

**The Information School of the University of Washington
Masters in Library and Information Science Program**

**LIS 510: Information Behavior
Autumn 2005**

Instructors: Harry Bruce (A section) and Karen Fisher (B section)

Course meets:

A section: Tuesdays and Thursdays, 9:30-11:50

B section: Wednesdays and Fridays, 9:30-11:50

Both sections meet in 251 MGH

Course Website: <http://www.ischool.washington.edu/fisher/courses/LIS510/>

Email: harryb@u.washington.edu and fisher@u.washington.edu.

Office hours: Harry: by appointment
Karen: after class and by appointment.

General Description: This course examines information behavior: how members of varied groups need, seek, give, and use information in different contexts. It introduces the theoretical frameworks and research methodologies that underpin how information scientists study information behavior. It focuses particularly on how findings from studies of information behavior can be used to inform and improve the design of information systems and services. Lastly, it provides theoretical and practical frameworks for professionals who wish to design and evaluate information systems and services based on user-centered approaches.

Objectives: In this course, students will:

1. Critically examine a number of paradigms or frameworks for studying information behavior;
2. Understand a number of the basic concepts used by information scientists to study the relationships between people and information;
3. Understand the factors that may predict or influence a user's search for, use of, and perceptions of information, information products, services, and systems;
4. Be introduced to research methods that can be used to study information behavior;
5. Get familiar with patterns of information behavior of specific groups;
6. Have the opportunity to consider how findings from information behavior studies can inform the improvement and design of information systems and services;
7. Be introduced to a number of information scientists who have shaped the discipline's views on the study of information behavior;
8. Critically evaluate the assumptions underpinning normative patterns of information service;
9. Learn how practitioners can accommodate contemporary theoretical perspectives when serving the information needs of their clients.

Teaching and Learning Strategies: Each session will provide a range of learning experiences that will integrate formal input, personal and professional experiences, discussion, reflection, and action. Students will actively engage with the literature of the field, both in preparation for and reflection on each session, and as part of the assessment process. Active engagement with the reading program is essential for satisfactory performance in this course, as is regular attendance at the class sessions.

Assignment format and due dates: All written assignments must be turned in by the date specified on the assignment and in the place and format specified. **We will not accept late papers without prior arrangement.** All assignments should be word-processed in 12pt Times New Roman, 1.5 spacing, and cleanly printed on only one side of each page.

In general, we expect that any work you turn in for this class will be well written and carefully argued: not only should it be free of grammatical or spelling mistakes (proofread! proofread!), it should be clear, cohesive, and coherent. For a good account of what makes for clear, cohesive, and coherent prose, we highly recommend Joseph Williams' work *Style: Towards Clarity and Grace* (University of Chicago Press, 1995). We would also encourage you to look at our discussion of "What We Look for in a Paper" at https://faculty.washington.edu/tghill62/what_we_look_for_in_a_paper.htm. For the short term, however, if you'd like some help with writing for this class, we encourage you to make use of the Information School's Writing Center. Or come talk to either one of us.

Grading method: Your final grade will include the following components:

#1 Information ground assignment	20%
#2 Course presentation IB assessment	15%
#3 Model comparison	25%
#4 Course presentation	30%
#5 IB comparison	10%

You **must** turn in **all** assignments in order to pass this class!

Students with Disabilities: To request academic accommodations due to a disability, please contact Disabled Student Services: 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from DSS indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in the class.

Academic accommodations due to disability will not be made unless the student has a letter from DSS specifying the type and nature of accommodations needed.

Grading Criteria: General grading information for the University of Washington is available at: http://www.washington.edu/students/gencaf/front/Grading_Sys.html

The iSchool has adopted its own criteria for grading graduate courses. The grading criteria used by the iSchool is available at: <http://www.ischool.washington.edu/resources/academic/grading.aspx>

Academic Conduct:

Academic Integrity:

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used,

they must be cited. The format is not that important—as long as the source material can be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Please acquaint yourself with the University of Washington's resources on [academic honesty](http://depts.washington.edu/grading/issue1/honesty.htm) (<http://depts.washington.edu/grading/issue1/honesty.htm>).

If you make use of another person's ideas, either in your own or their language—and you will on most of your papers—you **must** cite your sources using the standard APA in-text citation format. If you're not familiar with that style, a handy "cheat sheet" is available from the Suzzallo Reference Desk. Students are encouraged to take drafts of their writing assignments to the Writing Center for assistance with using citations ethically and effectively. Information on scheduling an appointment can be found at: <http://www.uwtc.washington.edu/resources/eiwc/>

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Privacy: To support an academic environment of rigorous discussion and open expression of personal thoughts and feelings, we, as members of the academic community, must be committed to the inviolate right of privacy of our student and instructor colleagues. As a result, we must forego sharing personally identifiable information about any member of our community including information about the ideas they express, their families, life styles and their political and social affiliations. If you have any questions regarding whether a disclosure you wish to make regarding anyone in this course or in the iSchool community violates that person's privacy interests, please feel free to ask the instructor for guidance.

Knowing violations of these principles of academic conduct, privacy or copyright may result in University disciplinary action under the Student Code of Conduct.

Student Code of Conduct: Good student conduct is important for maintaining a healthy course environment. Please familiarize yourself with the University of Washington's Student Code of Conduct at <http://www.washington.edu/students/handbook/conduct.html>.

Class Schedule and Readings

All reserve readings are available via online reserves from UW Libraries. Readings marked “Optional” are available in the “Optional Readings” folder in the online reserves.

All references to Case are to chapters in Case, D. O. (2002). *Looking for information: A Survey of Research on Information Seeking, Needs, and Behavior*. New York: Academic Press.

All references to *TIB* are in Fisher, K. E., Erdelez, S., & McKechnie, L. (2005). *Theories of information behavior*. Medford, N.J.: Information Today.

Class One: Introduction & Course Overview

Introduction to information behavior. Discussion of #1 IG assignment. Sign up for group presentations.

Read (to be completed before first class): Case, Chs. 1-2; Fisher & Naumer (In Press; distributed via email)

Class Two: Research Methods

Discussion of methodological approaches to research and data analysis commonly used in studies of IB.

Read: Case, Chs. 8-9; Bruce et al. (2004); Julien & Michels (2003); Pettigrew (2000); Pettigrew et al. (2002)

Optional: Fidel (2000)

Class Three: Discussion of Information Ground Spotlights

No readings. Teams present their “spotlights”

Class Four: Some Key Concepts in IB

Discussion of some of the most important and commonly used concepts and categories in the IB literature.

Read: Case, Chs. 3-4 ***Assignment #1 due at beginning of class***

Class Five: Some Key Concepts in IB

Read: Case, Ch. 5; Harris & Dewdney (1994), Ch. 2

Class Six: Models of IB

Discussion of some of the most important and influential theories used to understand IB in both the scholarly literature and practice.

Read: McKechnie et al. (2000); *TIB* Ch I (Bates) and Part II Theories 2 (Belkin) and 5 (Bates)

Optional: Bates (1989) and Belkin (1980, 1982a&b)

Class Seven: More Models of IB

Read: Case, Ch. 6; *TIB* Ch 2 (Dervin) and 3 (Wilson) and Part II Theories 37 (Krikelas) and 38 (Kuhlthau)

Optional: Dervin (1992), Wilson (1981, 1999), and Kuhlthau (1991)

Class Eight: Yet More Models of IB

Read: Case, Ch. 7; *TIB* Part II Theories 8 & 9 (Chatman) and 22 (Savolainen) and 25 (Leckie)

Optional: Chatman (1996, 2000); Leckie et al. (1996); & Leckie & Pettigrew (1997)

Assignment #2 due at beginning of class

Class Nine: IB of Scholars and Students

Readings: To be assigned by student presenters

Class Ten: IB of Scientists and Engineers

Readings: To be assigned by student presenters

Assignment #3 due at beginning of class

Class Eleven: IB of Doctors and Nurses

Readings: To be assigned by student presenters

Class Twelve: IB of Other Professions

Readings: To be assigned by student presenters

Class Thirteen: IB in Everyday Life

Readings: To be assigned by student presenters

Class Fourteen: Wrap-Up

IB Jeopardy and course evaluation

Assignment #5 due at beginning of class

LIS 510

Assignment #1 Our Information Grounds (Group Assignment)

Pettigrew (1999, p. 811) defined an information ground as a synergistic “environment temporarily created when people come together for a singular purpose but from whose behavior emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information” (1999, p. 811). Drawing upon this definition plus the propositions and findings from later information ground studies discussed by Fisher and Naumer (In Press, Fisher et al., 2005), select a setting that in your experience qualifies as an information ground.

Share your information ground ideas with the members of your group. In 5-7 pages, (1) briefly describe the different information grounds that your group identified. Then (2) select the one information ground that your group found of most interest, and discuss it in-depth. Be sure to include a description of:

- the people who frequent that information ground
- the physical setting
- its social aspects
- the types of information shared and in which direction
- how information incidents are created, etc.

Additionally, explain your group’s connection to this place or basis for your observations, address the role of technology at this place, and suggest ways that information exchange could be facilitated through physical and technological inducements. Also answer “How might this information ground be used to disseminate information about particular topics, why and by whom?”

Report:

- i) **Share your spotlight in class on Oct. 20 (510A) and Oct. 19 (510B)** (Yes, fabulous prizes will be awarded for the most convivial, most unusual and most hazardous IGs spotlighted! Feel free to show pictures, bring props, dress-up like your members, etc);
- ii) **Submit your written report in class on Oct. 25th (510A) and Oct. 21st (510B).** Your reports will be evaluated according to creativity of ideas, and clarity of exposition in report writing and presentation.

Optional:

To facilitate this assignment, you can interview or observe people at your spotlighted information ground. To observe people, you may adopt the generic observation checklist at the end of this syllabus. If you want to interview people informally, the generic information ground instrument appended to this syllabus may prove useful.

LIS 510
Assignment #2 Course Presentation IB Assessment
(Group Assignment)

In preparation for your final presentation, you've conducted a literature review and carried out field work. This assignment asks you and your group members to think synoptically about the work you've done so far and summarize it for your instructor and your colleagues. It should have three components: a literature review, a discussion of the field work that you've conducted, and a bibliography.

A. Literature Review

Out of the set of articles in the professional or scholarly literature of information science your group has found on the IB of your user group, identify the three or four articles that best address it. Based on those three or four articles, identify and describe, **in no more than two pages**, what the characteristics are of the information behavior of your group. Don't summarize the entire contents of the articles: focus on their conclusions and on what are the areas of consensus and controversy in the scholarship. (Or in other words, write an executive summary.)

B. Field Work Summary

For this assignment, select two field work methods (observation, interview, focus group or survey) and use them to study the IB of members of your population. All methods will be guided by a theoretical framework that you believe might provide insights into the information behavior of your population. Specifics about each method are as follows.

For **observation**, select a field setting that relates to your population and observe its members as they interact and carry out activities. To be unobtrusive, dress like your participants, etc., so you blend into the setting and fill a natural role. In total, you should observe your participants at least 3 (preferably different) times in one or more settings. A generic observation checklist is appended.

Record what you learned about information flow at the setting you chose, and reflect on the observation process in terms of methodological issues. Specifically, in your field notes:

- Describe the type of setting, its purpose when you were there and your observer role, diagram the setting's lay-out, and record who was present and why (to the best of your knowledge);
- Note what types of information were available and how that information functions within the setting;
- Where possible, document the types of information that people sought or shared and the sources that they used; and,
- Note any barriers to information flow that you observed.

Other Field Methods: For most methods, audio-recording will facilitate memory. **No email interviews**, and treat phone interviews as a poor last resort! A generic interview/focus group guide is appended. In general:

- Interviews – at least 3 people for 30-60 minutes each, depending on their time constraints (sample interview guide appended)
- Focus Groups – at least 3 people per group for at least 40 minutes
- Survey – at least 6 respondents

For Assignment #2, your literature review serves as an introduction to your discussion of the preliminary findings from your field work. **Thus, in no more than four pages**, describe the methods that you used (techniques, number of participants, sites, etc), characteristics of the IB of your user group—their patterns of information need, seeking, managing, use, and giving—as they come out in your field work (okay to discuss preliminary findings if you haven't completed everything). If your participants' IB conflicts with what you'd expect based on your review of the literature, speculate as to why that might be the case. Also discuss whether and why (or why not) their behavior is consistent with each others'.

C. Bibliography

Include a bibliography of work on the IB of your user group. This should include, of course, the articles you discuss in the literature review along with the others that you read in preparation for this assignment and your presentation. If the literature is extensive, don't feel compelled to include a complete bibliography: a page or two, in proper APA format, will suffice.

We will evaluate your work according to your ability to:

- critically read, summarize, and evaluate the professional and scholarly literature of the field;
- conduct field research to explore your participants' information behavior;
- identify issues of information behavior in the data; and
- identify and properly cite relevant articles.

Due at the beginning of class on **Thursday, Nov. 17 (510A)** or **Wednesday, Nov. 16 (510B)**. In addition to giving a paper copy to your instructor, email a PDF copy to the class listserv on the due date.

LIS 510
Assignment #3 Model Comparison or Construction
(Individual Assignment)

For this assignment, choose either Option A or B.

Information scientists use theories or models of information behavior for framing research studies, designing information systems, and as the basis for professional practice. Several such models are covered in this course.

Option A—Model Comparison

For your second assignment, compare two models or theories of information behavior. Your paper should demonstrate how well you understand the key concepts, assumptions, contexts, and practice implications of the frameworks that you choose to compare. It should also demonstrate your ability to analyze, synthesize, evaluate, and critically reflect on the range of ideas presented by the frameworks chosen.

Your assignment will be assessed in terms of:

- clarity of understanding of key concepts embedded in the chosen frameworks;
- clear interpretations based on thorough reading and careful analysis, evaluation and reflection;
- sound comparison of a range of the dimensions of the frameworks; and
- ability to link theory with professional practice.

Bear in mind that the models you're comparing may well have been developed over the course of many years and multiple articles. While it's possible to write a competent model comparison based on the required course readings and Case, your papers can be strengthened by doing further research on the models you examine.

Option B—Model Construction

You may have observed that many writers focus on one or more aspect of information behavior and limit their view to a particular theoretical framework or perspective (system oriented, user oriented, problem oriented, cognitive viewpoint, sense-making theory, social constructionism etc.). Now that you have had an opportunity to study information behavior concepts and the complexity of their interaction, it is time to form your own conception and model.

With reference to the literature, develop your own model of information behavior. Your model may focus on a particular behavior (e.g. information giving), the relationship between particular behaviors (information seeking and information searching) or information behavior in general. You must identify the variables that most impact the interaction of concepts that appear in your model, and cite any research that focuses on these interactions. You should also explain the theoretical framework out of which your understanding of the concepts arises.

Your paper should consist of the following sections:

- Introduction - explaining and justifying your theoretical orientation
- Key variables that affect the interaction of information behavior concepts and their relative importance.
- Information behavior model. Be sure to provide a written explanation of the model and how it reflects your particular orientation.

Your paper will be assessed in terms of:

- evidence of wide reading;
- ability to explain key variables in the context of a particular conceptual orientation;
- evidence of original thought;
- capacity to summarize the relationship between concepts and variables within a process using a model.

For either Option A or Option B, please include a bibliography of works you've cited and drawn upon in your paper.

LENGTH: As long as it needs to be, but not a word longer.

Due in the instructor's mailbox by 3pm on **Wednesday, Nov. 23.**

LIS 510
Assignment #4 Final Presentation
(Group Assignment)

We will devote five class periods (Nov. 18-Dec. 8) to class presentations. These presentations will address the information behavior of specific user groups, based on the research literature and interviews that you each will conduct with members of your group. Each student will be part of a team that will give a presentation on one group of users.

The class will divide itself into ten teams:

- Two teams will address information behavior in everyday life
- Six teams will address information behavior in the school or workplace:
 - Scholars (both in the humanities and social sciences)
 - Students (on a variety of levels)
 - Scientists
 - Engineers
 - Physicians
 - Nurses
- Two teams will each select another profession to address.
- Your presentations will last about **50 minutes total**. You should plan to leave 10 minutes or so at the end for questions and answers. The date of your presentation is in the class schedule.

Procedure:

A. Sign up for the group you would like to study by the second class meeting. Search for articles about the IB of the group you selected to prepare for the presentation. From among the material you found, select one short document (no longer than 20 pages) that you wish the class to read before your presentation. Send a PDF copy of the paper to the class listserv no later than **one week** before the date of your presentation.

B. As explained under Assignment #2, each group member should gather field data from members of your population about their information behavior. Incorporate what you learn through this field work in your presentation.

The Presentation Proper:

A. Remember, “presentation” ≠ “lecture.” Each presentation **must** include an experiential component that involves the entire class, either as active participants or as (engaged) spectators and discussants. The nature and purpose of your experiential component is up to you, as is its positioning in the structure of your presentation. For example, one very popular experiential activity in years past has been Family Feud-type contests based on the IB of particular groups. (But you will be more original than that, won’t you?) Ideally, your experiential component will encourage your classmates to put themselves in the shoes of the user group you’ve studied, or will at least enable them to understand some of the constraints they face in their personal and / or professional lives.

B. Each presentation will discuss the patterns of IB characteristic of a particular user group based on a careful reading and review of the research literature and the interviews you conduct. There are two main ways to organize your discussion: formally (by means of your source of information: literature review or interviews) and thematically (by means of the topics or issues you address). While the formal approach might be easiest for you as a presenter, it is arguably less effective than the thematic approach. Tell us what your findings are and then explain how you arrived at them by way of reviewing the literature and conducting your interviews.

Be creative about your delivery of the content so your presentation is interesting and stimulating. Plan on using some audiovisual aids, and tell me in advance of your presentation what you'll need to use them.

C. Distribute a copy of your ppt slides (handout format) and other material to everyone in class.

D. Respond to your instructor's email regarding intra-group participation. In this email you will be given a form to complete in which you indicate the degree to which you perceive that everyone contributed equally to the final project.

Evaluation:

In addition to being graded by the instructor, your presentation will be evaluated constructively by your classmates along three categories: content, delivery, and team work. Classmates may also add general comments. Students in the class will assess your team according to the following criteria:

1. Content

- To what degree the team integrated concepts discussed in class?
- Did the class learn something new?
- How useful was the experiential component?
- Were the sources that the team used to prepare the presentation of a high quality?
- Did the interview help illuminate the subject?

2. Delivery

- How well was the presentation organized?
- Was the presentation clear and easy to follow?
- Was the presentation interesting or stimulating?
- Were the visuals clear?
- Did the visuals contribute to the presentation?

3. Team Work

- Did all team members participate equally?
- Were the individual presentations coordinated to create a whole?
- Did the team manage well their presentation time

4. General comments regarding the presentation

While the instructor will take into account your colleagues' comments, they will not affect your grade directly, so when you evaluate a presentation, make your comments as honest and as useful as you can. After your group has presented, the instructor will send each member in your group an evaluation form to assess the work done by each of you. Each member of the group will normally receive the same grade but the instructor may penalize individual members if it is determined that they have failed to do their fair share of the work.

SAMPLE IB INTERVIEW QUESTIONS

Before we begin, I'd like to explain what we'll be doing during the interview and answer any questions you may have. The interview should not take more than 30 minutes. I'll start by asking you a few questions about the nature of your work [what you do, etc.], and then to describe a recent situation in which you needed to find or learn about something for [your work, etc.]. We will use your responses in a presentation that we're doing for a course at UW on how people seek information, and your identity will remain anonymous. Do you have any questions?

Warm-up questions [adapt according to type of person interviewing]:

How long have you been working as X?

What type of training/education did you do?

What do you do as X?

Critical Event

I'd like you to think of situation that occurred within the past month where you needed to find out about something or learn something for your work [or, as a parent, etc.] Does such an incident come clearly to mind?

I'd like you to walk me through this event by describing what happened step by step. Let's start by hearing about what prompted the need. Can you tell me what was going on that at that time?

Right, so you needed to ...

So what did you do from there?

Sample Probes:

How did you know about this source? Did you read about it? Do you keep a file on it?

How did you think the source would help?

What else do you think might have helped?

How did it turn out?

<Participant continues and finishes account>

Does the situation you described differ--in terms of what you did and what happened--from similar situations?

How do you keep track of all those types of sources that you use in your work? [Bring out barriers]

Wrap-up

Is there anything more you'd like to add about the event or how you use information?

Thank you very much for granting us this interview. We know how busy you are and really appreciate your taking the time to talk with us.

SAMPLE IB OBSERVATION CHECKLIST

Date & Time:

Location:

Length of Observation:

Observers:

Observer Roles: unobtrusive or participant

Participants:

Staff:

Description of setting, including—as relevant—physical locale, weather, how people arrived (drove, walked, etc), furniture, lighting, etc:

Description of informational notices:

Description of Participants (age, gender, dress, etc):

Do participants know one another well?

Description of information sharing activities. For each activity record:

- who was involved
- who said what
- who initiated the exchange
- how did people react to the exchange
- did another information occur as a result
- what types of emotions were attached to the exchange
- other

Was food/drink available? Who brought/served it?

Do people arrive early and stay late?

Other:

LIS 510
Assignment #5 Comparison of Information Behavior
(Individual Assignment)

During the last couple of weeks you were exposed to studies about information behavior of different groups of people such as scholars, scientists, students, engineers or nurses. Choose two of these groups (one of which might be the group you presented) and compare their information behaviors:

What do studies of one group emphasize?

What do studies of the other group emphasize?

Which typical patterns of behaviors are common to both groups?

Which ones are clearly different?

What explanations can you give to the differences and commonalities?

Alternatively, you can use these questions to compare between studies of information behavior on the job with those of information behavior in everyday life:

What do studies of on-the-job information behavior emphasize, and what do studies of everyday life emphasize?

Which typical patterns of behavior are common to both environments?

Which ones are clearly different?

What explanations can you give for the differences and commonalities?

Length: 2-3 double spaced pages.

Due at the beginning of class **Thursday, December 8th (510A)** or **Friday, December 9th (510B)**

Generic Information Ground Interview/Survey Instrument

Interviewee Code:

Place of Interview:

Date:

Interviewer:

Length of Interview:

Hi! My name is _____. I'm from the Information School at the University of Washington. I'm asking people how they share information and socialize here at this place. I have few questions that will take about 5-10 minutes. All questions are optional. Would you like to participate?

1. How long have you been coming here?

2. How did you learn about this place?

3. How often do you come here?

(Daily) (2-3x/week) (Weekly) (2-3x/month) (Monthly) (2-6x/year) (Yearly)

4. What times of day do you come here? Morning - Afternoon - Evening - Late night

5. Do you come early?

6. Do you stay late?

7. How long do you usually spend at this place?

8. Do you have food and beverages here?

9. What do you do each time you come here (role)?

10. Does your family come with you? If yes, how old are they? What is their gender?

11. Does anyone else come with you? What is your relationship? Age? Gender?
How long have you known them?

12. Can anyone come here, i.e., is it "open" to anyone? Yes No

If "no," what are the special criteria that make it closed membership?

13. How many people are usually here? 2-5 6-10 11-15 16-20 21-25 26-50 51-99 100+

14. How well do you know the people here?

% You don't recognize — % You recognize but don't know names — % You know first names —
% You know well

15. What do you have in common with the people here?

16. Do you see or interact with any of these same people, other than the ones you came with, in other settings? No Yes--where:
17. Do you talk with them by telephone?
18. Do you talk with them online - email - chat - instant messaging (IM)?
19. What do you like about this place? *[Do not read list; circle responses that fit best & specify]*
- 1) Making connections with people [people]
 - 2) Diversity of people and ideas [people]
 - 3) People watching [people]
 - 4) Similar beliefs/opinions [people]
 - 5) Common interests [people]
 - 6) Getting questions answered [information]
 - 7) Learning new things [information]
 - 8) Resources [information]
 - 9) Other
 - 10) Atmosphere/environment/ambience [place]
 - 11) Amenities [place]
 - 12) Convenient [place]
20. What kinds of things do you learn at this place? *[Do not read list; circle responses that fit best & specify]*
- 1) What's happening in the area
 - 2) What's happening in the world
 - 3) Who is doing what
 - 4) Things about places (what restaurant or store is good or bad)
 - 5) Things that you need to learn more about
 - 6) Things for self-improvement
 - 7) Things about other people's thoughts and opinions
 - 8) Things to apply to daily living
 - 9) Other
21. When you are at this place, how are you most likely to encounter information? *[do not read list; circle responses that fit best]*
- 1) Overhearing a conversation
 - 2) Conversing with someone who works there
 - 3) Conversing with someone who does not work there
 - 4) Reading posted material
 - 5) Observing people or reading others comments
 - 6) Print material
 - 7) Sermon
 - 8) Media
 - 9) Other
22. How much of what you learn at this place occurs by accident or chance? 20%, 50%, 90%
23. What kinds of everyday information are interested in encountering here?
24. How useful is what you learn at this place?
- Not Applicable Not Useful Somewhat Useful Very Useful Can't Do Without

25. Is the information you encounter mostly trivial or good for making important or big decisions?
Trivial Big Decision Both Small Decision Other:
26. What would make it easier for you and others to share useful information at this place?
27. What are the drawbacks to getting information at this place?
28. How important is this place as a means to get help for information about everyday life?
Most important Somewhat important Not very important Not important
29. What is your next best place for information?
30. Is there anything you'd like to add about what you've just told me?
31. Gender
32. Age

THANK YOU!