



# INFORMATION SCIENCE MACAREINDEER

The video and its Worksheet were made for all students of Information Science. To begin, watch [Information Science Macareindeer](#) at the YouTube channel, [INFIDEOS](#). Then, singly or in small groups, engage the questions and activities, below. In some cases, responses require reading beyond the video and hyperlinks are provided to print and video resources.

1. The video opens with [S. R. Ranganathan's](#) Five Laws of Library Science (1931). These are worth knowing. Rewrite them here:

Five Christmas ornaments arranged horizontally, each containing three horizontal lines for writing.

2. The French Documentalist, [Suzanne Briet](#), made an important theoretical contribution about the nature of documents. Draw upon online sources, and/or my [Tiny Video on Briet](#), to discover the gist of her conception, that is, how does she define “document”?:

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Was the right animal represented in the video?

The right animal: \_\_\_\_\_

3. Michael Buckland (1991) wrote a now-famous paper on information, [Information As Thing](#). In your own words, state his three types of information.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_



4. In the video, Buckland says, “Nowadays, there’s embodied information, too.” Draw upon published sources, (hint: see [Michael Olssen and Annemaree Lloyd](#)), to provide examples of embodied information from your own life:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. [Brenda Dervin](#)’s Sense-Making model is shown in an adapted form, with an Elf as the sense-maker. Draw upon the tenets of Sense-Making, and/or [my video](#), to imagine an information seeking scenario for this Elf, and describe their:

SITUATION \_\_\_\_\_

GAP \_\_\_\_\_

USE \_\_\_\_\_

6. [Carol Kuhlthau](#)’s model of the Information Search Process is shown in the video, filled with gingerbread hearts. Why might hearts be associated with her research? (Hint: see [What Makes This Paper Great? Episode #4](#).)

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7. In the 1980s and 1990s, [Elfreda Chatman](#) conducted pioneering information behavior research within marginalized populations. The video recognizes “Chatman’s Social Theories” and casts her small worlds theory as a snow globe filled with a herd of reindeer. Draw upon online sources, and/or my [Tiny Video on the topic](#), to learn: What does Chatman’s small worlds theory suggest about information behavior?

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Why are a snow globe and herd of reindeer apt metaphors for Chatman’s small worlds theory?

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8. The video refers to an information behavior model as “Savolainen’s ELIS.” What does the ELIS acronym stand for? ELIS = \_\_\_\_\_

(You can learn more about this complex model in my What Makes This Paper Great? [episode #9](#), which surveys 30 years of Savolainen’s ideas.)

9. The video ends with a quotation from [Marcia Bates](#) (1999), in her celebrated article, [Invisible Substrate of Information Science](#): “We are always looking for the red thread of information in the social texture of people’s lives.” Draw upon Bates’ article or my [video](#) on the topic to explain: What does this evocative statement mean? Put differently, what is the red thread of information?

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10. A few information scientists appear in the video but are not named. Use the following hints to identify these figures, and then identify their contribution(s) to the field. At left: a Belgian documentalist and founder of the Mundaneum. At right, an American library luminary and an architect, with Suzanne Briet, of social epistemology.



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11. The field of Information Science has thousands of contributors and ideas. If you could re-make this video, which information scientists (broadly construed) and concepts would you feature? Suggest three:

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- \_\_\_\_\_
- \_\_\_\_\_

