

School of Information Management

INFO 522 INFORMATION POLICY CONCEPTS, ISSUES AND PROCESSES

Trimester 2, 2016

COURSE OUTLINE

Prescription

This course explores information policy concepts and issues with which information professionals need to be familiar, including the processes through which information policy and legislation are created in New Zealand, individual policies which influence information creation, access and use and the role of information professionals in information policy development.

Course Learning Objectives

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

1. To discuss the role of national information policy and its relationship to international as well as organisational information policies.
2. To outline the processes through which national information policy and legislation are developed in New Zealand.
3. To evaluate individual policies in New Zealand which influence information creation, access and use.
4. To explain the role of information professionals in information policy development at the national, international and organisational levels

Course Content

Module	Date	Topic
1	11-17 July	Introduction to information policy
2	18-24 July	International level information policy
3	25-31 July	National level information policy
4	1-7 Aug	Organizational level information policy
5	8-14 Aug	Telecommunications policy issues
6	15-21 Aug	Cybersecurity
Mid-term break 22 Aug-4 Sept		
7	5-11 Sept	Intellectual Freedom and censorship
8	12-18 Sept	Personal Privacy
9	19-25 Sept	Access to official information
10	26 Sept-2 Oct	Public records; and open government
11	3-9 Oct	Intellectual property
12	10-16 Oct	The role of information professionals in information policy development

Trimester Dates

From Monday 11th July to 23rd October 2016.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 23rd September 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 522 will be delivered using a blended/flexible learning approach. There will be no regular weekly classes but students will be required to participate each week during the trimester by reading or viewing the relevant module's content and participating in a group Discussion Board.

Two optional online tutorial sessions will be offered synchronously via iConferencing to discuss the requirements for Assignment 2 (Essay) and Assignment 3 (Report). Additional information about these sessions, including the days and times they are offered, will be available on the course Blackboard site.

Course Delivery

Course materials: Weekly study guides, readings and other materials will be made available on Blackboard.

Online discussion: For **Assignment 1: Discussion Board participation**, you will be assigned to a group on Blackboard to discuss topics covered in each of the weekly modules in INFO 522. There will also be a forum on Blackboard for students to ask questions and discuss issues related to the course material and assessments.

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

iConferencing: The two optional online tutorial sessions will be conducted synchronously as iConferencing sessions using the interactive Saba Classroom platform. For these you will need an Internet-connected device, microphone, and headphones/speakers (a webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the Information Studies Community on Blackboard. If a scheduled tutorial session does not run,

please check Blackboard for an announcement of any alternative arrangements that the lecturer may make. Recordings of the iConferencing tutorial sessions will be made available on Blackboard.

Readings

The prescribed text for the course is: Cornelius, I. (2010). *Information policies and strategies*. London: Facet Publishing.

The prescribed text is available for reading as an e-book from the VUW Library. It also available for purchase through the Vic Books' online book ordering service.

Other indicative readings

As well as set chapters from the textbook, students will be required to read journal articles and/or access other resources for each module. These will be made available via Blackboard. Below is an indicative list of readings which may be substituted or supplemented by other key texts as the course progresses.

Module 1

White, A. (2016). Manuel Castell's trilogy the information age: Economy, society and culture. *Information, Communication & Society* (published online 23 Feb.), 1-6

Rowlands, I. (2003). Information policy: Complexity, scope and normative structure. In Hornby, S. & Clarke, Z. (Eds.), *Challenge and change in the Information Society* (pp. 131-146). London: Facet.

Pasek, J.E. (2015). Defining information policy: relating issues to the information cycle. *New Review of Academic Librarianship* (online pre-publication version). Available via VUW Library.

Module 2

Weiner, S. A. (2013). Overview: the role of information policy in resolving global challenges. *Global Policy Research Institute (GPRI) Policy Briefs*, 1(1) Article 6 (15 pages).

Millard, J. (2015). The digital divide and the global post-2015 development debate. In K. Andreasson (Ed.), *Digital divides: The new challenges and opportunities for e-inclusion* (pp. 3-26). Boca Raton, FL: CRC Press.

Dardailler, D. (2009). A Ghanaian farmer and the value of information. Available at: <http://www.webfoundation.org/2009/10/a-ghanaian-farmer-and-the-value-of-information/>

Module 3

Shaw, R. and Eichbaum, C. (2011). Chapter 2: The policy process. In *Public Policy in New Zealand: Institutions, processes and outcomes*, 3rd ed. (pp. 19-37). Auckland: Pearson.

Feather, J. (2011). Free and equal access: a conundrum for the information society. In D. Baker & W. Evans (Eds.), *Libraries and society: role, responsibility and future in an age of change* (pp. 67–79). Oxford: Chandos Publishing.

Orna, E. (2008). Information policies: yesterday, today, tomorrow. *Journal of Information Science*, 34(4), 547–565.

Module 4

Davenport, T.H., Eccles, R.G. and Prusak, L. (1992). Information politics. *Sloan Management Review*, 34(1), 53-65.

Shaffer, E. (2011). "Developing an organisational information policy to mitigate the risks posed by social media technologies." *Archives and Manuscripts*, 39(2), 118-138.

Statistics New Zealand. (2014). Policies and protocols. Available at:
http://www.stats.govt.nz/about_us/who-we-are/policies-and-protocols.aspx

Henzel, S. (2001). Bringing it all together. In *The information audit: A practical guide* (pp. 171-200). Munchen: KG Saur.

Module 5

infoDev/ITU. (201?). Universal access: An overview. 34 pages. Available at:
<http://www.ictregulationtoolkit.org/4.1>

Webb, M., Toner, M., and Cox, J. (2014). Taking the initiative: lessons from New Zealand's experience with the ultra-fast broadband initiative. *International Journal of Technology Policy and Law*, 1(4), 317-334.

Thompson, P. (2014). Wired-up or wind-up? The political economy of broadband policy in New Zealand. *Media international Australia incorporating Culture & policy*, 151, 146-156.

Module 6

New Zealand Law Commission. (2015). Chapter 1: Setting the scene. In *National security information in proceedings* (pp. 3 - 9). Available at:
<http://ip38.publications.lawcom.govt.nz/uploads/NZLC-IP38-National-Security-Information-in-Proceedings.pdf>

New Zealand Law Commission. (2014). Protection of Classified and Security Sensitive Information. Available at: <http://www.lawcom.govt.nz/our-projects/protection-classified-and-security-sensitive-information>

Brito, J., and Watkins, T. (2011). Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy. *Harvard National Security Journal*, 39, 39 - 84.

Thomass, B. (2011). WikiLeaks and the question of responsibility within a global democracy. *European View*, 10, 17-23.

Module 7

Town, C. (2014). Dangerous words: Censorship in the public schools. In *Unsuitable books: Young adult fiction and censorship* (pp. 5-14). Jefferson, N.C.: McFarland & Co.

Schrader, A., and Bowman, D. (2015). Guaranteeing Library Access to "All" Expression? 2014 Survey of Challenges to Resources and Policies in Canadian Libraries. Available at:
http://cla.ca/wp-content/uploads/2014-challenges-survey-cla-final-report_vm.pdf

Findlay, C. (2013). People, records and power: What archives can learn from WikiLeaks. *Archives and Manuscripts* 41(1), 7-22.

Module 8

Chen, Mai. (2014). Chapter 12: Privacy Commissioner. In *Public Law Toolbox*, 2nd ed. (pp. 481-539). Wellington: NexisLexis.

Roberts, D. (7 June, 2015). NSA surveillance: how librarians have been on the front line to protect privacy. *The Guardian*. Available at: <http://www.theguardian.com/world/2015/jun/05/nsa-surveillance-librarians-privacy>

Shroff, M. (2010). Privacy and society: The experience in New Zealand. Paper presented to the 33rd Forum of the Asia Pacific Privacy Authorities (APPA) Open Forum, 4 June 2010, Darwin, Australia. Available at: <http://privacy.org.nz/privacy-and-society-the-experience-innew-zealand-june-201/>

New Zealand Law Commission. (2010). Particular groups. In *Review of the Privacy Act*: (Read Paragraphs 18.1-18.17, pp. 456-461). Wellington: Law Commission.

Module 9

Chen, M. (2012). Chapter 10: Gathering information.” In *Public Law Toolbox* (pp. 393-443). Wellington, NZ: LexisNexis.

Billington, C. (2015). New Zealand's Official Information Act: Still fit for purpose? *Public Sector*, 38 (1), 18-21.

Module 10

Archives New Zealand. (2015). A guide to the Public Records Act. Available at: <http://archives-diaarchivesndha.cwp.govt.nz/assets/Archives-ResourcesandGuides-Guides/GUIDE-A-guide-to-the-Public-Records-Act.pdf>

Dawes, S. (2010). Stewardship and usefulness policy. *Government Information Quarterly* 27(4), 377-383.

Neo, E., Dorner, D., and Booth, K. (2014). Creating New Knowledge through Open Data: New Zealand's Open Data Strategies. Paper presented at the IFLA World Library and Information Congress, 16-22 August, Lyon, France.

Module 11

McDermott, A. (2010). Copyright: Regulation out of line with our digital reality? *Information Technology and Libraries*, 31(1), 7-20. Available from VUW Library.

Ministry of Business, Innovation & Employment. (2014). Copyright protection in New Zealand. Available at: <http://www.mbie.govt.nz/info-services/business/intellectual-property/copyright/copyright-protection-new-zealand/?searchterm=copyright%20protection>

Library and Information Association of New Zealand/Aotearoa. (2013). *The Copyright Act 1994 and amendments: Guidelines for librarians* / edited by Tony Millett (7th ed.). Available at: <http://www.lianza.org.nz/sites/default/files/LIANZA%20Copyright%20guidelines%20-%20October%202013.pdf>

Module 12

Shaw, R., and Eichbaum, C. (2011). Chapter 11: Interest groups and policy-making. In *Public policy in New Zealand: Institutions, processes and outcomes*, 3rd ed. (pp. 194-208). Auckland: Pearson

Owen, B., Cooke, L., and Matthews, G. (2012). Information policymaking in the United Kingdom: the role of the information professional. *Journal of Information Policy*, 2, 51-78.

Expected Workload

To achieve satisfactory grades, you should expect to spend around twelve hours per week on INFO522. For each weekly module, this will include watching the video content, reading the course materials and participating in the INFO 522 Blackboard Discussion Board forum. The balance of your time should be spent doing any preparation work required for the assignments.

Assessment

The Assessment Handbook will apply to all VUW courses: see

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

This course will be internally assessed. All assessment will be submitted online via Blackboard. For all further details, including the breakdown of marks, requirements, and submission details, you should refer to the 'Assessment' section of the INFO 522 course site on Blackboard.

Assignment	Date Due	Value	Maximum Length	Learning objectives addressed
1. Discussion Board participation	Posting(s) on the Discussion Board for 10 separate modules. Postings are due by midnight of Tuesday after week of the relevant module.	30%	200 words per posting	1-4
2. Essay	28 August 2016	35%	2000 words	1-3
3. Report	23 October 2016	35%	2000 words	1-4

If you cannot complete an assignment, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Penalties

Word count

Assignment 2 and Assignment 3 MUST contain a word count, easily available from your word-processing program. The penalty for not including your word count, or going over the word count, will be 5%.

Late assignments

The penalty for late submission of Assignment 2 or Assignment 3 without a prior extension arrangement is a reduction of 10% of the available marks unless an extension has been granted by the course coordinator. Assignments submitted more than one week after they are due will not be accepted unless there are exceptional circumstances and an extension has the prior approval of the course coordinator.

Extensions

Personal extensions are granted only in special circumstances and supporting evidence such as a medical certificate may be requested by the course coordinator. Requests for an extension should be emailed to dan.dorner@vuw.ac.nz.

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.

Materials and Equipment

The INFO522 Blackboard site will contain a Discussion Board for discussion of issues related to the course, links to sites of interest, course readings, assignment information and submission links and course announcements etc. Each student will also be assigned to a group Discussion Board for Assignment 1 to participate in the discussions about the topics of the weekly modules.

All students will also be automatically enrolled in the Information Studies community under 'My Organizations' on Blackboard. General announcements and information will be posted here, and students should check this site regularly. If you have any difficulties logging on to the Blackboard site please contact the ITS Help Desk, at: its-service@vuw.ac.nz

Student feedback

Last year's course evaluations showed that students in INFO522 were pleased with the course content and delivery. Some students, however, felt there were too many readings in some of the modules, so the number has been reduced this year. Several students mentioned that there were many stories in the news about current events relevant to topics in the course. So, when possible, these will be brought into the weekly group discussions to highlight the relevance of the course content to students' daily lives as well as their professional knowledge development.

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 any additional information will be made available via 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.
