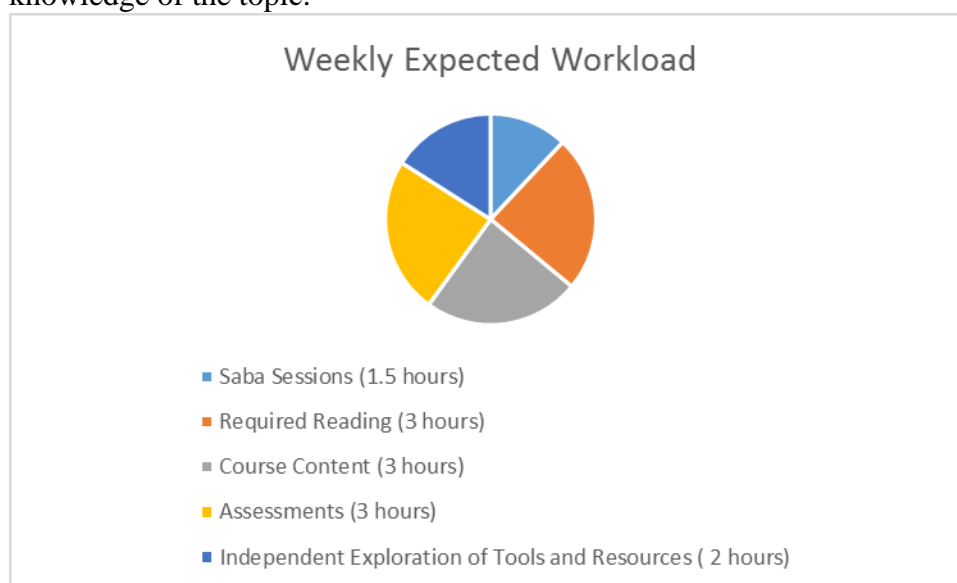
<p>Week 7 –19 April</p> <ol style="list-style-type: none"> 1. Read Spier, R. (2002). The history of the peer-review process. <i>TRENDS in Biotechnology</i>, 20(8), 357-358. 2. Read Moylan, E. C., Harold, S., Ciaran, O., & Kowalczyk, M. K. (2014). Open, single-blind, double-blind: which peer review process do you prefer? <i>BMC Pharmacology and Toxicology</i>, 15(1), 55. 3. Read Hodge, D. R., & Lacasse, J. R. (2014). Does Citation Analysis Help or Hinder the Professional Development of Social Workers and Their Profession? A Reply to Slater, Scourfield and Sloan. <i>British Journal of Social Work</i>, 44(2), 469-472. 4. Read Ross, Catherine Sheldrick, & Kirsti Nilsen. 2000. Has the Internet changed anything in reference? <i>Reference & User Services Quarterly</i> 40(2), 147-155. 5. Read Reuser, Arno H. P. 2008 When Internet is InterNOT. <i>Online</i> 32, 1 (Jan.-Feb.): 32-36.
<p>Week 8 – 3 May</p> <ol style="list-style-type: none"> 1. Pattee, A.S. (2008). What do you know? Applying the K-W-L Method to the Reference Transaction with Children. <i>Children and Libraries</i>. 2. Ferrell, S. (2010). Who Says There's a Problem?: A New Way to Approach the Issue of "Problem Patrons". <i>Reference & User Services Quarterly</i>, 50(2), 141-151. 3. Hersberger, J., & De la Peña McCook, K. (2005). The Homeless and Information Needs and Services. <i>Reference & User Services Quarterly</i>, 44(3), 199-202.
<p>Week 9 – 10 May</p> <ol style="list-style-type: none"> 1. Leach, G. and T. S. Sugarmana (2005). Play to win! Using games in library instruction to enhance student learning. <i>Research Strategies</i>, 20 (3). 2. Naomi R. Sutherland; C. M. Winters . "The A, B, Z's of Bibliographic Instruction: Using Real-Life Analogies to Foster Understanding." <i>The Reference Librarian</i> Volume 35, Issue 73, 2001, Pages 293 - 308 . 3. Antonelli, Monika J., Jeff Kempe and Greg Sidberry. "And now for something completely different-theatrical techniques for library instruction." <i>Research Strategies</i> 17, no. 2/3 (2000): 177-85. 4. Walker, Billie E. "Using humor in library instruction." <i>Reference Services Review</i> 34, no. 1 (2006): 117-28.
<p>Week 10 – 17 May</p> <ol style="list-style-type: none"> 1. Read Lilley, S. (2012). The Impact of Cultural Values on Maori Information Behaviour. <i>Libri</i>, 62(4), pp. 377-388. Retrieved 23 Feb. 2015, from doi:10.1515/libri-2012-0029 2. Niu, X., & Hemminger, B. M. (2012). A study of factors that affect the information-seeking behavior of academic scientists. <i>Journal of the American Society for Information Science and Technology</i>, 63(2), 336-353. 3. Huang, M., Hansen, D., & Xie, B. (2012, February). Older adults' online health information seeking behavior. In <i>Proceedings of the 2012 iConference</i> (pp. 338-345). ACM. 4. Bronstein, J. (2014). The Role of Perceived Self-Efficacy in the Information Seeking Behavior of Library and Information Science Students. <i>The Journal of Academic Librarianship</i>, 40(2), 101-106.
<p>Week 11 – 24 May</p> <ol style="list-style-type: none"> 1. Review Library Services to Indigenous Populations: Case Studies http://www.ifla.org/files/assets/indigenous-matters/publications/indigenous-librarianship-2013.pdf 2. Read the case studies for Aotearoa/New Zealand (pp. 94-116) 3. Read Lilley, S., & Paringatai, T. P. (2014). Kia whai taki: implementing indigenous knowledge in the Aotearoa New Zealand Library and Information Management curriculum. <i>Australian Academic & Research Libraries</i>, 45(2), 139-146.
<p>Week 12 – 31 May</p>

Before Class:

1. Read Kupersmith, J. (2012). Library terms that users understand. UC Berkeley: UC Berkeley Library. Retrieved from: <http://escholarship.org/uc/item/3qg499w7>
2. Read Wakeham, M., Roberts, A., Shelley, J., & Wells, P. (2012). Library subject guides: A case study of evidence-informed library development. *Journal of Librarianship and Information Science*, 44(3), 199-207.
3. Miller, A. M. (2013). DIY Usability Testing in the Archive. Retrieved from: <http://hdl.handle.net/1903/15061>

Expected Workload

To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO523, including time spent in class and the SABA iConferencing sessions. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic.



Before each session, please read the material for the week's topic on Blackboard, and be ready to discuss the readings and other set work prepared for the class.

Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Full details of the assignments are available under “Assessment” on Blackboard.

Assignment	Date due	Value	Length	Learning Objectives
1. Report on information needs and behaviour in a specific context	11 April	30%	Approximately 2500 words	1
2. LibGuide	3 June	30%	One guide with 15-20 resources.	2-5
3. Libguide Process Reports (3)	18 April, 4 May, 24 May	30%	Approximately 800 words	3-5
4. Practical exercises, etc	Weekly	10%	Varies	3

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Penalties

Assignments submitted after they are due will have a 10% penalty imposed. Assignments submitted more than one week late without an extension will be given a zero grade. All requests for extensions must be made in writing or via email before the due date and must state a reason for the extension.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Student feedback

The course was redeveloped for the 2015. Content has been streamlined and reordered to be more conducive to independent exploration and study.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Further details about the course, and additional information, will be made available through Blackboard.

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
