

INST 352-0104 Information User Needs and Assessment
College of Information Studies, University of Maryland
Spring 2019

Meeting Days, Times, and Location:

Tuesday/Thursday 3:30-4:45 in Education Building (Benjamin), Room 2119

Instructor:

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Office Hours: Tuesday/Thursday 4:45-5:30, online and by appointment

[NOTE: If you send us an email, please include INST 352 in the subject line. Please allow 24 hours for responses during weekdays and 48 hours on weekends/holidays.]

Catalog Description [Prerequisites: INST 311 (plus INST 201 either prior to or concurrent with this course)]

This course will focus on the use of information by individuals, including the theories, concepts, and principles of information, information behavior, and mental models. Methods for determining information behavior and user needs, including accessibility issues, will be examined; strategies for using information technology to support individual users and their specific needs will be explored.

Extended Course Description

This course will introduce students to the myriad relationships between users and the information they seek. The first part of the course will first introduce students to the concepts and the importance of understanding the information needs (what is being sought) and information behavior (how it is being sought and what is being done with the results) of users, as well as the methods of accessing and assimilating information employed by users (physical, cognitive, and social). The course will next introduce a range of the major models and theories employed in exploring information needs and behavior.

The second part of the class will focus on assessment techniques and issues. Major approaches to assessment – such as usability, accessibility, user experience, and human computer interaction – will be examined in detail, as will many methods and techniques that can be used in assessment. The ethics of assessment will also be explored.

The third and final part of the course will include a closer examination of users and user populations. Several weeks will be devoted to the discussion of different user populations and the ways in which populations may interact differently with information. Factors examined will include age, race, socio-economic status, education level, literacy levels, ability, migration, immigration, and orientation, etc. Considerations of users will include detailed examinations of issues of literacy, inclusion, and digital divides in terms of the roles of information and information technologies in supporting information needs and behavior.

Big Themes

In this course, students will learn:

- Principles of information access, information behavior, and user needs
- Models and theories that explain information needs and behavior
- Different types of user populations and their differing information needs
- The impacts of literacy, inclusion, and digital divides

- The roles of information technologies in supporting information needs and behavior
- Techniques and methods for assessing user needs and information behavior
- Ethical considerations in assessment

Student Learning Outcomes

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

- Describe key principles of information behavior and user needs.
- Articulate strengths and weaknesses of different methods, models, theories, and techniques for expressing and studying information needs, use, and behavior.
- Examine the diverse information needs and behavior of different user groups.
- Identify various ways that information technology can be used to meet and evaluate user needs.
- Determine appropriateness of techniques and methods for assessing the information needs and information behavior of different user groups.

Course Materials: There is one required textbook for this course that you can access as an ebook for free through our library. We will be reading in it selectively. umaryland.on.worldcat.org/oclc/923550250

Case, D. O. & Given, L. M. (2016). *Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior* (4th ed.). Bingley, UK: Emerald Group Publishing. [ISBN: 978-1-78560-968-8]

Other Readings: Other relevant readings will come from journals, trade publications, newspapers, conference proceedings, etc. as helpful. Links have been provided in the course schedule to a number of readings; additional assigned readings will be available through our class ELMS/Canvas site (in Files under “Readings”). All journal articles are also accessible through UMD Libraries. At any point in the semester, please do not hesitate to contact us if you have any trouble locating or accessing assigned readings.

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have any questions.

Policy on Academic Misconduct

Cases of academic misconduct will be referred to the Office of Student Conduct (www.studentconduct.umd.edu/) irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences of academic misconduct, some of which are permanent and reflected on the student’s transcript. For details about procedures governing such referrals and possible consequences for the student, see:

www.studentconduct.umd.edu/node/20 It is very important that you complete your own course assignments, and do not share any work. The best course of action to take when a student is having problems with an assignment is to contact the instructor.

University of Maryland Code of Academic Integrity

The University of Maryland, College Park, has a nationally recognized Code of Academic Integrity (www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf), administered by the Student Honor Council (shc.umd.edu/SHC/). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

Special Needs

Students with disabilities should inform the instructor of their needs at the beginning of the semester. Please also contact the Accessibility & Disability Service (ADS) Office (www.counseling.umd.edu/ads/ 301- 314-7682). ADS will make arrangements with the student and the instructor to determine and implement appropriate academic accommodations. Students encountering psychological problems that hamper their course work are referred to the Counseling Center (www.counseling.umd.edu/ 301-314-7651) for expert help.

Academic Assistance: Learning Assistance Service (www.counseling.umd.edu/las/): If you're experiencing difficulties in keeping up with the academic demands of this course, please consider contacting LAS, 2202 Shoemaker Building, 301-314-7651. Their educational counselors can help with time management, reading and math skills, note-taking, and exam preparation skills. All of their services are free to UMD students. See also www.counseling.umd.edu/academic/

Academic Assistance: Writing Center (www.english.umd.edu/academics/writingcenter): The Center has tutors available in person and online to help you improve your writing, research, and critical thinking skills. They host a Grammar Hotline: 301-405-3785.

Emergency Preparedness: Please see the University's Emergency Preparedness Website (prepare.umd.edu/) for information about the current status of the campus. If we need to reschedule, I will announce this as soon as possible.

Course Specific Policies:

Attendance: Students are expected to attend every class, from start to finish. If you will be unable to make it to a class, please e-mail me beforehand and be sure to check with a classmate following so that you can catch up on anything you missed. As per University policy, students may submit a self-signed note for a medically necessitated absence from a single lecture during the semester. Any student missing more than one lecture is required to provide documentation from the Health Center or from an outside health care provider that verifies the dates of treatment and time frame during which the student was unable to meet academic responsibilities.

In-Class Behavior: Students are expected to actively participate in every class—we learn best together! This will require that you finish all assigned readings prior to each class session. Please be on time for class and stay until the end, unless you have made special arrangements with me. Entering late and leaving early is distracting to the instructor and to other students. If you must enter late or leave early, please take the seat nearest the door and enter or leave as quietly as possible. In general, be aware of the people around you and avoid doing things that will disturb them or otherwise prevent them from fully engaging with the content, including using your phone or computer for non-classroom-related tasks. Put your phones on silent before the start of class. If you need to make/take a phone call, leave the classroom before doing so. Any student creating a disruption will be asked to leave for the day.

Missed Deadlines: If you will not be able to meet an assignment deadline, contact me at least 48 hours before the due date to explain why you will need to submit the assignment late; requests will be evaluated on a case-by-case basis. If you need to miss an exam because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email me at least 48 hours before the exam to reschedule your exam time. If you miss an exam due to other circumstances (e.g., oversleeping), you will not be able to make up the exam. Assignments submitted more than seven days late will not be accepted. Exam extensions will not be granted beyond seven days.

Late Assignments: A 10% penalty will be deducted for each day or part of a day that an assignment is late. Please prepare in advance so that you will not encounter technical difficulties that will result in your work receiving a late penalty. If you have a conflict with the due date, assignments can always be submitted early.

Syllabus & Schedule Change Policy: This syllabus and corresponding course schedule are subject to change with advance notice. If a change becomes necessary, I will announce the change in class, on ELMS, and e-mail all of you. The versions posted on ELMS will always be the most up to date.

Guidelines for Written Assignments: All written assignments should be submitted via ELMS, by the date and time indicated on the course schedule. Written work should be proofread and revised as necessary before you submit it. Use a readable 12-point font and one-inch margins. All documents should be single-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work. Use APA Style for in-text citations and reference lists. Many resources about APA style are available on the Internet [e.g., owl.english.purdue.edu/owl/resource/560/01/; www.apastyle.org/learn/faqs/index.aspx].

Assignments and Grading:

I. Read, Engage, Contribute [REC] Reports (10%)

This course is constructed around a core set of readings from our textbook and contemporary research articles. It is vital that we all read and think critically about this content. To help frame our weekly discussions, and to keep us motivated, the night before each REC designated class each student will submit an individual report on ELMS which I will synthesize before class to guide our discussions. Sample questions include: What is the main point of this reading? What surprised or interested you? What question do you have for us to clarify or discuss? Your answers are expected to be brief, no more than 1-2 sentences. Your REC reports are scored on contribution and the lowest two grades will be dropped.

II. Class Participation (10%)

Students will engage in small group and class-wide discussions on topics from the readings. Throughout the semester, we will have numerous in-class activities to reinforce course content. The only way to receive credit for these is to be present, as you will be required to turn in a sheet of paper with your name on it at the end of that class session.

III. Written Assignments (30% total)

1. Information Behavior Analysis (15%) [Due by 11:59 PM on Tuesday, 2/26]: Describe one of your own recent information seeking experiences in 500-750 words. Discuss what your experience 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.

Please consider the following questions as you work on this assignment: What factors may have prompted this information need? What kinds of sources did you consult (books, friends, intermediaries, search engines, etc.?) In what ways did these sources prove helpful or not helpful? What kinds of barriers did you encounter? What advantages do you have because of your education, training, or prior knowledge? Were you satisfied with the outcome of the information seeking process?

Assessment: This assignment will be graded based on your selection and discussion of a recent personal information seeking experience; evidence that you have read the required readings and understand the central concepts relevant to this assignment; evidence of critical thinking; adherence to the length, formatting, and citation requirements; and clarity and precision of thought in your writing.

2. Research Article Analysis (20%) [Due by 11:59 PM on Tuesday, 4/9]: First, select a particular user group that interests you, such as people with visual impairments, physicians, homeless parents, or first-generation college students. Next, find a **peer-reviewed research article** that describes a study of the information behavior of your selected user group. The article must contain a "Methods" or "Methodology" section and must present the authors' findings relating to their study participants' information needs, seeking, and/or use. After carefully reading your selected article, write a brief paper (750-1,000 words). Please be sure to include the following components: (1) A summary of the article (be sure to state the authors' research questions and describe their findings); (2) A critical assessment of the recruitment, data collection, and data analysis methods used by the researchers; (3) A discussion of how the study findings might be used to help the user group you have selected; and (4) Two ideas for future research on the information behavior of this user group.

Assessment: This assignment will be graded based on your selection and discussion of a relevant article; evidence that you have read the required readings and understand the central concepts relevant to this assignment; evidence of critical thinking; adherence to the length

IV. Mid-term exam (25%) [Exam will be given in class on Thursday, 3/14]

An in-class mid-term exam will be administered to test the students' understanding of the concepts introduced in the course. Students will be allowed to bring in and use one 8.5 by 11" sheet of paper with typed or handwritten notes on both sides.

V. Final Exam (25%) [Exam will be given in class at the University-specified final exam time, currently listed as Wednesday, May 22 from 10:30-12:30]

A final exam will be administered to test the students' understanding of the concepts introduced in the course. Students will be allowed to bring in and use one 8.5 by 11" sheet of paper with typed or handwritten notes on both sides.

Grading: Your course grade will be determined by your REC report score, class participation, two written assignments, a midterm exam, and a final exam. The weight of each component is listed in the Assignments and Grading section (see above). Please note that revision and resubmission of assignments for the purpose of obtaining a higher grade will not be permitted. Any challenges to a grade must be submitted in writing via email *within one week* of receiving the grade. After considering the issue, I will adjust your grade if appropriate and inform you of my decision within one week. Please note that requesting reconsideration of a grade could result in a lower grade if additional problems are detected. Final grades will be submitted 48-72 hours following the close of the Final Exam period. Please note that I do not round grades up. Final grades will be assigned using the following categories:

A+ 97-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 60
A 93-96.9	B 83-86.9	C 73-76.9	D 63-66.9	
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9	

Detailed Course Schedule

A detailed class-by-class course schedule is provided as a separate document on ELMS. This lists all readings, REC designated classes, assignment due dates, and exams. Please familiarize yourself with this! All changes will be reflected in this document and announced well in advance in class, on ELMS, and via e-mail.

Overview Course Schedule

Week	Topic	Due
1	Introduction & course overview	
2	Information, information needs, information behavior	
3	Information seeking, scholarly reading	
4	Information overload, information anxiety, relevance, literacy	IB Analysis
5	Models & theories of information behavior	
6	Application examples	
7	Exam preparation	Mid-term Exam
8	SPRING BREAK	
9	Research design, methods, ethics	
10	Research design, methods, ethics	
11	Digital divide, digital inclusion	Article Analysis
12	User experience, usability	
13	Accessibility	
14	Special topic areas	
15	Special topic areas	
16	Exam preparation	
17	(Wednesday May 22, 10:30-12:30)	Final Exam

Week	Class	Theme	Readings	DUE
1	29-Jan	NO CLASS	CAMPUS CLOSED	
	31-Jan	Overview & Introduction	<ul style="list-style-type: none"> • Syllabus & Schedule • Case & Given, CH1 (definitions p. 6, ten myths pp. 10-12) 	
2	5-Feb	Information behavior scenarios	<ul style="list-style-type: none"> • Case & Given, CH2 • ©Bates, Marcia (2010). "Information Behavior" in Encyclopedia of Library and Information Sciences, 3rd Ed. (pages.gseis.ucla.edu/faculty/bates/articles/information-behavior.html) 	
	7-Feb	Information, information needs, information behavior	<ul style="list-style-type: none"> • Case & Given, CH4 (definitions pp. 56-57, five issues pp. 63-71) • Defining Knowledge, Information, Data. (www.knowledge-management-tools.net/knowledge-information-data.html) 	
3	12-Feb	Information seeking	<ul style="list-style-type: none"> • Case & Given, CH5 (motivations for information seeking, pp. 83-87) 	
	14-Feb	Reading and understanding scholarly articles	<ul style="list-style-type: none"> • How to Read (and Understand) a Social Science Journal (www.icpsr.umich.edu/files/instructors/How to Read a Journal Article.pdf) • Reading a Research Article Quickly and Efficiently. (www.prchn.org/Downloads/Reading%20a%20Research%20Article%20Quickly%20and%20Efficiently.pdf) • Raff, J. (2017, Dec.). How to Read and Understand a Scientific Paper: A Step-by-Step Guide for Non-Scientists. (www.huffingtonpost.com/jennifer-raff/how-to-read-and-understand-a-scientific-paper_b_5501628.html) • How to (Seriously) Read a Scientific Paper (www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper) • Head, A., & Eisenberg, M. (2011). How college students use the Web to conduct everyday life research. First Monday, 16(4). (firstmonday.org/article/view/3484/2857) 	
4	19-Feb	Information overload, information anxiety, relevance	<ul style="list-style-type: none"> • Case & Given, CH6 • Levitin, D.J. (2015, January). Why the Modern World is Bad for Your Brain. (www.theguardian.com/science/2015/jan/18/modern-world-bad-for-brain-daniel-j-levitin-organized-mind-information-overload) • Horrigan, B. (2017, Sept. 11). How people approach facts and information. (www.pewinternet.org/2017/09/11/how-peopleapproach-facts-and-information/) • Horrigan, John (2016, December). Information Overload. (www.pewinternet.org/2016/12/07/information-overload/) 	
	21-Feb	Information literacy	<ul style="list-style-type: none"> • 5 Components of Information Literacy. (prezi.com/s7xnb-bgrujk/5-components-of-information-literacy/) • Weiner, S. A. (2011). Information literacy and the workforce: A review. Education Libraries. (eric.ed.gov/?id=EJ961219) • Stanford History Education Group (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. (stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf) 	
5	26-Feb	Models of information behavior	<ul style="list-style-type: none"> • Case & Given, CH7 	behavior analysis
	28-Feb	Theories of information behavior	<ul style="list-style-type: none"> • Case & Given, CH8 	

6	5-Mar	Library resources McKeldin 6107	Lindsay Inge Carpenter, Pedagogy Librarian	
	7-Mar	Application examples	<ul style="list-style-type: none"> Given, L. M., Winkler, D. C., Willson, R., Davidson, C., Danby, S., & Thorpe, K. (2016). Watching young children “play” with information technology: Everyday life information seeking in the home. <i>Library & Information Science Research</i>, 38(4), 344-352. (eprints.qut.edu.au/104531/3/104531.pdf) Choi, D., An, J., Shah, C., & Singh, V. (2017). Examining information search behaviors in small physical space: An escape room study. <i>Proceedings of the Association for Information Science and Technology</i>, 54, 640-641. [ELMS] 	
7	12-Mar	Mid-term review		
	14-Mar	Mid-term exam	in class	EXAM
8	19-Mar	NO CLASS	SPRING BREAK	
	21-Mar			
9	26-Mar	Research design and ethics	<ul style="list-style-type: none"> Case & Given, CH9 (up to 9.3) How to...Design a Research Study. (www.emeraldgrouppublishing.com/research/guides/management/study_design.htm) Ethics in Research. (www.socialresearchmethods.net/kb/ethics.php) Are Research Ethics Obsolete in the Era of Big Data? (www.forbes.com/sites/kalevleetaru/2016/06/17/are-research-ethics-obsolete-in-the-era-of-big-data/#45af7d167aa3) 	
	28-Mar	Research methods for assessing information needs	Case & Given, CH9 (9.3 to end)	
10:	2-Apr	NO CLASS	iConference @ UMD	
	4-Apr	TBD	TBD	
11	9-Apr	Digital divide	<ul style="list-style-type: none"> Anderson, M. & Perrin, A. (2016, Sept. 7). 13% of Americans don't use the internet. Who are they? (www.pewresearch.org/fact-tank/2016/09/07/some-americans-dont-use-the-internet-who-are-they/) Anderson, M. (2017, Mar. 22). Digital divide persists even as lower income Americans make gains in tech adoption (www.pewresearch.org/fact-tank/2017/03/22/digitaldivide-persists-even-as-lower-income-americans-makegains-in-tech-adoption/) Anderson, M., & Perrin, A. (2017, Apr. 7). Disabled Americans are less likely to use technology (www.pewresearch.org/fact-tank/2017/04/07/disabledamericans-are-less-likely-to-use-technology/) Perrin, A. (2017, May 19). Digital gap between rural and nonrural America persists (www.pewresearch.org/fact-tank/2017/05/19/digitalgap-between-rural-and-nonrural-america-persists/) Horrigan, J. B., & Gramlich, J. (2017, Nov. 29). Many Americans, especially blacks and Hispanics, are hungry for help as they sort through information (www.pewresearch.org/fact-tank/2017/11/29/manyamericans-especially-blacks-and-hispanics-are-hungry-forhelp-as-they-sort-through-information/) 	Research article analysis

	11-Apr	Digital inclusion	<ul style="list-style-type: none"> • What is Digital Inclusion? (www.webjunction.org/explore-topics/digital-inclusion.html) • Tsetsi, E., & Rains, S. A. (2017). Smartphone Internet access and use: Extending the digital divide and usage gap. <i>Mobile Media & Communication</i> [ELMS] 	
12	16-Apr	User experience	<ul style="list-style-type: none"> • The Definition of User Experience (www.nngroup.com/articles/definition-user-experience/) • User Experience Basics (www.usability.gov/what-and-why/userexperience.html) • User Goals and How They Influence Information Decisions by Priscilla Esser (www.interaction-design.org/literature/article/usergoals-and-how-they-influence-information-design-decisions) • U.S. Department of Energy's Office of Energy Efficiency and Renewable Energy User Experience Research Templates and Examples (Surveys, Interviews, and Focus Groups) (energy.gov/eere/communicationstandards/userexperience-research-templates-and-examples) • User Experience Design (semanticstudios.com/user_experience_design/) • Lamb, K. et al. (2016). User experience in the newly refurbished CUED Library space: exploring the study needs and habits of library users through ethnographic and UX methods. (www.repository.cam.ac.uk/bitstream/handle/1810/256152/Lamb_et_al-016-User_experience_in_the_newly_refurbished_CUED_Library_space-VoR.pdf?sequence=5) 	
	18-Apr	Usability	<ul style="list-style-type: none"> • Usability Evaluation Basics (www.usability.gov/what-and-why/usability-evaluation.html) • 10 Usability Heuristics (www.youtube.com/watch?v=hWc0Fd2AS3s&feature=youtu.be) • 10 Usability Heuristics for User Interface Design (www.nngroup.com/articles/ten-usability-heuristics/) • UX Research Cheat Sheet Susan Farrell, February 12, 2017 (www.nngroup.com/articles/ux-research-cheat-sheet/) 	
13	23-Apr	Accessibility	<ul style="list-style-type: none"> • Quesenbery, W. (2009, Feb. 16). Usable Accessibility: Making Web Sites Work Well for People with Disabilities. (www.uxmatters.com/mt/archives/2009/02/usable-accessibility-making-web-sites-work-well-for-people-with-disabilities.php) • Jaeger, P. T. (2015). Disability, human rights, and social justice: The ongoing struggle for online accessibility and equality. <i>First Monday</i>, 20(9). (firstmonday.org/ojs/index.php/fm/article/view/6164/4898) • Fox, S. (2011). Americans living with disability and their technology profile. (www.pewinternet.org/2011/01/21/americans-living-with-disability-and-their-technology-profile/) 	
	25-Apr	Voting-related information behavior	<ul style="list-style-type: none"> • Why are Millions of Citizens Not Registered to Vote? (www.pewtrusts.org/en/research-and-analysis/issue-briefs/2017/06/why-are-millions-of-citizens-not-registered-to-vote) • Moeller, J., de Vreese, C., Esser, F., & Kunz, R. (2014). Pathway to political participation: The influence of online and offline news media on internal efficacy and turnout of first-time voters. <i>American Behavioral Scientist</i>, 58(5), 689-700 [ELMS] 	

14	30-Apr	Health information	<ul style="list-style-type: none"> • Medlock, S., Eslami, S., Askari, M., Arts, D. L., Sent, D., deRooij, S. E., & Abu-Hanna, A. (2015). Health information-seeking behavior of seniors who use the Internet: A survey. <i>Journal of Medical Internet Research</i>, 17(1). (www.ncbi.nlm.nih.gov/pmc/articles/PMC4296102/) • Schnall, R., Okoniewski, A., Tiase, V., Low, A., Rodriguez, M., & Kaplan, S. (2013). Using text messaging to assess adolescents' health information needs: An ecological momentary assessment. <i>Journal of Medical Internet Research</i>, 15(3). (www.ncbi.nlm.nih.gov/pmc/articles/PMC3636211/) • Turner, A. M., Osterhage, K., Hartzler, A., Joe, J., Lin, L., Kanagat, N., & Demiris, G. (2015). Use of patient portals for personal health information management: the older adult perspective. In <i>AMIA Annual Symposium Proceedings</i> (Vol. 2015, p. 1234) [ELMS] • Kent, E. E., Arora, N. K., Rowland, J. H., Bellizzi, K. M., Forsythe, L. P., Hamilton, A. S., ... & Aziz, N. M. (2012). Health information needs and health-related quality of life in a diverse population of long-term cancer survivors. <i>Patient education and counseling</i>, 89(2), 345-352. (www.ncbi.nlm.nih.gov/pmc/articles/PMC4560240/) • St. Jean B. (2012). "I just don't know what I don't know!": A longitudinal investigation of the perceived usefulness of information to people with type 2 diabetes. <i>ASIS&T</i> 2012. (onlinelibrary.wiley.com/doi/10.1002/meet.14504901030/pdf) 	
	2-May	Crisis informatics, first responders	<ul style="list-style-type: none"> • Steelman, T.A., McCaffrey, S.M., Velez, AL.K. et al. (2015). What information do people use, trust, and find useful during a disaster? Evidence from five large wildfires. <i>Natural Hazards</i>, 76(1), 615-634. [ELMS] • Gao, T., Massey, T., Sarrafzadeh, M., Selavo, L., & Welsh, M. (2007, June). Participatory user centered design techniques for a large scale ad-hoc health information system. In <i>Proceedings of the 1st ACM SIGMOBILE international workshop on Systems and networking support for healthcare and assisted living environments</i> (pp. 43-48) [ELMS] • Chakraborty, R., Agrawal, M., & Rao, H. R. (2014). Information processing under stress: A study of Mumbai Police first responders. <i>IIMB Management Review</i>, 26(2), 91-104. (www.sciencedirect.com/science/article/pii/S0970389614000299) • Hughes, A. L., St Denis, L. A., Palen, L., & Anderson, K. M. (2014, April). Online public communications by police & fire services during the 2012 Hurricane Sandy. <i>CHI'14</i>, 1505-1514. [ELMS] 	
15	7-May	Software engineers	<ul style="list-style-type: none"> • Dorn, B., Stankiewicz, A., & Roggi, C. (2013). Lost while searching: Difficulties in information seeking among enduser programmers. <i>ASIST '13</i>, Article 21 [ELMS] • Freund, L. (2015). Contextualizing the information-seeking behavior of software engineers. <i>Journal of the Association for Information Science & Technology</i>, 66, 1594-1605. [ELMS] 	
	9-May	Course conclusion	Ira Flatow interviews James Gleick, author of <i>The Information</i> , on Science Friday podcast (www.npr.org/2011/06/17/137250835/james-gleickon-the-history-of-information)	
16	14-May	Final exam review		
17	22-May	Final exam	10:30-12:30 (in-class)	EXAM

** This is our working course schedule, changes will be announced in advance in class, on ELMS, and via e-mail.