

## LIS 602: Resource Discovery | Spring 2020

Wednesdays 1-3:30, HL 2K | CRN 87540

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### Overview

In this course we'll take a broad view of information resources, one that encompasses collections, technologies, organizations and people. Understanding how information systems work, why they don't—and for whom—is critical to discovering resources and searching systems effectively.

### LIS Student Learning Outcomes

**Primary:** SLO3 Resources: Create, organize, manage and discover information resources

**Secondary:** SLO4 Technologies: Evaluate and apply information technologies

### Course Learning Objectives

- Learn to identify, discover and integrate relevant information resources within and beyond those represented in traditional information retrieval systems;
- Understand the structure, content and limitations of information systems, and some of the assumptions behind them;
- Understand the role and functions of the search intermediary;
- Develop and apply a critical, reflective philosophy and practice of resource discovery.

### Professional expectations

All students in the Program are expected to become familiar with and adhere to the Professional Expectations, at <http://www.hawaii.edu/lis/students.php?page=profexp>

### Teaching method

This course is conducted as a lecture/discussion, with assignments and other exercises designed to impart and reinforce practices of effective resource discovery. **Readings and lectures are complementary: they will not overlap completely.** You will be required to spend time working on your own and in groups, inside and outside of class, and familiarizing yourself with a wide variety of information resources to put concepts from lectures and readings into practice. All readings not linked from the syllabus will be available through the Google Team Drive connected with the course.

You are strongly encouraged to bring a laptop or similar device to class each week.

### Research methods

Research methods employed in this course include action research, algorithm audits, case studies, content analysis, field study, heuristic evaluation and information retrieval.

## Assignments

Assignments are based on lectures, discussions, readings, and the expectation that students will work both independently and in groups to gain a professional level of resource discovery expertise. **You must complete all assignments in order to pass the course.** Be prepared to discuss in-process and completed work in class at any time. Late assignments will be penalized 3 points, plus an additional 3 points for each 24-hour period after the due date.

### **Assignment 1 (25 points): Evaluating resource discovery pathways**

**Prep (Week 4):** Identify a physical archive, library or other information institution you've never visited before, or at least one where you've never conducted research, and a question you'd like to investigate there. Discuss your institution and question in class for feedback Week 4.

**Fieldwork (Week 5):** Visit the institution and investigate your question as a patron would. Journal your experience, focusing on the following:

- From the moment you enter the physical institution, what steps did you have to take to identify relevant resource discovery tools? These may be print, electronic or consulting a member of the staff, but in any case, identify at least two and journal the steps you had to take to find them. Take one representative picture of each discovery tool, whether it's a piece of paper, screen, a person at a desk or anything else.
- Following the two pathfinders/subject guides/finding aids/staff recommendations you identified, conduct a search on your question. Journal your search process, results and reflections as you proceed, and specifically compare the pathways suggested by the two different resource discovery tools. Highlight any missteps, misunderstandings or inefficiencies you experienced.
- Go into the stacks/collections/databases etc. and evaluate several of the resources suggested by the discovery tools. Take one representative picture of what you feel is the best resource either discovery tool led you to, then a second picture of a better (or at least as good) resource you found yourself. Again, journal your process, results, comparisons and reflections.

**Writeup (Week 6):** In a roughly 8-10 page double-spaced paper (not including pictures), address the following:

- Write a one-page overview, summarizing your question, the institution and your evaluation of the discovery tools they offer.
- Feel free to edit and append your journal notes after the fact, making sure you've addressed each bullet point in the Fieldwork section above. Within your journal notes, relate three aspects of your experience to concepts from the Week 1-4 course readings, and whether they support, extend or challenge those concepts. You may use any consistent citation format.
- Compile the introduction, journal notes and all pictures into a single .pdf document with the filename: LIS602-S20-Assignment1-[your name], and submit via email attachment by noon Wednesday February 19, one hour before the start of class.

**Share back (Week 6):** Present a 10-15 minute summary of your experience, discoveries and questions, and recommendations for how the resource discovery tools might be improved.

## **Assignment 2 (25 points): People as information resources**

**Prep (Week 8):** Identify a person you don't already know, and why you think they might be an information resource for a given topic or question. Following the Oral History Association guidelines, draft six open-ended interview questions you propose to ask this person, limiting the total interview time to 20 minutes. Also, identify a Web forum or similar resource with user-generated content related to your topic. Discuss your interview subject, questions and Web forum in class for feedback in class Week 8.

### **Fieldwork (Weeks 9-10):**

- Meet with the person and conduct your interview. Make every effort to conduct your interview during Week 9.
- Make written notes of their responses. After the interview concludes, show the person your notes to make sure you've captured their intent accurately. Give them the opportunity to change or elaborate on their responses.
- After the interview, visit the forum or related site and specifically investigate one surprising or counterintuitive element within their response. As before, journal your interview and search processes, results and reflections. Highlight any missteps, misunderstandings or inefficiencies you experienced.

**Writeup (Week 11):** In a roughly 8-10 page double-spaced paper, address the following:

- Write a one-page overview summarizing your topic or question, the person you chose to interview, and how the Web forum you chose functions as a platform for people to engage with the topic or question.
- As before, feel free to edit and append your interview notes after the fact. Within your interview notes, relate three aspects of your experience to concepts from the Week 7-8 course readings, and whether they support, extend or challenge those concepts. You may use any consistent citation format.
- Choose a database or collection where resources related to your topic or question might be collected. How would (1) your interview subject and (2) the forum or related site, be represented within this system as information resources? Create a brief descriptive abstract and three subject headings/tags for each that would maximize their discovery by future searchers.
- Discuss how the two resources—the person you interviewed and the forum you visited—compare in terms of discoverability and accessibility?
- Compile the overview, interview notes and all writeup components into a single .pdf document with the filename: LIS602-S20-Assignment2-[your name], and submit via email attachment by noon Wednesday March 25, one hour before the start of class.

**Share back (Week 11):** Present a 10-15 minute summary of your experience, discoveries and questions, and recommendations for how people as information resources, via oral histories and user-generated content sites, might be integrated into the resource discovery process for the institution you chose.

### **Final project: Resource discovery recommendations (30 points)**



**Prep:** Return to your Assignment 1 writeup and integrate any feedback.

**Fieldwork:** Optional/TBD.

**Writeup:** Append the following to your edited Assignment 1 writeup in roughly 8-10 additional double-spaced pages:

- Recommend a resource discovery tool for the institution you visited, making specific reference to a concept or system discussed in one of the Week 14/15 readings or guest lectures, and why you think it would be an improvement on what currently exists.
- For the information institution you visited, recommend (1) an oral history (not from the person you already interviewed), (2) a Web forum/user-generated content source, and (3) a podcast. For each, discuss how you discovered it, why you think it complements the goals of the institution, and how you would make each of these findable in the context of the institution's other collections.
- Within the above discussion, relate two other aspects of your experience to concepts from the Week 12-16 course readings, and whether they support, extend or challenge those concepts. You may use any consistent citation format.
- Compile the edited Assignment 1 writeup and the above discussions and recommendations into a single .pdf document with the filename: LIS602-S20-Final-[your name], and submit via email attachment by noon Monday, May 11.

**Share back (Week 17):** Present a 10-15 minute summary of your experience, discoveries and questions.

### **Exercises and participation (20 points)**

Throughout the course, we will do a series of individual and small group exercises both in class and between classes, to supplement and expand on class topics. These exercises will not be graded individually, but failing to complete them to a professional standard will reduce this component of your grade. To receive full participation credit, attend every class meeting, participate actively and knowledgeably, initiate and contribute to class discussions, and help to create an environment where all students are encouraged to participate.

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C

Schedule (very much subject to change)

<b>Date</b>	<b>Topic</b>	<b>Readings (try to read in order listed)</b>
Session 1 1/15	<b>Introduction and core concepts</b>	Bates (2013) Wells (1937) ACRL (2016)—skim
Session 2 1/22	<b>Resource discovery pathways</b>	Schonfeld (2014) Tyson (2019) Gazan, MacLean & Wahl (2019)
Session 3 1/29	<b>Relevance</b>	Badke (2018) Jacsó (2006) Hariri (2011) Peters (2013)
Session 4 2/5	<b>The Web search experience</b>	Google (2010, 2011) Munroe (2015) Voiovich (2018)
Session 5 2/12	<b><i>Assignment 1 fieldwork session—no class meeting</i></b>	
Session 6 2/19	<b><i>Assignment 1 review</i></b>	
Session 7 2/26	<b>People as information resources</b>	Oral History Association (2019)
Session 8 3/4	<b>User-generated content discovery</b>	Notess (2009) Jeon & Rieh (2013) Henning (2017) Richards (2018)
Session 9 3/11	<b><i>Assignment 2 fieldwork session—no class meeting</i></b>	
Session 10 3/18	<b><i>Spring Break—no class meeting</i></b>	
Session 11 3/25	<b><i>Assignment 2 review</i></b>	
Session 12 4/1	<b>Recommender systems</b>	Helberger et al. (2018) Ricci et al. (2015)
Session 13 4/8	<b>Search engine optimization</b>	Dame (2017) SEO PowerSuite (2017)
Session 14 4/15	<b>Discovery tools (Crystal Boyce-Gudat)</b>	Asher et al. (2013) Pearce (2019) Akeroyd (2017) Breeding (2019)—skim
Session 15 4/22	<b>Resource discovery instruction (Crystal Boyce-Gudat)</b>	Tonyan & Piper (2019) Lowe et al. (2018) Fawley & Krysak (2016)—skim ToC
Session 16 4/29	<b>Algorithmic bias</b>	Cleverley (2017) Tufekci (2018)
Session 17 5/6	<b>Final project presentations</b>	

## Readings

ACRL (2016). Framework for information literacy in higher education. Association of College & Research Libraries. <http://www.ala.org/acrl/standards/ilframework>

Akeroyd, J. (2017). Discovery systems: Are they now the library? *Learned Publishing* 30, 87-89. doi: <https://doi.org/10.1002/leap.1085>

Asher, A., Duke, L., & Wilson, S. (2013). Paths of discovery: Comparing the search effectiveness of EBSCO Discovery Service, Summon, Google Scholar, and conventional library resources. *College & Research Libraries* 74(5), 464-488. doi: <https://doi.org/10.5860/crl-374>

Badke, William E. (2018). Search tips from a seasoned searcher. *Online Searcher* Jan/Feb 2018, 59-61.

Bates, Mary Ellen (2013). Discovery is the new search. *Online Searcher* Jul/Aug 2013, 80.

Breeding, Marshall (2019). Library systems report 2019. *American Libraries*. <https://americanlibrariesmagazine.org/2019/05/01/library-systems-report-2019/>

Cleverley, Paul (2017). Search algorithms: Neutral or biased? *Online Searcher* Sep/Oct 2017, 12-17.

Dame, Nate (2017). The complete guide to optimizing content for SEO (with checklist). <https://searchengineland.com/complete-guide-optimizing-content-seo-checklist-269884>

Fawley, Nancy & Nikki Kryszak (2016). The discovery tool cookbook: Recipes for successful lesson plans. <https://www.alastore.ala.org/content/discovery-tool-cookbook-recipes-successful-lesson-plans>

Gazan, Rich, Katie MacLean & Natalie Wahl (2019). Participative resources, practices and information literacy standards in online STEM education. *International Journal of Innovations in Online Education* 4(2).

Google (2010). How search works (3:14). <https://www.youtube.com/watch?v=BNHR6IQJZs>

Google (2011). How Google makes improvements to its search algorithm (3:53). <https://www.youtube.com/watch?v=J5RZOU6vK4Q>

Hariri, Nadjla (2011). Relevance ranking on Google: Are top ranked results really considered more relevant by the users? *Online Information Review* 35(4), 598-610.

Helberger, Natali, Kari Karppinen & Lucia D'Acunto (2018). Exposure diversity as a design principle for recommender systems. *Information, Communication & Society* 21(2), 191-207.

Henning, Nicole (2017). Podcast discovery: How to search and browse for the best podcasts. *Online Searcher* Jan/Feb 2017, 36-41.

Jacsó, Péter (2006). Pertinence in the eye of the user. *Online Information Review* 30(1), 70-76.

Jeon, Grace Youngjoo & Soo Young Rieh (2013). The value of social search: Seeking collective personal experience in social Q&A. *Proceedings of the ASIS&T Annual Meeting, 1-6 November 2013, Montreal, Quebec, Canada.*

Munroe, Mark (2015). From SEO to SXO: Search experience optimization. <https://searchengineland.com/seo-sxo-search-experience-optimization-223812>

Notess, Greg R. (2009). Forget not the forums. *Online* 33(2), 41-43.

- Oral History Association (2019). Best practices. <https://www.oralhistory.org/best-practices/>
- Pearce, A. (2019). Discovery and the disciplines: An inquiry into the role of subject databases through citation analysis. *College & Research Libraries*, 80(2), 195. doi: <https://doi.org/10.5860/crl.80.2.195>
- Peters, Matthew (2013). Determining relevance: How similarity is scored. <https://moz.com/blog/determining-relevance-how-similarity-is-scored>
- Ricci, Francesco, Lior Rokach & Bracha Shapira (2015). Recommender systems: Introduction and challenges. In F. Ricci et al. (eds.), *Recommender Systems Handbook*. Springer Science + Business Media, New York, 1-34.
- Richards, Luke (2018). No need for Google: 12 alternative search engines in 2018. <https://searchenginewatch.com/2018/05/21/no-need-for-google-12-alternative-search-engines-in-2018/>
- Schonfeld, Roger C. (2014). Does discovery still happen in the library? Roles and strategies for a shifting reality. [https://sr.ithaka.org/wp-content/uploads/2014/10/SR\\_Briefing\\_Discovery\\_20140924\\_0.pdf](https://sr.ithaka.org/wp-content/uploads/2014/10/SR_Briefing_Discovery_20140924_0.pdf)
- SEO PowerSuite (2017). 8 major Google algorithm updates, explained. <https://searchengineland.com/8-major-google-algorithm-updates-explained-282627>
- Tufekci, Zeynep (2018). YouTube, the great radicalizer. *The New York Times*, 10 March 2018. <https://www.nytimes.com/2018/03/10/opinion/sunday/youtube-politics-radical.html>
- Tyson, A.F. (2019). Subject guides and resource discovery (Masters thesis). Victoria University of Wellington, School of Information Management. <http://hdl.handle.net/10092/17530>
- Voiovich, Jason (2018). Friction and flooding: A primer on the brave new world of information manipulation. *Online Searcher* Sep/Oct 2018, 33-36.
- Wells, H.G. (1937). The idea of a permanent world encyclopedia. *Encyclopedie Francaise*. [https://sherlock.ischool.berkeley.edu/wells/world\\_brain.html](https://sherlock.ischool.berkeley.edu/wells/world_brain.html)