

TECH 305:  
Information Literacy  
for Technologists

Wednesday, January 13

Professor Ethan Lipton

WINTER QUARTER 2010

# Today's Agenda

Introduction to Information Lifecycles

Thinking about Information as *Thing*

Information Diary

## *Assignments:*

- Newspaper Articles (2)
  - Submit article with two paragraph assessment
  - Be prepared to discuss your articles in class.
  - Due: (1) Wed., Feb. 3 and (2) Wed., Feb 17
- Information Diary
  - entry is due weekly starting January 20

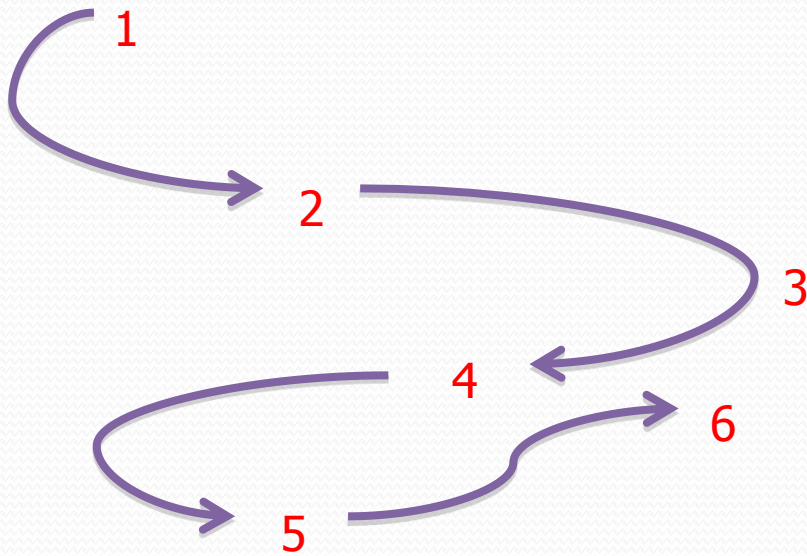
# *Lifecycle of Information*

# ***Lifecycle of information***

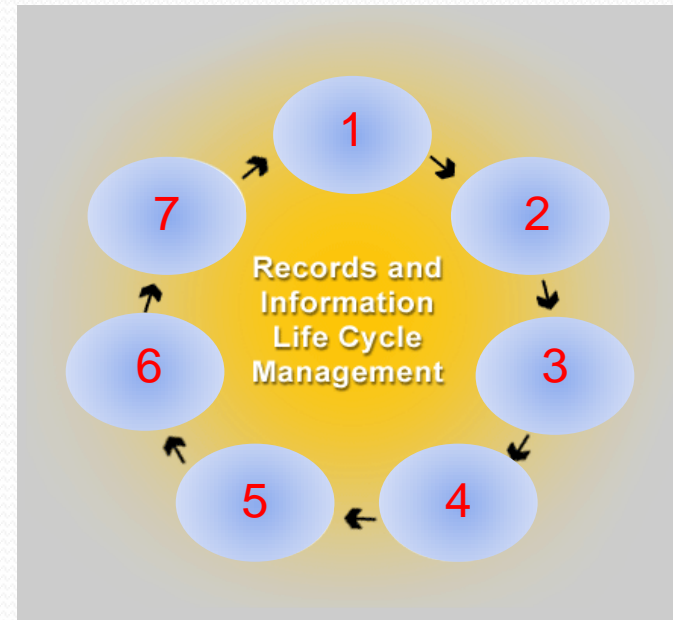
- Take 10 minutes and discuss with classmates what a possible cycle of information would involve. Consider all aspects of the cycle from birth to death.
- You should think about what “information” means in order to organize your thoughts.
- Sketch your ideas down and be prepared to share.



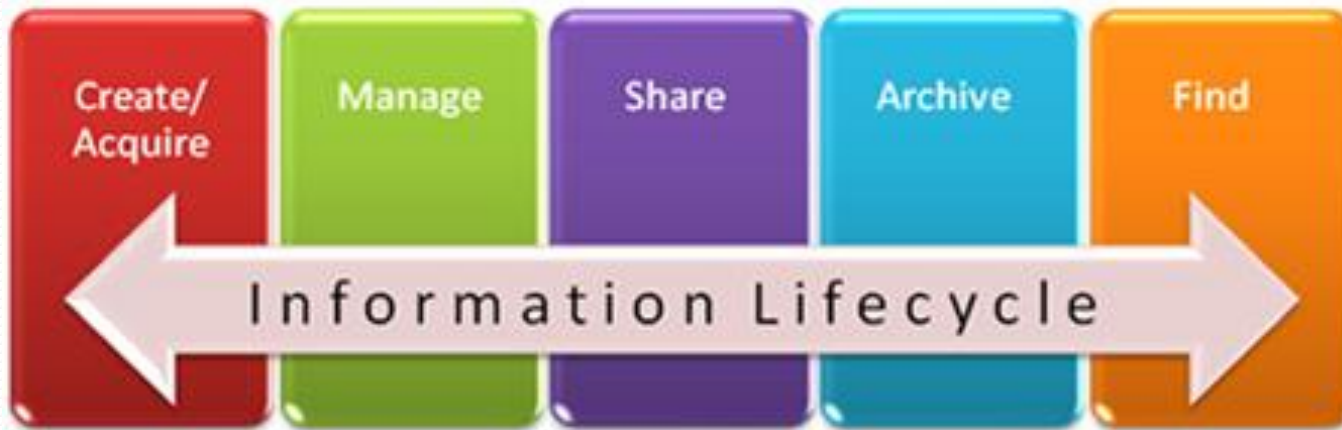
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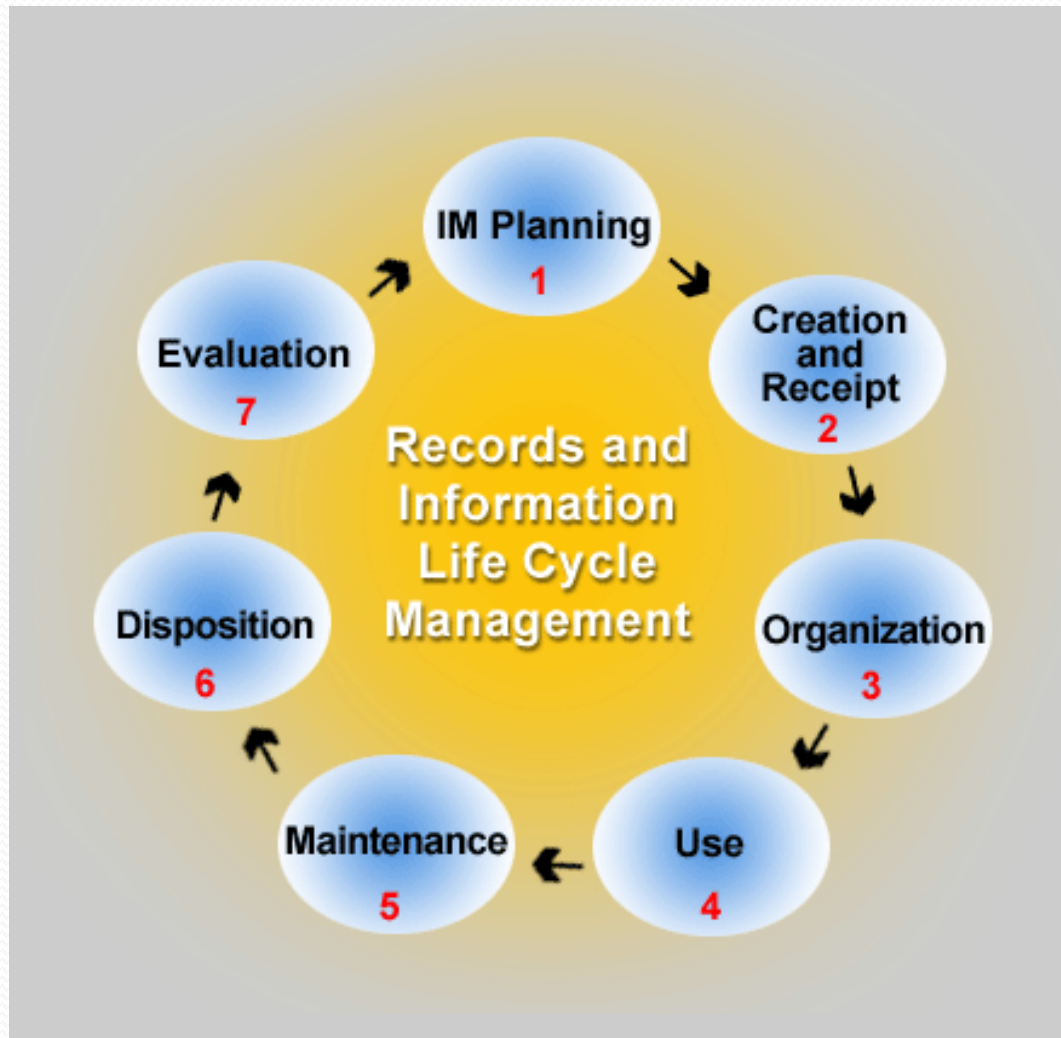
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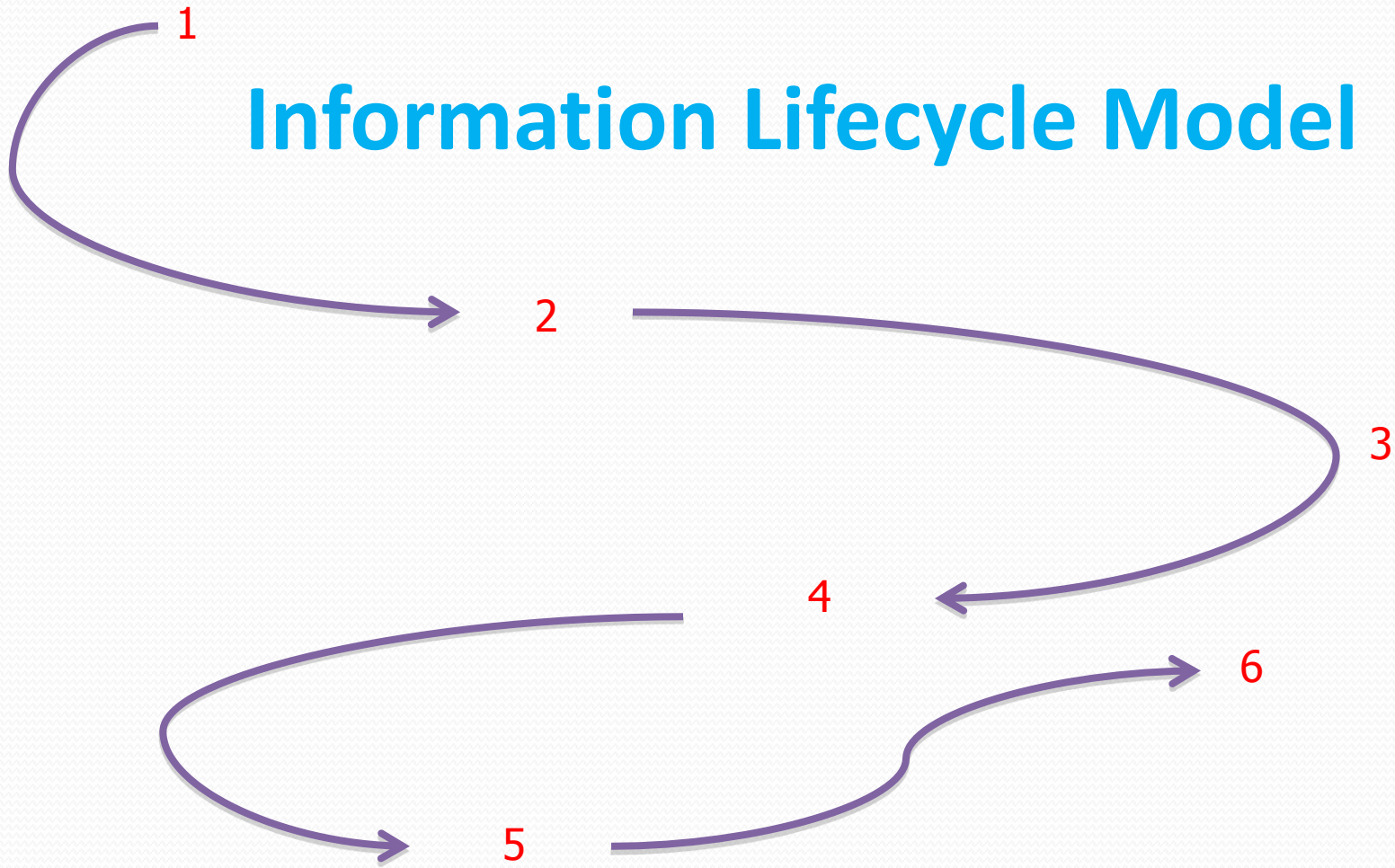
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# Information Lifecycle Model



# Keeping information found

*What makes something a document?*

- It can be described
- It can be classified
- It can be captured (deGriet, 1935)
- It can be retrieved in a stable format

# *Us versus Them*

- Who does the describing, classifying, managing?
- Describing for retrieval is not the same as retrieving.
- The inherent tension between expert knowledge systems and user access creates dissonance.

# ***Us***

- Inability to find the information easily
- Inability to validate the source
- Inability to use the information in its cut

# ***Them***

- Inability to describe the information easily for retrieval
- Inability to stabilize format for repeat access
- Intellectual property issues (i.e., public versus private information)

*Thinking about  
Information as Thing*

# *Your Information Diary*

# *Questions/Discussion*



# The Name Game

- Form randomly into groups of six or seven.
- The first student introduces himself or herself (first and last name); the second student introduces the first student and then himself or herself; the third student introduces the first two students and then himself or herself. Continue until each student can introduce all students in the group.

*See you next week. . .*

Understanding and Using American  
Psychological Association (APA) Style

– Deborah Schaefer, Faculty, University Library