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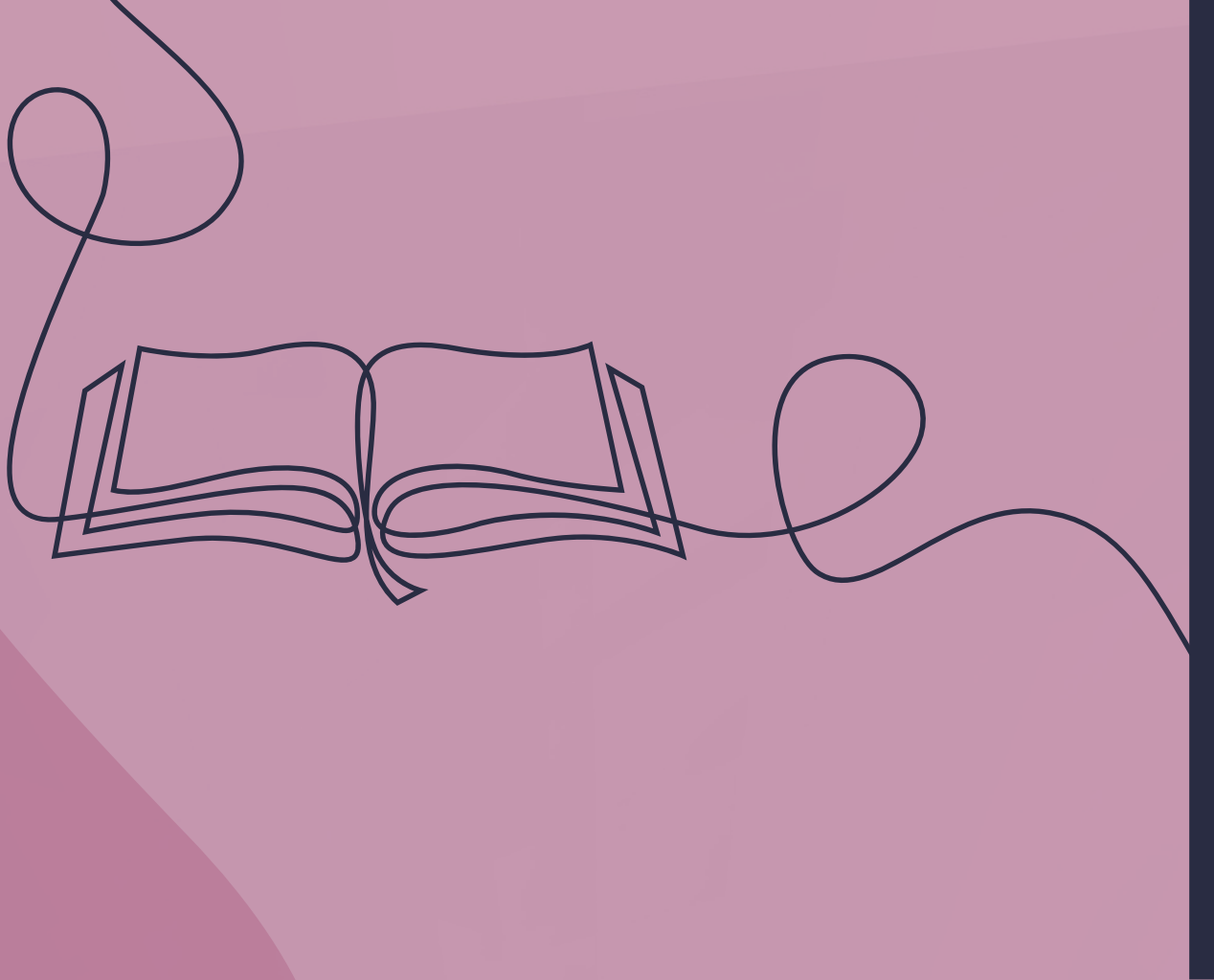
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COLIS 2025

12TH INTERNATIONAL CONFERENCE
ON CONCEPTIONS OF LIBRARY
AND INFORMATION SCIENCE

PANELS, ALT-EVENTS, AND
POSTERS

2ND - 5TH JUNE 2025, UNIVERSITY OF
STRATHCLYDE, GLASGOW, UK

Editors: Rebecca Noone, Fidelia Ibekwe,
Perla Innocenti, Emma Nicol, and Ian
Ruthven



University of
Strathclyde
Glasgow



CoLIS 2025

Preface

CoLIS is a series of international conferences aiming to provide a broad forum for the exploration and exchange of ideas in the field of Library and Information Science, Information Studies, and related disciplines. Since its inception in Tampere, Finland in 1991 this periodic event keeps being a testimony to the scholarly rigour, creativity, innovation, and resilience of the Library and Information Science community.

The 12th CoLIS conference has come back to Glasgow on the 2nd-5th of June 2025, hosted by the Technology Innovation Centre at the University of Strathclyde. CoLIS visited Glasgow for its 6th edition in 2005 and was hosted then as well by the University of Strathclyde.

The CoLIS 2025 program successfully reflects both core topics in Library and Information Science such as Information Behaviour and Library Studies, and emerging areas of strong research focus such as Artificial Intelligence, Censorship, Diversity and Democracy, and Critical Librarianship.

The conference attracted a record total of 143 submissions to the Papers track comprising 95 Full Research Papers and 48 Short Papers. In a double-blind review process involving 101 internationally recognised experts, 51 submissions were accepted, comprising 36 Full Research Papers and 15 Short Papers with acceptance rates of 38% for Full Research Papers and 31% for Short Papers. Additional submissions were reviewed and selected for Panels and Alternative Events, Posters and for a Doctoral Workshop. The Full and Short Research papers are published as Paper Proceedings in a special issue of *Information Research* (Volume 30, CoLIS 2025, <https://doi.org/10.47989/ir30CoLIS>). Panels, Alternative Events, and Poster submissions are archived as Adjunct Proceedings in the University of Strathclyde's open research repository Strathprints (<https://doi.org/10.17868/strath.00092915>).

Keynote presentations were delivered by Dr Jenna Hartel (University of Toronto), Dr Adele Patrick (Glasgow Women's Library), and Dr Toma Tasovac (DARIAH and Belgrade Centre for Digital Humanities).

The CoLIS community presented work on the following themes at COLIS2025, reflecting the diversity of the library and information research areas: *Public Libraries; Archives and Records; Artificial Intelligence; Information Behaviour and Practices; Health; Diversity, Equity, and Inclusion; Library and Information Science Theory; Censorship, Diversity and Democracy; Information Literacy; LIS education and Crises; and Knowledge Organisation and Methodology*. In the paper and adjunct proceedings we invite readers to immerse themselves in the evolving scholarly discourse around Library and Information Science, and its contribution to better understanding the interplay between continuities and changes driven by socio-cultural, political, economic, legal, ethical, environmental, and technological factors.

We are deeply grateful to the reviewers who contributed their expertise to the reviewing process, and to the track chairs for their dedication and expert knowledge in managing this process: Conference chairs Ian Ruthven, Perla Innocenti, Emma Nicol of the University of Strathclyde, Scotland, UK; Full Research Papers and Short Papers chairs Perla Innocenti and Emma Nicol of the University of Strathclyde, Glasgow, Scotland, UK and Nils Pharo of Oslo Metropolitan University, Oslo, Norway; Panels, Alternative Events and Posters chairs Rebecca Noone of the University of Glasgow, Scotland, UK and Fidelia Ibekwe of Aix-Marseille University, France; Doctoral Workshop

chairs Milena Dobрева of the University of Strathclyde, Glasgow, Scotland, UK and Noora Hirvonen of the University of Oulu, Finland. We are also very thankful to our team of University of Strathclyde ILS MSc student volunteers and to PGR students Charlotte Jackson and Kieran Robson for their dedicated assistance throughout.

The CoLIS 2025 conference successfully reflected a global, continually changing library and information landscape, and the enduring values of the profession - including intellectual freedom, responsiveness to all members of the library and information community, and a commitment to equity, diversity, and access. May these values keep guiding us through our journeys.

June 2025

Perla Innocenti

Emma Nicol

Ian Ruthven

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Laura Saunders, Simmons College, USA

Olof Sundin, Lund University, Sweden

Christine Urquhart, University of Aberystwyth, UK

Open Science mentor: Pablo de Castro, Library, University of Strathclyde, UK

Poster Competition Judges

Jenna Hartel, University of Toronto

Jessica Lapp, University of Toronto

Rebecca Noone, University of Glasgow

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CoLIS 2025 Panels and Alternative Events

Feel It in Your Bones: Incorporating the Body in Embodied Information Practice Research Outputs

Shannon Crawford Barniskis, Jenna Hartel, Keith Munro, Laura Williams

Introduction

Embodied information behaviour is a burgeoning area of Library and Information Science scholarship. Such scholarship is vital to understand the lived experiences of people interacting with information, which occur in part through bodies. But findings on bodily information experiences are still typically conveyed textually and verbally through traditional research products: articles, books, and verbal conference presentations. LIS scholars are calling for more embodied research outputs, since knowledge can transcend the words we use to describe it. If our bodies learn and understand the world in ways that may not be possible if blind to the body, then some research outputs might be best expressed through embodied information practices. Developing embodied scholarly communication requires rethinking legitimized forms of scholarly production. This panel asks what that production might look like, and how might we restructure scholarly communications to accommodate embodied communication modalities. The panellists will demonstrate examples of theatre, video, poetry, animated maps, and movement, and will discuss how non-verbal/textual modalities can further our scholarly work. Also, this interactive event offers attendees opportunities to engage in bodily understanding of information behaviour concepts through poetry, music, art, and movement, and expands the conversation to include all conference attendees through participatory design methods.

Purpose and contribution to the conference theme

Disassociating the body from the information experience, means that understanding the nature of this experience remains incomplete. Within an information environment, knowing is not just produced when people engage with encoded knowledge. Knowing is also produced when people engage with objects, artefacts, symbols, other people and practices. (Lloyd, 2010)

Embodied information practice or behaviour is a burgeoning area of Library and Information Science (LIS) scholarship, with a wide array of cases and contexts under consideration. Researchers have recently explored embodied information practice among music DJs (Munro, Ruthven, & Innocenti, 2023), runners (Cox, Williams & Jimenez, 2024), and in pet-human relationships (Solhjoo, 2021). However, bodies were typically ignored in LIS research until the twenty-first century. LIS scholars such as Cox, Griffin & Hartel (2017) have had to mine theory on embodied information practices from allied fields such as recreation studies to explore how we might rectify the lack of attention to the body in LIS scholarship. They note that many widely respected theories of information behaviour obscure the ways in which bodies experience, make sense of, and communicate information. Not only is understanding incomplete when dissociated from the body, Cox, Griffin & Hartel (2017) note, not attending to the body in LIS research has implications for social justice and equity:

One of the consequences of the neglect of embodied information in information behaviour research is that it tends to position it behind official and formal forms of communication neglecting alternative modes of informing that are more accessible to socially marginal groups and cultural minorities. (p.400)

Scholars in and outside of LIS have described the sidelining of embodied knowledge as patriarchal (Cox, 2018), colonialist (Wagner, Marsh & Curliss, 2023), and “a form of epistemological myopia” (Duby & Barker, 2017, p. 4). At times, neglecting embodied information means that research participants or

researchers might struggle with the “*lack of suitable words for experiences*” (Huttunen, Hirvonen, & Kähkönen, 2020).

Findings on bodily information experiences are still typically being conveyed textually and verbally through traditional scholarly research products: articles, books, and verbal conference presentations. Some LIS scholars are now calling for more embodied research outputs, since knowledge can transcend the very words we use to describe it: “*The sensory focus also implies new ways of presenting research outputs, be that through exhibitions, olfactory books, or guided walks*” (Cox, 2018, p. 235). If our bodies learn and understand the world in ways that may not be possible if blind to the body, it follows that some research outputs might be best expressed through embodied information practices.

Developing embodied information practices at the level of scholarly communication requires a rethinking of legitimized forms of scholarly production. This panel asks what that production might look like, and how might we restructure the scholarly communications of LIS to accommodate embodied communication methods. The panel will discuss how and why non-verbal or non-textual modalities can support and further our scholarly work. The panellists will demonstrate and discuss several methods for embodied research outputs, including theatre, video, poetry, animated maps, and movement. Poetry, while textual and/or verbal in nature, tells the truth but tells it “slant,” to paraphrase Emily Dickinson. It offers ways to engage with embodiment through meter, rhythm and metaphor. The panel will share such poetry, and offer an opportunity for participants to create their own poems.

The panel will actively engage with the participants in this session as we imagine how presenting information in embodied ways can further our understanding of information practice, through “*non-verbal communication modes and artistic media (storytelling, quizzes, painting, drawing, music, poetry, dance, arts and crafts)*,” per the conference organizers’ call for proposals. This panel will contribute to the conference theme of Conceptions of Library and Information Science by sparking conversation around innovative ways to convey empirical evidence and theory, demonstrating some of these techniques. The panel will draw all those who attend the conference (even if they do not attend this session) into the conversation through participatory design methods such as “graffiti walls” and sticker voting. This method expands the conversation so that all the conference attendees can add ideas, take some away, and establish consensus. We will emphasize information behaviour and practices, practices of literary and cultural dissemination, and discuss how we might, as a discipline, develop new ways--or reclaim ancient forms--of communication to translate research findings for a variety of audiences.

Summary of content

Participants will sort themselves into small groups by a process of identifying a scent that is pleasant to them (each table will hold a small closed jar with a cotton ball with a drop of essential oil, which they may elect to open and sniff). This process of embodied selection of where one inhabits the space will set the tone of the panel.

After an initial brief orientation to the concept of embodied information practice and the challenges of conveying research in embodied ways, the five panel members will each spend ten minutes discussing and demonstrating embodied research outputs in a variety of modalities.

Shannon Crawford Barniskis will give an overview of the panel’s presentation and present “Body Hexis: Embodied Information Practices and Power in Public Library Makerspaces.” This presentation will discuss embodied research outputs using theatre techniques, including movement, props, and storytelling to convey how institutional power was expressed onto and through the bodies of community members as they made sense of the spaces and what was possible within them. In addition, she will premiere animated map findings from a study of makerspaces that have been considered “failures” by community members or library staff.

Jenna Hartel will extend the conversation from research outputs to pedagogy (since teaching is itself a major output of scholarship). Drawing from classroom experiments, she will share her successes and failures in embodied strategies for teaching and learning Information Science. Jenna will also introduce and sample an educational video series she created, *Information Science Workout* (Hartel [INFIDEOS], 2024; Hartel, 2024), in which viewers enact our field's big ideas with their bodies. Get ready "do" Conceptions of Library and Information Science by standing, bending, swivelling, reaching, and touching!

Keith Munro will discuss the embodied information encountered by hikers on the West Highland Way, a long distance hiking route in Scotland, presenting a model for the four types of embodied information found in this activity: environmental embodied information; embodied information from within; embodied information from others and embodied information recorded using technology. Links embodied information experienced on this route and wellbeing benefits will also be explored.

Laura Williams will discuss 'on the run' content creation as a method for both researching and disseminating embodied information research. Building on findings about the use of video content creation in the information practices of runners (Williams et al., 2024), immersive and autoethnographic methods have been incorporated into on-going doctoral research. On the run videos created by the researcher will be shared. These videos are a method for bringing the researcher's body into research to gain insight into information practices of runners, whilst also producing research outputs in a more embodied format. The presentation will explore the value of combining embodied, autoethnographic and creative methods to capture, analyse and disseminate the embodied in research.

We will then launch a collaborative activity for conveying embodied information practices, in which small groups will be asked to create a drawing, poem, or music playlist to illustrate information concepts or cases. The final part of the session will be spent actively engaging with small group discussion of a series of "provocations," such as:

- How can embodied information behaviour research be communicated in ways that are, themselves, embodied or speak to bodily sensemaking?
- Should we take embodied research outputs seriously? Why and how? For example, how should a scholar earn tenure-worthy "credit" for embodied research outputs?
- What scholarly communication infrastructures might be needed to support often non-textual embodied research outputs? Or, how might we integrate embodied research outputs in traditional text-focused journals or conference programs?
- What new questions might we be able to ask and answer using embodied research outputs? What can we NOT ask or answer in other ways?
- Western cultures privilege the senses of sight and sound to convey and take in information, but how might we present scholarly information to the other senses (smell, taste, touch, proprioception, etc.)?

These provocations will be written onto large pieces of paper and are intended to be hung in the hallways or gathering spaces of the conference, with writing materials, so even people who did not attend the session can write on the papers to contribute to an ongoing conversation of how LIS scholars might incorporate more research (literally, *incorporate*: to bring into the body) that is not textual in nature, how that might impact our work, and how that work may impact our larger society. We will supply stickers so conference attendees may "vote" on ideas they find particularly interesting or relevant.

Proposed format:

The proposed format is a panel with an art activity and a participatory design method of discussion:

- 5 minute introduction

- 40 minutes of panellist demonstration and discussion
- 25 minute art activity for all participants (illustrating information concepts or cases using drawing, poetry, or by creating a music playlist)
- 20 minute of audience participation with a series of “provocations”
- Ongoing through the duration of the conference: the art, poetry, playlists, and graffiti wall discussion of the provocations will be made available for all conference attendees to engage with these ideas, and vote on them with sticker voting.

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About the author(s):

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Hartel is an Associate Professor at the Faculty of Information, University of Toronto. Among other things, she makes playful educational videos about Library and Information Science, which can be found at the YouTube channel, INFIDEOS. You can reach her at www.jennahartel.info or jenna.hartel@utoronto.ca.

Keith Munro works in the Research Data Service within the Library at the University of Edinburgh. He received his PhD at the University of Strathclyde in Glasgow and his research interests are: DJing; hiking; information behaviour; serious leisure and embodied information. He can be contacted at keith.munro@ed.ac.uk.

Laura Williams is a part-time doctoral researcher at the Information School, University of Sheffield, and an art librarian at the University of Huddersfield. Her doctoral research focuses on embodied information and social media. She can be contacted at ljwilliams1@sheffield.ac.uk.

Travelling concepts in LIS and archival studies

Alistair Black, Fiorella Foscarini, Jessica Lapp, Heather MacNeil

Purpose and contribution to the conference theme

The purpose of the panel is to share with CoLIS attendees insights gleaned from the panelists' experiences tracing the travels of key concepts associated with LIS and archival studies, specifically, *information*, *archival fonds*, *sedimentation*, *provenance*, *authenticity*, over time and across disciplinary boundaries; and to solicit ideas and critiques from attendees about the utility of such travels. The panel will contribute to the conference theme by drawing attention to the historical and socio-cultural dimensions of a few key conceptions of LIS, broadly understood, and by demonstrating the possibilities and potential pitfalls of "travelling concepts" as a means of deepening and broadening the theoretical and methodological foundations of LIS and archival studies.

Summary of content

In *Travelling Concepts in the Humanities* (2002) cultural theorist Mieke Bal introduced her notion of "travelling concepts" as a model for enriching interdisciplinary dialogue. For Bal, concepts are "shorthand theories" (Bal 2002, p. 23) that travel in the sense that they are taken from one setting or discourse and applied or interpreted in others. As concepts move within and across historical periods, languages, disciplines, and communities of practice, they are adapted, reformulated, and recontextualized. The changes concepts undergo in these travels are a crucial part of understanding how knowledge and ideas evolve and adapt over time and across different cultural and disciplinary spaces, the ideological baggage they carry with them, and the socio-cultural forces and agents that shape and reshape their identity and meaning. Engaging with concepts as "sites of debate, awareness of difference, and tentative exchange" (Bal 2002, p. 13) thus can be seen as an act of resistance to the canonization and universalization of disciplinary concepts and an alternative approach to finding common ground in cross-disciplinary exchanges.

Each panelist will talk about how their research engages, either directly or indirectly, with travelling concepts and the routes their concepts have followed.

Alistair Black will make the case that LIS has played a leading role in fashioning a discrete **information-history** field. History-minded scholars in LIS have achieved this by importing and synthesising a steadily increasing output of studies in the history of information (broadly defined and encompassing millennia) which has been prompted by the onset of the so-called revolutionary digital age and the need to explore and highlight its antecedents. Having identified the possibility of formulating an information-history sub-discipline, efforts have been made by these scholars to export an awareness of its validity to wider academic communities.

Fiorella Foscarini will examine **translation** as a mediation process that is a precondition (either metaphorical or literal) for any concepts to travel across cultures. Translation is a travelling concept itself. Since the 1990s, several disciplines have been scrutinizing their approaches to translation, as a result of a heightened awareness of the "asymmetries, inequities, relations of domination and dependence existing in every act of translating" (Venuti 1998). By considering how two key archival concepts, **archival fonds** and **sedimentation**, have been incorporated into the

English language disciplinary terminology, Fiorella will argue for the need of a “translation turn” in archival studies.

Jessica Lapp will reflect on her research into the concept of **provenance** in cultural heritage settings tracing its use and utility across three different domains: art history, archival studies, and museum curatorship. This work considers provenance as a distributed system of attribution that surfaces and names power in differing ways. In undertaking this work, she considers how understandings of provenance, and its attending concepts of creation, ownership, and use, can be elaborated and extended within the field of archival studies and cultural heritage more broadly.

Heather MacNeil will reflect on her research tracing the travels of the concept of **authenticity** in the field of cultural heritage conservation and management from its association with “originality” and “genuineness” in the nineteenth and twentieth centuries to its emergent understanding as the “networks of relationships among people, objects, and places” (Jones 2010). She will consider whether the story of its travels can provide a jumping off point for a more expansive and expressive conceptualization of authenticity in the field of archival studies.

Rebecca Noone will serve as moderator of the panel session.

Proposed format

Each panelist will be given 12-15 minutes to briefly introduce their research into travelling concepts. The presentations will be followed by a discussion period during which the moderator will invite the audience to ask the panelists questions, share their own experiences with travelling concepts, and contribute their own insights into the usefulness of travelling concepts as a means of broadening and deepening research and pedagogy in LIS and archival studies.

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Biographies of participants

Alistair Black is Professor Emeritus in the School of Information Sciences, University of Illinois Urbana-Champaign, USA, but lives and researches in the UK. He has authored a number of studies in information-management history, including *The Early Information Society in Britain* (2007), and has written extensively on the history of public and corporate libraries. He is co-editor of the *Routledge Handbook of Information History* (2025). He can be contacted at alblack@illinois.edu

Fiorella Foscarini is a professor in the Faculty of Information at the University of Toronto, Canada. She holds a PhD in Archival Studies from the University of British Columbia's iSchool, Vancouver, Canada. Before joining academia, she held archival positions in Germany and in Italy. Her latest research project explores language and translation issues in archival research, education, and scholarship. She currently serves as Co-Editor-in-Chief of *Archival Science*. She can be contacted at fiorella.foscarini@utoronto.ca

Jessica Lapp is an assistant professor in the Faculty of Information at the University of Toronto, Canada. She is a critical archival studies scholar researching feminist and queer memory practices, theories of archival provenance and records creation, and the creation and circulation of digital surrogate records. She can be contacted at jessica.lapp@utoronto.ca

Heather MacNeil is a professor in the Faculty of Information at the University of Toronto. Her research revolves around archival histories and theories, archival representational practices, and cross-disciplinary perspectives on authenticity and record trustworthiness.

Mapping Transitions: Stories of Information Practices in Life Changes

Jenny Bronstein, Perla Innocenti, Jette Seiden Hyldegård

Purpose and contribution to the conference theme

This interactive alt-event playfully explores the concept of life transitions using a collaborative method of co-creation of life transition scenarios.

Transitions are an integral part of the human experience, shaping the rhythm of everyday life as individuals navigate various stages and changes (Haimson et al., 2021). From subtle shifts in routines to profound transformations in identity, transitions are moments of growth and adaptation. Broadly considered, life itself can be viewed as a continuous process of “transitioning,” where each passage brings new opportunities and challenges (Stauber & Walther, 2022). The Theory of Life Transition, developed in nursing, defines transition as a “passage from one life phase, condition, or status to another” (Chick & Meleis, 1986, p. 239), emphasizing how individuals move beyond disrupted realities to construct new ways of knowing (Lloyd, 2017).

Transitions can be conceptualized as both socially constructed movements within time-tables and subjective assessments of continuities and discontinuities in one's life (Hareven & Masaoka, 1988). Haimson et al. (2021) extend this understanding by highlighting how transitions disrupt informational and social networks, often requiring individuals to seek new frameworks of understanding and connection. Storytelling emerges as a critical tool during these transitions, enabling individuals to process and navigate change.

To further explore these dynamics, this event will employ the concept of the information journey to capture how user-information interactions evolve over time during transitions (Adams & Blandford, 2005). This concept refers to the dynamic, evolving process through which individuals interact with, seek, use, and sometimes avoid information as they navigate significant life changes. It captures the complexities of how information needs, behaviours and practices, and perceptions shift over time as individuals progress through different stages of a transition (Blandford & Attfield, 2022; Du, 2019; Jia et al., 2024). The information journey concept's holistic approach integrates personal, social, and cultural dimensions, offering valuable insights into the challenges and opportunities of life transitions. This event will provide a space for participants to reflect on their transitions and use storytelling to explore the pivotal role of information in shaping their journeys.

The event will provide an opportunity for participants to reflect on their life transitions through textual and visual storytelling by trying to “capture” the often tacit or hidden information practices that are part of every transition process. Storytelling is a powerful tool for navigating life transitions, offering individuals a way to make sense of change, connect with others, and reconstruct their identities during periods of uncertainty. Storytelling is also an information form in itself (McDowell, 2021), a way to reflect on our pasts, build communities, and create compelling counter stories (Cooke, 2017). Drawing and storytelling exercises will be used to imagine what information, emotions, and are connected with the life transitions experienced by participants. By sharing narratives,

participants can reflect on their experiences, uncover patterns of resilience, and collectively explore the role of information in shaping their journeys through significant life events.

Summary of content

This alt event is aimed at information behaviour scholars, students, and practitioners, and has three underlying objectives:

1. Highlight personal stories of life transitions through the lens of **information behaviours, practices, and engagement**.
2. Playfully encourage participants to reflect on how they sought, evaluated, shared, or avoided information during pivotal moments.
3. Identify patterns and insights about how information behaviour supports or complicates transitions.

Proposed format (max 90 minutes)

This format emphasises information behaviours and practices as the central theme, ensuring that storytelling stays focused on engagement with information systems and sources.

Event Agenda

1. Welcome and Introduction (10 minutes)

- **Host's Welcome:**
 - Theories on life transitions
 - The role of information behaviour and practices during life transitions.
- **Purpose of the Event:**
 - Encourage reflection on personal practices and uncover commonalities across experiences.
- **Overview of the Structure:**
 - Key storytelling elements will focus on **how individuals engaged with information** during their transitions.

2. Storytelling Preparation and Mapping Activity (20 minutes)

- **Framework for Storytelling:**
 - Participants will be asked to write their personal narrative about a life transition and the role that information played in this process. Possible guiding questions for this exercise:
 - What initiated the transition?
 - What information was needed at different times during the transition?
 - How did your information needs change over time?
 - What sources were trusted or avoided?

- Were there barriers or challenges to finding information?
 - How did you evaluate, use, or share the information?
 - **Facilitator Example:**
 - Share a simple diagram or timeline illustrating a transition (e.g., relocating for work or starting a new academic program).
 - **Participant Activity:**
 - Individuals spend 10–15 minutes creating their own maps (on paper or digital tools).
 - Prompts can include:
 - What information did you know you needed, and what emerged unexpectedly?
 - How did your engagement with information change over time?
 - Did any practices fail or lead to unexpected results?
-

3. Storytelling Session (30 minutes)

- **Selected Stories:**
 - **Pre-selected or Volunteer Participants** share their maps and narratives.
 - Focus is on **information behaviours**, not just the personal aspects of the transition.
 - Stories should emphasize engagement with information sources, practices, and outcomes.
 - Example questions for presenters:
 - What specific behaviours and practices helped you navigate the transition?
 - How did different types of sources (i.e. digital vs. analogue, formal vs. informal) play a role?
 - Were there gaps or challenges in accessing the information you needed?
 - **Audience Role (Interactive Listening):**
 - Audience members take notes on recurring themes, surprises, or patterns in information engagement.
-

4. Reflection and Closing (30 minutes)

- **Small Group Discussions (15 minutes):**
 - Participants gather in small groups to discuss:

- What information behaviours and practices stood out in the stories?
- Were there patterns in how people evaluated or trusted sources?
- What does this tell us about how information systems support transitions?
- **Sharing Insights (10 minutes):**
 - Each group shares one key observation with the larger group.
- **Closing Remarks (5 minutes):**
 - Summarize the session's findings, including emergent themes and potential research questions.
 - Invite participants to contribute their maps and insights for a shared repository or future publication.

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Public Libraries as Sites of Social Service Delivery. Challenges and Opportunities from an International Perspective

Karen E. Fisher, Sofia Lindström Sol, Siobhan Stevenson

Purpose and contribution to the conference theme

In 2024, communities across Europe and North America little resemble those of the past, and the effects are playing out traumatically in public libraries. Changes caused by over thirty years of austerity in social spending and the perpetual decline in welfare services have transformed public libraries into de facto sites for social service delivery. As one of the last free public spaces, people are coming to libraries in greater numbers seeking safety and succour. While all are welcome, the acute psychosocial problems afflicting this influx of users are increasing, e.g., disruptive incidents, abuse, violence, and other types of traumas that are presenting novel challenges for the institution and the library profession itself. In the balance is the ability of the public library to continue its work as an antidote to social and cultural fragmentation and polarization, intolerance, and a rising anti-intellectualism resulting in book bans, censorship, mis- and dis-information campaigns, and obstacles to the effective uses of AI.

The purpose of this session is twofold: (1) to present current empirical evidence from both North America and Europe that details the challenges public libraries now face as urban sanctuaries, including the strategies they are adopting to manage an influx of new users, and the development of curricula to support burgeoning professionals as they enter this rapidly transforming public space, and (2) to present theoretical models that enhance the community's ability to interpret and respond to contemporary conditions within the wider historical context of capitalism's evolution, thus supporting policy interventions beyond the reactionary to include the proactive. At the heart of the issue: should the public library be the hospital at the bottom of the cliff or a central plank in fencing at the top?

This panel contributes new empirical evidence of contemporary conditions in public libraries and their impact on library workers, librarians, and patrons, thus addressing the theme of library studies. It also presents the value of a political economy analytic frame for generating new questions relevant to today's practitioners and educators. In this way, the panel fulfils the theme of *critical librarianship*.

Summary of content

Panel participants discuss their current research into the impact and implications of the increase in incidents of violence and incivility occurring in public library spaces and how the public library community is attempting to ameliorate the situation. Key findings discussed include:

- The expansion of today's public library into a community hub and site for the delivery of social services to society's most vulnerable citizens.
- The increase in the numbers of people presenting with complex psychosocial problems and the disruptions (sometimes violent or dangerous for themselves or others) that their use of the space can cause.

- The nature of the violence and incivility occurring in today's public libraries (who, where, when, and how)
- The impact on staff of patron trauma, violence, or dangerous behaviours and evidence of increases in staff trauma, PTSD, and absenteeism
- The trend towards public library social work as one response to complex psychosocial needs and how these professionals are being deployed and to what ends
- Examples of new educational initiatives designed to prepare public library students for work in an increasingly complex work environment.
- The value of a political economy frame for interpreting contemporary conditions and where the field might make its most meaningful policy interventions.

Questions to be raised among panellists and with the audience include,

- As public libraries become “community hubs,” we ask: is the public library the best site for social service delivery, and, by extension, who benefits from this service expansion and who does not?
- What are the educational and professional implications for public librarians when social workers and other allied professionals are invited into the space and services are expanded to include social welfare?
- What are the reputational challenges associated with the mainstream media's increased attention to this trend in public libraries? And why the focus on public libraries when the issue is widespread among frontline service workers?
- How can we further prepare the next generation of public librarians with evidence-based research and training?

Format and schedule

1. Introduction to the panel topic, panellists, and audience engagement (10 mins)
 - a. The audience is asked to take three minutes to consider the following questions and jot down their thoughts for a discussion at the end of the session:
 - i. What is your knowledge of third-party violence or incivility at public libraries?
 - ii. What is the state of welfare services where you come from and how does possible cuts affect library services?
2. Presentation by Karen E. Fisher (co-written with Phoebe Brand): “It’s like a War Zone”: Trauma Data from the Front Line with US Library Staff and the MLIS Classroom (15 mins)
3. Presentation by Siobhan Stevenson: A political economy perspective on third-party violence in the Canadian urban context and a proposal for librarians to take back the space (15 mins)
4. Presentation by Sofia Lindström Sol: Increased Collaboration between Social Services and Public Libraries in Sweden: A New Social Contract? (15 mins)

5. Q&A from the audience revisiting the Icebreaker questions and previously distributed panel questions (30 minutes)
6. Wrapping up (5 mins)

In total, the duration of the panel will be 90 minutes.

About the panellists

Karen E. Fisher (Prof., U of Washington) focuses on information in everyday life. Her national study “Trauma in the Library” about staff trauma in the workplace was featured in the New York Times and CBS News. In 2024 she taught the UW’s inaugural course on Trauma and Public Libraries. Email: fisher@uw.edu

Sofia Lindström Sol is a Senior Lecturer at the Swedish School of Library and Information Science. Her research concerns the integration of culture in social welfare policies. Her current research comprises a national survey mapping collaborations between social services and public libraries to address social problems. Email: sofia.lindstrom_sol@hb.se

Siobhan Stevenson (Assoc. Prof) University of Toronto. Her research is concerned with questions about the role of the public library as a creature of the state and how this informs all aspects of its functioning. She also studies the experiences of library workers on the frontlines of large municipal libraries.
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Conceptions of theory development and application in library and information science: An interactive, alternative event

Lisa M. Given, Heidi Julien, Ian Ruthven, and Isto Huvila

Introduction

Twenty-five years ago, Birger Hjørland (2000) stated ‘it is a well-known fact that [library and information science] lacks good theories’ (p.517-18). He cited numerous examples from earlier papers, from the 1980s and 1990s, demonstrating that ‘a lot of papers are published and much practical work is done without explicating any theoretical or metatheoretical assumptions’ (p. 518).

Since then, numerous scholars have documented (and, arguably, bolstered) the use of theory in the field. Pettigrew and McKechnie (2001) examined authors’ use of theory in 1160 articles published between 1993-1998; they found an increase in theory use, but also varied definitions of theory within specific subfields of information science. In 2005, Fisher, Erdelez, and McKechnie edited a collected work on various theories used by scholars conducting research on information behaviour. Yet, by 2022, the editors of a special issue on information behaviour and information practices theory found ‘criticism remains that there is a lack of cohesive theory [in the field] and/or that theory borrowed from other fields may be treated in shallow ways’ (Willson et al., 2022, p. 491). A panel at the 2023 annual meeting of the Association for Information Science and Technology even explored the question of whether scholarly publishing practices were to blame; they argued that papers often exclude foundational theoretical influences, which has ‘undermined’ the role and value of theory in the field (Bilal et al., 2023, p. 747).

An Alternative Event for Theory Development and Application

Given longstanding debates over the role of theory in library and information science, a critical question remains: **How can library and information science researchers embrace theory, productively, in their work?** This alternative event will explore this question from across the full life cycle of theory ‘use’ that researchers may encounter in the field. This life cycle covers theory exploration, generation, application, and translation for impact in society.

This event brings together four speakers, all with expertise in meta-level research practices, to explore theory development and application in library and information science research. First, the presenters will provide conceptual groundings related to theory use (see description, below, in the event structure). Then, attendees will be invited to engage in one of four simultaneous fishbowl discussions (Involve UK, 2024), led by the speakers. Each fishbowl will enlist an attendee to observe and take notes on the discussion, providing four summaries for discussion at the end of the event.

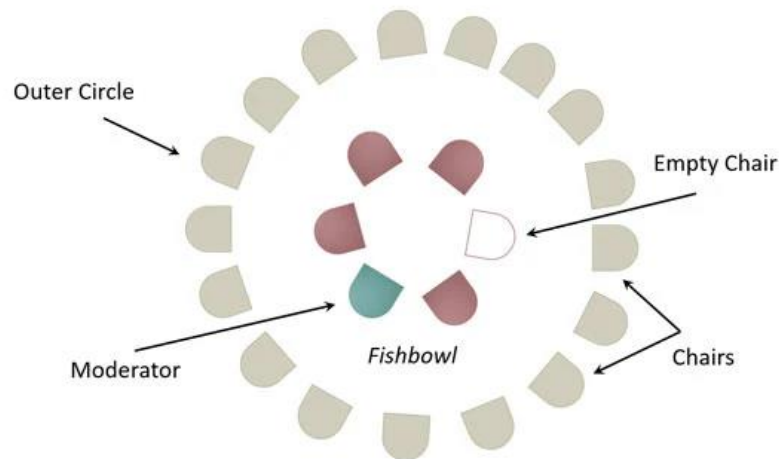


Figure 1: Diagram of the room setup for a fishbowl conversation.

What is a Fishbowl Conversation?

A fishbowl involves a small circle of ~3-6 chairs at the centre, typically leaving one chair empty for others to join. Individuals can sit outside the small circle, ready to jump into the inner circle when they wish to contribute to the conversation. Attendees come and go from the inner and outer circles throughout the session, with the facilitator ensuring anyone can contribute or leave the inner circle, when they are ready to do so (Laidlaw, 2022). Participants will be asked to share their experiences with using theory in their work, including both the challenges they faced, and the strategies they would advise others in effective theory generation and/or application.

Ideally, a single, large room (e.g., a large lecture space with moveable tables) would be set up to host four mini-fishbowls in each corner. Or, four small, colocated seminar rooms could be used, with each fishbowl discussion held in its own space. However, a fishbowl can also work in a large lecture room with fixed seating; we will arrange our event to suit the available space.

What is the Structure for the Event? (90 minutes)

Introduction (2 minutes): Prof Lisa Given welcomes attendees and provides an overview of the event design

Conceptual Groundings (28 minutes): The four speakers will each provide a brief (5-7 minute) discussion of key insights to ground the interactive fishbowl discussion that follows. These conceptual grounding presentations will be evidence-based and designed to give attendees an overview of foundational ideas to shape interactive discussions, even for those who may be unfamiliar with various approaches to theory development and application. The four presentations include:

Prof Heidi Julien – Historical approaches to theory in library and information science

Prof Julien will provide an overview of the context of theory use in the field. Much information science work is theoretically informed, even when those theoretical assumptions are left unarticulated. Theory informs the research questions we ask, the methods we select, and the interpretations we bring to empirical data. She will describe the distinctions between theories, models, and conceptual frameworks, and outline the field's history of borrowing theory from other disciplines. She will draw on her published analyses of theory use in information behaviour research, and her experience teaching theoretical foundations of information science to doctoral students.

Prof Ian Ruthven – Theory development

Prof Ruthven will discuss two major routes to theory development: one is to create new theory where no theory exists, the other is to take existing theory and develop it through application, scholarly debate and other theoretical practices. He will propose that information science has overwhelmingly taken the former approach and insufficiently paid attention to the latter. He will contrast these two approaches and illustrate their different natures through examples drawn from the information science literature.

Prof Isto Huvila – Theory applications with empirical data

Prof Huvila will discuss practices and strategies to applying theory in empirical research. What is often forgotten in the discussion on theories and their applications in library and information science research is the diversity of levels and uses of theory in empirical research to support analysis, to describe and explain, and to endorse change. With examples drawn from his earlier work and library and information science research, he shows how theory can be fruitfully applied to inform and structure empirical work, and how empirical work can contribute to theory development. In parallel, Huvila will discuss reasons why theory applications sometimes remain superficial, undocumented and without clear implications to future theorising, empirical work, and practice.

Prof Lisa Given – How theory can inform research translation for societal impact

Prof Given will discuss the integration of theory in applied research, focusing on translating research outcomes for use in practice contexts. While many library and information science researchers design projects with practitioner adoption of research innovations in mind (both within, and outside, library and information science), many scholars believe that practitioners are uninterested in theory and/or that translation and application of research must be atheoretical to foster societal impact. She will discuss examples from her previous interdisciplinary projects involving industry and community partners and draw on her experience mentoring researchers across disciplines and career stages on how to engage productively with practitioners, for impact.

Fishbowl (30 minutes): A set of four, interactive discussions will be held simultaneously, chaired by the four presenters. This will enable small groups to interrogate and extend the ideas put forward in the overviews, leading to new insights that can (re)shape the field's approaches to theory.

Interactive Round-up (20 minutes): All attendees will come together to share and listen to summaries from the fishbowl conversations.

Wrap-up and Future Plans (10 minutes): The presenters will share plans with the attendees for a special issue of a journal, where individuals and groups can collaborate to extend their discussions beyond the end of the CoLIS conference.

About the speakers

Lisa M. Given is Professor of Information Sciences and Director, Centre for Human-AI Information Environments, and Director, Social Change Enabling Impact Platform, RMIT University, Melbourne Australia. A Fellow of the Academy of the Social Sciences in Australia, and a Fellow of the Association for Information Science and Technology, she is currently Editor of the *Annual Review of Information Science and Technology*. Her interdisciplinary work examines information behaviour and technology use, with a focus on innovative approaches to research practice. She can be reached at lisa.given2@rmit.edu.au

Heidi Julien is Professor and Exceptional Scholar of Information Science, University at Buffalo, New York, USA, and Research Associate, Department of Information Science, University of Pretoria. She currently serves as Senior Review Editor, *Journal of the Association for Information Science & Technology*. Her work focuses on digital literacy, information behaviour, and the use of theory and methods in information science research. In 2020, she received the SIG-USE Award for Contributions to Information Behavior. She can be contacted at heidijul@buffalo.edu

Ian Ruthven is Professor of Information Seeking and Retrieval in the Department of Computer and Information Sciences, Strathclyde University. His research focusses on the human experience of interacting with information, with special emphasis on information behaviour within life transitions. He is currently President of the Association for Information Science and Technology. He can be contacted at ian.ruthven@strath.ac.uk

Isto Huvila is Professor of Information Studies at the Department of ALM, Uppsala University, Sweden. His research focuses from information and management perspectives on the nexus of information practices and their sociomaterial infrastructures. Theoretically his work draws from a broad tradition of theorising in library and information science, science and technology studies, anthropology, and sociology. He can be contacted at isto.huvila@abm.uu.se

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Algorithms, Archives, and Authority: The Power of Classification in the Age of AI

Joacim Hansson, Jack Andersen, David Beer, Karen Louise Grova Søylen, Melanie Feinberg, Melissa Adler

Purpose and contribution to the conference theme

This panel explores how traditional and algorithmic AI-driven classification systems—such as recommendation engines, social media platforms, and conversational AI like ChatGPT—impact cultural dynamics and raise important questions about our social and political lives. By categorizing users, content, and interactions, these systems create feedback loops that amplify cultural divisions and ideological silos. Modern culture increasingly reflects and engages with issues related to classification. In contemporary popular and academic discussions, there is ongoing debate over categories such as gender: Who is included in the definitions of "women" and "men"? Who has the authority to represent the perspectives of others? What kinds of information do algorithms prioritize? What datasets are created and used to train generative AI technologies? These questions delve into our understanding of "the other," the processes by which we create categories, and how we interpret—or sometimes fail to interpret—those categories. They also address the organization of information and culture in our immediate environment.

The panel highlights that classification and categorization are always contested practices, significantly impacting inclusion, equity, and cultural understanding (Bowker & Star, 1999, Beer, 2013; Berman, 1971; Olson, 2002). From utilizing AI to redefine genres and organize popular culture to examining the legacies of racialized classification in historical archives, the discussions highlight how categorization reflects and reinforces power dynamics. The presentations cover diverse themes, including algorithmic bias, surveillance, and the potential for AI to influence and transform public discourse. Each panelist will share their perspective on these themes, focusing on the intersection of systems, technologies, and cultural institutions such as archives, libraries, and museums. The presentations also address classification's ideological challenges and practical effects, offering potential pathways toward more inclusive and dialogical approaches.

Three fundamental questions guide the panel:

1. How do AI-driven and traditional classification systems reflect and reinforce cultural, social, and political hierarchies?
2. What are the historical continuities and transformations in classification practices, from archives, libraries, and museums to AI-driven technologies?
3. What are the practical and ethical implications of categorization for individuals, communities, and cultural institutions in the age of AI?

The panel addresses multiple themes of the CoLIS conference: Archival Studies, AI, Diversity, Equity and Inclusion, and Knowledge Organization.

Proposed format

The panel aims to enhance our understanding of how classification systems influence cultural, institutional, and social practices. It will provide critical perspectives on navigating these systems in

the age of AI. Each panelist will have 15 minutes to present their work. After the presentations, the audience will participate in a moderated discussion that explores the implications of classification practices in both historical and contemporary contexts. Audience members will be encouraged to reflect on and ask questions about the concerns and themes addressed during the presentations.

Summary of content:

The Power of Classification Retold

Joacim Hansson, Professor, Department of Cultural Sciences, Linnaeus University, Sweden

Jack Andersen, Associate Professor, Department of Communication, University of Copenhagen, Denmark

Throughout the history of classification, we notice that its themes and issues often reemerge in different historical contexts due to changing political and cultural dynamics. This evolution raises new questions while also revisiting old ones. In this introductory talk for the panel, we will explore the range of questions that have been retold and addressed, albeit with varying social and cultural motives. Key inquiries include: Who should be included in specific categories, and why? What social norms and values influence the decisions and criteria for inclusion and exclusion? What is the overall purpose and context of classification activities? Who has the authority to represent the perspectives of others, and through what means? How has classification theory addressed questions of social inclusion and exclusion? Every classification theory and practice encounters these and similar questions, and most develop transparent methods for addressing them.

The Automation of Genre

David Beer, Professor, University of York, UK

Much of the focus on generative AI has been on the capability to create content. This talk will reflect on how generative AI are now being also being used to create the classificatory schemas within which content is ordered. The chapter takes genre as a focal point to think about how AI is active in redrawing the metadata grids through which popular culture is organised. Using examples from contemporary popular culture and popular music, the talk will think about the expansion of the will to automate and what it means for consumption. Drawing upon the work of Katherine Hayles, the talk will apply ideas of a 'cognitive assemblage' to culture. It puts these developments in dialogue with Nowak and Whelan's concept of 'genre work'. From this, the talk identifies three figures that embody the role of automation in the ordering of culture: the *cultural cognizer*, the *AI DJ*, and the *AI genre-worker*. In popular culture, the will to automate is affording the expansion of the 'cognitive assemblage' to incorporate 'genre work'. The implications this has for the relations between classification and choice will be explored in this talk, whilst it will also set up this expanding issue of automated classification for social and cultural ordering.

Classifying Humans in the Age of AI

Karen Louise Grova Søylen, Assistant Professor, Lund University, Sweden

Practices of classification and categorization are central to the algorithmic systems that increasingly pervade our lived environments. Individuals are automatically assigned to categories based on fixed and supposedly stable identity markers such as gender, race, and age, and algorithms and artificial

intelligence (AI) are hard at work to map and classify our inner states and moods, our minds. Through a discussion of a selection of critical artworks that highlight different aspects of the ways in which troubling classifications of humans are currently at work, this presentation offers a reflection on how a range of contemporary algorithmic classification practices bears witness to the rebirth of the idea of the body as a site of observable truth, consequently turning bodies into vulnerable sites of surveillance.

Assessing Classification Quality in the Age of AI

Melanie Feinberg, Professor, University of North Carolina at Chapel Hill, US

When ChatGPT started getting attention for performing well on university-level assignments, I tried asking it to create a small taxonomy, using the instructions that I provide for my own student projects. As I suspected, given its lack of logical reasoning capabilities, ChatGPT didn't do a great job with that task, at least in terms of the assessment criteria I use for student work. But the way it performed poorly was interesting to me. ChatGPT replicated many of the same "errors" that my students make: unclear principles of division, thematic rather than taxonomic relationships, and jaunty class labels that mask uncertain conceptual referents. It's funny, though—when I give my students examples from everyday life organizing systems to dissect, like a snippet from a Web site that sells perfume, or breakfast cereal, or shoes, they are often scandalized at how "bad" and incoherent these systems are, surmising that they must be algorithmically created. Is this a contradiction, that my students criticize the kinds of "mistakes" that they regularly make, asserting that these mistakes are evidence of algorithmic creation? What does it mean to classify *well* or *poorly*, whether the classifier is a person or a machine? My presentation will address these questions.

Surveillance in the "Empire of Liberty"

Melissa Adler, Associate Professor, University of Western Ontario, Canada

The approaching 250th anniversary of the signing of the American Declaration of Independence will be a moment that heightens a contemplation of the principles on which the United States was established, the contradictions that are built into the country's foundations, as well as the present conditions of fascism under Trump's presidency. Thomas Jefferson, author of the Declaration and third U.S. president, matters for our political moment because he codified race, gender, and ideas about citizenship in several information and documentary practices using categories, formulas, and data collection techniques. His plantation, factory, and public offices were grounds for developing information and labor management methods based on his vision for the young republic and prevailing discourses about laws of nature and nations. By examining the racializing code that undermined the democratic-republican vision toward liberty and equality for all and unpacking the paradoxes associated with information and liberal democracy in the United States, I demonstrate some of the lasting legacies of building a nation based on the securitization of whiteness and property. Jefferson's archive shows that the practices associated with surveillance and security—encryption, mapping, cataloging, classification, census-taking, etc.—have long been connected along lines of making visible, making secret, and controlling the plane of vision.

About the author(s)

Joacim Hansson is Professor of Library and Information Science at the Department of Cultural Sciences, Linnaeus University, Växjö Sweden. His research has consistently focused on three main areas: *Library Studies*, with a special focus on the institutional identities of public libraries in contemporary democratic development, *Document Theory*, and *Knowledge Organization* with a

special focus on the relationship between bibliographic classification and metadata practices and societal development, from both historical and contemporary perspectives. He can be contacted at joacim.hansson@lnu.se

Jack Andersen is an Associate Professor at the Department of Communication, University of Copenhagen, Denmark. He received his Ph.D. from the former Royal School of Library and Information Science, Copenhagen, Denmark in 2004 and his research interests are how classification practices—especially in digital media—shape the ways information, individuals, and groups are categorized, understood, and treated in society. He can be contacted at jack.andersen@hum.ku.dk

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Information Art: Engaging with conceptual art and arts-based research in Information Studies

Andrea Kampen, Rebecca Noone

Introduction

Set within a conference committed to celebrating ideas, this workshop explores the synergies between Information Studies (IS) and an understudied form of conceptual art: Information Art. Information Art played a major role in the early conceptualism of the 1960s. Like its contemporary information theory, from Claude Shannon's "Mathematical Theory of Communication" (1948) to Gregory Bateson's (1973) *any difference that makes a difference*, Information Art has developed in response to ever-changing information contexts (Cook, 2016), contributing to information epistemology related to materialisation (cf. Joseph Kosuth, *One and Three Chairs*, 1965), relationality (cf. Steven Willats, *Vertical Living*, 1978), embodiment (cf. Stanley Brouwn, *this way brouwn*, 1960), cataloguing and indexing (cf. Lucy Lippard, 955,000, 1970), addressing important topics from identity (cf. Cheryl L'Hornelle's *Treaty Card*, 2004), and inequity (cf. Mimi Onuoha, *Library of Missing Datasets*, 2016). Despite their parallel trajectories, Information Art's conceptual contributions have been relatively absent from Information Studies (see Karamuftuoglu, 2006).

Drawing from Marcia Bates (1999), information studies is a "metadiscipline" in that threads theories and methods from a variety of disciplines (Sonnenwald 2016; Hartel 2019), including humanities (Feinberg 2012), design (Clarke 2020), and feminist technoscience (Costello & Floegel 2021; Floegel & Costello 2022). These ongoing expansions and extensions influence the type of questions and how they are asked and legitimised within IS. At the same time, art—as a discipline, field, practice, and material—is not necessarily new to the discussions in IS. For example, Wilson's (2001) call to bring together information and art as a way of thinking cross-disciplinary. Since then, some IS scholars have connected to arts' informative dimensions (Tidline, 2003), as well as art-making as documentation (Gorichanaz, 2017); and documentation of art as materialising information (Kosciejew, 2017). Yet, Information Art's conceptual place in information theory is still nascent (for exception see Noone, 2024, and Hartel and Noone et al.'s, 2018 connection between the iSquares protocol and conceptual art). Perhaps compounding the issue, concepts like "Information Art" as with many concepts in IS, hold various definitions, intentions, and understandings (cf. Wilson, 2001; Paul & Toolin, 2018) that can distract from considerations of what art can show about information. Therefore, this workshop maps out conceptual synergies between Information Art and IS and invites IS scholars and practitioners into the world of art-making as active participants.

Purpose + Contribution

Occurring 55 years after Kynastine McShine's influential *Information* (1970) art show at the MoMA, one of the first collective displays of Information Art, we believe CoLIS '25 is the perfect opportunity to bridge these information worlds and draw attention to their shared epistemological goals: to better understand the social world of information. This is by no means an art historical approach to IS, but rather it is an opportunity to showcase information concepts explored in fine arts and connect these with IS's emerging appetite for arts-based and art-informed research. As artist-researcher Natalie Loveless (2019) argues, arts-based research is the "logical outcome" of art's conceptual legacies (LeWitt, 1967), and its more recent turns toward participatory practice (Bishop, 2012; Bourriaud, 2009). The workshop activates alternative forms of theory building in information studies based on the question: What can thinking with information art offer us in our capacity to develop and explore concepts in IS?

Interest in studying information phenomena connected to art and artists in IS that has been growing since

earlier explorations in the 1990s (Layne, 1994; Cobbledick, 1996). Studies range from the information seeking of artists (Hemmig, 2009), personal information management of visual artists (Hellmich & Dinneen, 2023), to using arts-based methods (e.g., write-and-draw technique) to explore concepts of information (Hartel, 2014). Thinking with art making as documentation (Gorichanaz, 2017) and the connection between the development of IS and fine art disciplines (Berryman, 2018) are also explored. Arts-based methods, specifically visual research methods, have also been taken up in IS. For example, Hartel's write-and-draw technique has been applied to a variety of studies including the concept of information (Hartel, 2014). Hartel suggests drawing on arts-based approaches in IS "taps creative intelligence" and found that using write-and-draw to explore the concept of information "rounded conception of information, accessible through an arts-informed approach" (Hartel, 2014, p. 1350; Hartel et al., 2018). Additionally, somewhat recently published texts outline the use of visual research for IS (cf. Pollak, 2017; Cox & Benson, 2017; Bedi & Webb, 2020). These works are joined by their conceptual pursuit to better understand the hard-to-pin-down complexities of the everyday and the embodied experiences and cultural phenomena therein (Creswell & Poth, 2018; Stebbins, 1992). Art therefore becomes the catalyst for the exploration of questions and theories through expressive means of inquiry (Leavy, 2015, 2018). So while the form and types of arts-based research have been part of IS for the past 30 years, why has there been little connection to Information Art?

In this workshop, we want to map out and then activate aspects and awareness of Information Art. The mapping out is a means to show work and ideas that have come before and the following activation allows for a chance for IS scholars and professionals to participate in their own conceptual arts theory-building. Through arts-based interventions, we are not only cultivating opportunities to communicate but also developing skills for concept development and articulation by drawing attention to sensory and affective experiences of concepts in IS. By participating in the activities described below we also play with observation skills—observations not only of sensory and affective experiences and knowledges, but also encouraging attunement to the complexities of our information environments. In addition to offering creative expression, the activities and discussion strive to contribute to potential teaching approaches. To further the discussion sparked by the workshop the facilitators hope that the activities could build toward a special issue of *Information Matters*. Through this workshop, we strive to build a network of scholars with interest in engaging in art—within IS and also interdisciplinary possibilities. The objectives are to 1) introduce Information Art and its conceptual relevance to IS and arts-based practice; 2) test out Information Art as a form of arts-based research; and 3) cultivate a collaborative community of IS scholars and practitioners interested in Information Art.

Summary of Content + Proposed Format

This 90-minute alternative-event will be divided into three distinct but enmeshed sections which build on each other to fully engage the participants.

Part 1 (15 min) Mapping: An Intervention

The workshop begins with an intervention during which the main concepts of the workshop, Information Art, conceptual art and arts-based research, will be introduced and contextualised. For example, we will introduce projects from IS that have brought together artistic and scholarly perspectives are present in IS as well. For example, a recent project, *Useful + Beautiful* led by Melissa Adler, Associate Professor at Western University's Faculty of Information and Media Studies, explores the "usefulness of art and poetry for organising knowledge" (Useful/Beautiful, n.d.). The project involved "library, archives, and museum workers, students, and faculty who are also poets, visual artists, playwrights, makers, tinkers, and fiction writers" who developed a series of projects to "dream up knowledge organising, [...] collectively" (Useful/Beautiful, n.d.). The resulting work is displayed at the Useful/Beautiful website. Another project engaging with art as a way to gain insight is *Rule N° 5*, which brings library workers' voices into an interactive audio exhibition. The title draws from the fifth "rule" of library science from S.R. Ranganathan (1931), which states that the library is a growing organism. Through

six interactive sculptures, people are invited to examine “practices and objects that shape how we can search, who we will find, and what we remember” (Belantara & Alpin, 2023, n.p.) by opening drawers, pressing buttons, and listening to audio recordings. Based at the New York Public Libraries, this project foregrounds the voices of the workers who create and maintain libraries through material, and artistic expression. We will encourage early collaboration and engagement Part 1 by show images of various examples and invite discussion through initial responses.

Part 2 (30 min) Doing Information Art: Information Ontologies

Part 2 of the workshop will activate ontological considerations of language and discourse through word collages. Collage is a technique that draws on pieces of paper, photographs, fabric, etc. that are “arranged and stuck down on a supporting surface” (Collage, n.d.). Our activity will focus specifically on word collage. This textual collage involves constructing poems by collecting and reassembling mundane and everyday documents (e.g., spam mail, credit card offers, forms). We invite participants to bring in mundane everyday documents and we will also have print-outs of library metadata available. By inviting participants to cut, tear, fold, and crumple the remnants of pre-existing mundane documents we are encouraging thinking about context, juxtaposition, and “fighting familiarity” (Mannay, 2010) and imagining the seemingly linear way that text is presented (Butler-Kisber, 2019). Following this activity we will have a 5 minute break.

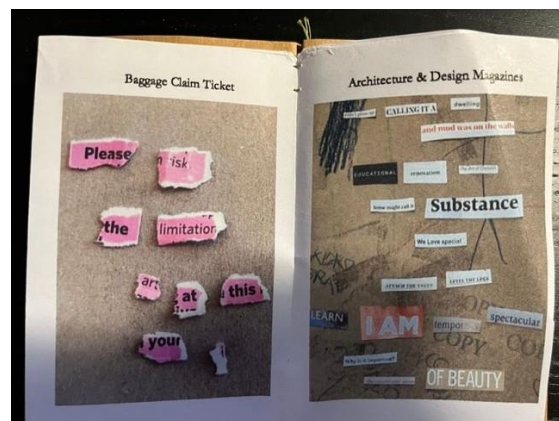


Figure 1. Example of Poetry Collage (used with permission from Addyson Frattura)

Part 3 (30 mins) Doing Information Art: Information Experiences

Part 3 explores the phenomenological and embodied side of information. In this section we will invite participants to consider space and relations through a walking practice, bringing together ideas of the index and the embodied experience of moving through space. In this exercise, participants are invited to create an inventory of wayfinding signs, using text, drawing, photography (iPhone photos), movement, mapping, and sound recording. In this participants are invited to attune to the different types of informational cues that exist. Participants will spend 15 minutes collecting information and 10 minutes sharing this information with the group. Through discussion and writing the participants will be encouraged to share learnings, ruminations etc.

While this may seem rushed to do two exercises, we feel it important to explore two different sides of Information Art. Unfinished works are encouraged and if participants would like to continue working on their art—we hope that the future works will then be mailed back to us at a later date, to include elements of mail art. Mail art, which is considered art once it is sent, includes a variety of genres and formats including postcards, collages, found or generated images or other objects that can be put in an envelope and sent through the postal system (Mail Art, n.d.). This stems from conceptual art tradition where artists created open-ended and decentralised methods of networking and exchanging ideas, work, and ruminations long before social media. We hope to encourage ongoing communication and connection with workshop participants and beyond.

Part 4 (10 min) Conclusion

We will conclude with closing remarks and an invitation to build a network of interested participants to engage in mail art—another conceptual art practice. This will encourage the relationships formed in the gathering to continue and move beyond the confines of the workshop setting and to invite information scholars and practitioners to further activate art practice in the field. For people interested, we intend to build out the workshop into a contribution to the multimedia section of Information Matters or online exhibitions to include scans of these materials.

About the author(s)

As facilitators of this workshop are an artist and researcher who applies conceptual practice to critical research and a doctoral candidate whose research explores arts-based approaches to knowledge generation and information-sharing.

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Rebecca Noone is an artist and a Lecturer of Information Studies at the University of Glasgow. She can be contacted at rebecca.noone@glasgow.ac.uk.

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The Question of Neutrality in Library and Information Science

Olof Sundin, Lisa Engström, Nanna Kann-Rasmussen, Dirk Lewandowski

Purpose and contribution to the conference theme

The purpose of the panel is to critically discuss the theoretical notion of neutrality as one of the central concepts of Library and Information Science (LIS). Neutrality will be discussed together with related concepts such as bias, activism, moderation and freedom of speech. In discussing neutrality, the panel aims to contribute to a broader discussion on the concept of neutrality in library and information science (LIS) by taking up a theoretical problem and discussing it across different subfields of LIS.

Summary of content

In many countries, there is an ongoing debate about the need for political neutrality of critical infrastructures in society. In this discourse, neutrality is perceived as a prerequisite for liberal democracy and is often expressed in relation to the mission of public institutions in relation to citizens. In this panel, the critical infrastructures for information that is discussed are libraries, search engines and generative AI. In all three examples, neutrality has been discussed in both research and public discourse, often in relation to related concepts such as bias, moderation, activism, and freedom of speech. For example, in the International Federation of Library Associations and Institutions' (IFLA) codes of ethics, the importance of neutrality is clearly underlined as a core principle: "Librarians and other information workers are strictly committed to neutrality and an unbiased stance regarding collection, access and service." (IFLA, 2012) The question of public library neutrality has also been widely discussed in the literature, both in terms of libraries' legitimacy and cultural policies. An important function of public libraries have always been to support the formation of democratic minded citizens. Neutrality has both been seen as a prerequisite for this but also as an obstacle (Kann-Rasmussen, 2023). Other scholars problematize the ideal of neutrality for librarianship (see e.g. Høj Mathiasson & Jochumsen, 2023; Lankes, 2016).

In relation to search engines, neutrality is often included in the discussion about search neutrality: "Search neutrality is a principle that search engines should have no editorial policies other than that their results be comprehensive, impartial and based solely on relevance" (Wikipedia, 30 October 2024). At the same time, Google Search, for example, has made a conscious decision to boost links to certain topics, such as medicine (Deda, 15 March 2024). The question of neutrality has also been raised in the context of the growing importance of generative AI. Research has identified gender bias in these models (Gross, 2023), and some studies claim that ChatGPT favours left-leaning ideological positions (Rozado, 2023).

Leaving aside the fact that any information system is always organised and made accessible by implicit or explicit ideas embedded in classifications, appraisal, and/or algorithms, is neutrality something to strive for? The political theorist De Marneffe (1990) links neutrality as a political concept within liberalism to the notion of liberty and distinguishes between two forms: concrete neutrality and neutrality of grounds. Concrete neutrality implies that the state should not restrict the freedom of the individual in a way that favours a particular moral or ethical conception of the "good life" Neutrality of grounds, on the other hand, is linked to the idea that "principles of justice that regulate basic social and political institutions must be justifiable in terms of moral and political values" (De Marneffe, 1990, p. 253). **The aim of the panel is to initiate a broader discussion on the concept of neutrality in LIS.** To this end, we will present four cases from the panellists' own research. With a starting point in the cases and with the distinction between concrete neutrality and neutrality of grounds, we will focus on two questions: Is a neutral perspective possible in the particular case? And

is neutrality something worth striving for in relation to issues such as climate change, misogyny and racism?

Case 1: Library Activism

Libraries are places where values such as diversity, equity and inclusiveness compete with values of neutrality, anti-censorship and freedom of speech. Most of the time there is a peaceful balance between these two sets of values. At other times they become a battlefield. At some libraries librarians take a clear stand in favour of diversity and equity. This trend has been dealt with under headlines such as “progressive” or “critical” librarianship or as “library activism”. The latter has been defined as a) Taking a political stand, b) Coupling openly to activist agendas, c) Persistently exposing structural inequalities (as opposed to just trying to include non-privileged user groups) or d) working actively with own privileged status (Kann-Rasmussen et al., 2022). Because libraries are sites where two sets of values compete, engaging in social justice agendas does not automatically impact libraries’ legitimacy in either a positive or negative way.

In Scandinavia, where issues of equity are reflected in legislation and widely supported, libraries are expected to reflect them in some capacity to remain relevant. Engaging with these issues by promoting certain materials that target underrepresented groups or organizing debates in most cases would probably enhance the libraries’ legitimacy, because they do not conflict with values of freedom of speech and free access to information. However, if librarians adopt a more gatekeeping role, restricting access to materials based on ideological stances (e.g. in order to protect minorities), this can undermine the library’s legitimacy. Such actions can be seen as incompatible with the library’s foundational principles of neutrality and free access to information. For example, efforts to exclude materials based on anti-racist or other agendas could conflict with the library’s values of free access to information. Therefore, balancing social justice work with the principle of neutrality is key to maintaining the legitimacy of libraries.

Case 2: Politicization of Public Libraries

As noted above, IFLA’s code of ethics emphasizes librarians’ neutrality and stresses the importance of free access to information. In these formulations, information is portrayed as a commodity that should be freely provided to users. However, when librarians disseminate information to users in their everyday practices, the context informs the practices and librarians cannot be detached from it. In recent years, due to the rise of populist and radical right movements in Sweden and many other western countries, cultural policy and the perception of public libraries have shifted from a consensus-oriented perception to a polarized and politicized discourse (Harding 2022). These populist and rightwing groups challenge public information organizations and contest established knowledge through anti-expert discourse (Usherwood & Usherwood 2021). Consequently, institutions like libraries, once seen as neutral, are now portrayed as venues for the “liberal elite.”

Traditionally and legislatively, libraries aim to promote diversity, equity, and pluralism. Activities such as storytelling for children in minority languages and drag story hours have for many years been popular and largely undisputed. However, the above-described political developments have redrawn political lines, contesting and politicizing previously accepted values (Hanell et al., 2023). For example, drag story hour events at public libraries have resulted in heated debates and even threats (Engström et al., 2024). This political landscape affects the concept of neutrality in libraries, highlighting that library activities are inherently value-driven. However, values of diversity and inclusion clash with the ideology of radical right movements and a context in which expert knowledge is challenged. Thus, the socio-political situation informs the perception of what is “neutral” and what is “political”, and also which groups of people are at risk of being marginalized. It will be argued that librarians should strive for facilitating the library as an arena for agonistic discussions where aspects of power and differences of opinion are acknowledged, rather than a neutral space aiming at consensus.

Case 3: Search engines

Search engines can only be neutral in the sense that they treat each document in their index the same way, which means applying the same ranking function to all indexed documents (Lewandowski, 2023). However, before any ranking can be applied, content must be found and indexed, which may not be considered neutral. For technical, financial and efficiency reasons, including everything found on the web in the index does not make sense. For instance, there are tremendous amounts of spam documents on the web, which would only pollute the index and make it more challenging to provide quality results. Search engine neutrality, regarded as search engines providing results only based on their relevance, points in the wrong direction. As information science has long established, relevance comes in different flavours and might mean different things to different people. Furthermore, apart from the established distinction between system and user relevance, search systems built on collections of external documents (e.g., web documents) must also consider societal relevance (Haider & Sundin, 2019).

It will be argued that search engines cannot be unbiased or neutral (Lewandowski, 2017) and that search neutrality is neither possible nor desirable. Instead, search engines *should* have clear and transparent editorial policies. Furthermore, as each search engine provides its own algorithmic interpretation of web content, there is a need for more options in the search engine market. Part of the problem today is the low number of “real” search engines, i.e., search engines having their own considerably large index and sophisticated ranking function. So, a solution to the question of neutrality may not lie in establishing a neutral search engine but in an infrastructure on which a plethora of search engines with different editorial policies can be built (Lewandowski, 2019). Such an infrastructure could be established as a public infrastructure (e.g., Hendriksen et al., 2024) or as a commercial enterprise (Dave, 12 November 2024).

Case 4: Generative AI

Since the introduction of generative AI applications based on Large Language Models (LLMs), starting with ChatGPT, there has been an ongoing discussion about the potential biases in their output. In the scientific community, this topic is not new. Bender et al. (2021) referred to LLMs as “stochastic parrots” and emphasised that while these models can mimic human speech well, their output consists of sequences of words that lack intentional or intrinsic meaning. Research has identified various types of bias in content generated by LLMs, including gender bias (Gross, 2023).

LLMs are trained on large amounts of textual data and their working is further shaped by fine-tuning with more specific datasets. The choice of training data and fine-tuning with more specific datasets can introduce normative positions that influence the results of the model. On the other hand, fine-tuning is often used to ensure that commercial applications adhere to content guidelines by avoiding harmful outputs, such as those that are racist, misogynistic or otherwise offensive. There have also been calls for systems such as ChatGPT to present balanced arguments and include different perspectives, especially on normative issues rather than purely factual and neutral ones (Rozado 2023). Recently, search engines have integrated AI technologies such as Retrieval Augmented Generation (RAG) to improve their capabilities. Although AI-generated summaries may appear more neutral and authoritative to users due to their presentation, they are not inherently more neutral than traditional search engine results pages (SERPs). It will be argued that neither generative AI applications nor AI-powered search engines can be neutral and unbiased. But just as with web search engines, it should be possible for users to understand how and why an AI application used to find information might take certain normative positions.

Proposed format

The panel discussion will include a combination of short introductory statements by the four panelists, but there should be enough time for a discussion that also involves the audience.

5-10 minutes for introduction: brief introduction to explain the background of the panel and the concept of neutrality (and its relation to bias, moderation and free speech) in LIS.

20-25 minutes for case presentations: Four short case studies with empirical examples from the panelists' research. The presentations will revolve around the three questions: How has the concept of neutrality been used in research? How has the concept of neutrality been used in public discourse? Are there ways other than neutrality to ensure public trust?

40-45 minutes for a general discussion: The discussion will take place among the panellists as well as with and between the participants in the audience.

15-20 minutes Closing remarks: Each panellist summarises the discussion from their research perspective and gives an outlook on what the discussion can mean for their future research.

Maximum number of participants

30-40 participants.

Acknowledgement

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CoLIS 2025 Posters

Archiving research materials—conceptual contradictions and its practical implications

Charlotte Borgerud

Introduction

Several countries now mandate that research data funded by public sources be deposited in open data repositories. These repositories systematically store and organise research data with structured metadata, enabling immediate, free access and enhancing searchability, interoperability, and reusability (Barrueco & Termens 2021; Borgman, 2019; Boyd 2021; Francke et al., 2017; Furlough 2009; Hansson & Dahlgren, 2022; Lynch 2003; Pfister and Zimmermann 2008; Santos-Flores 2025; Shearer et al., 2023). In contrast, traditional archives in public research institutions are governed by legal frameworks that emphasise long-term preservation, authenticity, and fixed provenance (Millar, 2017; Monks-Leeson, 2011; Thomassen, 2001; Williams, 2006). Although the literature often conflates archives and repositories, they serve distinct purposes. Repositories are primarily designed for rapid access and are not typically equipped with robust long-term preservation strategies, whereas formal archives maintain records indefinitely under strict preservation standards.

Previous research has suggested that decisions regarding the preservation of research data should be driven by the needs of the research community. However, data is frequently preserved for historical documentation rather than for its future scientific utility (Akmon et al., 2011). This is notably different from the Swedish model, where national regulations require that research data of intrinsic scientific value be preserved. Moreover, while libraries manage the publication of research data in open repositories through voluntary submissions, formal archives expand their collections via legal mandates, thus imposing higher requirements for long-term preservation (Doorn & Tjalsma, 2007, Yakel et al 2008).

This study aims to elucidate the distinct functions and applications of repositories versus archives in the views of archivists and to examine how these differences affect the management of research materials. Specifically, the study addresses the following research questions:

RQ1: What criteria do archivists use to determine when research materials can be considered fully archived?

RQ2: How do archivists differentiate between the processes and outcomes of archiving research materials in formal archives versus making them accessible through open repositories?

Method

Fifteen semi-structured interviews were conducted with archivists at public universities in Sweden. Interview participants discussed the criteria for considering research materials as archived and shared their perspectives on whether research data stored in open repositories could be regarded as archived. The interviews were audio-recorded, transcribed, and analysed using qualitative content analysis, thereby capturing a range of views on both the technical and conceptual aspects of archiving.

Results

The analysis identified six key criteria for when research data is considered archived:

Fixity and Permanence: Data must be unalterable once archived.

Long-term Storage: Materials should be transferred to storage solutions with explicit preservation strategies.

Cataloguing and Organisation: Some archivists stressed that systematic cataloguing is essential, while others believed that mere transfer to an archival unit was sufficient.

Ongoing Preservation: Archiving is seen as a continuous process that ensures secure storage and enduring readability.

Quality Assurance: Rigorous quality control is necessary for data to be recognised as properly archived.

Maintenance Measures: Effective organisation, maintenance, and preservation protocols must be in place.

Approximately 53% of the archivists argued that data in open repositories does not meet the archival criteria unless additional conditions are met, such as formal agreements guaranteeing long-term access, integration with the institution's archival systems, and comprehensive preservation strategies.

Conclusion(s)

The study demonstrates that there is a significant distinction between making research data available in open repositories and formally archiving it. While open repositories facilitate immediate access, they typically lack the long-term preservation measures found in formal archives. Consequently, open repositories can be considered part of a broader archival solution only if they are supplemented with formal oversight and integration into established archival practices. For the preservation of research data to meet both legal and scientific needs, a common perspective and integrated strategy are essential among the research community and institutional support functions. Such measures are critical for ensuring that valuable research data remains accessible and preserved for future scientific inquiry.

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“Curiosity and Willingness to Learn” : The Role of Curious Attitude in Adapting to AI in Scientific Libraries

Heidi Enwald

Abstract

Introduction. The emergence of Artificial Intelligence (AI) in academic librarianship represents a paradigm shift, set to profoundly influence information management, dissemination processes, and library operations. The transformation drives professionals in this field to engage in continual reskilling in an increasingly AI-driven work environment. Curiosity has been stated as important trait in learning new things. In Library and Information Science (LIS) this concept has been discussed in several connections. This study focuses on what is the role of curious attitude in adapting to AI in scientific libraries.

Data collection and analysis. In spring 2024, nine semi-structured thematic interviews were conducted with experts in leading positions in Finnish scientific libraries. The recorded and transcribed interviews are being analysed by utilizing thematization.

Results and conclusions. The preliminary results suggest that AI is still a phenomenon for which it is difficult to identify specific work-related knowledge and skills. The generative AI tools, as well as AI-related work practices, are still developing. Therefore, curiosity and willingness to learn are seen as even more important for scientific librarians. This was illustrated in several ways by the interviewees. The study contributes to increasing co-operation and mutual understanding of LIS educators and professionals working in scientific libraries.

Problem statement and research question

The poster discusses how curiosity has been addressed in Library and Information Science, particularly in relation to scientific libraries. Furthermore, it describes the findings of an interview study conducted with experts in leading positions in Finnish scientific libraries. The aim is to answer the following research question:

What is the role of curious attitude in adapting to AI in scientific libraries in Finland?

Significance and relevance of the topic

The emergence of AI in academic librarianship has been stated to represent a paradigm shift, set to profoundly influence information management, dissemination processes, and library operations. The transformation has necessitated a corresponding evolution in librarians' competencies, making it crucial for professionals in this field to engage in continual reskilling to maintain relevance and efficacy in an increasingly AI-driven work environment (Lo, 2024). Epistemic curiosity is the drive for knowledge and the desire to seek information to enjoy the feeling of knowing things (Litman et al. 2005). Curiosity has not yet been studied in relation to adaptation of AI in scientific libraries.

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

When addressing the concept of uncertainty in information seeking, Anderson (2008, 4) concluded that “intellectual curiosity drives discovery”. Roberts et al. (2022) present how curiosity has been covered in LIS and, on the other hand, librarians’ role in encouraging exploration and curiosity has been studied e.g., by Rembel and Deitering (2017). The role of AI in scientific libraries has so far mostly covered by theoretical papers and literature reviews (e.g., Cox & Tzoc, 2023, Kautonen & Gasparini, 2024). The aim of larger study, partly covered in this poster, is to increase knowledge about the current situation of Finnish scientific libraries in relation to AI; changes in work tasks and the development of the expertise of information professionals. The focus of the poster is on the expectations of scientific libraries regarding the AI-related knowledge and skills of old and new employees. How is curiosity presented as a desirable trait in AI-driven work in the interviews of leaders of scientific libraries?

About the author:

Adjunct professor (title of docent) Heidi Enwald works as a university lecturer and head of the unit in Information and Communication Studies, at the Faculty of Humanities in University of Oulu. Her research concentrates on information behaviour and practices, and information literacy, particularly in health settings.

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UK academic librarianship as a Bourdieusian field: the levels and distribution of capital through latent class analysis.

Darren Flynn

Abstract

Introduction. This poster outlines stage one findings of a mixed-methods study exploring the interaction between social class background and the professional identity, behaviours and activities in UK academic librarianship.

Method. Stage one aimed to investigate and describe UK academic librarianship as Bourdieusian field, exploring the relative distribution of economic, social and cultural capital of academic librarians during childhood. Data on these forms of capital were collected using a questionnaire, achieving a sample of 621 responses.

Analysis. Data were analysed using latent class analysis, a probabilistic analysis method which identifies latent homogeneity across categorical variables. 29 indicator variables were used representing elements of childhood economic, cultural and social capital. Analysis produced a three-group model based on patterns of similarity between responses.

Results. Results revealed three distinct groups in the sample with significant divergence in childhood economic, cultural and social capital.

Conclusion(s). Results showed clear evidence of social class differences in the sample. Two of the three groups showed particularly high levels of cultural capital (both in relation to the sample and population-level data). This is suggestive that cultural capital has particular prominence within the field and may act to facilitate and accelerate professional identity formation and influence workplace behaviours and practices.

Poster Description.

This poster presents the stage one findings of a mixed-method PhD study at UCL exploring the interaction between social class background in UK academic librarianship. The core research question of the study is 'How does social class shape the professional identity, behaviours and activities of UK academic librarians?' This is further divided into three sub-questions:

SQ1. What forms and distributions of economic, cultural and social capital can be observed in the social backgrounds of the UK academic librarian workforce?

SQ2. What influence does social class-informed habitus have on the formation of UK academic librarians' professional identity?

SQ3. How might the predominant social class backgrounds of UK academic librarians influence professional activities and behaviours in the sector?

The first phase of this research presented in this poster is designed to address SQ1.

Social class is known to be a persistent barrier to social mobility in the UK; children from working-class backgrounds are underrepresented in higher education (HE) and professional occupations

(Social Mobility Commission, 2023). Workforce mapping in the UK information sector identified socio-economic background as a key barrier to professional entry (CILIP/ARA, 2023, 7). Further research in the wider HE and related sectors such as museums and galleries has shown poor working-class representation, negative workplace experiences and difficulties in professional identity formation (Crewe, 2020; Evans, 2020). Despite this, the limited studies exploring social class and libraries have been generally limited to patron services.

The study explores social class by adopting Pierre Bourdieu's sociological approaches, viewing UK academic librarianship as a competitive field in which economic, cultural and social capital accrued during childhood gives relative advantage (1977; 1986). It then investigates the interaction between class-informed habitus and professional identity, behaviour and activities to identify similarities and differences between class backgrounds. The study has been designed as a multi-stage mixed-method investigation. The initial quantitative phase [presented in this poster] will examine UK academic librarianship as a field and present how economic, cultural and social capital is unequally distributed in the social backgrounds of current UK academic librarians and outline class backgrounds present in the field.

The poster will present the quantitative phase findings collected via a questionnaire on respondents' economic, cultural and social capital during childhood. From a large sample of 621 cases, Latent Class Analysis (LCA) was performed to identify latent patterns of responses across 29 variables relating to these forms of capital including housing tenure, perceived financial wellbeing, parental occupation and education level and cultural and social activities engaged with during childhood. The results of the analysis produced a three-group model of statistically distinct groups present in the data; a privileged group with high levels of economic and cultural capital and moderate-high levels of social capital, an intermediate group with low-moderate economic, high cultural capital and moderate social capital and a disadvantaged group with low levels of economic, cultural and social capital. The poster will outline these groups' characteristics and distinguishing features on both the broader view of field positions and smaller scale of individual forms of capital.

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Information seeking behaviour during the college admissions process: A preliminary analysis

Africa S. Hands

Abstract

Introduction. Despite abundant information available online, students still report difficulty finding needed information to make informed college planning decisions. Challenges to find information are more consequential for students from disadvantaged communities. Using Wilson's information seeking behaviour model, this research examines the college planning information seeking behaviours of students in a geographically and culturally stigmatised region on the U.S.

Method. Semi-structured interviews with eight current college students were used for data collection.

Analysis. Interviews were recorded and transcribed, then analysed using Wilson's model.

Results. Search engines and college websites were primary sources of information. Students did not report technological barriers to information access. Students reported the need for more information on tuition, fees, and financial aid.

Conclusion. Students from stigmatised communities use similar information sources as those in the majority populations. Wilson's model offers a suitable lens for examining information seeking behaviours of individuals facing marginalisation.

Problem statement and research question

Despite the proliferation of digital platforms, increased smartphone ownership, and online availability of information, prospective students continue to report difficulty finding information to aid them in college planning decisions (Schnieders & Bobek, 2024). A common source of information for prospective students is their network of family, friends, and other trusted individuals who have attended college or university. However, preparing for college can be challenging for students who lack college-going networks. The same is true of students from marginalised communities such as in the Appalachian region of the U.S. Though known by its mountainous expanse, Appalachia is "a literary and a political invention rather than a geographical discovery" (Webb-Sunderhaus & Donehower, 2015, p. 3). Rich with natural and cultural resources, stereotypes of the region persist due to media's portrayal of its residents as backward and outside the mainstream. Currently, this region has lower college degree attainment rates as compared to other areas of the U.S. While much is learned from disciplines such as education and psychology, information science offers a unique lens for examining information aspects of the college planning experience, which may impact low attainment rates. Thus, this research investigates the information seeking behaviours of prospective students.

Two research questions are explored:

- *What are the information seeking behaviours of Appalachian prospective college students?*
- *What challenges are faced when looking for college planning information?*

Significance and relevance of the topic

Prospective college students are an understudied population in library and information science research. Further, education studies on information seeking of this population do not employ an information behaviour perspective. Studies on the information seeking behaviours of individuals facing marginalisation often use the theoretical framing of information poverty (Chatman & Pendleton, 1995). While information poverty has been a valuable lens for examining information seeking behaviours, it does so from a deficit perspective (Gibson & Martin, 2019; Haider & Bawden, 2007). The present research employs Wilson's model (2022), which is context-flexible and considers intervening variables such as socioeconomic status and environment without a deficit connotation. This research examines the information seeking behaviours of a stigmatised region of the United States that may bare resemblance to other regions internationally.

Content

This poster will include background on the problem and the regionally marginalised area of Appalachia; an overview of the methods and qualitative data analysis employed; preliminary findings; and discussion of prospective students' information seeking behaviours mapped to Wilson's model.

Conclusion

The information seeking behaviour of individuals from marginalised and stigmatised backgrounds may be described appropriately using Wilson's model. The model accounts for information seeking through accidental discovery, like through family members as seen in this sample. Additionally, the model's range of intervening variables characterise individuals' experiences without stigmatisation.

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Broadening understanding of affect: A critical review of embodied and social aspects of affect in information behaviour and practices

Aira Huttunen

Abstract

Introduction. The affective turn has been discussed in information behaviour and practice research for a while. However, the definitions of affect remain vague. This poster introduces different perspectives on the concept of affect and discusses how it is understood at the theoretical and empirical levels in research.

Method and analysis. Nine models or studies focusing on affect in information practice or behaviour research are introduced and analysed with the aim of understanding how the concept has been defined and empirically studied and its relation to embodiment and social aspects.

Results. In selected models, affect is understood either as a personal or as a social phenomenon. The role of embodiment and its role in affecting these models are discussed. As an alternative approach, this paper discusses selective strands in the concept of affect, particularly strands of the humanities and social sciences, specifically in gender studies.

Conclusions. This poster highlights that how the concept of affect is understood in theory has implications for empirical research. This paper suggests that understanding affect as social and embodied could benefit empirical research on information behaviour or practice research, as it enables understanding the complexity of lived experiences in social reality.

Problem statement and research question

The affective turn (Hartel, 2019) in library and information science (LIS) has been described as a turn towards research into information seekers' subjective emotional experiences. However, in LIS, the affective turn has been discussed as separate from the embodied turn, which highlights the role of the human body in information activities (Hartel, 2019). In contrast, in the humanities and social sciences the affective turn is commonly understood as a turn into embodied, located and relational subjectivity (Koivunen, 2010). In this poster, the following research questions were set: 1. How has the concept of affect been defined within information behaviour and practice research? 2. How has the concept of affect been seen to connect to embodiment? 3. How has the concept of affect been defined in the humanities and social sciences?

Significance and relevance of the poster

The poster introduces some key studies and models that have noted the importance of affects in information behaviour and practices and discusses how embodiment is seen in these studies.

Content

Well-known models and theories by Wilson (1981), Dervin (1983), Kuhlthau (1991) and Nahl (2007) approach affect from a psychological perspective. This perspective approaches affect as something that is born 'inside' the individual. Nevertheless, there is a growing interest in the social aspects of affects, which can be seen in studies by Pettigrew (1999), Olsson (2010), Godbold (2013), Gorichanaz

(2015) and Keilty and Leazer (2018). However, it is important to note that among these studies, there are differences in what concepts are used and how (and if) they are defined. In Table 1, the theoretical roots and separation into approaches to affect of these nine studies are listed.

Wilson (1981)	User studies, psychology	Affective needs	Not included	Affect as personal
Dervin (1983)	Philosophy, sociology, psychology, education, cultural studies, communication, feminist, cultural and postmodern studies	Emotions	Not included	Affect as personal
Kuhlthau (1991)	Psychology, information studies	Affective aspects, attitudes or moods	Not included	Affect as personal
Nahl (2007)	Cognitive science, affective neuroscience, affective computing, affective human-computer interaction, information science	Affective states	Included	Affect as personal
Pettigrew (1999)	Sociology (Granovetter), library and information science, nursing, gerontology and social psychology	Affective needs	Included	Affect as social
Olsson (2010)	Sense-making (Dervin), sociology (Goffman) and critical discourse analysis (Foucault)	Emotions, affects	Included	Affect as social
Godbold (2013)	Ethnomethodology (Garfinkel), sense-making (Dervin)	Emotions	Not included	Affect as social
Gorichanaz (2015)	Interpretative phenomenology	Mental state	Included	Affect as social
Keilty and Leazer (2018)	Existential phenomenology	Affect	Included	Affect as social

Table 1. Selected studies on affect and emotion in LIS and their approach to affect

In addition to analysing how affect is understood in these models, I examined whether embodiment was part of these models. From models that approach affect from a psychological perspective, Nahl's (2007) model includes embodiment. Four studies representing the social approach to affect (Gorichanaz, 2015; Keilty and Leazer, 2018; Olsson, 2010; Pettigrew, 1999) take embodiment into account. As an alternative approach, I suggest that the understanding of the embodied turn within the humanities and social sciences is relevant for the field of LIS, as it connects embodiment and affects into knowledge, highlighting the idea that knowledge is not only cognitive and emotion-free but also thoroughly embodied.

Conclusion

This poster helps to understand the concept of affect in the field of LIS and its relationship to social and bodily aspects. This poster suggests that the 'affective turn' and 'embodied turn' within LIS (Hartel, 2019) do not have to be seen as separate from each other, but as interconnected in the lived experiences of people.

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Emergence of Cultural Institutions as Memory Agents in Collective Memory Theory

Nanami Iwasaki, Yuki Sugeno, Masanori Koizumi

Abstract

Introduction. J. Assmann (1992) and A. Assmann (1999) expanded the theory of Collective memory by distinguishing between communicative memory and cultural memory, which is institutionalised and mediated through media. Although cultural institutions are significant agents of cultural memory, how they associate with others and reconstruct cultural memory has not been illustrated. This study aims to examine how cultural institutions are represented within the foundational theory of collective memory, addressing the gaps between theoretical constructs and contemporary practices.

Method. A qualitative content analysis was conducted using MAXQDA supplemented by careful reading of A. Assmann's *Erinnerungsräume* (2007, Japanese translation). Inductive double coding identified references to cultural institutions (libraries, archives, museums; LAM), focusing on their representation and functional roles in memory.

Results. LAM are included broader <Archive> and categorised by <Openness> into the <Canon> and the narrower <Archive>. Libraries, as <Archive>, serve as expansive memory <Repositories> but risk memory <Sedimentation>. Archives reinforce institutional narratives as selective <Canon>s. Museums within the <Canon> broadly collect belongings of citizens to selectively reconstruct cultural memory. Storage limitations and digital migration highlight the fragility of memory in cultural institutions.

Conclusion. This study will elucidate the emergence of cultural institutions as memory agents, enriching theoretical and practical understanding.

Problem statement and research questions

Problem statement: In A. Assmann's work, to which elements of collective memory theory are cultural institutions related to, and how are they positioned within it?

RQ1 How are cultural institutions described within the collective memory theory?

RQ2 What elements constitute cultural institutions in the collective memory theory?

RQ3 How can the relationship between elements of cultural institutions and collective memory theory be articulated?

Significance and relevance of the topic

The theory of collective memory, proposed by Halbwachs (1950) and expanded by J. Assmann (1997) and A. Assmann (1999), distinguishes between communicative memory and cultural memory. Prior research on cultural memory has examined how governments and other stakeholders arbitrarily reconstruct cultural memory for their collective purposes. Cultural institutions, such as archives, libraries and museums, on one hand, have been involved in the memory reconstruction process by

assembling and preserving media, which constitutes the management of cultural memory (Assmann, 2016). On the other hand, cultural institutions have created contacts between cultural memory and citizens by providing access to and exhibiting their collections. Thus, cultural institutions are crucial agents supporting the synergistic interaction between cultural memory and communicative memory. Moreover, the way in which cultural memory is made accessible to citizens have recently diversified, incorporating methods such as workshops, performances, and archiving projects like Memory of the World and Europeana. However, theoretical developments have not kept pace with these changes in practice. Reception processes of cultural memory by individuals in cultural institutions and reconstruction processes of communicative and cultural memory in the social relationships among people remain unclear (DeHart, 2017). This study addresses these issues from a library and information science perspective.

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

We conducted a qualitative content analysis using MAXQDA, supplemented by a careful reading of A. Assmann's *Erinnerungsräume* (2007, Japanese translation). In the qualitative content analysis, inductive double coding was performed by the first and second authors, both of whom are researchers with expertise in library and information science. A document search was conducted using the six terms: "library, museum, archive, resource centre, cultural institution, cultural facility", and 76 paragraphs containing these terms were coded at the sentence level. Careful reading was employed as a supplementary tool for organising concepts and logical structures. For RQ1, Assmann's two metaphors symbolically represent the functions of cultural institutions: <Canon> evidencing the legitimacy of authorities, and <Archive> signifying broader preservation roles. For RQ2, it is revealed that cultural institutions manage storage memory and functional memory, two distinct types of cultural memory, and conduct evaluation and selection processes regarding their preservation and disposal. For RQ3, we will describe the metaphors of cultural institutions by analysing the relationships between the elements of cultural institutions and their stakeholders as identified through coding.

Conclusions

Cultural institutions, such as archives, libraries and museums, fulfil social functions symbolised as <Canon> and <Archive>. These institutions are responsible for both the survival and oblivion of cultural memory through the preservation and disposal of materials they manage. Depending on the various stakeholders associated with a cultural institution, the cultural memory received by citizens can be manipulated by applying criteria for selecting which memories are preserved, the level of involvement in memory reconstruction, and the extent to which cultural memory is made public. Memory institutions should be cognisant of the extent to which they contribute to such manipulation. The rapid development of digital media, coupled with the obsolescence of earlier digital formats, has significantly influenced the processes of cultural memory survival and oblivion at a technological level.

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Modelling the Academic Information Seeking Behaviour Transitions of International Students in the UK

Xinyu Jia, Sophie Rutter and Sheila Webber

Abstract

Introduction. This poster presents the pilot study of a research project addressing gaps in understanding the academic information seeking behaviour (ISB) transitions of international students, with a specific focus on Chinese postgraduate students in the UK. This project integrates Ruthven's (2022) Transition Theory model to investigate the triggers, influencing factors and phases during academic ISB transitions. Understanding this process is crucial for supporting international students' academic adaptation and informing institutional practices.

Method. The poster will show the two observational methods (naturalistic studies and controlled experiments) evaluated in the pilot study. Key elements include: interviews, screen recording of naturalistic search activities, and eye-tracking technology to capture search patterns during controlled task performance.

Analysis. Findings from thematic analysis, search strategy classification, and eye-tracking data provide insights into participants' preferences and the methodological robustness of each approach. The comparative analysis assesses the two methods' strengths, feasibility, and practicality.

Conclusion(s). The poster highlights how the pilot study refined and validated methodological approaches for investigating academic ISB transitions among international students. It provides initial insights into cultural, educational, and other influences on ISB.

Problem Statement and Research Questions

The internationalisation of higher education in the UK calls for a deep understanding of academic ISB among international students. Although recent regulatory changes have limited overall non-EU student migration, there remains a critical need to optimise support for those students who do study here. A deep understanding of their academic ISB is essential to create better study conditions for them and tailor academic resources and digital platforms (i.e., online academic databases, learning management systems, etc.) effectively, ensuring that international students can fully engage with the diverse academic challenges and opportunities they face. Recent studies have shown that the successful integration of digital platforms into academic practice depends on collaborative initiatives that are sensitive to different educational traditions and cultural contexts (Caffrey et al., 2022). Chinese students, one of the largest groups of international students in UK universities, face distinct challenges when transitioning from the rote-based Chinese educational system to the UK's focus on critical thinking and independent learning (Ryan & Carroll, 2005; Jin & Cortazzi, 2006). This transition can pose challenges to academic information seeking and academic success.

Studies focusing on the transition phases of academic information seeking behaviour (ISB) are lacking, with a minimal exploration of culture-specific ISB transitions. Current research also needs longitudinal, mixed-methods approaches that capture the evolving nature of ISB across different

academic phases. This research aims to fill these gaps by constructing a model of academic ISB transitions, drawing on Ruthven's (2022) Transition Theory and integrating empirical insights from international students' experiences.

This research is guided by four research questions: [RQ1]: How does the academic ISB and platform usage of Chinese postgraduate social science students studying in the UK differ throughout the whole academic year? [RQ2]: How are the variations in academic ISB and platform usage of these students linked to their academic challenges and academic ISB transition? [RQ3]: What transition processes do these students go through regarding their academic ISB during their experience of studying abroad? [RQ4]: What strategies can be promoted to better support academic resource support and management?

Significance and Relevance of the Topic

By employing a longitudinal approach, this research investigates the dynamic interplay between cultural, educational, and other factors shaping academic ISB over time. It will develop an academic ISB transition model and identify key phases that affect how international students engage with academic resources. This study aims to support international students' academic adaptation and provide actionable insights to improve institutional policies and practices, thereby addressing real challenges in academic support and resource management.

Content of the Poster

The poster will present a detailed overview of the pilot study conducted as part of the research project. It will provide an overview of the methodological design and briefly outline both observational methods: naturalistic studies and controlled experiments. This poster will focus primarily on the analytical conclusions drawn from the pilot study, including: (1) the thematic analysis results from pre-interviews and post-interviews with participants, (2) search tactic strategy classification of screen recorded naturalistic search activities, (3) eye-tracking data analysis (fixation analysis, eye movement routes and heatmaps), (4) comparative strengths of both observational methods, and (5) the feasibility and practicality of each method. The poster will highlight how these findings inform the refinement of the methodology design for the longitudinal study, ensuring a robust research framework.

Conclusion

This proposal outlines the pilot study of a research project that employs a longitudinal method to investigate the dynamic evolution of international students' academic ISB. The pilot study refined research methods by evaluating the feasibility of two observational approaches, revealing that controlled experiments can provide detailed cognitive insights while naturalistic observations capture broader behavioural trends. The poster encourages discussions on ISB transitions, cultural specificity in ISB, and practical applications for academic support and resource management.

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Navigating Grey Zones: Ethical Boundaries of AI Use in Academia

Mari Serine Kannelønning and Kim Tallerås

Abstract

Introduction.

The use of artificial intelligence (AI)-based tools has become standard in many research practices. Yet, as its applications expand, ethical grey zones emerge, raising questions about acceptable boundaries for responsible use. This work seeks to contribute to the development of informed and responsible AI practices in research and to the discussion of libraries' role in enhancing AI literacy.

Methods.

The study draws on empirical data from a survey among social science researchers and over 20 workshops with researchers from various fields and disciplines. The survey explored researchers' attitudes toward AI use in research, while the workshops, developed and facilitated by librarians, were designed for researchers to explore AI tools in practice and discuss their utility.

Analysis and results.

The study found strikingly diverse views among researchers regarding what constitutes ethical AI use. Conflicting areas included where to draw the line when/if AI is used as writing support, for (qualitative) data analysis, or for reading texts.

Conclusion(s).

The varying opinions on ethical AI use in research underscores the need for more knowledge and discussions of grey zone areas to avoid the establishment of unethical AI use. University Libraries can play a crucial role by supporting researchers in developing AI literacy.

Introduction

The use of artificial intelligence (AI)-based tools has, to a certain extent, become a standard practice in academia (see, for example, Andersen et al., 2024). Yet, as its applications expand, ethical grey zones emerge, raising questions about acceptable boundaries for responsible use (Al-Zahrani, 2024; Bin-Nashwan et al., 2023). A recent survey conducted at the Oslo Metropolitan University (OsloMet), Norway, highlights strikingly diverse views among researchers regarding what constitutes ethical AI use (Rasmussen et al., 2024). This variation underscores the need for more knowledge and discussions of the grey zone areas to avoid the establishment of widespread unethical AI use in academia. University Libraries play a crucial role in this development by supporting researchers and fostering informed and responsible use of AI tools (Michalak, 2023), making them key players in shaping ethical AI practices.

This poster is part of a larger ongoing study exploring researchers' attitudes toward controversial uses of AI in research and teaching within academia. The study also aims to establish a replicable methodological framework that can measure attitudes and practices over time, enabling long-term insights into the development of ethical AI use in academia. Furthermore, the role of libraries and

other support functions in facilitating responsible AI use and AI literacy in general will be an integral part of the study.

Methods and materials

Based on the survey results from OsloMet and experience from facilitating over 20 workshops with researchers exploring and discussing AI use in research, the ongoing study addresses the grey zones of AI use in academia, aiming to speed up the discussions of acceptable boundaries of responsible AI practices. The poster will present the empirical findings, including various statements based on the data material representing different opinions (=dilemmas) concerning AI's role in academia.

Additionally, during the poster session, the conference participants will be invited to share their opinions on the dilemma statements and suggest new ones through an interactive platform (e.g., Mentimeter). The role of libraries and other support functions as potential key enablers in fostering ethical AI practices and enhancing AI literacy among academic staff will also be discussed. Thus, as part of the poster presentation, a methodological setup will also be tested.

Initial results

The survey and workshop findings revealed diverse opinions on acceptable AI practices, such as using AI to draft research papers, grade assignments, or analyse qualitative data. The dilemmas, taking shape as statements, that will be presented and discussed during the poster session are all based on opinions from the empirical data. This includes the following examples:

- Using ChatGPT to assist in academic text production is acceptable as long as the researcher critically evaluates and refines the final output.
- Using AI to assist in the grading process of student assignments can contribute to greater impartiality and fairness when combined with oversight and input from educators.
- Using ChatGPT to analyse qualitative data is fruitful, and using AI for such purposes is okay.
- Using AI tools to summarise academic texts written by others to make them easier to understand and save time reading is great.
- Using ChatGPT to make your own texts more academic is smart.
- Using ChatGPT to generate abstracts for journal articles about to be submitted is better than doing it from scratch yourself.
- Using AI tools like Elicit, Scispace or Scite makes literature searches and reviews more efficient.
- Using AI tools to screen and determine relevant literature for a systematic review is an acceptable practice for librarians.

Final remarks

The variations in the opinions of academic staff in higher education informing this study underline the importance of continued dialogue and knowledge-sharing to address ethical concerns.

The study contributes to shaping informed and responsible AI practices in academia by stimulating discussions on ethical implications, testing interactive engagement methods, and examining the roles of libraries and other support functions. Furthermore, the methodological framework developed through this work offers a scalable approach to tracking evolving attitudes and practices over time.

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How do the Angels Share? A holistic approach to understanding information practices in scotch whisky production

Emma Nicol and Rebekah Willson

Abstract

Introduction. Scotch malt whisky is very important to Scotland's economy and also to ideas about its culture, heritage and identity. The whisky production process involves a highly complex intersection of industrial, cultural and embodied informational aspects. There is nonetheless a dearth of scholarship regarding the information practices associated with cultural products such as whisky and conducting research in such a complex space poses many challenges to researchers.

Approach. In this poster, we ask how the information practices around such cultural products should be investigated. Using Polkinghorne and Given's framework for holistic research, we outline a proposed approach to the research design of such an investigation by first identifying the research problem then articulating research questions and suggesting methods and methodology.

Conclusion. We invite poster session attendees to engage with us in a dialogue regarding what might be needed to conduct a holistic investigation of information practices in this space and, further, to consider how and which other cultural products and related practices should be studied.

Significance and relevance of the topic

Food and drink, as essential parts of people's lives, has been under-studied in information science. There is a growing body of scholarship on food information practices, such as gourmet cooking (Hartel, 2010), food shopping (Ocepek, 2018), and everyday interactions with food (Polkinghorne, 2021). However, research on information practices related to drinks is much more limited. Given et al.'s (2017) study with wine producers is a rare example. While there has been much scholarship on workplace information practices, the focus has often been on knowledge workers in office environments, rather than on the diverse information environments where food and drink are commercially produced. Still less scholarship has investigated complex information situations - such as whisky production - where technical, workplace, embodied, economic, and cultural aspects intersect to inform practices.

Problem statement and research question

In this poster we will address the research problem of the dearth of literature on information practices in the space of such complex production and begin to explore the question: How can the information practices around complex cultural products, such as whisky, be investigated?

Content

The poster will introduce the topic and describe our proposed approach to research in this area. Given the complexity, a holistic approach is appropriate and here we take our lead from Polkinghorne and Given (2021)'s model of holistic information research. The framework encourages "paradigmatically holistic research, which will provide for richer analyses of critical

phenomena in the discipline” (p. 1), making it well formulated for use in this context. Below we use the first three stages of the framework, concerning research design, to present our approach.

Identifying the Research Problem (Framework Stage 1): In this stage, the framework requires a “[f]ocus on whole people” and “acknowledgment that structures and systems exist and have qualities beyond those of individuals” (Polkinghorne & Given, 2021, p. 7). Food and drink are central to many cultures’ beliefs regarding their heritage and identity and many foodstuffs are particularly identified with specific regions or peoples. For Scotland, and many Scots, scotch whisky, or simply “scotch”, plays that role, with a significance that goes beyond its economic importance. A recent study by Reid al. (2024) explored storytelling in the glens of Scotland and found that all the important narratives they discovered were interconnected with the “malt whisky story” (p. 508). This highlights the importance of scotch to cultural heritage knowledge and points to the importance of oral traditions to its production. Very little is known about the information practices of those involved in whisky production. Given the complexity involved and the spirit’s importance to the culture and economy, understanding these practices is crucial.

Articulating the Research Questions (Framework Stage 2): In this stage, there needs to be “[f]ocus on articulating experience (i.e., an expansive approach), rather than measuring (i.e., a reductive approach)” (Polkinghorne & Given, p. 7). Taking a holistic perspective on the information work of producing whisky includes understanding the cultural context in which it exists, information practices related to the workplace environment of production, and information practices related to its physical production. Research questions related to cultural heritage include: How do those involved in scotch whisky production gain knowledge about how to create whisky? How do they view their work in relation to the tradition of whisky production?

Much workplace information practice research centres on offices and knowledge workers, rather than those working with their hands. There are, of course, workplace information practice studies that do not focus on knowledge workers, such as on firefighters (Lloyd, 2007), or knowledge workers whose jobs have a physical component, such as ambulance officers (Lloyd, 2009) and archaeologists (Olsson 2016). However, little is known about the complex practices involved in the production of something like scotch, which includes cultural practices, scientific information, physical production, and many of the elements of working in a traditional workplace environment (e.g., marketing and shipping). Research questions related to workplace information include: What are the information practices involved in the cycle of producing whisky? How is information shared between colleagues?

There has been recognition that information behaviour and practices research has not sufficiently acknowledged the role of the body in information work (e.g., Lueg, 2015). Embodiment has been an increasing focus, with the study of food (e.g., Ocepek, 2018; Polkinghorne, 2021) and serious leisure (e.g., Cox et al., 2017; Olsson & Lloyd, 2017). Much descriptive language around whisky is sensory. For example, the term “nose” is used to describe not only the smell of the product but also describes a whisky expert such as a distiller. While much sensory description is associated with the finished product, such interactions also inform production; predictably, taste and smell, though other senses are involved in often unexpected ways. A worker might use the quality of the “growling” of an iron rake on malt to provide information about how effectively it is being turned. Research questions related to embodied information practices include: Which information practices of whisky production are informed by sensory information? How is this embodied information acquired and passed on to others?

Selecting Methodology and Methods (Framework Stage 3): In this stage, researchers must “[c]hoose methodology and methods that enable connections between individual experience and larger context” (Polkinghorne & Given, p. 7). An important aspect of this research is to capture the living history and traditions of producing scotch, as well as to learn the ‘information story’ behind the work. To understand this complexity, ethnographic methods - including observation, interviews, and collection of artefacts/documents will be used to capture the context in which this information work occurs, along with workplace information practices, information sharing, and embodied information practices.

Conclusion

Food and drink are more than sustenance. Not only do humans put in an incredible amount of information work into producing that which keeps them alive, the food and drink produced can be of incredible cultural importance. To capture the living history and traditions of scotch whisky, as well as the workplace, cultural and embodied information practices involved in producing it, a holistic approach must be taken. We want begin discussions with CoLIS 12 attendees by asking: What do you think would be needed in a holistic approach for studying the production of culturally important goods? What else should be taken into consideration? And, to further the conversation, what other culturally important goods’ production should be studied?

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Information challenges as causes of information vulnerability

Hilda Ruokolainen, Kristina Eriksson-Backa, Gunilla Widén

Abstract

Introduction. A broader understanding of the concept information vulnerability, previously described as a phenomenon where a person, community or society is unable to access or use information is proposed, suggesting that information challenges per se cause information vulnerability.

Method. Fifteen news articles on issues with education export programmes for international healthcare students in Finland, published between December 2022 and September 2024 by the Finnish Broadcasting Company Yle and the newspaper *Hufvudstadsbladet*, were examined.

Analysis. Thematic, inductive content analysis was applied.

Results. We identified several information challenges, including mis- and disinformation, contradictory and fragmented information, unclear or fluid information, lack of information, issues related to timing of information and confirmation bias, as well as the education providers' unwillingness to acknowledge information from students or teachers.

Conclusion(s). Situational and sociocultural information challenges occurred in the studied context, but vulnerability was also caused by the complexity of the situation, supporting the need for a second dimension, i.e., nature of information and information environment causing information vulnerability.

Problem statement and research question

Information vulnerability has been described as a phenomenon where a person, community or society is unable to access or use accurate, affordable, complete and timely information, due to factors related to situation, time, information, individuals, institutions or sociocultural background (Potnis & Winberry, 2022). We propose that information vulnerability may not solely be caused by hindrances in access or use, but also by information challenges per se. The abundance of information channels and media makes information difficult to navigate, and information challenges influence our everyday life decision-making. The aim of this study is to delve deeper into information challenges, with a focus on the case of education export in Finland; what information challenges are there, how are they manifested in a certain social context, and how do they lead to information vulnerability?

Significance and relevance of the topic

Information challenges can include lack of or fragmentation of information, influencing the ability to act based on this information negatively. Fluidity can lead to confusion, such as when information and knowledge about the virus causing COVID-19 were in a constant flux (Stewart, 2023). Contradictory or conflicting information can be provided even by authorities (Ruokolainen, 2023). Confirmation bias is yet another possible information challenge, referring to a preference for information that is consistent with one's existing beliefs (Kuklinski et al., 2000). Challenges connected with information and its users tend to accumulate, that is, people in a vulnerable position often face several information challenges, as well, hampering the choice of information used for, in particular, decision-making (e.g., Caidi, Allard & Quirke, 2010). The effects might be specifically critical in the context of migrants to a country, who might experience elevated

struggles to access and understand relevant information due to not being fluent in the local language, for example (e.g., Fisher et al., 2004).

Content

We studied fifteen news media articles published between December 2022 and September 2024 by the Finnish Broadcasting Company Yle and the daily newspaper *Hufvudstadsbladet*. The purpose was to examine information challenges related to education export programmes for international healthcare students in Finland. Changes in legislation, originating in a lack of work force especially in healthcare services (Pietarinen & Vehkasalo, 2023), enabled commission and payment for non-EU-citizens' healthcare education in Finland. Education export started in universities of applied sciences in 2019 and in vocational schools in 2022. News on lack of clarities with study fees and who were supposed to pay these first emerged in Finnish media in late 2022 (e.g., Pietarinen & Vehkasalo, 2023). News topics included issues related to study fees, consequences (e.g., mental health issues) the situation caused the students, reactions by the education providers, attempts to solve the issues, legal matters and corruption, ethical dilemmas, the future of the education export programmes, and various actors' efforts to help the students. Different perspectives were visible in the news articles. Information challenges identified by thematic, inductive content analysis of the articles are presented in Table 1. In addition to these, education providers were unwilling to acknowledge information provided by the students or their teachers.

Misinformation and disinformation	Several different actors received inaccurate and/or misleading information.
Contradictory information	- Contradictory information was used to avoid the actor's own responsibility. - Contradictory information hampered students' informed decision-making
Challenges connected to information provision	- Actors withheld information they should have shared. Information was given in problematic ways or out of context. It was not ensured whether people understood the information. - Insufficient information was given in order to avoid commenting on the case. - Information was not provided until avoidance was no longer possible.
Unclear or fluid information and fragmented information	- Information was unclear or incomplete, or not clearly either correct or incorrect. - Information was only provided from the actors' own perspective/context. There was no coordinated information from the students' perspective. It was extremely difficult to get a holistic understanding.
Confirmation bias	Information that did not match the picture one had of a situation was not accepted.

Table 1. Information challenges identified in the media overview

Conclusion

As students experienced challenges with information due to background and situation, some original factors behind information vulnerability (Potnis & Winberry, 2022) apply. However, the challenges connected to this case were not limited to the students' vulnerability or inabilities, but occurred in relation to different actors and were connected to the complexity of the situation. This supports our suggestion for a second dimension of information vulnerability, that is, the nature of information and information environment causing information vulnerability.

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Auditory environments of public libraries: engendering welcoming spaces

Rachel Salzano

Abstract

The auditory environments of public libraries are increasingly less quiet as their offerings expand beyond provision of physical materials. The auditory environments now found in public libraries may affect use, as acoustics have been found to impact individuals' behaviour. This research presents initial findings of a larger project on the role of the auditory environment on the use of public libraries. The aim is to examine the role of auditory environments on the use of libraries and the relationship of this environmental factor to the value of communal spaces. Preliminary results indicate a preference for specific acoustic environments depending on primary reasons for use, and the areas of the library participants are visiting. This will lead to the future development of prototypes to match acoustic environments with community needs.

Problem Statement and Research Question

Public libraries are increasingly less quiet, acting as community hubs and meeting places (Davies, 2024). This may impact use as there is evidence that acoustic environments impact emotions, experience, and behaviour (e.g., Algargoosh et al., 2022). Exploring how users identify with libraries' auditory environment can aid in ensuring the library spaces align with the needs of their communities. This may enhance the perceived value of libraries and encourage use by new community members. The research seeks to answer the following questions:

RQ1: What role does the auditory environment play in the information practices of public library community members?

RQ2: How can the auditory environment in public libraries be enhanced to meet the needs of public library community members?

Significance

Rogers et al. (2020) observe that auditory information is often ignored in library research, despite its impact on individuals' behaviours. Whilst soundscape methods have been used to explore users' acoustic environments and their impact on experiences in the field of psychoacoustics (e.g., Chitra Mookiah, 2023), the methods used in the field of Library and Information Science (LIS) tend to focus on architecture and design of library spaces (e.g., Dokmeci Yorukoglu & Kang, 2016). The multi-disciplinary research presented here explores the impact of library auditory environments on library users. This work will showcase the value of the communal spaces provided by libraries through the medium of sound. The focus on auditory environments in public libraries will contribute new knowledge to an under-researched area in LIS. The findings will be used to exhibit the value of libraries and may be used by library staff to tailor services to community needs.

Content

This work uses concurrent verbalisation interviews and workshops. Interview participants walk around the library with the researcher and 15 participants are being recruited through snowball sampling. Workshops for soundscape development (see Schafer, 1994 p. 292) will be conducted to

capture participant perspectives from an additional viewpoint. During the workshops, participants will record and edit the sounds they would want to hear in their ideal library. Workshop data will be gathered via audio recordings and paper prompts.

Initial interview analysis from seven participants suggests that complete silence is not preferred by many library users. However, the types of sounds in the library do influence participant emotions and could impact visit lengths and preferred areas in the library. Participants are willing to ignore sounds that they believe ‘belong’ in the library, or in specific areas, even if they would otherwise dislike those sounds. This suggests that it may be sufficient for libraries to reduce sounds in the auditory environment that are not associated with libraries even if they cannot reduce all unfavourable sounds. This will lead to future development of prototypes to match acoustic environments with community needs, such as creating sound barriers out of shelving or infusing spaces with favourable sounds.

Conclusion

User perceptions of auditory environments in public libraries is an under-researched area of LIS. This multi-disciplinary investigation is a novel approach to answering the research questions related to the role that auditory environments play in library use and how current auditory environments in the library can be enhanced. The initial findings will lead to the development of a larger investigation on these themes.

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Mapping the core dimensions of critical and workplace information literacy: a thematic analysis

Dijana Šobota and Sonja Špiranec

Abstract

Introduction. Information literacy has been praised for its transformative power but remains an academic abstraction with limited impact due to its siloed nature and failure to address sociopolitical realities. Holistic, multidomain approaches are proposed, exemplified in a novel *critical workplace information literacy* construct at the intersections of critical and workplace information literacy.

Method. The critical and workplace information literacy literature was thematically analysed to identify the core dimensions of information literacy in the two domains, as the groundwork for the conceptualisation of the construct. Articles from Scopus were selected following PRISMA guidelines, yielding 54 eligible articles for analysis.

Results. Five main themes were constructed organising the core dimensions of information literacy in the two domains: functional skills and competences; cognitive skills and competences; social skills and practices; critical consciousness; and critical-pedagogical approaches. Analysis revealed shared and divergent elements of critical and workplace information literacy, confirming the presence of silos within the field.

Conclusion(s). The study unpacks nuanced layers of information literacy that have not been previously mapped, allowing for their integration into the critical workplace information literacy construct to be refined in a Delphi study. The integrated functional and critical dimensions hold potential for theoretical coherence and societal relevance.

Problem statement and research question

Although frequently championed as a transformative force fostering empowerment and driving social change, the practical and societal value of information literacy remains constrained due to its narrow locus, siloed nature and failure to account for sociopolitical realities. In a workplace setting, where information literacy holds particular relevance, research has largely focused on utilitarian/functional, task-driven information-handling skills and practices (Widén et al., 2021), often neglecting critical dimensions and issues such as workers' rights (Šobota and Špiranec, 2022). At the same time, despite its emancipatory and transformative agenda, critical information literacy remains focused on epistemic and pedagogical issues, failing to embrace *praxis* properly or to engage with empirical research in real-life contexts, thus undermining its internal consistency and hindering theoretical progress and societal impact (Šobota, 2024). On top of that, information literacy is undertheorised and in need of a fresh integrative approach that synthesises the existing theories and research and allows conceptual coherence (e.g., Webber and Johnston, 2017).

Therefore, the authors propose a holistic, multidisciplinary and multidomain approach exemplified in the *critical workplace information literacy* construct, fashioned at the intersections of the critical and workplace information literacy domains (see Šobota and Špiranec, 2022; Šobota, 2023). Aligning with the critical-transformative research paradigm, the conceptualisation is guided by the questions of what role (critical) information literacy can play in empowering workers to attain decent work and what makes an information literate worker; that is, what are the core dimensions

(skills, competences, dispositions, etc.) of the proposed construct. As a logical point of departure, this research attempts to answer the following questions: *How is information literacy conceptualised within the domains of critical and workplace information literacy? What constitutes its core elements across the two domains?*

Significance and relevance of the topic

This mapping and synthesis exercise, via a reflexive thematic analysis of the literature from the two domains, facilitates an identification of the shared and divergent dimensions of critical and workplace information literacy. This offers a pathway for their integration through critical workplace information literacy, a concept which will be further refined in a Delphi study exploring the views of an international panel consisting of experts in information literacy and labour researchers as well as trade union experts and workers' representatives.

This approach holds significant potential for advancing theory and the conceptual coherence of information literacy, and ensuring its wider uptake in disciplines outside the current narrow confines of library and information science (Hicks et al., 2022). Importantly, it also fosters its teleological reconceptualisation as a standpoint, take-action literacy capable of driving real-world impact (Šobota, 2024). Situating the information literacy research in complex, real-life and non-neutral settings (such as workers' decent work agenda) promotes its meaningful application, as well as encouraging interdisciplinary and collaborative approaches with actors outside academia (Crawford, 2020), thereby challenging the silos in information literacy. Furthermore, effective integration of the functional and critical dimensions embedded in the two literacy domains, while drawing upon critical theories and analytically productive concepts (e.g. decent work), would fortify the theoretical foundations of (critical) information literacy and enhance its internal consistency and authenticity (Šobota, 2024).

The poster content

The poster will outline the problem and research questions, emphasising the theoretical and societal contribution of the study. It will detail the methodology, explaining the sampling procedure and the identification of sources from the Scopus database in line with the PRISMA guidelines and following Robinson's (2014) pan-paradigmatic guidelines for sampling in qualitative research, and the reflexive thematic analysis approach taken to examine the retrieved and eligible articles (N=54, out of a total of 150 records identified) from the critical and workplace information literacy domains. A brief explanation of the hybrid coding strategy will be provided.

The main section of the poster will present the findings of the thematic analysis: the five constructed themes, alongside 16 subthemes, that organise the core dimensions of the concept of information literacy within the two domains. These themes are: functional skills and competences; cognitive skills and competences; social skills and practices; critical consciousness; and critical-pedagogical approaches. A thematic map will be included for a visual representation of the themes, subthemes and main codes, as well as the relationships between them, highlighting their prevalence within a specific domain. The poster will also contain sections on the conclusions and directions for future research, and on the study's limitations (a single database used as the research did not aim to represent the entire domains but to identify the core dimensions of information literacy within them as the foundation for the conceptualisation; literature search limited to peer-reviewed articles in English, published 2006–2022). A list of references will also be included.

Conclusion

Thematic analysis constructed five main themes that organise the core dimensions of information literacy in the two analysed domains, these being functional skills and competences, cognitive skills and competences, social skills and practices, critical consciousness and critical-pedagogical approaches. Both the shared and the divergent elements of critical and workplace information

literacy were revealed, highlighting silos and the fragmented nature of information literacy research, in particular the contrast between the utilitarian and functional conceptions of information literacy in the workplace domain, and a more holistic conception comprising critical dimensions such as critical (sociopolitical) reflection and critical action with catalytic and transformative ambition within the critical information literacy domain. The unpacked nuanced layers of information literacy, that have not been previously mapped, such as those of critical action, lay the groundwork for their integration into a critical workplace information literacy concept to be refined in a Delphi study. The integrated functional and critical dimensions of this concept facilitate the teleological reconceptualisation of information literacy going beyond 'a way of knowing' (e.g. Lloyd, 2017), thereby transforming it into 'a way of knowing and *taking critical action*', and hold potential for theoretical development, coherence and the societal relevance of information literacy in addressing real-world issues such as worker empowerment and labour rights.

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Platformization of literature dissemination by public libraries

Camilla H. Soelseth

Abstract

Introduction. This project is a large-scale analysis of short-form videos published by Norwegian public libraries, analysing what literature is being disseminated and how. This will be placed in the context of how the library as an infrastructure (Mattern, 2014) intersect with social media platforms as dominant infrastructures for distribution and communication today. Questions asked are: How does TikTok as a platform inhibit and/or promote libraries' literary communication?

Method and analysis. Collection and analysis will be through the use of 4CAT Capture and Analysis tool, applying the annotation feature for further data curation and analysis of aggregated patterns and video content. Findings will be discussed in light of the how this meets the Norwegian public libraries' goals of quality, versatility, and actuality (Public Library Act, 1985) and if and what consequences platformization has for public libraries.

Results and conclusion. The poster will show the preliminary results focusing on giving an overview of the literature being disseminated and how we can understand these patterns in a larger context of intersecting infrastructures.

Introduction

In today's post-digital society (Cramer, 2015), platforms - from YouTube, Instagram, and TikTok, to Wattpad and AO3 - have become important and essential media for distribution and circulation of cultural expressions. In my doctoral thesis, which concerned poetry intersecting with Instagram as media for distribution, I have identified the post-digital distribution process for poetry (Soelseth, 2023), where social media overlap and interact with other distribution and circulation processes, as well as other infrastructures. In this way, platformization (Poell, Nieborg, & Duffy, 2021) does not just represent a break, but rather an expansion and transformation of already existing processes.

While the poem itself can easily be reproduced as a post on social media, other cultural expressions - such as novels - only have the opportunity to indirectly participate in such circulation processes. On TikTok, the short-form video becomes a means of communicating *about* the novel and does not act as a manifestation of the cultural expression itself. This has also proven to be popular, first through BookTube and Bookstagram, but later exploded with BookTok on TikTok.

Unsurprisingly, actors with financial interests see the importance of being a part of this. Therefore, actors such as the publisher Cappelen Damm and bookstore branches of large Norwegian bookstores are actively present. However, other actors who are primarily interested in promoting access to cultural resources also fit in, such as the public library. The goal of the project will be to investigate how two different types of infrastructures are connected, what literature is actually disseminated by public libraries on TikTok, and how platformization affect public libraries.

With this as a background, it makes sense to ask the following questions: How does TikTok as a platform inhibit and/or promote libraries' literary communication? What literature is

disseminated and how? Being on digital platforms also provides opportunities to more easily promote literature that only or mainly exists digitally. Is this happening, or is it the physical book that remains at the center of dissemination? Further on, how can libraries utilize – or not – a platform characterized by connectivity and participation (Jenkins, 2006; van Dijck, 2013). In summary; How is the library as an infrastructure (Mattern, 2014) for access to – and dissemination of – cultural resources connected to TikTok as an infrastructure for the distribution of content and places of communities such as BookTok?

The article is a follow-up study, as well as part of a larger project at the Department of Archives, Library and Information Science at OsloMet. The project began after I set up 4CAT (Peeters & Hagen, 2022) as a collection and analysis tool at the department. With this tool, in 2023 we collected metadata for all videos (N = 3248) from all Norwegian public libraries on TikTok (N = 41).

Metadata from this study has already been analyzed to say something about the public libraries' content production at an aggregated hashtagged-focused level (Soelseth et. al. 2025). The follow-up study will focus on the video content itself, through the use of 4CAT's annotation tool. A selection taken from videos identified as videos of literature dissemination, by proxy of literature-related tags (already identified) will be the basis for the study. In addition, a new and updated collection of videos from after April 2023 will supplement the existing corpus. These videos will be annotated according to which literature is in the video and further analyzed on an aggregated level. On this basis, I will discuss the findings and how this meets the Norwegian public libraries' goals of quality, versatility, and actuality (Public Library Act, 2014) in the face of the platform's logics.

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Reading and play outdoors: Exploring affordances of the natural environment for early learning

Hui-Yun Sung and Tung-Yu Chen

Abstract

Recognising the growing awareness of outdoor programmes in public librarianship, this study aimed to explore affordances of the natural environment for early learning through outdoor reading activities and play. Informed by affordance theory, the natural environment provides invitations to play and learn, and it is the action scheme that defines young children's interaction with the world. Adopting a human-centred approach, design thinking methodology was used to develop a series of caregiver-child outdoor reading activities and play. This research strategy enabled a very strong ongoing and formative evaluative component that sought to support caregivers in their education of young children aged zero to three years. Preliminary findings reveal that interaction with the nature supports children's health and well-being, early literacy and sustainable citizenship. The findings will be valuable for library staff to justify and plan activities, resources, and access in a way to connect families with the natural environment, which ultimately supports early learning.

Introduction

Empirical evidence has shown that interacting with the nature results in three main benefits, including: improving health and well-being, improving academic outcomes, and encouraging care for the earth (Children and Nature Network, 2016). When Lenstra and Campana (2022, p. 603) coined the term of "outdoor public librarianship," they called for research to investigate effective practices that encourage deep engagement with nature and their impact on and benefits for their community.

Informed by affordance theory (Gibson, 1979), this study took place in the outdoor natural environment and utilised picture books as cultural artefacts. Consistent with an ecological perspective, we perceive and experience the world as active cognitive agents in terms of the 'affordances' that it presents to us. For example, the plants, trees, flora and fauna of the natural environment provide invitations to play and learn, just as much as other learning resources (such as educational toys and stimulating objects). For a young child, it is the action scheme that defines their interaction with the world. Therefore, this study aimed to explore affordances of the natural environment for early learning through outdoor reading activities and play. Findings will help elaborate how library-based outdoor activities can extend and act as a more active agent in a child's ecological system.

Method

4 families were recruited from the community to participate in the study, including 4 children (aged 0-3 years) and their caregivers (including 4 mothers, 2 fathers, and 1 grandmothers). The family backgrounds were diverse, including a single-parent family, a one-income family, and two two-parent family with two incomes. The occupations of the caregivers included educators, a civil servant, and a small business owner and employee. Three families reported that they had regular shared-reading experiences, with one occasional.

This study employed design thinking methodology to develop a series of caregiver-child outdoor reading activities and play. A team of academics and practitioners worked together and involved a non-linear, iterative process of understanding study participants' needs, challenging assumptions and redefining problems, creating innovative solutions to prototype, and finally testing. In total, six sessions were held. Three main objectives ran through all the sessions:

- to help caregivers learn how to read and play outdoors with their children;
- to assist caregivers to extend the activities to their daily life through modelling and sharing tips; and
- to stimulate communication and interaction between caregivers.

All sessions took place in the natural environment in a city in the centre of Taiwan including a park, lake, forest, and field. Each session had a different theme and usually involved warm-ups, read-aloud with books, play, and conclusion time (See Table 1). Focus group interviews were held with caregivers after each session to gather their formative feedback and suggestions for activity improvement, which were incorporated into the next session's activity design and implementation through discussion meetings. At the end, a summative evaluation meeting was held to invite caregivers to share their experiences and elicit their reflection on their participation. Participant observations focused on the communication and interaction between all study participants during all sessions, which were also video recorded for later transcribing. All interview and observation data gathered were analysed through constant comparison and thematic analysis.

1	Walking in the Field	"My Little Vegetables", "Guli and Gula Grew Pumpkins"
2	Christmas in the Forest	"100 Seeds", "Who Ate It?"
3	Picnic on the Grass	"The Chicks Escape", "Guli and Gula Went on an Outing", "Penguin Gymnastics"
4	Walking along a Lake	"Jump!", "Have You Seen My Duckling?", "Five Ducklings"
5	Doctor's Visit	"Press Here", "Let's Line Up"
6	Reading and Rhythm	"Kiss", "Hug", "Peekaboo"

Table 1. Outdoor reading activities and play

Results and Conclusion

Preliminary results showed that outdoor reading activities and play stimulated invitation of the natural environment for early learning. With the sunshine, breeze, and fresh air, a caregiver reported that "being outside offers a full sense of freedom and it also gives children multi-sensory experiences." Echoing previous research, evidence gathered showed that interaction with the nature supported children's health and well-being, early literacy, and sustainable citizenship. First, it was observed that all children were involved in clapping, crawling, walking, running, jumping, and climbing in outdoor settings. Children remained motivated and pleasant throughout the sessions, which was positive for supporting their health and well-being. Second, the reading activities and play brought stories to life and supported early literacy practices, such as counting, naming objects, singing, rhythming, mark making, and dialogues. When caregivers and their children were read "My Little Vegetables" Chen (2021), they were exposed to the natural environment and vegetables where parts of the story took place outdoors, and learnt the names of the vegetables seen in the field and the places they grew. Impressions were made of the vegetables

by rubbing with project paint and paper to support children's creativity. Finally, the reading activities and play intentionally connected reading and the enjoyment of being outdoors and encouraged cross-curricular learning, where the storytimes connected literature with sustainable citizenship (including care for the earth). Take "Have You Seen My Duckling?" (Tafari, 1996) as an example. Caregivers and their children followed the story and went along a lake to look for ducklings (an emerging understanding of a lake ecosystem), and learn to care for animals through immersion.

Further analysis will offer a more detailed explanation on the topic under investigation. The findings will be a useful contribution in furthering understanding of affordances of the natural environment for early learning through library-based outdoor reading activities and play, and will provide guidance for libraries to provide relevant outdoor activities to meet families' needs. They will be valuable for library staff to justify and plan activities, resources, and access in a way to connect families with the natural environment, which ultimately supports early learning.

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The information behaviour of continuously cruising boaters on the inland waterways of England

Sophie Thiele

Abstract

Introduction. This research focused on the itinerant population of continuously cruising boaters on the inland waterways of England. Members of this community must adhere to section 17 of the British Waterways Act (1995), which requires them to move their boats every fourteen days. The research explored how boaters use information to know where to move their boat in compliance with the Waterways Act.

Method. The study was conducted using qualitative research methods. Eight boaters were selected through purposive sampling and interviewed. The resulting data were transcribed by the researcher and analysed using thematic analysis.

Analysis. Participants felt uncertain regarding rules and information from the authority monitoring boat movements, Canal and River Trust. The tools provided by the authority were difficult to access and use.

Results. The theory of do-it-yourself information behaviour was developed. It describes reactions to information barriers, which originate from the inaccessibility of resources provided by Canal and River Trust: self-help with unofficial information sources and maps, information sharing, creation, and avoidance.

Conclusion. The study provided insights into the information behaviour of this itinerant community and led to the development of the theory of do-it-yourself information behaviour.

Problem statement and research question

This poster explores the information behaviour of itinerant boaters on the inland waterways of England. This unique community must move their boats every two weeks to adhere to section 17 of the 1995 Waterways Act, which is monitored by the charity Canal and River Trust. The distance that is required is not made explicit in this law. The research explores how continuously cruising boaters search and use information to know where to move their boats in compliance with the Act.

Significance and relevance of the topic

Few itinerant groups have received academic attention in the library and information sciences. The work by Montague (2023) is a significant exception to this gap. A literature review revealed that boaters have recently attracted some academic attention, however, primarily in geography (Duggan, 2022; Herman & Yarwood, 2024) and anthropology (Roberts, 2024; Bowles, 2023). Thus, exploring this gap and gaining insights into access and barriers to information of this nomadic group is valuable.

Content

This study was based on qualitative research methods. Eight boaters were selected with purposive sampling and then interviewed. Questions included how the participants chose where they moved

their boats and how ambiguities of the law were solved with the help of information. The sound recordings were transcribed and analysed with thematic analysis (Braun & Clarke, 2006). Recurring themes were identified and grouped. Resulting from these analyses, the researcher developed the theory of do-it-yourself information behaviour. The theory links various information behaviours that the participants highlighted during the interviews. These findings are grounded in existing information behaviour theories, such as the model of information practices of everyday-life information seeking by McKenzie (2003), information grounds by Pettigrew (1999), information creation by Koh (2013), information avoidance (Sweeny et al., 2010), and information sharing by Sonnenwald (2006). The rules of Canal and River Trust were perceived as ambiguous and some boaters had difficulties accessing and using tools provided by this authority, such as a map showing cruising boundaries. Others actively avoided using these tools. Some boaters used unofficial tools to achieve goals. For example, they consulted commercially available maps on which the cruising boundaries differ from those created by Canal and River Trust, which then led to noncompliance with the boat licencing requirements. Boaters also created information. For example, a crowd-sourced map and hand-drawn maps show convenient moorings. These resources are distributed among the community in paper format or by social media. Information sharing is a central reaction to the lack of information provided by the authority, which reflects the ethos of mutual support. Thus, boaters find creative ways to avoid the ambiguity of official information.

Recommendations

Recommendations can be made for the authority: Canal and River Trust could make access to information easier to create more certainty for this community. Additionally, boaters could seek information from the authority itself if they are unsure. They would then rely less on community-created resources that might lead to non-compliance. More research, especially community-engaged research (Moczygemba et al., 2023) could lead to a further and deeper understanding of this community's information behaviour.

Conclusion

The research has shown that continuously cruising boaters' information behaviour entails a unique set of actions which are specific to their situation. These were identified and connected with the theory of do-it-yourself information behaviour. It shows that boaters work around the lack of information sharing by the authority by using other available resources and creating their own resources.

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