**today is**

# January 19 Week 3

## agenda

- ❖ reminders
- ❖ information stories of the week
- ❖ last week
- ❖ real-world applications of Buckland's categories
- ❖ notes on exams
- ❖ the week to come

*reminder: office hours by appointment today 5-6:30pm PT, open Thursday 10:30 - 12 PT*

*Please for now have **microphones muted***
*Use the **Chat** feature (bottom of your screen) to type in questions or issues*

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## more specific advice for this quarter

stay with us:  keep up with readings, lectures, synchronous sessions, assignments, group projects

put your pictures in Zoom (if not videos)

the more you engage and participate, the more you'll get

stay in touch:  look for announcements, messages from TA's, respond quickly if possible/requested

care for each other, communicate with group members, TA's, us

there will be some bumps along the way, on your end and on ours – patience on all sides

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# How to hunt a 'murder hornet': Washington scientists capture and tag invasive bug



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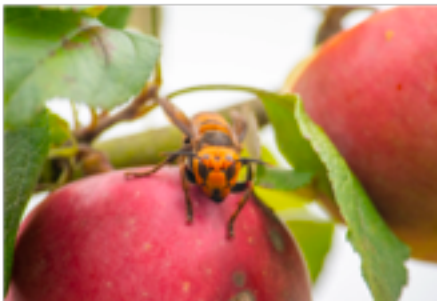
# Less than a teaspoon of dirt contains DNA that could hold the history of an entire landscape



Tyler Murchie, a PhD candidate in professor Hendrick Poinar's lab at McMaster University, developed the technique that can tease out ancient DNA samples from soil. (Emil Karpinski/McMaster University)
Screenshot

# last week's lectures  what stayed

- How grand the information perspective is. It is literally everywhere!
- I have found myself observing my own patterns of information behavior more frequently. It's an interesting way of analyzing how many things I do that fit in the descriptions.
- The itchy feeling when you realize a gap in your knowledge and make an effort to seek out that information.
- There are multiple different definitions and interpretations of what information is (Case and Buckland have quite different definitions, both of which are valid).
- Information seeking can be both active and passive, and information behavior can be categorized into many different groups. Before the lectures, I had never considered that avoiding or destroying information was a type of information behavior.
- The video from the lab assignment really caught my attention as I had no idea that there were tribes that kept and passed on information using drawings and logos. It was fascinating to see how others keep a time record of the things they have been through and are proud of.
- This week I have found myself wanting to have a superpower or system where I all pertinent information was sorted for me so that I didn't waste time and could accomplish more.

# last week's lectures  what stayed

- The idea that we can never really evaluate another person's information behavior because we don't know what is really going through their head.
- The relationship between information behavior and information-as-a-thing has stuck with me, as differentiating an informing object from the behavior which results from being informed can be a surprisingly complex task given the wide variety of situations which involve information behavior and information-as-a-thing.
- How could I forget the legendary antelope
- Situational. Almost anything can be informative under the right circumstances.
- I've been grappling with the idea of information-as-thing.  I understand the concept, but don't agree with the metaphysical concept of having the quality or essence of "informationness" (made up word)
- In the information behavior lecture, it upset me that so much information about the past has been destroyed or lost. When I heard about all of the attempts to censor information throughout history, at first I thought it was funny because it seemed like a reoccurring thing in history that people try and fail at.  But then I realized that there was and probably still is lots of successful censorship and destruction of information and it kind of freaked me out.

# last week's lectures  questions

- What's the difference between the information behavior and information process.
- I'm still confused on some of the information behavior groups but I'm developing a better understanding of them with daily application
- Why exactly is information seeking so important?
- Can't information be worn down from overuse in the sense that details can be lost when sharing information (through generations)?
- Can one type of behavior be categorized by many different categories of IB?  EX: In the video we watched for our lab, the elders and recorders picked what to depict on the Winter count for the past year. Depending on how you look at it, it can be information with holding, censoring or choosing. Can you categorize one action to many different IB?
- When is there too much information?
- Could types of information seeking and information behavior differ across cultures?
- So basically are you saying that anything can be information depending on one's perspective??
- how can we as human keep up to the ever-increasing amount of information (is it possible or that we will just get used to it)?
- Is hoax a form of over information or is it just people giving wrong context?
- Is lost information something that exists?
- What sort of skills are we going to need to make an information system?
- I'm excited about the use of "power" that we'll be going over this week!  After 3.2, it's got me thinking and wondering where we're going with it.

# what you have designed

- Tables, collecting data for an epidemiological assignment
- I have designed a piece of artwork and a note.
- I have designed a spreadsheet for all of my assignments this quarter in all of my classes.
- changed my twitter layout
- Customized a pair of shoes
- Birth Announcements
- Instagram stories: I like to make playlists of songs that I really like and post them onto my instagram stories.
- I designed a surfboard design.
- I have designed my phone screen after the new apple update where you can have widgets(photos/ calender/phases of the moon etc)
- I designed my bedroom (just got new furniture)
- I designed my apartment. I purchased all my plants and puzzles and knickity knacks with intention to create a whimsical space. I think so anyway.
- I have designed my plan for the week. I have also designed some things while playing video games.

- I designed a blog/website over the summer
- I have recently designed a sketch of a new form of oar that can fly.
- 1. A re-imagined University Way (concept art)
- 2. Fitness schedule
- I'm taking CSE 373, so I had to design a ternary tree data structure.
- This isn't particularly relevant to the topic of information, but I designed the layout of my room when I first moved into my house.
- A filler for a trash can to make bags that are too small effective
- A filler for the stupid bars that make up the head and foot of the dorm room beds so there is a way to lean up against something without a bar stabbing you in the back.
- [Here] (https://photos.app.goo.gl/ LBR4IsIZUyUBvwWX6) is a project I did in my design class last year. The requirements were a black and white poster, a word from a short list, and any font of my choosing. This was a culmination project with several smaller projects leading up to it. It is important to me because I completed the project on time while

- taking two other very difficult courses and I'm not an art major.
- A tea pot. And a scale evaluation for food.
- I recently designed my balcony into a little gym for exercise.
- I created a new morning routine I'm not sure if this counts. I haven't cut my hair in like 5 months so I had to switch up my shower routine.
- I have designed a photo portfolio on the female influence in a stereotypical "Men's World." I had to design and create a story for the flow of the viewer.
- A little confused on what the question is asking what kind of design?
- My 2021 vision board, Notion (I use for organizing life, and note taking)
- I am about to film a short trailer for the WashPIRG organization. I have been contemplating on the content.
- I also tried to design a new coffee based beverage. Since I got tired of drinking latte and espresso.

## breakout groups

**groups of 2-3  |  10 minutes  |  2 stories from Lecture 1**

cameras and microphones on (if possible)
say hi, name, where you are
and then, in your 2 stories:
- what are examples of
  - information as *thing*?
  - information as *process*?
  - information as *knowledge*?

link to shared Google spreadsheet <u>in chat</u>, 2 tabs for groups 1-25, 26-50
choose 1 person to record for the group

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## Canada's Project Naming: Identifying the unidentified

By Jessica Murphy
BBC News, Toronto

26 December 2016   US & Canada                    Share



Bella Lyall-Wilcox carrying her sister, Betty Lyall Brewster

A photo identifying effort by Canada's national archives that started in the country's remote north is helping name indigenous Canadians in archival images - and bringing the country a step closer to reconciliation by correcting historical wrongs.

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## *Navigation Apps Are Turning Quiet Neighborhoods Into Traffic Nightmares*

By LISA W. FODERARO   DEC. 24, 2017

**The New York Times**



Traffic on Irving Street. Melissa Soesman, who lives on the street, said she has had to plead with motorists to make room for her to pull out of her driveway. Nanci Makrinalakis

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## *Shaking Up the Dinosaur Family Tree*

**The New York Times**
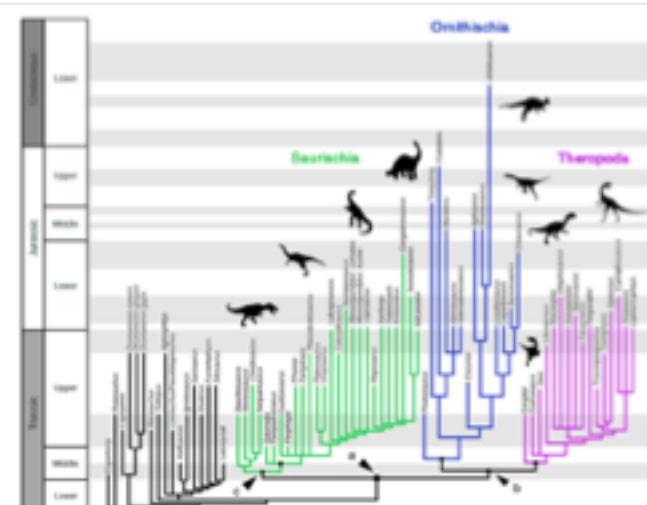


The proposed new family tree of dinosaurs. The group to the left is for close relatives but not true dinosaurs. The old tree grouped the theropods, purple, with the Saurischia, green, and viewed the Saurischia and the Ornithischia as the two major branches of the tree. The scale to the left shows the placement of the tree in geological time. A is the branchpoint that includes all the dinosaurs, B represents the joint ancestor of Ornithischia and the theropods, and C is the joint ancestor of Saurischia and an early group known as herrerasaurs. Baron et al./Nature

ARIT ADUKIA, WIRED UK    BUSINESS    08.21.2020 10:00 AM

## An Algorithm Determined UK Students' Grades. Chaos Ensued

This year's A-Levels, the high-stakes exams taken in high school, were canceled due to the pandemic. The alternative only exacerbated existing inequities.

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## exam notes

responsible for all material:  readings, lectures, live sessions, videos
Exam 1 covers weeks 1-3
emphasizing **concepts** and your **usage/understanding** of concepts
all quizzes will be cumulative (throughout the quarter)
~30 mins in a 3 hour window
open book/notes, multiple versions of questions, other security measures
points total across all quizzes
**Exam 1 is Thursday, January 28, 6-9pm PT**

| Exam | 1 | 2 | 3 | Total |
|------|-----|-----|-----|-------|
| Score | 37 | 45 | 31 | **113** |
| Max | 48 | 53 | 55 | **156** |

# the week to come

- **lecture 5** on Design Thinking
- **lecture 6** on User Experience/Interaction Design, User Research
- lab on user research, question formulation
- questions to bear in mind for the week:

    How does "design thinking" differ from other kinds of thinking?