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The 15th Information Behaviour Conference

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ISIC 2024 Adjunct Proceedings
The 15th Information Behaviour Conference
Aalborg, Denmark, August 26-29, 2024

Edited by

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ISIC 2024 Adjunct Proceedings

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By Mette Skov, Perla Innocenti, Elina Late, Tim Gorichanaz and Elke Greifeneder (eds.)

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Preface

The Information Behaviour (ISIC) conference is a biennial conference focusing on contextualized information activities, expressed in different forms such as ‘information behaviour’, ‘information seeking’, ‘information experience’ and others. The conference is a platform for research exploring information seeking as a rich site of study, going beyond a sole focus on technological aspects and exploring a wide variety of contexts.

While the accepted full and short research papers have been published in Information Research – An international electronic journal, this volume contains:

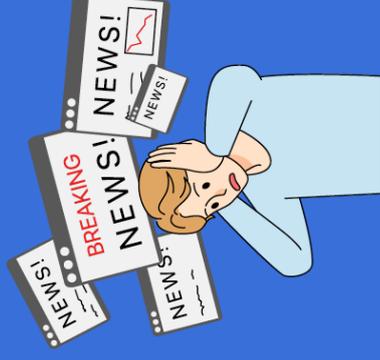
- **Nine poster papers and/or visual posters** accepted for presentation at ISIC 2024. Poster submissions are an opportunity to present early-stage research or work that is more suited to an interactive and graphical presentation to conference attendees. The visual posters will be displayed in a poster session during the conference, and this volume presents some of the poster papers.
- **Descriptions of the four workshops** accepted for ISIC 2024. These half-day workshops are a central part of the conference program aiming to foster active engagement and exchange of ideas among participants. The workshop titles reflect the topical variety of the conference:
 - AI tool usage by students: What constitutes AI information literacy and how to support its development?
 - BATES-ORAMA -An exuberant and embodied exploration of the ideas of Marcia J. Bates
 - Information and crisis
 - Collecting and analyzing visual data: The good, the bad and the ugly
- **Descriptions of the two panels** accepted for ISIC 2024. Both panels are scheduled for 90 minutes and aim to bring together panellists with a diverse range of voices to offer debate and new insights.

The included contributions have been through a review process, and authors have used reviewers’ comments to finalize their work.

We as editors are grateful to the authors, panellists, and workshop organizers as well as the reviewers who carefully assessed the contributions.

Information-Seeking Behavior, Information Overload, and Digital Well-Being in Times of Crisis

Ayelet Ayalon & Noa Aharony
Bar-Ilan University Israel



Abstract

The onset of the Israel-Hamas conflict in October 2023 led numerous Israelis to rely on television broadcasts for updates. Moreover, millions turned to platforms like TikTok and Instagram to grasp the ongoing events in real-time. This study explores the impact of the Israel-Hamas conflict on individuals' digital well-being, specifically analyzing the correlation between information-seeking behavior, information overload, and digital well-being. Employing a quantitative approach, data were gathered from 155 participants through an online questionnaire. Contrary to prior research, our findings indicate an unexpected positive correlation, revealing that individuals with a higher level of information overload exhibited higher scores in digital well-being. We assume that individuals who stayed informed with news and information, have experienced a sense of control over their news consumption, that was positively associated with their digital well-being.

Research tools, 4 questionnaires:

1. A demographic one.
2. The information-seeking behavior questionnaire
3. The information overload questionnaire
4. A digital well-being questionnaire

Data Analysis – Pearson's correlations were conducted between the dependent variables and the independent variable digital well-being.

Findings

Table 1. Means, standard deviations, and correlations between the research variables

Variable	M	%	SD	1	2	3	4	5	6	7	8
1. Age	19.4%	-	-	-	-	-	-	-	-	-	-
2. Gender	67.1%	-	-.004	-	-	-	-	-	-	-	-
3. Information needs	2.83	0.66	-.17*	.16*	-	-	-	-	-	-	-
4. Information sources	2.56	0.74	-.16	.05	.29***	-	-	-	-	-	-
5. Barriers	1.73	0.57	-.06	-.03	.39***	.21**	-	-	-	-	-
6. Accessibility	3.66	0.68	-.11	.11	.09	.26**	-.21*	-	-	-	-
7. Persistence	3.01	0.76	-.07	.19*	.59***	.22**	.06	.28***	-	-	-
8. Information overload	2.89	0.91	-.32***	.12	.35***	.29***	.31***	.02	.17*	-	-
9. Digital well-being	2.89	0.66	-.32***	.04	.24**	.44***	.07	.31***	.18*	.44***	-

* $p < .05$. ** $p < .01$. *** $p < .001$.

Conclusion

Our research emphasizes the unique role of digital well-being during crises and presents the interplay relationships between information-seeking behavior, information overload, and digital well-being in challenging circumstances. These findings hold significant implications for information science, particularly regarding the importance of digital well-being during critical situations.

„Hang on tight even when you’re hitting the lows.“ - A narrative analysis of information shared from Instagram users recovering from an eating disorder

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Abstract

Introduction. *Online health communities are information channels, in which personal and sensitive information is shared with understanding peers. The aim of this study is to identify collective core narratives of individuals recovering from eating disorders, based on information shared during this process.*

Method. *723 Instagram posts, publicly shared from an eating disorder recovery (EDR) community on Instagram, were collected in November 2021, using HAR file web scraping. All pictures and captions were coded inductively after anonymisation.*

Analysis. *All Instagram posts, which contain defining information about the concept of eating disorder recovery, were selected during an inductive coding process. The final selection of 65 posts was analysed using narrative analysis and reported using the thematic narrative approach.*

Results. *Three core narratives were identified, representing eating disorder recovery from the perspective of affected individuals. Further, the role of online health communities and information shared were explored.*

Conclusion. *The examined community on Instagram provides detailed information on the concept of eating disorder recovery. Some aspects vary from definitions represented in clinical studies. The community itself is an information source for the understanding of the concept of recovery, which provides exchange with peers and serves as a tool for personal representation.*

Introduction

Online health communities are virtual spaces in which private and sensitive information is shared on specific health conditions, enabling deep insights into the lived experiences of affected individuals. In the field of health information behaviour (HIB), communication and information use, as well as information sharing and seeking were analysed regarding different mental health communities. In this study, the subject is the recovery of eating disorders (EDR). While eating disorder (EDs) communities were often part of interdisciplinary research, there is a gap in the exploration of EDR communities.

Background

Information is crucial for health behaviours, and health behaviour changes, as the healing process from a specific health condition, referred to as recovery. From an information behaviour perspective, health behaviour changes can be seen as transitions because they mark the psychological and emotional disruption of a known way of living and the process to a new life stage. Transitions encompassing three stages: understanding, negotiating, resolving (Ruthven, 2022). Health behaviour changes comprise various information practices such as sharing, seeking, encountering, or avoiding (Greyson & Johnson, 2016) and the experience of emotions during transitions in general can affect those information practices (Willson & Given, 2020). Health information flows between members of health communities in the form of experiences and advice. Besides sharing information, members seek or encounter informational support and empathy or exchange thoughts and opinions, resulting in a collective sensemaking of lived experiences with the disease (Bronstein, 2014; Herrick et al., 2021), and the removal of stigma (Wong et al., 2019). Exchange and contact with peers increase the psychosocial and behavioural

health factors, measurable in enhanced positivity, self-worth and motivation regarding the recovery process and successful illness management (e.g. Dahlborg Lyckhage et al., 2015). Interactions between peers, as the provision and reception of emotional support, result in a sense of relatedness and sympathy, which is a key factor for using online health communities (Zhang, 2016). Further, enable those communities their members to close information gaps with information unavailable in this level of detail from other sources, such as doctors and health professionals (Park et al., 2021).

Significance and relevance of topic & Problem statement

EDR is the process of healing from EDs, and the outcome of being recovered, defined as "the ideal end goal" (Bardone-Cone et al., 2018, p. 78). EDs are serious psychophysiological illnesses in various forms, for example, anorexia nervosa, bulimia nervosa, and binge-eating disorder. EDs have a high mortality rate and 22 – 51% patients relapse, most of them during the first 18 months of EDR (Von Holle et al., 2008). Because of its complexity, EDR is defined differently in psychological research, depending on the research design (Kenny & Lewis, 2023).

Some studies define it based on factors such as linear symptom- and ED behaviour remission (e.g. Dahlborg Lyckhage et al., 2015), the absence of any ED (Bardone-Cone et al., 2018) or psychological aspects (e.g. Kenny & Lewis, 2023). Others define EDR as a process of varying length (e.g. Bardone-Cone et al., 2018). Some studies use the lived experiences of different individuals, such as ED patients, supportive others, and clinicians, to define EDR (e.g. Kenny et al., 2020). Online health communities on social media further enable the collection and inclusion of the patient's viewpoint on complex health topics, such as eating disorders, verbalised through information sharing outside therapy sessions and direct conversations with researchers in clinical settings (e.g. Kenny & Lewis, 2023). Analyses of social media data can thus inform the results of clinical studies and expand definitional approaches (Hower et al., 2022). This study therefore aims at supporting the defining process of EDR, complementing prior psychological research by focusing on lived experiences and defining thoughts, shared publicly on social media, by individuals going through EDR themselves.

Analysing psychological aspects of specific health conditions is no competence of HIB. Nevertheless, exploring information shared, to gain insights into such complex psychological conditions, shaped by the lived experiences of affected individuals, is part of HIB. Supporting the field of psychology and practitioners in the field of eating disorders, by providing insights into lived experiences of individuals going through EDR, this study aims to answer the following research question:

RQ: How is the complex psychological process of EDR defined by an EDR community on Instagram, based on health information shared in publicly accessible posts?

Method

The dataset of this study consists of Instagram posts, accessible on open profiles. Publicly published social media data is considered part of the public domain. It is assumed that the authors shared their content consciously with the public instead of using private profiles (cf. Herrick et al., 2021). For this reason, no consent was obtained from the users (cf. Santarossa et al., 2019; Herrick et al., 2021). All data was anonymised directly after collection, which took place in November 2021. Using Spagnol's HAR file web scraper, data were collected for two weeks from three hashtags: #edrecovery, #anarecovery, #miarecovery. All hashtags were used in earlier analyses of the EDR community on Instagram (Santarossa et al., 2019; Bressel, 2020). After data cleaning, the final sample included 723 posts. Despite the qualitative approach, a

large sample was aimed, because previous research shows that not all posts contain defining thoughts about EDR (Bressel, 2020). Pictures were coded inductively, captions were analysed using narrative analysis (Riessman, 1993). The result representation is oriented on the thematic narrative approach (Hartel, 2020).

Findings & Discussion

The aim of this study is the exploration of information shared by the EDR community on Instagram, focusing on defining information about the complex psychological condition of EDR. Defining information on EDR is visible in 65 posts of the sample, represented in form of quotes and pictures in the research poster. The three core narratives are: 1. EDR is a non-linear journey (n = 41), 2. EDR is a hard fight (n = 22), 3. EDR is a whirlwind of emotions (n = 11). Some posts contain more than one core narrative. The poster provides visual excerpts (quotes, pictures) for all three core narratives, compared to and discussed with research in the field.

Conclusion

This study explored how the complex psychological process of EDR can be defined based on information shared by an EDR community on Instagram. Three core narratives were identified and resulting from those narratives, EDR is defined as a journey which resembles a hard fight, influenced by the experience of intense emotions. Excerpts from the data were compared with psychological, social media and information behaviour research. The comparison revealed similarities of lived experiences in this sample to results from other (clinical) studies.

Some aspects of EDR (e.g. reaching the turning point) are comparable with the information behaviour concept of transitions. The resulting influence of online health information practices, as information sharing, need further exploration in the future. In addition, first indications of the role of online health communities within EDR were identified and need to be evaluated in further analyses (e.g. the role of mutual support, self-comparison).

In conclusion, the EDR community on Instagram provides detailed information on the concept of EDR, visible in thoughts, shaped by individual experiences. In addition, the community also serves as a platform for exchange and as a tool for personal representation in context of EDR.

About the author

Paulina Bressel is a scientific officer at the German Cancer Society. Currently she is also a PhD student at the department of Information Behavior at the Berlin School of Library and Information Science, Humboldt-Universität zu Berlin.

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„HANG ON TIGHT EVEN WHEN YOU'RE HITTING THE LOWS.“

A NARRATIVE ANALYSIS OF INFORMATION SHARED FROM AN INSTAGRAM USERS RECOVERING FROM AN EATING DISORDER

INTRODUCTION

Online health communities are virtual spaces in which private and sensitive information is shared on specific health conditions, enabling deep insights into the lived experiences of affected individuals. In this study, the subject is the **recovery of eating disorders (EDR)**. While eating disorder (EDs) communities were often part of interdisciplinary research, there is a gap in the exploration of EDR communities.

RO:

How is the complex psychological process of EDR defined by an EDR community on Instagram, based in health information shared in publicly accessible posts?

RESULTS

Defining information on EDR is visible in 65 posts of the sample, represented in form of quotes and pictures in the research poster. The three core narratives are:

EDR is a non-linear journey (n=41)

- „rollercoaster“, „ROMMAN“, „journey“, „not linear“, „process“
- Comparison with journeys of other community members is visible
- EDR starts with a „click moment“ - „turning point“ (Dahlborg Lyckhage et al., 2015), three stages of transition (Ruthven, 2022)

„Everyone who is recovered would have had what I call a 'click moment' that moment where it clicks for them that not only there is more to life than their eating disorder but they actually WANT more [...]“ (E)

Combination of all three core narratives

„[...] Recovery isn't linear, it's not easy, it's not happy all the time and it's not perfect [...] I know I wanna get there and that's everything I need to know.“ (D)

CONCLUSION

The community defines EDR as a journey, which resembles a hard fight, influenced by the experience of intense emotions. The comparison of all excerpts with psychological, social media and information behaviour research, revealed similarities of lived experiences in this sample to results from other (clinical) studies.

Some aspects of EDR (e.g. reaching the turning point) are comparable with the information behaviour concept of transitions. The resulting influence of online health information practices, as information sharing, need further exploration in the future. First indications of the role of online health communities within EDR were identified and need to be evaluated in further analyses (e.g. the role of mutual support, self-comparison).

In conclusion, the EDR community on Instagram provides detailed information on the concept of EDR, visible in thoughts, shaped by individual experiences. In addition, the community also serves as a platform for exchange and as a tool for personal representation in context of EDR.

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RESEARCH PROBLEM

EDR is the process of healing from EDs, and the outcome of being recovered, defined as "the ideal end goal" (Bardone-Cone et al., 2018, p. 78). EDs are serious psychological illnesses in various forms, for example, anorexia nervosa, bulimia nervosa, and binge-eating disorder. EDs have a high mortality rate and 22-51% patients relapse, most of them during the first 18 months of EDR (Von Holle et al., 2008). Because of its complexity, EDR is defined differently in psychological research, depending on the research design (Kenny & Lewis, 2023). This study supports practitioners and the field of psychology by providing insights into lived-experiences of individuals going through EDR.

METHOD & ANALYSIS

The dataset of this study consists of Instagram posts, accessible on open profiles. Publicly published social media data is considered part of the public domain. Using Spagnolàs HAR file web scraper, data were collected for two weeks from three hashtags: #recovery, #anarecovery, #miaerecovery. All hashtags were used in earlier analyses of the EDR community on Instagram (Samarossa et al., 2019; Bressel, 2020). Pictures were coded inductively. Captions were analysed using narrative analysis (Ressman, 1993). The result representation is oriented on the thematic narrative approach (Hanel, 2020).

EDR is a whirlwind of emotions (n=11)

Emotions influence the information behaviour during transitions (Willson & Given, 2020; Ruthven, 2022). In this sense, the variety of emotions experienced, influences information sharing in the EDR community.

„Recovery is such a whirlwind of emotions.“ (L)

„It's ok to be happy, it's ok to be sad. It's ok for life to have highlights. It's ok for life to have lowlights. And it's ok to show them off.“ (M)

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Generative Artificial Intelligence (GenAI) Chatbots Usage and Acceptance: An exploratory study

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Abstract

The use of chatbots powered by Generative Artificial Intelligence (GenAI) is a new trend that hasn't been thoroughly explored yet. The purpose of this study is to investigate the relationship between the use of GenAI chatbots and AI acceptance variables, openness to experience, and Information Literacy self-efficacy (IL SE). 291 Israeli adults aged 18 – 83 completed an online quantitative questionnaire. The results of the study revealed that positive emotions towards GenAI, hedonic motivation, ILSE, and openness to experience are significantly associated with GenAI chatbots usage. Age is associated with GenAI chatbots usage, openness to experience, hedonic motivation, and positive emotions. Moreover, individuals with academic education are more inclined to GenAI chatbots usage compared to those with non-academic backgrounds. The study underscores the importance of considering these diverse factors in understanding and facilitating broader acceptance and usage of GenAI.

Introduction

GenAI chatbots, e.g., ChatGPT, have become widely available to the public since November 2022. It is designed to respond to follow-up queries, admit errors, question incorrect assumptions, and decline inappropriate requests (OpenAI, 2023). AI chatbots are highly attractive due to their ability to provide customized and prompt assistance to users. Their appeal is reflected in the number of users, which has exceeded 180 million before the end of 2023, with most male users (66%) and most users under the age of 35 (63%) (Statista, 2023).

Previous research investigated the correlation between technology usage and acceptance (Venkatesh et al., 2012, 2016). Additionally, personality questionnaires, such as the Openness scale from the Big Five (John & Srivastava, 1999) and the Information Literacy Self-Efficacy (IL SE) scale (Kurbanoglu et al., 2006) were used to explore the relationship between users' characteristics and various kinds of technology acceptance. However, little research has been conducted on the factors contributing to the usage and acceptance of GenAI chatbots. Thus, this research aims to fill that gap.

The research question is: What are the associations of GenAI chatbot usage with demographic variables (age, gender, education), AI acceptance variables (social influence, hedonic motivation, effort expectancy, performance expectancy, and positive emotions), personal traits (openness to experience), and the Information Literacy Self-Efficacy (IL SE)?

Methodology

The study was conducted in the first week of August 2023. All respondents who participated in the survey were collected through an online consumer panel (<https://www.ipanel.co.il/en>). The sample of respondents was selected to provide a general representation of the adult population in Israel that has access to communication technologies.

The sample included 291 Israeli adults aged 18 – 83 years ($M = 40.49$, $SD = 15.11$). About half ($n = 146$, 50.2%) were male, and most of the participants had an academic education ($n = 189$, 64.9%). Regarding GenAI chatbot usage, most of the sample reported using it ($n = 178$, 61.2%).

The study applied a quantitative method using an online closed questionnaire. The Participants who provided their informed consent answered a four-section questionnaire ([Appendix 1](#)):

1) Demographic details (gender, age, level of education) and GenAI chatbots usage attributes (including whether they use AI or not and, if so, which platforms, purposes, and products they use).

- 2) Artificially intelligent device use acceptance questionnaire (AIDUA) (Gursoy et al., 2019). Five subscales were analysed: Social influence, Hedonic motivation, Effort expectancy, Performance expectancy, and Emotions).
- 3) Information Literacy Self-Efficacy questionnaire (Kurbanoglu et al., 2006).
- 4) Openness to experience personality traits questionnaire (John & Srivastava, 1999).

Findings

Table 1 presents the descriptive statistics and associations of the background and study variables. GenAI chatbots usage was positively associated with ILSE, openness to experience, social influence, hedonic motivation, and emotions. Higher ILSE scores were related to a higher probability of using AI. Similar results were found for openness to experience, with the addition of a positive correlation with performance expectancy, indicating that higher openness scores were related to a higher probability of using AI. Furthermore, all AIDUA measures, except for performance expectancy, were associated with GenAI chatbot usage, with higher scores of social influence, hedonic motivation, and positive emotions and lower effort expectancy scores relating to a higher probability of using AI. Regarding the background variables, age was positively associated with effort expectancy and negatively associated with openness to experience, hedonic motivation, emotions, and GenAI chatbots usage. That is, older age was related to higher effort expectancy scores, lower scores of openness to experience, hedonic motivation, emotions, and lower probability to use AI. Gender was associated with effort expectancy, and males scored higher than females. Lastly, education was associated with hedonic motivation and GenAI chatbots usage. Participants with an academic education scored higher on hedonic motivation and were more likely to use GenAI chatbots than those with a non-academic education.

Table 1. Means, standard deviations, and Pearson correlations

Variable	M %	SD	1	2	3	4	5	6	7	8	9	10
1 Age	40.49	15.11	-									
2 Gender ^a	50.2	-	.05	-								
3 Education ^b	64.9	-	.01	-.23***	-							
4 ILSE	5.53	0.92	-.06	-.04	.09	-						
5 Openness to experience	3.82	0.56	-.14*	.001	.02	.51***	-					
6 Social influence	2.87	0.92	.04	.03	.06	.12*	.19**	-				
7 Hedonic motivation	3.60	0.86	-.19**	-.11	.19***	.20***	.36***	.38***	-			
8 Effort expectancy	2.71	0.96	.16**	.18**	-.05	.03	.08	.55***	.08	-		
9 Performance expectancy	3.07	0.94	-.07	.10	-.07	.09	.15*	.61***	.46***	.47***	-	
10 Emotions	3.12	0.94	-.13*	-.08	.03	.23***	.33***	.25***	.38***	-.01	.21***	-
11 GenAI chatbots usage ^c	61.2	-	-.33***	-.02	.27***	.15**	.15*	.13*	.45***	-.17**	.07	.24***

Note. $N = 291$. Pearson's coefficients are presented for continuous variables. Point-biserial coefficients are presented for correlations between dichotomous and continuous variables. Coefficients of χ^2 tests of independence for associations between dichotomous variables. The percentages of the dichotomized variables represent the upper score. ILSE = The Information Literacy Self-Efficacy Questionnaire; AI = Artificial Intelligence. ^a0 = Female, 1 = Male; ^b0 = Not academic, 1 = Academic; ^c0 = No, 1 = Yes.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Discussion

Findings reveal that individuals with higher ILSE scores demonstrated a greater likelihood of utilizing AI, suggesting ILSE plays a crucial role in adopting and using the GenAI chatbot. Further, individuals scoring higher in openness tend to exhibit a greater inclination toward GenAI chatbots usage, indicating that personality traits might influence the adoption of new technologies. Moreover, the younger generation is more likely to use GenAI, and males scored higher than females. Furthermore, individuals with academic education were more inclined to GenAI chatbots usage compared to those with non-academic backgrounds. Among AI acceptance variables, positive emotions and hedonic motivation are

significantly associated with GenAI chatbots usage, suggesting that the emotional appeal and pleasure derived from using AI are important factors in its adoption. Effort expectancy shows a varied relationship with demographic variables and is positively associated with age and gender, implying that perceived ease of use may be a barrier to GenAI adoption for certain groups.

Based on the findings of this research, by addressing demographic gaps, leveraging individual differences, shaping perceptions, and evoking positive emotions, organizations, and policymakers can potentially increase the adoption and effective utilization of GenAI chatbot technologies. To increase GenAI chatbot adoption, efforts should be made to target older populations and those without academic backgrounds, as they are currently less likely to use AI. Furthermore, messaging around GenAI chatbots should highlight AI's enjoyment, pleasure, and positive emotional aspects, as hedonic motivation is strongly linked to its adoption. Moreover, emphasizing the ease of use and low effort required for GenAI chatbot adoption can encourage people to use it, as perceived high effort can deter usage.

This study sheds light on the intricate and complex aspects of AI adoption. It underscores the importance of understanding the multifaceted nature of AI adoption and its implications for GenAI's integration into various applications.

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Generative Artificial Intelligence (GenAI) Chatbots Usage and Acceptance: An exploratory study

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INTRODUCTION

GenAI chatbots, e.g., ChatGPT, have become widely available to the public since November 2022. AI chatbots are highly attractive due to their ability to provide customized and prompt assistance to users. However, little research has been conducted on the factors contributing to the usage and acceptance of GenAI chatbots. Thus, this research aims to fill that gap. This research examines the factors that are associated with GenAI chatbots usage.

METHOD

The study applied a quantitative method using an online closed questionnaire. Respondents were gathered from an online consumer panel.

- 1) Demographic details and GenAI chatbots usage attributes.
- 2) Artificially intelligent device use acceptance questionnaire (AIDUA) (Gursoy et al., 2019). Five sub-scales were analysed: Social influence, Hedonic motivation, Effort expectancy, Performance expectancy, and Emotions).
- 3) Information Literacy Self-Efficacy (ILSE) questionnaire (Kurbanoglu et al., 2006).
- 4) Openness to experience personality traits questionnaire (John & Srivastava, 1999).

A sample of 291 adults, about half (n = 146, 50.2%) were male, most with an academic education (n = 189, 64.9%), and most (n = 178, 61.2%) using GenAI chatbots.

RESULTS

A Pearson correlation was conducted. Results are presented in Table 1. A significant positive correlation was found between GenAI chatbots usage with academic education, ILSE, openness to experience, social influence, hedonic motivation, and emotions. A significant negative correlation was found between GenAI chatbots usage with effort expectancy and age.

CONCLUSIONS

Based on the results, organizations and policymakers can increase chatbot adoption by addressing demographic gaps, leveraging individual differences, shaping perceptions, and evoking positive emotions.

Variable	1	2	3	4	5	6	7	8	9	10
1 Age ^e	-									
2 Gender ^a	.05	-								
3 Education ^b	.01	-.23***	-							
4 ILSE	-.06	-.04	.09	-						
5 Openness to experience	-.14*	.001	.02	.51***	-					
6 Social influence	.04	.03	.06	.12*	.19**	-				
7 Hedonic motivation	-.19**	-.11	.19***	.20***	.36***	.38***	-			
8 Effort expectancy	.16**	.18**	-.05	.03	.08	.55***	.08	-		
9 Performance expectancy	-.07	.10	-.07	.09	.15*	.61***	.46***	.47***	-	
10 Emotions	-.13*	-.08	.03	.23***	.33***	.25***	.38***	-.01	.21***	-
11 GenAI chatbots usage ^c	-.33***	-.02	.27***	.15*	.15*	.13*	.45***	-.17**	.07	.24***

*p < .05. **p < .01. ***p < .001.

Table 1. Means, standard deviations, and Pearson correlations

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Identifying the implied information ‘user’ in models of information behaviour through a Meta-Ethnographic approach

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Abstract

Introduction. *Information seeking and non-seeking have often been treated as two unequal concepts favoring information discovery, though information may not always be “good” and wanted. With a focus on the methodological approach, this poster addresses notions of the information ‘user’ implied in models of information behaviour (IB).*

Methods. *The meta-ethnographic methodology (Noblit and Hare, 1988) was employed in a new way to strengthen the systematic and inductive analysis of ‘meanings’ emerging from five IB-models.*

Analysis. *Each model was systematically examined according to the seven meta-ethnographic phases in an ongoing “dialogue” between the model, a conceptual framework of information avoidance exemplifying non-information seeking, and prior writings about the model.*

Results. *The implied ‘user’ emerging from the models (still) appear to be driven by a need to discover, seek, find and use information to solve a problematic situation, hence, positioned as an active or passive information seeker. The methodological potentials, barriers and limitations are discussed guiding further research.*

Conclusion.

The study suggests a new analytical approach to IB research fostering deeper insight into tacit and underlying notions of information behavior and practice that may affect how we understand, study and support humans’ engagement with information. Further research is needed for validation.

Problem statement and research question

Already in 2011, Ronald E. Day proclaimed the death of the ‘user’ in Library and Information Science (LIS) and the need for a new understanding of the human actors engaging with information. Since the ‘user turn’ in LIS people’s need *for* information has changed (Julien et al., 2018). To many, non-seeking in terms of information avoidance (IA) has become a common information strategy to cope with daily life (Hicks et al., under review). That said, information seeking and avoidance have often been treated as two unequal concepts of information behaviour (IB) favoring information discovery, though information may not always be “good” and wanted (Hicks et al., under review). This imbalance in IB research has already been demonstrated by Houston (2011, p. 364) examining non-use of information in 60 years of publications. Understanding the human information user is key in LIS. Nonetheless, IB research have often taken the ‘user’ for granted, e.g., implying an individual without a social context (Byström, 1999), or by sparse ‘participant’ descriptions (Julien et al., 2018). Likewise, Olsson (2016) identified a tacit system-oriented focus in many IB models deriving from a narrow conceptualization of information seeking behavior. The way IB scholars describe, conceptualize and construct their participants and ‘users’ has implications for how we design information studies and perceive and understand peoples’ information related behavior in research and practice (Julien et al., 2018). In this poster a new methodology based on the meta-ethnographic approach (Noblit and Hare, 1988) is introduced to examine implicit/explicit notions of the ‘user’ in IB models with a special focus on non-seeking behaviour through an information avoidance lens. The aim is to discuss strengths/limitations of the suggested meta-ethnographic approach for identifying implied notions of the human information ‘user’ in IB models. More specifically we ask: **How can a Meta-Ethnographic methodology approach contribute insights into notions of the information ‘user’ in IB models?**

Significance and relevance of the topic

Besides proposing a new methodological approach to IB research contributing deeper insights into implied notions of the information ‘user’ in IB models, a conceptual approach to studying non-seeking behaviour (here IA) is offered. This way, the study also responds to an identified knowledge gap in IB research and Information Science (Addison, 2017; Klaus, 2021). Only recently research in IA has started to increase. Information avoidance has been defined in many ways, but mostly motivated negatively and/or implying negative effects (Manheim, 2024). In contrast, a new holistic approach to IA in information science has been proposed embracing both its complexity and characteristics when it comes to the many practices aimed at moderating information interaction – not separate from, but in a dynamic interplay with information seeking practices (Hicks et al., under review). Addison (2017) also points to the situation-dependent nature of IA practices and the need for inclusion in models of people’s general behavioural information patterns. Finally, the procedural transparency required by the meta-ethnographic methodology may inspire further research and validation.

Content: a clear description of the expected content of the poster

The **Introduction** frames and motivates the research interest and question. The key theoretical concepts and constructs are information avoidance, exemplifying non-seeking behaviour in contrast to information seeking (Hicks et al., under review), IB-models (Wilson, 2017), and the ‘implied’ and ‘constructed’ information user (Ulriksen, 2009). The **Methods** present a detailed and visualized overview of the applied Meta-Ethnographic (M-E) methodology approach (Noblit and Hare, 1988) and its seven phases (1-3 preparation; 4-6 analysis, and 7 presentation). The M-E approach originally aimed at theory development was used in a new way as inspiration to 1) guide the analysis of IB models, 2) ensure a systematic, transparent and consistent approach and 3) to establish a distance between researcher and text. Recently, it has also been used to develop an information behaviour theory of transitions (Ruthven, 2021). A key consideration in the M-E approach concerns which studies, here models, to include. Five general ‘process-oriented’ and ‘explaining’ models of information behaviour were selected (Wilson, 2017): **Wilson** (1996), **Wilson** (2022), **Savolainen** (1995), **Johnson et al.** (1995) and **Krikelas** (1983). Each model was systematically examined according to the seven phases in an ongoing “dialogue” between the model(s), a conceptual IA framework exemplifying non-information seeking, and prior writings about the model. The conceptual framework consisted of IA-related terms deriving from background reading (Hicks et al., under review) categorized into Sweeny et al.’s (2010) five Ws (what, why, who, when and where) and a sixth category ‘how’. The **Outcome** presents the ‘implied user’ that emerged from the analysis demonstrating an imbalance between information seeking and non-seeking (IA) across the IB models. The information ‘user’ is (still) driven primarily by a need to discover, seek, find and use information to solve a problematic situation, hence, positioned as an active or passive information *seeker*. This way, the ‘implied user’ also reflects a reductionistic view of human information interaction preserving the ‘user’ in a limited role ignoring the varying needs for information engagement. The **Discussion** addresses the methodological potentials and limitations of applying a Meta-Ethnographic approach for identifying notions of the ‘user’ in IB models. The **Conclusion** follows below. The **Acknowledgement** goes to my research colleagues Alison Hicks, Pamela McKenzie, Jenny Bronstein, Ian Ruthven and Gunilla Widén for their inspiring and thought-provoking insights, experience and creativity nurturing new research in information avoidance. I also thank the reviewers for their constructive comments.

Conclusion

This study has proposed using the Meta-Ethnographic methodology as a new analytical approach to IB research fostering deeper insights into underlying notions of information behavior and practices in frameworks and models – insights that may affect how we understand, study and support humans’ engagement with information. Despite the limitations (e.g. number of IB-models) the methodology contributed a richer perspective and understanding of the ‘implied information user’. Further research is needed for validation.

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Identifying the implied information 'user' in models of information behaviour through a Meta-Ethnographic approach



Research interests
Human information interaction, Value creation, Conceptual modelling and Qualitative methods

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INTRODUCTION

- Understanding the human information user (actor) is key
- They seek and avoid information
- The 'user' view in IB-models impacts our understanding of people's information behaviour and practice

RQ

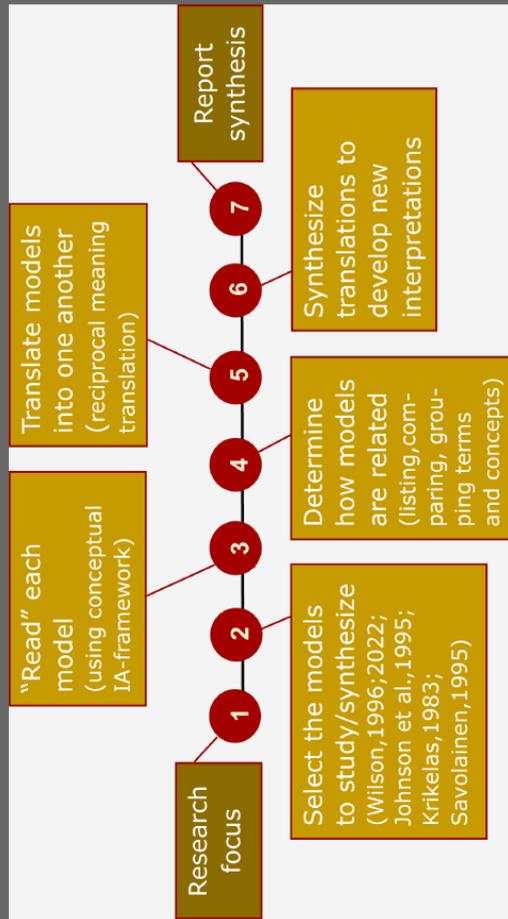
How can a Meta-Ethnographic methodology approach contribute insights into notions of the information 'user' in IB models?

METHODS

- Meta-Ethnographic Methodology approach adapted (Noblit & Hare, 1988)
- Seven phases: 1-3 preparation; 4-6 analysis, and 7 presentation
- A conceptual framework of categorized Information Avoidance (IA) terms applied (Hicks et al., under review; Sweeny et al., 2010)
- Five general IB models analysed
- Ongoing "dialogue" between model, conceptual IA-framework and writings about model

The information 'user' is (still) an information seeker!

The Meta-Ethnographic Methodology applied to 5 IB-models



SCAN ME



Scan the code to download the full poster paper

OUTCOME

IB-models

- Ignore the varying needs for information engagement (e.g. information avoidance)
- Reflect a reductionistic view of human information interaction
- Preserve a limited role of the 'user' as an active or passive information seeker.

M-E approach

- Contributed a richer perspective and understanding of the 'implied information user'
- Needs validation

DISCUSSION

- Selection of material (5 models)?
- Distance to material (prevent bias)?
- The M-E approach to synthesize meaning across conceptual models/frameworks?
- The M-E approach as a 'stepping stone' towards theory building?

ACKNOWLEDGEMENT

Thanks to my research colleagues Alison Hicks, Pamela Mckenzie, Jenny Bronstein, Ian Rutiven and Gunilla Widén for their inspiring and thought-provoking insights, experience and creativity nurturing new research in information avoidance! I also thank the reviewers for their constructive comments.

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RESILIENCE IN INFORMATION SEEKING



Resilience is a concept that transcends different disciplines and approaches, but what does information resilience entail? Is it positive? And who should bear the responsibility for ensuring information resilience?

Introduction

Information is being produced at an unprecedented rate, with news stories of climate crisis, wars and famines, invoking a sense of information overload. Seeking the correct and current information seems increasingly more of a necessity for survival. Therefore, concepts such as information marginalization, information poverty, and information resilience are becoming increasingly relevant, and while the first two terms have received much attention in the literature, information resilience is lacking in studies. Gaining a deeper understanding of how information resilience manifests within people, will aid in the development of support frameworks for those seeking crucial and often difficult to process information in turbulent times.

Resilience in the Literature

Resilience: "The quality or fact of being able to recover quickly or easily from, or resist being affected by, a misfortune, shock or illness." [1,1]



Necessary Components of Resilience

PERSISTENCE The continuity of a system, that it can continue to function with measure of this ability to still persist. [5]	TRANSFORMATION Resilience is not returning to the norm but achieving, momentum, thriving or learning tool to facilitate growth. [12]	NETWORKS Resilience is personal. But a need for positive experiences such as friendships are necessities for the continuation of a person's resilience. [8,14]
BOUNCING BACK Homeostasis approach to recover from unforeseen events or problems and then, returning to the rubber band theory - it stretches then bounces back rather than breaks. [12]	TIME How long does it take to recover from a disruption or shock? How long is their resilience? The goal must be reached. [1]	BOUNCING FORWARD Gaining knowledge and experience. Permits adaptive capacity of a system, allows to occur, the system can change and yet still be able to thrive. [3]

Objectives

1. To consider the concept of information resilience within information science by identifying and applying the elements that comprise resilience across other disciplines.
2. Consider how other important information science concepts such as information poverty, information marginalization and information overload relate to and interconnect with information resilience.
3. Explore the concept of information resilience in the information work of constituency caseworkers.

Related Concepts:

- Information poverty** - Lacking skills to find or understand information. [10]
- Information overload** - Information becomes overwhelming due to the amount available, with limited ways to narrow the search. [7]
- Information intermediary** - People who act as an agent between information and others - collecting, organising and distributing. [10]
- Information marginalization** - Lack of information seeking opportunities pushes people to the margins of society. [7]

- Information Resilience -
The ability to withstand, overcome and adapt to find information. [7, 10]

Is Information Resilience a Positive Concept?

Not having information is deemed personal failing instead of identifying unfair systems. [13]	Could training, help and support be better provided for caseworkers?	Whose responsibility is it to adapt?
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Uses a buzzword rather than political independent meaning. [13]

Conclusion

Findings: Resilience as a concept is well explored within other disciplines but needs investigation within information science, particularly how it is defined and measured. Constituency caseworkers are an excellent demographic to provide insights into information resiliency due to their wide ranging role and understudied work as information intermediaries. **Future work:** Conduct a qualitative study with constituency caseworkers to investigate their information behaviours to develop a theory of information resilience by examining how they undertake their information work, the support frameworks in place, and the challenges encountered.

Constituency Caseworkers

Who?
Constituency caseworkers are staff of members of parliament (MPs) and Scottish members of parliament (MSFs). A constituency is the area that an MP/MSF oversees.

What?
Casework is the day-to-day support available to constituents, as MPs can contact government agencies and departments on their behalf, such as local councils.

- Role examples - Providing help with information needs related to:**
- Healthcare
 - Housing e.g. eviction
 - Addictions
 - Tenancy assistance
 - Education
 - Homelessness
 - Criminal justice
 - Local campaigns
 - Financial
 - Citizenship
 - Domestic abuse
 - Child abuse
 - Benefits
 - Immigration
 - Legislation/policy concerns

Why study them?
• They are understudied information intermediaries, the few studies that exist arise from disciplines outside information science.
• They seek complex and shifting information on tight deadlines, often involving difficult or emotional situations.
• Often signpost people to the appropriate enterprise, despite little formal training in how to navigate complex systems or how to communicate the information. [2] Required to be adaptable, resourceful, and flexible.
• Further exploration of case workers traits and skills will further development of the concept of information resilience and pinpoint what is necessary to succeed in such a high-pressure environment.

Casework 2023

7,434 Cases opened
7,201 Cases closed
15,673 Emails received
20,053 Emails sent

Range of casework received by UK councillor Sarah Owen [6]

"What many people don't realise is that in many cases an MP's office is a last port of call for those who have fallen through the cracks of civil society. Often constituents start a phone call with 'I'm sorry to call, you but there's no one else left'. [5]"

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The Impact of Groups on Integration-Related Information Encounters

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Abstract

This poster presents preliminary findings on the impact of groups on encounters where information related to immigrant integration is shared and discussed, an understudied aspect in LIS. Observing group interactions in Southern Finland, the study focuses on understanding group-related characteristics shaping these encounters. Preliminary findings highlight the balance between intended information and how group participants shaped it, collective problem-solving, enhanced relevance through personal experiences, facilitators' role in (not) acknowledging group members, and a positive group atmosphere fostering effective sharing. The findings provide guidance for information providers involved in integration and emphasise the need to identify, which information is most suited for group contexts, and support the quality of group interaction.

Introduction

The process of immigrant integration involves various encounters with organizations and institutions in the host society where information is exchanged and discussed (i.e. *information encounters*; Ruokolainen, 2023). The encounters include, for example, meetings on employment issues, language courses, and leisure activities. While the impact of groups on information behaviour has been recognised in library and information science (LIS; Hyldegård, 2006; Hernandez-Peréz, 2015), and concepts such as collaborative information seeking (e.g. Shah, 2014) and behaviour (Karunakaran, 2013) recognise joint efforts to find and use information, comprehensive studies in everyday-life contexts, particularly integration and migration, remain sparse.

This poster presents preliminary findings from a qualitative study observing integration-related group encounters in Southern Finland. The approach of information encounters allows holistic observation of situations with potential asymmetries, focusing not only on the immigrant side but on the diverse information flows within these encounters. It considers the quality of the encounter and factors influencing how information is received, understood, shared, and used. Given the prevalence of group meetings as a method of organising information events for immigrants, this research is both relevant and timely.

Problem statement and research questions

This study aims to understand the group-related characteristics influencing integration-related information encounters, posing two research questions: 1. What group-related characteristics shape integration-related information encounters? and 2. How may the group dynamics facilitate or hinder the sharing of integration-related information in these encounters?

Data collection and description

Two researchers observed group encounters in which integration-related information was shared in Southern Finland from October 2023 to May 2024 (Table 1). These varied in audience, content, and interaction mode. Despite being common in Finland, such encounters lack institutionalisation, guidelines, and academic research due to their diverse and informal nature. The observations were part of a larger dataset including also individual encounters using Ruokolainen's (2023) framework for caring encounters. The observations covered the overall programme and interactions (facilitator-facilitator, facilitator-participant, and participant-participant). Transcribed field notes were thematically analysed. The significance of groups in information encounters emerged from the data, making the analysis in the group context data-driven (Gibbs, 2007).

Observation was a particularly suitable method for this study, as it allowed us to examine settings where activities occur (cf. Atkinson & Hammersley, 1994) in a minimally intrusive manner (Angrosino & Rosenberg, 2011). Our role was observer-as-participant (Gold 1958), meaning we primarily observed and only interacted with participants and facilitators as researchers and outsiders (cf. Adler & Adler 1994).

Sector	Activity type	Actors	Occasions observed
NGO	Language café (LC), onsite	Facilitators (2), Interns (1-3), Participants (8–10), Other staff members, Minors, Guest speakers	5
NGO	Language café (ZLC), online	Facilitators (2-4), Participants (2-4)	4
NGO	Entrepreneurship training (ZET), online	Facilitators (2), Moderator (1), Participants (8–14), Guest speakers	3
Public sector	Library presentation and guided tour (LIB), onsite	Facilitators (3), Participants (14–40), Language teacher(s)	5
Public sector, NGOs	International café/meeting point (IC), onsite	Facilitators, volunteers (2-8), Participants (20-40), Minors	5

Table 1. Observed encounters.

Preliminary findings

In the analysis, we mainly focused on the group dynamics and interaction among actors in group information encounters, while paying particular attention to aspects influencing receiving, understanding, using, and sharing information. Following theme clusters were identified, supported by excerpts from the fieldnotes:

Themes & subthemes	Description
<u>Interaction/Group dynamics</u> Parallel information streams Subgrouping	Main information stream parallel with smaller streams. Overhearing and joining an interaction enabled formation of subgroups and collective problem-solving. Discussion in subgroups enhanced relevance of information (<i>Excerpt 1</i>).
<u>Intended information</u> Facilitators' strategies for defining, adjusting, & sharing information Balancing between information sharing and education Misinformation	Repetition, timing of information, and amount of information (<i>Excerpt 2</i>). Educative aspects visible both in main group and subgroups (<i>Excerpt 3</i>). Sometimes outdated or incomplete information was shared.
<u>Understanding information</u> Indications of understanding and not understanding Group discussions to enhance understanding	Both collective and individual ways to show understanding were visible, and sometimes these were deceptive (i.e. facilitators falsely thought people understood; <i>Excerpt 4</i>). The group dynamics affected how people indicated understanding. However, smaller group discussions also enhanced understanding (<i>Excerpt 1</i>).
<u>Atmosphere & Mood</u> Humour, fun, and affection (Not) Addressing and (not) acknowledging people's emotional expressions and state	A positive atmosphere enhanced people's ability to take in new information and negative hindered it. Sometimes active engagement and sharing information was not acknowledged, which affected the encounter, often negatively (<i>Excerpt 5</i>).

Table 2. Themes identified in the analysis.

Excerpts from the field notes:

1. While switching rooms, one student approaches another and whispers something. The student replies: 'it [borrowing a guitar] is free, but if it is over two or three weeks than you pay'. (LIB5)
2. Only towards the end of the session the facilitator mentions that 'YK' [in Finnish] stands for 'the UN'. (LC2)
3. Facilitator is looking for books in easy Finnish, picks a book: 'this is a good book for learning Finnish in my opinion'. (LIB4)

4. Facilitator asks the participants: 'Do you understand [at least] a bit?' Some (active) students nod, utter 'hmm... joo [yes in Finnish]'. However, I notice that there are some people in the group who use the phone for live interpreting. (LIB4)

5. Participant [P] joins the table and starts drawing a house. Facilitator [F]: [your house?] P: [yes], crosses out the house. Facilitators: 'ah... bombed... oh'. P: [two cats, two boys], waves their hand backwards, gets teary. No reaction from F, P leaves the table. (IC3)

Discussion and conclusions

Our analysis focused on interaction among actors, facilitation, and individuals' actions in integration-related information encounters, with a special focus on information-related aspects. Forming subgroups enhanced the relevance of information, allowing participants to reflect on it through their own and peers' experience and collaboratively solve problems. Factors such as setting, group size, and premises also affected these encounters.

We found a shift from *intended information*, predefined by the facilitator, to *suitable information*, incorporating participant input and contextual factors. Suitable information recognizes that parallel information streams, often considered disruptive, can enhance processing and should be supported by the facilitator.

We identified both enabling and hindering aspects of facilitation in group encounters. These can coexist in the same encounter and their impact may vary based on the facilitator's skills and group dynamics. Facilitators can improve information flow by encouraging questions and subgroup interactions, foster a positive environment, and promote active participation and information sharing. Hindering factors include sharing misinformation, neglecting participant contributions, and failing to balance subgroup activities, leading to reduced engagement.

Finally, we identified a research gap in methods for evaluating information understanding within group contexts and practical tools for managing participant activity levels. We recommend increased efforts to gather participant feedback to assess understanding and information transmission efficiency.

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The Impact of Groups on Integration-Related Information Encounters

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Introduction

Much information connected to migration and integration is shared in group contexts. However, there is still limited knowledge of how information is shared and understood most effectively in groups. This poster shows preliminary findings from a qualitative study observing integration-related group encounters in Southern Finland. The approach of *information encounters* (Ruokolainen, 2023) is used, highlighting information flow to different directions within these encounters, the quality of the encounter, and various factors influencing how information is received, understood, shared, and used. The study is novel contribution to collaborative aspects in LIS research (e.g. Hyldegård, 2006; Hernandez-Peréz, 2015; Shah, 2014).

Preliminary Findings

Focusing firstly, on group dynamics and interaction, and secondly on receiving, understanding, using, and sharing information, four themes with subthemes emerged.

Interaction/Group dynamics

- Parallel information streams
- Subgrouping

Main information stream parallel with smaller streams. Overhearing and joining an interaction enabled formation of subgroups and collective problem-solving. Discussion in subgroups enhanced relevance of information.

Intended information

- Facilitators' strategies for defining, adjusting & sharing information
- Balancing between information sharing and education
- Misinformation

Repetition, timing of information, and amount of information. Educative aspects visible both in main group and subgroups. Sometimes outdated or incomplete information was shared.

Understanding information

- Indications of understanding and not understanding
- Group discussions to enhance understanding

Both collective and individual ways to show understanding were visible, and sometimes these were deceptive (i.e. facilitators falsely thought people understood). The group dynamics affected how people indicated understanding. However, smaller group discussions also enhanced understanding.

Atmosphere & Mood

- Humour, fun, and affection
- (Not) Addressing and (not) acknowledging people's emotional expressions and state

Positive atmosphere enhanced people's ability to take in new information and negative hindered it. Sometimes active engagement and sharing information was not acknowledged, which affected the encounter, often negatively.

Only towards the end of the session the facilitator mentions that "YK" [in Finnish] stands for "the UN". (LC2)

While switching rooms, one student approaches another and whispers something. The student replies: "it [borrowing a guitar] is free, but if it is over two or three weeks than you pay." (LIB 5)

Participant [P] joins the table and starts drawing a house. Facilitator [F]: [your house?] P: [yes], crosses out the house. Facilitators: "ah... bombed... oh." P: [two cats, two boys], waves their hand backwards, gets teary. No reaction from F, P leaves the table. (IC3)

Conclusion

We identified both enabling and hindering aspects of facilitation in group encounters. Facilitators can enhance information flow by encouraging questions, subgroup interactions, and a positive environment. Hindering factors include neglecting participant contributions and failing to balance subgroup activities, reducing engagement, and spreading misinformation. A key finding was the shift from *intended* to *suitable information*, which considers participants' backgrounds and input. Suitable information recognises that parallel information streams, often seen as disruptions, can enhance information processing. Facilitators should support these streams and the overall information flow by encouraging and maintaining a positive atmosphere.

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Research questions

1. What group-related characteristics shape integration-related information encounters?
2. How may the group dynamics facilitate or hinder the sharing of integration-related information in these encounters?

Methods

- Observations of group encounters where immigrant integration-related information was shared.
- The significance of groups for information encounters emerged from the findings.
- The data consists of field notes.

Sector	Activity type	Occasions observed
NGO	Onsite language café	5
NGO	Online language café	4
NGO	Online entrepreneurship training	3
Public sector	Onsite library presentation & guided tour	5
Public sector	Onsite international café	5

Co-research on young people's health information literacies in social media

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Abstract

Rationale. This poster presents a sub-study of the TUBEDU research project investigating the relationship between social media peer support and youth health information literacies through co-research. While previous studies have focused on the negative effects of social media on youth mental health, this study highlights its potential positives. The role of social media peer support within youth health information literacies in online contexts has not been fully explored in LIS.

Method and data. The study employs a co-research strategy where young people actively engage as influential partners in data production. Collected in collaboration with the youth mental health organization Nyyti ry from November 2023 to February 2024, the data includes two focus group interviews, three co-research workshops, and peer interviews with participants aged 18 to 29.

Findings. The preliminary findings reveal young people are active and capable agents in navigating and mastering their social media experiences to support mental well-being. The construction of a "social media bubble", involving information practices such as seeking positive content and limiting the negative, evaluating credibility, and creating supportive content highlights the adaptive nature of youth health information literacies. The findings may inform strategies to promote positive mental health among youth in the digital era.

Rationale

The impact of social media on young people's mental health has been extensively studied across disciplines, but the research has mainly focused on the negative effects of social media, leaving a gap in research on its positive impact. Social media plays a vital role in the lives of young people providing them with a platform for building and maintaining social relationships, seeking information related to their well-being, and sharing experiences with peers (Adibin, 2015; Naslund, 2020). Young people enact several interconnected and embodied information practices (see e.g. Lloyd, 2014; Multas & Hirvonen, 2022; Olsson & Lloyd, 2017) when interacting on social media, which may serve as an empowering tool for mastering their information environments. However, the significance of social media peer support as part of the information practices and health information literacies of young people in online contexts has not been fully investigated within LIS.

The proposed poster focuses on a sub-study of the TUBEDU project, which employs a co- and peer research strategy to investigate the relationship between social media peer support and health information literacies of young people. Here, health information literacies are considered to consist of "information practices related to seeking, finding, evaluating, understanding and creating health information that are enacted in the social settings and everyday environments of people, including online contexts" (Multas, 2022, p. 90). The significance of this study builds upon its new and inclusive perspective on both mental health related to social media research as well as information literacy research.

The TUBEDU research project, funded by the Research Council of Finland, aims to investigate how social media, particularly YouTube, acts as a form of peer support for young people's

mental health. Moreover, TUBEDU will seek to investigate the relationship between young people's health information literacies and peer support in online contexts. This project is a collaborative effort between the Universities of Turku, Tampere, and Helsinki, as well as research partners, Finnish youth mental health organizations Nyyti ry and Yeesi, and Aseman lapset (Children of the Station).

Method and data

The study uses a co-research strategy to promote collaboration and knowledge co-production, challenging traditional methods that reinforce hierarchies and power imbalances (see e.g. Clark et al., 2022; Kulmala et al., 2023). In this approach, young people are invited as influential partners and active agents in the entire research process. Collected in collaboration with youth mental health organization Nyyti ry from November 2023 to February 2024, the study's data includes two focus group interviews (two + three participants), three co-research workshops (five co-researchers), and peer interviews (three group interviews and two individual interviews) conducted by the co-researchers. Participants were recruited via Nyyti's social media, email lists, and other communication channels, with criteria including ages 18 to 29 and an interest in mental health and social media issues.

Preliminary findings

The preliminary findings reveal that young people are active and capable agents in navigating and mastering their social media environments and experiences. A key theme emerging from the data is the construction of a "social media bubble" that supports mental well-being. This involves information practices, such as: 1) Seeking positive content: Engaging with algorithms, systems, and people to promote positive interactions while limiting exposure to negative content, 2) Assessing credibility and trustworthiness: Filtering information to meet the information needs, particularly identifying content that provides peer support, 3) Creating content: Offering peer support through content creation, which is both empowering and beneficial for mental health. These preliminary findings indicate that young people's health information literacies encompass highly adaptive information practices, highlighting their embodied, interconnected, social, and transformative nature.

Conclusion

This proposed poster presents a study that employs a co-research strategy to investigate the relationship between social media peer support and the health information literacies of young people. By shifting the focus of social media research to investigate its positive effects, particularly on mental health, this project offers a new and inclusive perspective on the topic. The significance of this study lies in its collaborative and co-productive approach, which challenges traditional ways of scientific knowledge production and empowers young people as influential partners and active agents in the research process. Through this study, we hope to gain insights into how young people use social media as a form of peer support for their mental health and how this relates to their health information literacies in online contexts. Ultimately, this research may inform the development of policies and health communication initiatives that aim to promote positive mental health and well-being among young people in the digital age.

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“There’s no answer? Wow, what a terrible website you’ve found”: Exploring the digital information practices of Danish lower secondary school pupils during project work

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Abstract

Introduction. *Young people grow up in a high-speed world that demands critical information literacies and information practices. In Danish schools, both teaching and pupils’ schoolwork is typically digitally mediated through laptops, especially in the upper grades. This study investigates the interrelated contextual, social, and digital elements influencing pupils’ collaborative information practices during project work from a cultural-historical perspective.*

Methods. *Audio recordings, observations, document analyses, and interviews was conducted before, during, and after pupils’ project work in two Danish lower secondary schools. The study included 4 groups (10 participants).*

Analysis. *The study uses a cultural-historical activity theoretical perspective focusing on the interplay between demands and motives in learning. Data was coded qualitatively to identify recurring themes. Results. The findings were clustered into three overarching themes: assessment; performativity; and productivity.*

Conclusion. *Pupils’ motives during project work were oriented towards and shaped by structural demands of assessment, performativity, and productivity, rather than what could be normatively described as reflexive and critical reading and evaluation of digital information. Pupils’ ‘flicker’ between a wide range of – sometimes contradictory – demands that both constitute and are reshaped by pupils’ practices often hidden from teachers.*

Problem statement and research question

Young people grow up in a high-speed digitalized world in which critical information literacies, i.e., the ability to access, evaluate, and use digital information, are vital to participate in democratic societies on an informed basis. Digital technologies play a significant role in Danish schools and schoolwork is typically digitally mediated in the upper grades (Børns Vilkår, 2019; Christensen et al., 2023; Erstad, 2015). However, the 2018 International Computer and Information Literacy Study showed that 60% of Danish 8th-grade pupils “do not critically assess the assumptions and interests of content producers” (Bundsgaard et al., 2019, p. 12, my translation). A significant portion of research addressing these issues seem to assess critical information literacy from a de-contextualized and normative “check-list approach” (Johansson & Limberg, 2017; Sundin & Francke, 2009), identifying pitfalls and (lack of) competencies of the *individual* (Agosto, 2019; Pickard et al., 2014), e.g., difficulties of differentiating between facts and opinions (Kerslake & Hannam, 2022).

From a sociocultural perspective, young people’s development of literacies can be understood as socially and contextually constituted *practices* (Lloyd, 2010), and as a dialectic interplay between motives and demands (Hedegaard, 2012). From educational science, we know that a significant proportion of learning occurs through social interactions among classmates (Nuthall, 2007), and in Denmark, a considerable amount of school activities occur in groups (OECD, 2019). Interaction and collaboration among pupils are perceived as significant and influential in shaping the behaviours and understandings related to young people’s information seeking, evaluation, and use, especially regarding source credibility assessment (Pickard, 2008). There is, however, limited research on contextual and influencing factors related to how people collaboratively engage with information in practice (Zhong et al., 2022).

- RQ1: What characterizes pupils’ digital collaborative information practices during project work in lower secondary school?
- RQ2: How are these practices constituting and constituted by the interrelated social, contextual, and digital settings in which pupils’ information practices are carried out?

Significance and relevance of the topic

Through a holistic (Polkinghorne & Given, 2021) wholeness approach, this study covers the interplay and co-constitution between contextually embedded demands and individual/in-group motives related to actions, negotiations, and decisions during young people's collaborative information practices in a school project work setting. In addition to this, the study seeks to critically examine how pupils' collaborative information literacies are enacted within these practices and how the school as an activity setting constitute certain conditions for the development of pupils' information literacies. The findings can inform the development of didactic approaches related to project work and pupils' critical use of digital technologies to seek, evaluate, create, and share information in school.

Content

- Introduction to PhD project: Problem statement/research gap and scope/purpose of the project
- Theoretical framework: Hedegaard's (2012) Wholeness Approach, Savolainen and Thomson's (2022) Expanded model for Everyday Information Practices, and Lloyd's (2010) concept of information literacy *as* information practice
- Methods: Audio recordings, participant observations, document analyses, interviews
- Results: Illustrative empirical excerpts from two project groups (including 2 photographs)
- Discussion and implications for future research and practice

Conclusion

Below, some of the preliminary findings are listed as themes. These are not final as the analyses are ongoing:

- Assessment (e.g., the ambiguity of grades)
 - 'Cracking the teacher's code' (Isager, 2024)
- Performativity (e.g., presentations, social pressure, 'sounding smart')
- Productivity (e.g., quantity, finding the 'right' answers, number of links)

Pupils' motives and information practices during project work were oriented towards and shaped by, among others, demands of assessment, performativity, and productivity, rather than what could normatively be assessed as being reflexive and critical reading and evaluation of digital information. Pupils 'flicker' between a wide range of – sometimes contradictory – demands that both constitute and are reshaped by pupils' practices often hidden from teachers. These practices should be understood in close conjunction with the concrete contextual settings in which they are situated. The collaborative setting seems to simultaneously empower and inhibit different pupils' participation related to their information practices due to the intermingling of individual-collective motives and contextual demands. In sum, the study suggests that to understand and assess pupils' information literacies, it is vital to understand the (collaborative) practices of pupils and how these are *reasoned* in relation to the contextual demands as experienced from the first-person perspectives of pupils.

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About the author

Jan Ole Størup is a PhD Fellow at the Department of Psychology and Behavioural Sciences at Aarhus University. His PhD project qualitatively examines the digital and collaborative information practices of Danish lower secondary school pupils during project work. He holds a MA (Ed) in Educational Psychology and has been engaged in research about the role(s) of digital technologies in relation to learning, participation, and identity in the lives of children and young people both in early childhood education and care, school and leisure.

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“THERE’S NO ANSWER? WOW, WHAT A TERRIBLE WEBSITE YOU’VE FOUND”

EXPLORING THE DIGITAL INFORMATION PRACTICES OF DANISH LOWER SECONDARY SCHOOL PUPILS DURING PROJECT WORK

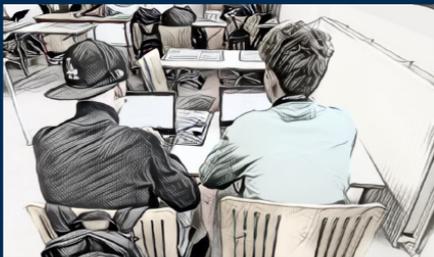
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Background

- Young people grow up in a high-speed digitalized world in which **critical information literacies** are vital to participate in democratic societies
- Schoolwork is **digitally mediated** in the upper grades
- Much of pupils' (digital) school activities occur **during group work** (Hanghøj et al., 2024)
- **60% of Danish 8th-grade pupils** are likely unable to "see through fairly obvious attempts to deceive them online, [and] (...) do not critically consider the assumptions and interests of content producers" (Bundsgaard et al. 2019:12, my translation)

We do not know enough about "the models, characteristics and influencing factors of **collaborative information practices**" (Zhong et al., 2022:18)



Purpose

- To understand what characterizes pupils' digital collaborative information practices during project work in lower secondary school
- To uncover the interplay and co-constitution between contextually embedded demands and individual/in-group motives related to actions, negotiations, and decisions during young people's collaborative information practices in a school project work setting



Methods and design

- Ethnographic case study
- Audio recordings, participant observations, document analyses, group interviews
- Before, during, and after 'project week' across two public schools (4 groups, n=10, 13–14-year-olds)

Theoretical framework

- Cultural-Historical Activity Theoretical perspective focusing on the interplay between demands and motives in learning (Hedegaard, 2012)
- Savolainen and Thomson's (2022) Expanded model for Everyday Information Practices (E-EIP)
- Information literacy **as practice** (Lloyd, 2010)

Preliminary findings (themes—ongoing analysis)

- Assessment (e.g., ambiguity of grades)
 - 'Cracking the teacher's code' (Isager, 2024)
- Performativity (e.g., presentations, 'sounding smart')
- Productivity (e.g., quantity, finding the 'right answers')

"But I don't know... We *do* know a lot about it already so I don't know if we should just write... instead of read" (Sigurd, field audio)

"Let's say they've (the teachers) been at home searching for something. They find out, "this question, this is what they should answer." Then it's not good if we just answer something completely different because we've been sloppy with the website" (Malthe, interview)

Sigurd & Malthe
Topic: Hooliganism

"We asked Thomas (the teacher), and he was like: "Oh, well, you can ask a priest, but now go in and write down 10 questions about what you'd like to ask, because what you can't find on the internet, you can ask about. What you can find on the internet, you should find on the internet." You can find EVERYTHING on the internet, buddy, what do you expect?" (Erika, field audio)

"But can't we just pretend that we don't know?" (Ingrid, field audio)

Erika, Ingrid & Anna
Topic: Abortion

Discussion and implications

- Teachers' way of **facilitating** 'project week' is central
- Pupils **'flicker'** (Fleer, 2014) between various demands and motives
- Looking **beyond screens** to uncover the 'hidden lives of learners' (Nuthall, 2007)
- Need for a holistic, critical, child/young person-centric wholeness approach to understand young people's information practices as being **reasoned**

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Collecting and Analyzing Visual Data: The Good, The Bad, and The Ugly

Lynn Silipigni Connaway, Executive Director, Research, OCLC

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This interactive workshop identifies the complexities of collecting and analyzing visual data. We explore the nuances of various visualization tools such as heat maps, information horizon maps, and digital visitors and residents' maps. In the workshop, we discuss suitable outlets for each method, providing insights to enhance your data collection and analysis practices.

The workshop will begin with an overview of different methods for visual data collection and analysis. Examples will be used to identify the benefits and challenges of these data and the implications for cleaning dirty data sets. The co-leaders of the workshop invite registrants to submit examples of their own visual data to be included in the activities.

BATES-ORAMA!*

An Exuberant and Embodied Exploration of the Ideas of Marcia J. Bates

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This ISIC Workshop, *BATES-ORAMA!* takes a deep dive into the ideas of Marcia J. Bates (2016a, 2016b, 2016c). It surveys, celebrates, and problematizes her seminal contributions to the ISIC community (Bates, 2002); the specialty of Information Behavior (2016b); and Information Science overall (Bates, 2016a, 2022). The session is designed for students and scholars who wish to fortify their understanding of these domains through the lens of one particularly significant and creative contributor. The Workshop responds to Howard D. White's still-relevant call, in "Scientists-Poets Wanted," for *more synthesis of existing claims*, rather than *initiating new research claims* (White, 1999). At the Workshop, four themes will be explored in a concatenated (linked and cumulative) manner, namely: *Bates' Technical Acumen*, *Information Behavior in Context*, *Definitions of Information*, and *A Vision for Information Science*. Limitations of Bates' thought within these themes will also be recognized. Dr. Jenna Hartel, a student of and commentator on Bates (Hartel, 2013, 2020, 2021a, 2021b, 2021c, 2022) will lead the session using original multimedia, interactive, and embodied pedagogical strategies (e.g. we will move our bodies in Bates-ian ways and indeed we will go *berrypicking* together). *BATES-ORAMA!* will include a panel of scholars who share their insights on Bates and her impacts. Multiple opportunities will be provided for attendees to make Bates' concepts their own, and to share their discoveries with peers. In a concluding expression of gratitude (Hartel, 2021d, 2021e) and enacting an arts-informed paradigm (Knowles & Cole, 2007), participants shall co-create a "Quilt of Thanks" that will be sent to Marcia J. Bates.

*What is "-ORAMA," and where did it come from? Tacking an -ORAMA on the end of an existing word is a way to impart, in jovial fashion, that something is of a particularly extravagant or notable nature. It is "used chiefly in nonce words to denote an event, production, situation, etc., that amounts to or is suggestive of a prolonged or extravagant display or exhibition of a specified kind." Since it is unusual to devote an entire Workshop to one scholar, and the spirit of the session is indeed "jovial," the title of *BATES-ORAMA!* was chosen.

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AI tool usage by students: tool selection, use cases, quality of results –

What constitutes AI information literacy and how to support its development?

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Abstract

The aim of the workshop is to jointly reflect on theses and initial findings on information behaviour of information science students in the context of their use of AI tools and to draw conclusions from them for the further development of the teaching of information literacy. The workshop hosts suggest viewing the event as a kick-off for further collaboration in this topic area. The workshop connects insights from an empirical study conducted by the workshop hosts with theoretical considerations of information literacy and AI literacy. The study offers insights into the use of AI tools by information science students as well as the use cases for the use of AI tools. It also deals with the criteria that are relevant for the use of AI tools as well as the assessment criteria that students apply to the tools and their results. Building on that, the relation of AI information literacy on existing information literacy and AI literacy models will be discussed within the workshop to develop a first approach on the question, what constitutes AI information literacy. The workshop aims to lay a foundation for an ongoing discussion on the question what constitutes AI information literacy and how to foster it.

Key issues addressed by the Workshop

Since the launch of ChatGPT by the company Open AI on November 30, 2022, the discussion about the change in university teaching and student learning, which has already taken place on a sporadic basis, has developed a high level of momentum. The main questions are in which ways the usage of AI tools changes learning and assessment behaviour, how the use of the tools affect the knowledge and skills development of students, and what ethical and legal implications the use of AI tools has for learning and teaching. The first reports about radical transformations of previous study practices are discussed (partly fear-driven) right up to the feature pages of the mass media - see, for example, the abolition of bachelor's theses at the Faculty of Business Administration of the University of Prague (Kardanová, 2023). Universities are developing guidelines for the use of AI tools in teaching (see example: Moore, 2023). Working groups and think tanks are emerging to develop frameworks for the use of AI in higher education (exemplary for Germany Hochschulforum Digitalisierung, 2023).

There is no doubt, AI is changing the ways we communicate, learn and inform ourselves. Theoretically, AI provides many benefits. At the same time, non-reflective and uncontrolled usage may be the source of many individual and societal disadvantages and problems.

Skjuve et al. argue that users are willing to employ AI for numerous cognitive and creative tasks when they assess AI as sufficiently competent (Skjuve et al., 2024). Enhancing productivity, creative work, learning and development, and social support are among the most popular drivers for AI usage. Hancock et al. argue that AI may enhance and alleviate online self-presentation and computer mediated communication (Hancock et al., 2020). At the same time, AI may reduce or eliminate trust in computer mediated communication. Pelletier et al. state that AI exhibits substantial benefits for personal learning, especially for individualised educational

experiences (Pelletier et al., 2023). Illia et al. have a broader perspective on the information environment and critical aspects of AI based content generation like biases, disinformation, low information quality (Illia et al. 2022). Rozado focusses on these kinds of AI induced risks for political information (Rozado, 2023). AI also forms an important part of modern search engines (Nayak, 2022). According to Xu et al., regarded as a kind of search engine, ChatGPT is on a par with Google (Xu et al., 2023). Although Google is better with regard to fact checking, user trust in both systems is similar. With ChatGPT users search quicker and they estimate the quality of results and user experience of ChatGPT as higher.

James and Filgo argue that the ACRL Framework for Information Literacy for Higher Education can guide us in helping “students to understand the information in the world around them” (James, Filgo, 2023, o. P.). Based on a literature review, Long and Magerko delineate the basics of AI literacy as understanding what AI is and how it works, ethical considerations on how it should be used, and how people perceive AI (Long, Magerko, 2020). Markauskaite et al. even argue that learners need more than even advanced AI literacies. (Markauskaite et al., 2022). According to them, they need “richer ways of thinking about what these capabilities may entail” (Markauskaite et al., 2022, 14) on a cognitive, humanistic, and social level, e.g. the capability of self-regulated learning or the capability to produce novel solutions beyond AI.

However, so far there is little empirical data on the information behaviour of information science students in the context of their use of AI tools. Therefore, in the first half of the year, the two workshop hosts will initiate a pilot study in mixed-methods design as a purposeful sample in various information science courses in the German speaking countries (Austria, Germany, Switzerland). The study is based on the following research question: Which AI tools do information science students use for which use cases and which skills do students need for the informed use of AI tools? On the one hand, the survey determines tools and use cases for student AI tool use, as well as criteria for the selection of tools and the results generated. A particular focus is on the question of what role the quality of the results plays in comparison to other criteria, such as time savings and ease of use. Ultimately, the survey attempts to explore the tension between learning and making work easier in the study-related use of AI tools. Initial evaluations will be available for the workshop as a basis for the discussion.

In the workshop, we want to integrate the data from the pilot study, and information literacy models (especially the ACRL Framework) with the conceptual ideas on AI literacy as stated above, to discuss what constitutes AI information literacy and how we can support it. The workshop is planned as a half-a-day workshop. The first (brief) part, the presentation of the results of the pilot study will be in lecture format. The following (main) parts will be based on small group work and concluding plenum discussions. Group composition will be varied in the different stages to maximise the number of partners for discussion for each workshop attendee.

Relevance to ISIC 2024

The workshop brings together a discussion on empirical aspects and further development of the pilot study on AI tool usage by students with deliberations on the question how AI tools usage relates to information literacy and what constitutes AI information literacy and how we can foster AI information literacy. Thus, the workshop is directly connected to the conference themes 2 “Research approaches and methodologies”, and 5 “Information use and value”. We also see connections to the themes 8 “Critical investigations of information activities in contemporary society” and 9 “Research and actions related to the distribution of false and misleading information threatening social, community and economic development”, when we think about the wider frame of AI based information markets and the impact of AI usage of students for the educational sector, professional practice and society overall.

As we plan to propose a community of researchers to collaborate in this area, possibly and hopefully this is the start of a more stable collaboration.

Number of attendees that can be accommodated

The number of preferred attendees is 20. The maximum number of attendees is 30.

Requirements for participation

Participants should be working in higher education. Ideally, attendees have experience in information literacy teaching and are acquainted with models and research in the field.

Workshop format

The workshop is structured as follows:

Introduction: workshop content and goals, introduction of hosts and attendees

- 1) Impulse for workshop discussion from moderators: Overview of key issue and report on pilot study on AI tool usage: Method and results (20 minutes)
- 2) Group discussion: of how (e.g. with regards to methods, countries, disciplines), the pilot study can be built upon. Working in small groups (25 minutes)
 - a. Quality factors: relation and interplay with convenience and usage factors
 - b. Evaluation approaches of AI tool usage. Further development of pilot study on AI tool usage.

Plenary discussion: Presentation of the working group results and brainstorming scope and working mode for a community of researchers to collaborate on this area (30 minutes)

Break: 15 minutes

- 3) World Café: Idea exchange on how to improve AI literacy: working groups in three rounds (à 20 minutes = 60 minutes)
 - a. AI information literacy as a concept: information literacy and AI literacy
 - b. Conceptual considerations to improve AI literacy
 - c. Idea market: AI literacy learning designs, tools, scenarios

Plenary summary and idea exchange with conclusions for future collaboration of the research community (30 minutes)

Special needs

Projector, moderation material, a room that is suitable for the number of participants and whose furniture can be used flexibly for group work scenarios.

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Information and Crisis

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References to information crises are on the increase in the information science literature with the term information crisis being used for a variety of purposes and scenarios. The term has been used to describe information in or about crisis both in the context of a personal crisis e.g. a health or relationship matter or an event on a large scale such as a natural disaster. As a topic, information crisis has been the subject of work by several scholars in years e.g. Lloyd and Hicks (2020, 2021) and has been linked to concepts such as information resilience (e.g., Radford et al., 2022; Nicol et al., 2022) and other information coping behaviours (e.g., Bossaller et al., 2022; Koltay, 2022). Some scholars have written about information crisis in relation to the work of information intermediaries e.g. Buchanan et al (2019), meanwhile work by Hicks and Noone (2023) has highlighted the inconsistent and ambiguous definitions of “information crisis” in use within current scholarship and popular discourse.

The aim of this workshop is to explore crisis from an information behaviour perspective, in doing so, we ask:

- What is an information crisis?
- How is the term used in current scholarship and how has the term been used historically?
- How should information crises be conceptualised and studied within the field of Information behaviour?
- What distinctions should be made between information crisis and information in times of crisis?
- What types of information crises exist and how can they be conceptualised in information behaviour?
- What is the role of information and information activities, in information crises?
- What role does time, affect and place play in shaping information practices in the context of crises?

The workshop will provide a platform for the exploration of Information Behaviour in times of crisis and will be the first step in creating a research network of scholars with an interest in the topic.

This workshop will provide a platform to first parse out distinctions between information crisis and information in times of crisis, and will explore information behaviour in this context. The workshop will be the first step in creating a research network of scholars with an interest in the topic.

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The Price of Vulnerability: Compassion Fatigue, and Complex Information Experiences in a Turbulent World

Ina Fourie, Nadia Caidi, Marlene Holmner, Ian Ruthven, Anika Meyer

Abstract

Introduction. This panel will raise awareness of how a phenomenon, compassion fatigue, may influence our experiences of and reactions to a complex, turbulent world; our perceptions of vulnerability, experiences of information overload, unethical information practices, critical global challenges, and the information practices required for mitigating these anxieties and fears. Compassion fatigue is about how people are affected by the trauma of another, how they may detach themselves, experience apathy (caring too much can hurt). It concerns workers in many sectors (e.g., healthcare) and everyday-life.

Method. Panel discussion (introduction, three presentations, interactive audience engagement using a world café/third space to foster collaboration).

Panel members. Dr Ina Fourie (South Africa) (moderator), Dr Ian Ruthven (UK), Dr Nadia Caidi (Canada), Dr Marlene Holmner (South Africa), Anika Meyer (South Africa)

Content. Session introducing compassion fatigue and three presentations exploring compassion fatigue, vulnerability, information experiences in relation to (i) information overload motivations, (ii) global challenges (climate action and climate justice), (iii) unethical information practices (e.g., misinformation).

Results. A map of themes of vulnerability associated with compassion fatigue, information experiences and practices and themes for further research.

Conclusion. The seriousness of unrecognised compassion fatigue leading to health challenges (burnout, depressions) and vulnerable information experiences, need collaboration.

Names of panellists

Moderator: Dr Ina Fourie, Dept. of Information Science, Univ. of Pretoria (South Africa); ina.fourie@up.ac.za

Dr Nadia Caidi; Faculty of Information, University of Toronto (Canada); nadia.caidi@utoronto.ca

Dr Marlene Holmner; Dept. of Information Science, Univ. of Pretoria (South Africa); marlene.holmner@up.ac.za

Dr Ian Ruthven; Dept. of Computer and Information Sciences, Univ. of Strathclyde (United Kingdom); ian.ruthven@strath.ac.uk

Facilitator of audience interaction: Anika Meyer, Dept. of Information Science, Univ. of Pretoria (South Africa); anika.meyer@up.ac.za

Proposed format

Building on ISIC 2024's overarching theme, this panel intends to raise awareness of how compassion fatigue may influence our experiences of, and reactions to a complex, turbulent world, our perceptions of vulnerability, experiences of information overload and unethical information behaviour, critical global challenges, and information experiences and practices in mitigating these. Compassion fatigue pertains to how people are affected by the trauma of another, how they may detach themselves and experience apathy (caring too much can hurt) (Figley, 2002, p. 3). It concerns workers in many sectors (healthcare, teaching, humanitarian work) and everyday-

life (caring-giving, parenting, living through war and natural disasters) and how information is spread through social media (Agius et al., 2023; Aldamen, 2023; Moeller, 2002). Compassion fatigue precedes burnout and depression (Alan et al., 2021). Although there is limited research on information behaviour and depression, compassion fatigue as related to information needs and information experiences does not explicitly feature.

The panel will start with a brief 7-minute introduction by the moderator, Ina Fourie, who will introduce the main concepts to frame the session, increased reports of compassion fatigue in diverse contexts, its relationship with serious health concerns and the rationale to understand information experiences in a turbulent world that aggravate compassion fatigue. Ina will introduce the panellists, their expertise and the time allocation, allowing audience participation. Each panellist will use 8-10 minutes to address a slant or lens to the topic. Ian Ruthven will explore compassion fatigue as a phenomenon with a potential link to information overload, Marlene Holmner will address the relationship between compassion fatigue and unethical information practices/behaviour (e.g., misinformation), Nadia Caidi will explore a critical global challenge (climate change) and present early findings from a scoping review through an information lens and Anika Meyer will introduce the interactive audience engagement using a world café/ third space as a means of fostering a space for agenda-setting and collaborative research to foster collaboration.

Time allocation

Time allocation: Introduction (7 minutes); presentation by three panellists (30 minutes); introduction of a world café/third space approach to audience participation and the tools that will be used (8 minutes); audience participation (40 minutes); wrap-up (5 minutes) (**Total: 90 minutes**)

Subtheme

Critical investigations of information activities in contemporary society.

Purpose and contribution to the conference theme

The increasing global turbulence and turmoil faced by societies have deep impacts on people's attitudes, experiences, and affective approaches when seeking, using and sharing information. ISIC 2024 invites us to reflect on people's situational, contextualised interactions with information and engagement in information activities as expressed in a variety of information practices/ behaviour and information experiences. This panel intends to raise awareness of how phenomena, such as compassion fatigue, vulnerability, fear, uncertainty may influence our experiences of, and reactions to a complex, turbulent world. The purpose is to open discussion that might guide awareness for the urgency to address compassion fatigue and information experiences from various perspectives. We will generate a map of themes of vulnerability associated with compassion fatigue, information experiences and practices.

Summary of content

Introduction (Ina Fourie)

Concerns about compassion fatigue and people's inability to recognise and manage it are widely noted (Figley, 2002; Moeller, 2002). Following the COVID pandemic and its global impact, ongoing wars and political turmoil, natural disasters, increases in diagnosis of chronic illness requiring caregiving and widespread negative messages through social media, there is more reason to be concerned (Agius et al., 2023; Aldamen, 2023).

Compassion fatigue as an information phenomenon (Ian Ruthven)

Compassion fatigue depends on there being information on towards what or whom we should feel compassion. Compassion as a force for action relies on communication of another's situation, especially one that is framed in a way to gain attention and sympathy. Therefore, compassion is mediated by information. This presentation seeks to connect information overload and compassion fatigue by exploring the relationship between what we feel about another's situation and how we obtain the information about that situation. Information overload is often defined as a situation when our abilities to deal with information are not sufficient to deal with the amount of information we are asked to handle (Bawden and Robinson, 2020). There are many factors that can make Information overload more likely: poorly organised flows of information that require us to handle too much information, poorly defined information needs or tasks that mean we cannot filter useful from non-useful information, quickly-updated information that means information is updated before we can work with it, and cognitive or emotional limitations that mean we can only deal with certain amounts of information (Belabbes, et al., 2023). Information overload has both negative emotional consequences (such as feelings of anxiety, stress, or fear) and negative cognitive consequences (such as feelings of burnout, superficial uses of information, or information avoidance). These can

lead to poor task completion, poor well-being, and withdrawal from the over-loading situation. Therefore, information overload has many characteristics that are similar to compassion fatigue: a feeling of being overwhelmed by a situation one cannot adequately deal with, leading to self-protection in the form of withdrawing from the overloading situation. This involves both emotional and cognitive dimensions of emotionally disconnecting and cognitively avoiding the source of distress, with the result that compassion is disconnected from the triggering situation and people involved.

Unethical information practices and compassion fatigue (Marlene Holmner)

Compassion fatigue is a widespread condition that arises from continuous exposure to the suffering of others. It is a significant worry for workers in many sectors e.g. journalism, healthcare, and humanitarian work. Emotional weariness occurs as a result of extended sympathetic involvement with upsetting narratives and can hinder one's capacity to respond efficiently. In order to tackle compassion fatigue, it is crucial to examine its correlation with information ethics, particularly in the realm of disinformation and fake news. Within the domain of information ethics, professionals have the task of striking a balance between their obligation to distribute precise and significant information and the potential emotional burden that such content may impose. Ethical principles are crucial in directing the conscientious management of delicate information (Smith and Hawks, 2019). The terrain becomes progressively intricate when disinformation and counterfeit news are introduced. Dissemination of false information not only endangers the reliability of factual data but also intensifies the emotional burden on individuals responsible for mitigating its consequences (Perez, 2022; Richardson and Milovidov, 2019).

The pervasive dissemination of erroneous information exacerbates the difficulties encountered by information workers, who must contend not only with the painful nature of accurate content but also with the ethical need to counteract falsehoods (Lipschultz, 2020). The presence of disinformation in the ecosystem further complicates matters for professionals, who must grapple with the emotional weight of encountering both genuine yet unpleasant information and the need to combat false narratives (Perez, 2022). Within this framework, the field of information ethics must expand to include not just the accuracy of information, but also the mental health of individuals participating in its distribution. To effectively address compassion fatigue in the presence of disinformation, it is crucial to adopt a comprehensive approach to information ethics. This encompasses the promotion of responsible journalism, verification of facts, and the cultivation of an ethical environment that gives priority to the mental well-being of individuals working in the field of information (Moeller, 2002). Creating information ethical rules that expressly address the emotional consequences of misinformation can enhance resilience and long-term empathy in various domains. Recognising and dealing with compassion fatigue within the context of information ethics is crucial for promoting a healthier and more sustainable information ecology.

The burden of uncertainty: learning and stressing about climate change (Nadia Caidi)

Dr. Caidi will contribute to this session by sharing the preliminary findings from a scoping review of the literature on climate change, climate action and climate justice over the past decade (Trott et al., 2023; Walker et al., 2023). She seeks to tease out themes related to information seeking, using and sharing as well as the affective dimensions as articulated in the literature. In doing so, the aim is to examine the narratives around these topics, and the evolving framing of attitudes and strategies to make sense of the issues and developments in that specific context. The role of uncertainty and the narrative of risk management are recurring themes that will be explored in more depth and contextualised in the context of this session dealing with vulnerability and fatigue.

Creating a world café/third space using social media to understand the phenomenon of compassion fatigue and foster collaboration (Anika Meyer)

Many participants are familiar with online social media and networks that are essential parts of our lives; changing the way individuals participate, communicate and interact. Social media provides opportunities for the creation of social spaces that transcend physical boundaries and empower virtual connectivity, community participation, opportunities to interact, share stories on vulnerable and sensitive experiences (e.g., of compassion fatigue), and initiate conversations that spark discussions of social, environmental and political issues, and find solutions (e.g., helping to study and understand concepts like compassion fatigue, vulnerability and information experiences). Anonymity can apply when using social media (Widyarningsih et al., 2021). If social media is used to offer a neutral ground for diverse individuals to come together in the spirit sketched here and to move from their initial ideas and experiences referred to as 'home' or first space, through sharing, e.g., sharing information for setting an agenda which presents a second space, a new space for collaborative research on a challenging topic can be fostered and this can become a third space. The creation of a third space is guided by third space theory and characteristics that are reported by Hansen et al. (2021) and many other sources. The emphasis is on cultivating a space where individuals should be able to freely and spontaneously voice their opinions, stimulate discussions for cognitive

growth and learning and nurture a sense of belonging. In the library/ information science literature, Kuhlthau et al. (2015) introduced third space to explain moving from initial background (through an information literacy curriculum [second space] to something new [third space]). Third spaces can be virtual, physical or cognitive environments. Facebook and X (formally known as Twitter) have been used to create such third spaces (Lee and Azzarito, 2020; Wright et al., 2016). Discord, Instagram, Slack and TikTok also hold potential (Moran, 2018). During audience interaction, a third space approach will be introduced. Participants will use selected social media that can be continued for further collaboration. To benefit from everybody's physical presence a world café approach will also be used.

About the authors

Dr Ina Fourie is a Full Professor and experienced information behaviour researcher, Chair-Elect of the iSchool Board, former Head of the Department of Information Science and Chair of the School of Information Technology (iSchool), University of Pretoria. She served on the ISIC Steering Committee (2016-2023) as secretary and vice-chair. Her core research interest is health information behaviour, cancer and palliative care. ina.fourie@up.ac.za

Dr Nadia Caidi is a Professor at the Faculty of Information, University of Toronto, Canada. Her research focuses on migrant information behaviour and global information policies. Her book (co-edited with Keren Dali), *Humanizing LIS Education and Practice: Diversity by Design* was published by Routledge in 2021. Caidi was the 2016 President of the Association for Information Science & Technology (ASIS&T) and joined the ISIC Steering Committee in 2023. nadia.caidi@utoronto.ca

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Anika Meyer is a lecturer and doctoral candidate (Title: Stakeholder information sharing: a naturalistic case study of agile software development) in the Department of Information Science (iSchool), University of Pretoria. Her research interests cover information behaviour, knowledge management, guided inquiry, third space, creative spaces, participatory design and agile methodologies. She co-authored *Third Space, Information Sharing and Participatory Design*. anika.meyer@up.ac.za

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Information Avoidance in Context

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Abstract

***Section.** This panel will promote the study of Information Avoidance through the exploration of Information Avoidance in LIS, and related disciplines. It will examine the nature of Information Avoidance and how it has been regarded in information research and delineate key properties of Information Avoidance including reasons for avoidance and mechanisms for avoiding information. Through a series of presentations, the panel will demonstrate why Information Avoidance is a rich concept with many unexplored areas and will challenge existing thinking that avoiding information is problematic. The panel will encourage attendees to think about their own research through an Information Avoidance perspective as a new way of generating research findings.*

Introduction

Information Science has long treated Information Seeking and Information Avoidance as two unequal concepts (Case et al. 2005). Many authors see them as opposites, however whilst Information Seeking is treated as a rich, and multi-faceted human phenomenon, Information Avoidance is often treated simplistically as the rejection of information. This inequality even manifests in the structure of how we research information behaviour: whilst, we have whole conferences devoted to information seeking (such as ISIC), Information Avoidance does not appear even as a welcome topic in many of these conferences. As the `dark side` of Information Seeking, Information Avoidance is usually presented as a negative and undesirable activity (Klaus, 2021, Manheim, 2014) and one that does not appear in most models of Information Seeking.

This panel seeks to centre Information Avoidance as a primary concept for Information Science. It will position Information Avoidance as a nuanced, sophisticated, and often positive approach to working with information and will encourage the audience in thinking about how their studies of Information Seeking can be enriched by taking an Information Avoidance perspective.

Summary of content and contribution to the ISIC 2024

Information Avoidance has long been acknowledged as playing a key role within information behaviour. However, we have seen far less theorizing about Information Avoidance compared to Information Seeking. A resurgence of interest during the COVID pandemic, the rise of related concepts such as digital detox, and the potential for the topic to contribute to conversations about misinformation further point to the need to examine Information Avoidance in more detail.

This proposed panel takes the limited treatment of Information Avoidance as its point of departure, drawing on previous LIS literature and related reviews in fields of health, economics, psychology, and science-technology studies to identify key themes and knowledge gaps. It will also challenge core assumptions, e.g. that information is necessarily positive and that Information Avoidance is maladaptive or problematic, that arise frequently in Information Seeking/Avoidance studies, e.g. (Bawden & Robinson, 2009, Fuertes et al., 2014, Heinstrom, 2003, Klaus, 2021).

The panel will then critically examine Information Avoidance in relation to related terms, including ignorance, selective exposure, filtering, and information holidays, amongst others. This section will also discuss how Information Avoidance has been treated within the major Information Seeking theories and models to display the inequality in how these concepts have been treated.

Then, building on a ground-breaking review that the authorial team has been carrying out over the last year, the panel will present several characteristics of Information Avoidance that allow us to describe different Information Avoidance situations and the movements between them.

The panel presentations will end with a consideration of future research questions related to Information Avoidance, including fields of study where the topic is underexplored, such as information literacy, and the impact of increasingly personalised technological futures upon our ability to avoid information.

The panel will then open for discussion and we will prompt attendees – who we assume are all working on Information Seeking topics – to consider their own research topics through an Information Avoidance lens.

Panel Members

Jenny Bronstein is an Associate Professor and the Head of the Department of Information Science at Bar-Ilan University (Israel). She received her PhD in 2006 from the Department of Information studies at Bar-Ilan University. Her research interests are information behavior on different social platforms and of migrant communities, the role of information in life transitions, and the use of social media as political platforms. Her research has been published in journals including the *Journal of the American Society for Information Science and Technology*, *Journal of Documentation*, *Library and Information Science Research* and she has presented at international research conferences in the U.S. and Europe.

Alison Hicks is Assistant Professor and Programme Director, Library and Information Studies at University College, London (UCL). Her research primarily focuses on the information literacy practices that help people to cope with uncertainty, including risk and transition, within academic, health, everyday and work contexts. She is additionally interested in qualitative, visual and participatory information literacy research methods. Alison has recently co-edited (with Annemaree Lloyd and Ola Pilerot) *Information Literacy through Theory* (Facet, 2023) and she is also the Editor-in-Chief of the *Journal of Information Literacy*.

Pam McKenzie is a Professor in the Faculty of Information and Media Studies at The University of Western Ontario, Canada. She is interested in temporal, textual, interactional, and discursive practices of information seeking, sharing, creation, management, and use; in the intersections of information work and caring work; in gendered and embodied information practices and spaces; and in the role of public libraries in everyday life.

Ian Ruthven is Professor of Information Seeking and Retrieval at the University of Strathclyde. His research is focussed on the human experience of interacting with information, particularly on how people find information. This involves understanding how people seek information, designing appropriate interactive search systems, and developing human-focussed approaches for evaluating information systems. He has conducted this research in various contexts including health, migration, and cultural heritage. He has published many papers looking at how information needs arise in people's everyday lives, and documenting these needs and how they are resolved.

Proposed format

The panel will start with four presentations of approximately 12-15 minutes each:

1. **Background to Information Avoidance and its study within LIS and related fields.** This presentation will describe key ways that have been used for thinking about Information Avoidance, e.g. as a pathology, and motivate the study of Information Avoidance.
2. **Ways to talk about Information Avoidance.** This presentation will survey related terms used across disciplines to describe the phenomenon of Information Avoidance, and examine how Information Avoidance has been treated within the major Information Seeking theories and models.
3. **Characterising Information Avoidance.** This presentation will present several dimensions, including engagement, control, intensity, by which Information Avoidance situations may be characterised. This moves Information Avoidance theoretically

forward by providing a way to differentiate various forms of Information Avoidance and movement between these forms.

4. **Information Avoidance and its study.** The final presentation will provide ideas of how Information Avoidance may be studied in the future, including areas where avoidance is less studied, and the role of technology in avoiding (or not avoiding) information.

The panel will then open for discussion. As prompts we will produce a separate version of the ISIC programme with all instances of Information Seeking in contribution titles being replaced by Information Avoidance and prepare a list of famous Information Seeking papers reframed as Information Avoidance papers, e.g. *'Everyday life information avoidance: Approaching information avoidance in the context of "way of life"'* or *'A Principle of Uncertainty for Information Avoidance, Inside the search process'* or *'On conceptual models for information avoidance and retrieval research'*. These will be used to encourage the audience to think about what differences in research findings may be gained from foregrounding Information Avoidance over Information Seeking. For example, we can ask them to rewrite the problem statement and the research questions for their own or significant contributions by others, and therefore think how the findings may differ from an Information Avoidance perspective. We hope this part of the session will be lively and fun as well as informative.

Special requests/equipment needs

None

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