

Hosted by the University of Washington Information School

# iConference 2011

## Doctoral Colloquium



# iConference 2011

## NSF Acknowledgment



The iConference Doctoral Colloquium is made possible by a generous grant from the National Science Foundation. The conference organizers and colloquium participants, as well as mentors and colleagues who profit indirectly, are all grateful to NSF for its ongoing support of the information field.

## Program Summary

Welcome to the 2011 iConference Doctoral Research Colloquium!

You, the student participants, are a select group of scholars from a wide range of disciplines, chosen from among a record-breaking 89 applicants; we are confident you will learn a great deal from one another. You, their mentors, were also carefully selected as experts in the information field who are well suited to provide meaningful advice for the student researchers. The iConference Doctoral Colloquium brings together faculty, industry researchers, and students who share an interest in supporting and enhancing human engagement with information and technology.

The four iConference Doctoral Colloquia to date have been successful in building a sense of community around the information field, connecting people who might not otherwise engage with one another and helping people share and exchange their views. Students attending previous colloquia have indicated that the experience facilitated their progress with their dissertations as well as with winning awards and securing job offers. Former attendees have reported that the public presentations and interaction with a broader community of scholars and researchers in the information field bolstered their confidence in their own work. We anticipate all of these benefits for you, this year's participants, and more!

In addition to offering advice about each student's research, the goals of the 2011 Doctoral Colloquium are to:

1. Build a cohort of new researchers who will have a network of colleagues spread out across the world.
2. Illustrate the interrelationship and diversity of the information field.
3. Help new researchers address the challenges and opportunities of interdisciplinarity and what it implies for undertaking research, collaborating, publishing, explaining one's work to diverse audiences, and situating oneself within organizations and departments.
4. Guide the work of the new researchers by having the experts in the research field give advice.
5. Make it possible for promising new entrants in the field to attend the iConference.
6. Make the new entrants' experience at the iConference an enjoyable and rewarding one, encouraging them to return and submit papers, panels, posters, and other academic contributions to future conferences.
7. Help inform faculty about the concerns of doctoral students by creating a supportive environment for discussion.
8. Explore the complexities of the job market and how to navigate it in iSchools, other disciplines, corporate research laboratories and in professional information management positions.
9. Help students figure out their places in the profession.

We plan for each of you to leave better equipped for your academic work and your career and with new colleagues and a better understanding of what it means to be a scholar in the information field. Enjoy!

Eliza Dresang, Bonnie Nardi, and Howard Rosenbaum, 2011 Doctoral Colloquium Co-Chairs

# iConference 2011

## Schedule



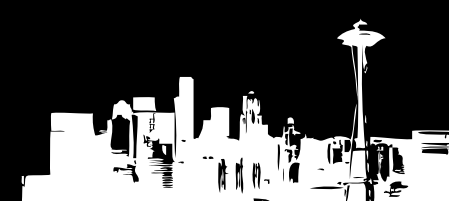
9:00 – 9:15	<b>Welcome!</b> Conference Co-Chairs Dean Harry Bruce: Jonathan Grudin Doctoral Colloquium Co-Chairs Eliza Dresang, Bonnie Nardi, Howard Rosenbaum	<b>South Room</b>	1:30 – 2:30	<b>Mentor + Mentees Individual Discussion</b> Each mentor will talk to two students in the 1:30 – 2:30 session.	<b>Same Rooms as 9:15 Presentations</b>
9:15 – 10:30	<b>Student Presentations</b> Each student will have 10 minutes to present followed by one or two questions. Buente, Blumenstock, Cervantes, Heverin, Johnston, Jones, Ku, Ma, Ngamassi Tchouakeu, Sung	<b>East Room</b>	2:30 – 3:00	<b>Summary, Hot Topics, Share Something of Interest</b>	<b>South Room</b>
	Huang, Lee, Moyer, Muda, Robertson, Shilton, Stoll, Vamanu, Wickett, Xie	<b>South Room</b>	3:00-3:30	<b>Coffee Break</b>	<b>South Room</b>
10:30 – 11:00	<b>Coffee Break</b> Join All Conference Coffee Break		3:30 – 4:50	<b>Student Questions</b>	<b>South Room</b>
11:00 – 12:15	<b>Student Presentations</b>	<b>Same Rooms as 9:15 Presentations</b>	4:50 – 5:00	<b>Closing Remarks</b> Doctoral Colloquium Co-Chairs: Eliza Dresang, Bonnie Nardi, Howard Rosenbaum	
12:15 – 1:15	<b>Lunch</b>	<b>South Room</b>			



Please plan to participate fully! We encourage talking with each of the faculty and each of the students at some time during the day. Leave your cell phones, email, and so on behind and take advantage of our day together to talk to mentors and mentees, relax, network, and focus on your research and your future.

# iConference 2011

## Program Co-Chairs



Eliza T. Dresang

Eliza T. Dresang holds the endowed Beverly Cleary Chair in Children and Youth Services at the University of Washington Information School. Her research focuses on the interaction of youth and the adults who work with them with information and technology. The digital age principles of interactivity, connectivity, and access of her Radical Change theory have contributed to the understanding of changes in both resources and information behavior in digital environments, e.g. "Radical Change theory and school media centers in the digital age." *Library Trends* 58 (1). Co-author Kyungwon Koh. Much of her research has dealt with assessment and evaluation, and her most recent book is *Dynamic Youth Services through Outcome-Based Planning and Evaluation* focuses on research with children's use of technology in a public library setting. She has been PI or Co-PI on more than \$6.6 million of grants from the US Department of Education and the Institution for Museum and Library Services. Dresang has presented at more than 100 academic conferences and published in numerous scholarly journals. In 2007 she received the ALA Scholastic award for outstanding achievement in the profession.



Bonnie Nardi

Bonnie Nardi is a Professor in the Department of Informatics in the Donald Bren School of Information and Computer Sciences at the University of California, Irvine. Her interests are activity theory, interaction design, and social life on the Internet. Most of her research has concerned work, although she has completed a long term study of the online video game *World of Warcraft*. She has conducted participant-observation studies in offices, schools, homes, hospitals, laboratories, libraries, and virtual worlds. Her latest book is *My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft* (University of Michigan Press, 2010).

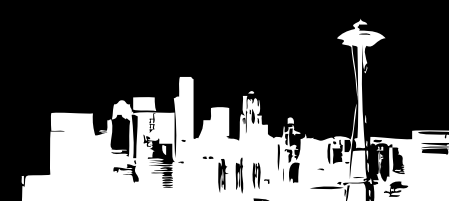


Howard Rosenbaum

Dr. Howard Rosenbaum is the Associate Dean and an Associate Professor of Information Science in the School of Library and Information Science (SLIS) at Indiana University where he has been on the faculty since 1993. He is the Director of the Master of Information Science program and a co-director of the Graduate Certificate in Information Architecture program in SLIS. He studies social informatics, ebusiness, information architecture, and community networking. He has led seminars on ebusiness at Napier University in Edinburgh, Scotland, the University of Bath, and the University of Greenwich, in the UK. He has also spoken widely on information architecture in the midwest. Rosenbaum has presented his work at the American Society for Information Science and Technology, the Association for Information Systems, the Association of Internet Researchers, HCI International, and other organizations. He is a Fellow the Rob Kling Center for Social Informatics at Indiana University. Rosenbaum teaches classes on electronic business, information architecture for the web, intellectual freedom, and information organizations. He has been recognized often for excellence in teaching and for the innovative use of technology in education. He received the Frederic Bachman Lieber Memorial Award for Teaching Excellence, Indiana University in 2005, a state-wide MIRA Award for Technological Innovation in Education from Techpoint in 2003, the Indiana Partnership for Statewide Education Award for Innovation in Teaching with Technology in 2002, and was named one of the first SBC Fellows at Indiana University in 2000.

# iConference 2011

## Mentors and Mentees



### Mentors

**Andrew Borthwick**

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### Mentees

1. Karen Wickett
2. Fei Xie

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2. Iulian Vamanu

1. Min-Chun Ku
2. Lai Ma

1. Joshua Blumenstock
2. Ruy Cervantes

1. Katie Shilton
2. Jennifer Stoll

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### Mentees

1. Sheng-Cheng Huang
2. Jung A Lee

1. Suhaini Muda
2. Scott Robertson

1. Wayne Buente
2. Thomas Heverin

1. Hui-Yun Sung
2. Louis-Marie Ngamassi Tchouakeu

1. Melissa Johnston
2. Elisabeth Jones

# iConference 2011

## Student Research

### Joshua Blumenstock



#### University of California Berkeley

**Poster Title:** Research Overview for Doctoral Colloquium

**Bio:** Joshua Blumenstock is a Ph.D. candidate at UC Berkeley's School of Information, where he does research at the intersection of Economics, Computer Science, and Public Policy. His primary focus is on understanding the social and economic impacts of information and communication technologies in developing countries. His recent work has shown how terabyte-scale data collected by mobile operators can be used to better understand the role of mobile phones in the daily lives of individuals and households in East Africa.

Before starting graduate school, Joshua worked on other very large datasets at Microsoft Research and the Harvard Institutes of Medicine. He was a founding engineer of HOTorNOT.com, and served as a 2003-2004 Thomas J. Watson Fellow in Africa and Asia. Joshua holds a master's degree in Economics from UC Berkeley, and bachelor's degrees

in Physics and Computer Science from Wesleyan University in Middletown, CT.

**Abstract:** I provide a brief research statement describing the broad goals of my work, and discuss results from a few recent empirical studies into the economic impact of information and communications technologies in developing regions.

### Wayne Buento



#### Indiana University

**Poster Title:** Modeling Citizenship Information Behavior and Political Action

**Bio:** I am currently a doctoral candidate in the School of Library and Information Science at Indiana University. My research examines one of the cornerstones of democratic systems, the notion of an informed public. Democratic ideals exalt the "good citizen," implying that citizens be fully informed to fulfill their obligations. In this regard, political information is the "currency of citizenship" that links citizen information seeking and information use.

Recent research advocates the need to understand the problem space surrounding information and communication technology and social and political change. My dissertation attempts to discover the social attributes, contexts, and other relevant factors that define citizen information flows in order to demonstrate how information and communication technologies (ICTs) contribute to political change. The research advances understandings in human information behavior by linking and extending relevant social, psychological, and political factors related to information acquisition in political life. It applies an interdisciplinary approach that integrates research on the digital divide, media studies, political science, communication, and library and information science. In an age of unprecedented inequality, this research will serve to guide policymakers on how information and communication technologies can support citizen information flows in the American political system.

Many Americans get offline or online news on a typical day; however many fewer people become politically active online as a result. What this suggests is that rich information environments do not necessarily lead to political action. An important question is why increased citizen online information practices have not resulted in greater information use for political action.

Conceptualizing citizenship online should be understood as an

sociotechnical phenomenon. My research demonstrates that the path for an online citizen to become active politically is a difficult one. Variables related to technology, such as broadband access or the frequency of Internet use, are important. However, just as important are the social, cognitive, and political variables.

**Abstract:** My research examines one of the cornerstones of democratic systems, the notion of an informed public [Kranich 2001]. Democratic ideals exalt the "good citizen," implying that citizens be fully informed to fulfill their obligations. Although scholars have recognized the importance of information to citizenship, there are opportunities to further examine the relationship between information behavior and democratic action. This research provides a persuasive link between understanding citizen information behavior and political outcomes.

According to a recent Pew report, 59 percent of Americans get offline or online news on a typical day [Purcell et al. 2010]; however, only 19 percent of Internet users become politically active online [Smith et al. 2009]. What this suggests is that rich information environments do not necessarily lead to political action. An important question is why increased citizen online information practices have not resulted in greater information use for political action. Savolanien [2006] argues that information use is not well-studied and has largely focused on information seeking; there is a "dearth of theoretical

and methodological approaches to information use" (p. 1116).

This research models citizen information behavior and online political action. It applies an interdisciplinary approach that integrates and extends current research in information and political behavior as it relates to citizenship and political participation in the United States. A research model was developed that explains how citizens become politically active in an online context. Standard linear models of the antecedents of political behavior [Boulianne 2009] and the comprehensive model of information seeking [Johnson 2003] are applied to inform a heuristic model that assumes that having political information and knowledge leads to politically active citizenship. In other words, political information is the "currency of citizenship" [Delli Carpini and Keeter 1996] that links citizen information seeking and information use.

Two national surveys conducted by the Pew Internet and American Life Project are used to test the heuristic model. Surveys utilized a random digital sample of telephone numbers selected from exchanges in the continental United States. These surveys represent national probability samples of more than 1000 respondents which are rare in information behavior research [Case 2007].

Logistic and ordinal regression procedures using maximum likelihood estimates comprise the secondary analysis of the survey data. Findings reveal three important antecedents

for understanding online citizen information needs and use: frequency of Internet use, political beliefs, and political interest.

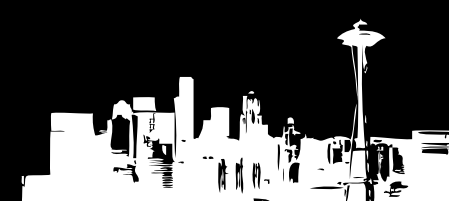
Socioeconomic states (SES) variables and frequent Internet use contribute significantly for acquiring political information online. Political beliefs constrain citizen information seeking and lead to increased evidence of information avoidance. Political interest is the strongest predictor for explaining citizen political information use and political action. Based on this empirical analysis, the road to becoming an Internet user to a well-informed citizen to an actively engaged citizen is a challenge. The Internet does reduce the cost of citizen political information behavior but other factors such as motivation and beliefs need to be included if the ideals of an informed public are to be realized through information use and political action.

### Ruy Cervantes



#### University of California

**Poster Title:** Infrastructures to Imagine: The Mexican Internet Industry



**Bio:** My interests are in the areas of CSCW, work practices, technological innovation, and knowledge creation and sharing. My work is directed towards understanding how socio-technical infrastructures support people when learning, working and collaborating, and in how digital media can be used to extend these infrastructures. Previous joining to the Ph.D. program at UC Irvine I was working as a software consultant, both in Mexico and in India.

For my dissertation I am performing an ethnographic study of the emerging Internet industry in Mexico. In my research I am trying to understand how start-up companies creating Internet products in mid-income countries are building the social infrastructures they need to succeed in world markets, within the social, economic, cultural and historical constraints of the country.

The emerging Internet industry in Mexico is confronted with imagining how to build a prosperous industry in a place with little precedent for technological innovation. The people in this industry are creating a series of “infrastructures to imagine” which are a combination of social, cultural, cognitive, ideological, and material resources that allow entrepreneurs to explore and define new possibilities to innovate in their organizations and products. To understand how these infrastructures are created I follow the people in the Internet industry in Mexico across a variety of locates, both online and in physical spaces, where they interact.

My dissertation study will serve to understand the economic, social, and cultural changes which the Mexican Internet industry is experiencing, and how these changes are being created by its participants. How cultural-historical conditions influence innovation has already been studied in different ways. What is novel in my study is that I seek to understand how people design the very mechanisms by which these cultural changes can happen. This is how a group within an industry attempts to create a cultural change on an entire industry.

Another project that influenced my current work was an ethnographic study of low-cost laptops use for learning in Mexican elementary schools, where I became aware of the complexities of building the socio-technical infrastructures to make digital media technologies truly useful for learning and working.

**Abstract:** The Internet provides a technical platform that can be used by start-ups in every country to launch innovative products for world markets. Yet, most of the successful Internet products—such as Twitter or Skype—are created in centers of innovation in U.S. and Europe. The major asset of startups in the most developed countries is the social infrastructures they have available, which are used to bring together the right people and create the conditions for building innovative and successful products. This study seeks to understand how start-up companies creating Internet products

in mid-income countries are building the social infrastructures they need to succeed in world markets, within the social, economic, cultural and historical constraints of the country. The study looks at how entrepreneurs in Mexico are designing the social infrastructures and mechanisms to change their work practices and the culture of their industry, which had little precedent for technological innovation. This study looks at the practical level of how this change in practices and culture is articulated, and the ways in which interactive and communication technology is enabling these efforts.

## Thomas Heverin



### Drexel University

**Poster Title:** Microblogging for Distributed Surveillance in Response to Violent Crises: Ethical Considerations

**Bio:** Thomas Heverin is a Ph.D. student in Information Studies at the College of Information Science & Technology, the iSchool, at Drexel University. Thomas's research focuses on crisis informatics (the use of information communication technologies during times of crises) and ethical concerns of distributed

surveillance through the use of social media. He has authored works on city police departments' use of Twitter for crisis information sharing and on the use of Twitter by the public in response to violent crises. Thomas has a B.S. in Meteorology from Penn State and a MLIS from Syracuse University. Thomas also served several years as officer in the U.S. Navy.

**Abstract:** The increased use of social media technologies over the past few years has altered the communication and information sharing activities surrounding crises. Local and non-local citizens can now create and distribute their own crisis-related information to a wide audience bypassing official communication channels. The purpose of our research is to identify patterns in citizen communications transmitted over Twitter and to identify ethical considerations of citizen participation through Twitter in response to violent crises. In a preliminary study, we examined the patterns of Twitter communications sent in response to a 2009 violent attack in the U.S. and found that the majority of communications contained information sharing content focused on the suspect and law enforcement activity. We also examined ethical considerations of the Twitter communications and found four main categories of behaviors that could potentially lead to more violence or harm to others including disseminating misinformation, promoting vigilante justice, conducting virtual attacks on fellow participants, and sharing real-time information on law enforcement locations. Data for four other U.S.

2009-2010 attacks have been collected and a more in depth analysis is in progress.

## Sheng-Cheng Huang



### University of Texas

**Poster Title:** Icons: Pictures or Logograms?

**Bio:** Sheng-Cheng entered the School of Information at the University of Texas, Austin in 2003 as a Master's student and expects to have his Ph.D. in information science in May, 2011. He was awarded a graduate research assistantship to conduct a Microsoft funded research project to study the effects of ClearType, a font rendering technology on LCD monitors under the supervision of his dissertation advisor, Randolph G. Bias. He also works as a teaching assistant for various courses regarding usability evaluation and user experience design in the iSchool.

His research interests have focused on factors of human behaviors and cognitive mechanisms that affect the success and failure of HCI design and usability. His current research is using fMRI methodology to study icon

recognition in relation to single word reading to investigate whether people read icons as pictures or logographical words.

Other than being an overly analytical doctoral student, Sheng-Cheng is a guy happy to enjoy and find the meaning of everyday life. He likes playing guitar; LEGO bricks, and serves as an assistant instructor at Aikido of Austin.

**Abstract:** The author proposed three studies (i.e. a large-N survey, a behavioral experiment, and a functional magnetic resonance imaging research) to investigate whether people read icons as pictures or logographic words.

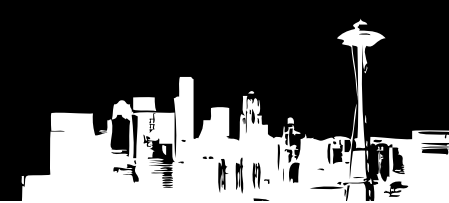
## Melissa P Johnston



### Florida State University

**Poster Title:** The School Librarian as a Technology Integration Leader: Enablers and Barriers to Leadership Enactment

**Bio:** Melissa P. Johnston earned a bachelor's degree in English from The University of Georgia in 1993 and a Master's of Education in Instructional Technology from The University of



Georgia in 1996. Johnston is currently a Ph.D. candidate at Florida State University College of Communication & Information, School of Library & Information Studies and works as a research assistant at The Partnerships Advancing Library Media (PALM) Center. She has worked as school librarian for 13 years in the state of Georgia. Johnston is actively involved in the American Library Association and the American Association of School Librarians through serving in various leadership and elected positions and also serves on The Library of Congress Professional Development for Educators Review Committee. She has published in a variety of journals that focus on school library issues and research. Melissa's research interests are the school librarian as a leader, the school librarian's role in technology integration, and the education of future school librarians.

**Abstract:** This poster presents preliminary findings of in-progress research investigating current practice to identify what is enabling some school librarians to thrive as technology integration leaders and what is hindering others in order to guide school librarians in successfully enacting this role. The highly technological environment of 21st century schools has significantly redefined the role of the school librarian by presenting the opportunity to assume leadership roles through technology integration. The school librarian must evolve as a leader in order to address the needs of today's

learners and ensure that they are equipped with the knowledge and skills they need to succeed, but the lack of research in this area has left school librarians ill prepared for the enactment of this role. This research, based on a distributed leadership theoretical foundation, seeks to identify and categorize the enablers and barriers experienced by school librarians in enacting a leadership role in technology integration.

## Elisabeth Jones



### University of Washington

**Poster Title:** Large-Scale Book Digitization in Historical Context: Outlines of a Comparison

**Bio:** Elisabeth Jones is a Doctoral Candidate in Information Science at the University of Washington Information School. Her dissertation research centers on building a conceptual foundation for studying large-scale digitization initiatives (such as Google Books) via a historical comparison of these projects to early American public libraries, as efforts to democratize access to information. Her broader research areas include the social and

political impacts of media digitization, sociotechnical systems, the future of libraries, and information policy. She holds an MSI in Information Economics, Management, and Policy from the University of Michigan, and an AB in Anthropology from the University of Chicago.

**Abstract:** An ongoing research project is introduced, comparing current large-scale digitization initiatives to early American public libraries as efforts to democratize access to information. Selected parallels and contrasts between these two phenomena are outlined, and a plan for further research – a comparative case study analysis of two exemplars on each side of the comparison, informed by structuration and sociotechnical systems theory – is described.

## Min-Chun Ku



### Syracuse University

**Poster Title:** Investigating Genre-Credibility Relations in the Context of Scholars' Information Practices

**Bio:** Min-Chun Ku is a fourth-year Ph.D. student from Syracuse

University, School of Information Studies. I grew up in Taiwan, Taipei. I received my Master of Science in Library and Information Science (MSLIS) in 2005 from my present school. I received my Bachelor of Education in Library and Information Science from National Taiwan Normal University, which was the first library school in Taiwan, in 2004. I had a minor in health education. I also took the Secondary Education Program. I worked as a research assistant for one year in Taiwan prior to pursuing my MSLIS and Ph.D. in the U.S. My advisor is Dr. Barbara Kwaśnik.

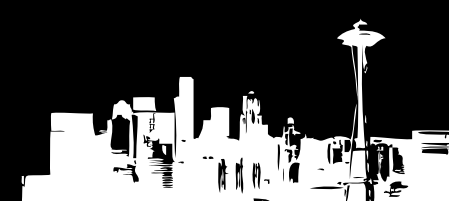
My research areas include information behaviors, information-seeking, information use, and genres. My specific research interests are interaction with genres in contexts. I like to know what people think and feel, and how it leads to their decisions to act in a specific way in their own situations. I also like to learn the history of cultural artifacts, including different types of documents and digitized cultural heritage. Therefore, I am interested in learning how people and cultural artifacts, which have their respective contexts, interact with each other. The broader contexts that I am interested in include scholars' information use environments and the use of social media in different domains and areas.

I observe how people exchange information using social media, including the food blogosphere, Facebook and Plurk every day. I also observe how people interact with

each other using several social media concurrently. These observations allow me to learn how different concepts that information science researchers investigate are manifested in different way. For example, I found that different food bloggers use and cite very different document genres, including food blogs, recipes, gastronomy books, and information retrieved from professional databases. Some use a wide variety of genres, while some use limited types of genres. Food bloggers' genre repertoires are affected by their (professional) orientation, their cooking and education backgrounds, the depth of their knowledge and skills, their target audience, and the specific aspects of cooking that they are interested in. The popularity of their blogs affects other people's access to food information using commercial search engines. Their use and "citation" of the genres that they choose also affects the latter's popularity. These phenomena enable me to understand the ecosystem of web genres, printed genres, commercial search engines, and Internet users.

Currently I am working on my dissertation, which is titled Investigating Genre-Credibility Relations in the Context of Scholars' Information Practices. I am also co-teaching a MSLIS elective course – IST 600 International Librarianship in my present school. I would like to pursue a faculty position in iSchools or a user experience researcher position in the information industry after I receive my Ph.D. and apply my knowledge and skills in different contexts.

**Abstract:** This study seeks to investigate the relationships between genres and credibility in the context of scholars' information practices. The author will explore how scholars in different disciplines predict, perceive, and assess the credibility of the genres that they seek and use in their research and teaching tasks in different academic contexts. Whether or not there are relationships, and/or what relationships exist between different types and different levels of complexity of tasks and genres that are sought, used, and cited in different academic settings will also be examined. Scholars from different disciplines will be recruited to participate in this research. The author will employ citation analysis, interviews, and focus groups to identify each scholar's genre repertoire and his/her research and teaching tasks that initiate and develop their information practices based on his/her publications, syllabi, and other related academic outputs. Card-sorting and repertory grids will then be adopted to understand the differences of the perceived credibility among genres. The interview transcripts will be content analyzed to unfold the relationships between the genres that scholars seek and use and how their credibility is predicted, perceived, and assessed in different tasks in contexts. The findings will identify the relationships between tasks that vary in their types and complexity and the cues that different genres render to credibility prediction and assessment in various academic situations. The results of this study



will provide a conceptual foundation of human-information interaction that can be applied to different population in different contexts and inform the design of information systems and services in practices.

## Jung A Lee



### Florida State University

**Poster Title:** Neurophysiological Analyses of the Effects of Online Interactive Tailored Health Videos (via Web-automated Human Interaction Technologies) on Attention to Health Messages

**Bio:** My research interest is finding efficient and convenient methods to provide practical and accurate health care information for health promotion and prevention throughout interactive and tailored technology. These enthusiasms drove me to be interested in health informatics and health information. I am interested in how Information Technology (IT) systems could be designed for users including health care providers, patients, and consumers who are seeking online health information. The purpose of my research is ultimately to build and

maintain more effective and efficient health care systems.

For practical implementation of an effective health care system for public health, I am exploring web-based tailored health intervention programs, which deliver tailored health information for individual needs by adapting the results from a preliminary assessment. Tailored information is leading the enhancement of individual motivation for improving health behavior through the personally relevant tailored information. Additionally, I am exploring how attention to and engagement with health messages can be improved to maximize the effectiveness of health intervention programs. To this end, I am studying how advances in information and communication technology via the Internet can increasingly be incorporated into strategies for delivering health promotion and education messages and behavior change intervention programs.

As a further study, my dissertation is to explore how and why interactive and personalized approaches may be more effective for delivering health messages than traditional methods. To provide empirical evidence of the effectiveness of interactive tailored technologies, this study measures the Event-Related Brain Potential (ERP), which indicates the level of participants' attention when they participate in a web-automated human interaction video. This innovative neurophysiological approach can help to understand how to improve web-based, interactive tailored technologies for public health.

Electrophysiological technology, which is a main assessment tool of this study, provides empirical evidence of cognitive processes. This interdisciplinary approach brings new light and an alternative framework to the investigation of health education materials.

My research is continuously going to be developing effective health messages using interactive technology for public health and improving the medical health care system through the application of an IT system. The combined tailored health interventions and health care system can develop into a globalized health care system to support each individual's health issues and health behavior changes.

**Abstract:** Interactive tailored health video is one such technology that has emerged as a viable approach for delivering health messages. Interactive videos possess both attributes of interactivity and personalization, which may be more effective in persuasive health education efforts. Online interactive tailored health videos, known as web-automated human interaction (WAHIs), are created by the company Wahi Media, Inc. WAHIs use web-automated human interaction technologies allowing users to interact with the website by prompting questions used to tailor content; thus providing a highly interactive learning environment. The potential value of using automated human interaction technologies for health education is the ability to stimulate human conversation

and provide interactive tailored messages in real time.

This research seeks to study the effects of online interactive tailored health videos (specifically WAHIs) on users' attention using neurophysiologic approaches. Event-related brain potentials (ERPs) measured by electroencephalograms (EEG) monitoring brainwave activity have been used in previous studies to shed light on information processing given exposure to different media [1]. Previous empirical studies regarding health messages have shown more or less consistent findings with regard to the effects of tailored messages on attention using ERP indexes: larger amplitudes for the N1 and smaller amplitudes for the P300 in tailored messages [2]. One such study indicated that users exposed to tailored messages have larger changes in ERPs [3]. Several studies have also revealed a larger number of ERPs in response to relevant visual and contextual stimuli than irrelevant stimuli [4]. These studies support the potential usefulness of measuring ERPs to indicate attention levels given exposure to different stimuli, and in turn, contribute more robust evidence than self-report data.

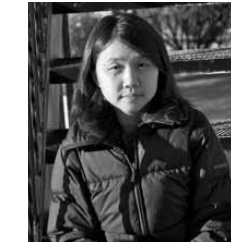
The practical significance of this study is embedded in exploring empirical evidence to understand what the effect is of the online interactive tailored health video compared to a static website by using neurophysiologic analysis. This can be a better objective measure of message effectiveness

on attention as indicated by ERPs. Most studies lack empirical evidence and rely on self-reports. Other contribution of this study will be useful in developing web-based, interactive tailored health video intervention programs and in improving the quality of online health information programs. This study integrates theories and background knowledge from several different disciplines, including health information seeking behavior studies, health behavioral studies, health communication, and neurophysiology to enrich the exploration of approaches for more effective delivery of health messages. This interdisciplinary approach brings new light and an alternative framework to the investigation of health education materials.

An experiment will be conducted to compare the effects of a highly interactive and tailored website using interactive video technology vs. a static website on user attention and engagement as indicated by ERPs. The design of this study will be a crossover design and each subject will complete two sessions. Forty college students will be exposed to two conditions; health messages delivered via (1) WAHIs and (2) static website. Differences in ERP (as indicated by amplitude differences in N1, P1, and P300) given exposure to the two different conditions will be the main indicator of attention, the principal dependent variable. Heart rate variability (HRV) will also be explored to monitor emotion-related

physiological changes that might affect reactions to the experimental stimuli.

## Lai Ma

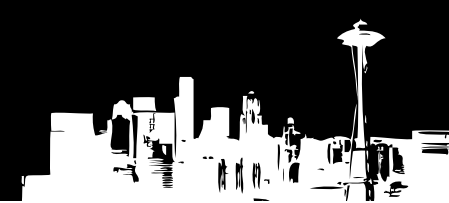


### Indiana University-Bloomington

**Poster Title:** Information in Our World: Epistemological Assumptions of Concepts of Information and Research Consequences

**Bio:** I am a Ph.D. Candidate at the School of Library and Information Science at Indiana University-Bloomington. Prior to entering into the doctoral program, I received a Master's in Library Science with a specialization in representation and organization of information, also from SLIS, Indiana University.

My research is concerned with understanding key and foundational concepts in information science and their cultural, social, and methodological implications. Currently, my research consists in the reconstructive analysis of concepts of information and the uses of the term 'information' in information science discourse, on the one hand, and reconceptualizing information



as communicatively and socially structured, on the other. In the past two years, I have presented at the American Society for Information Science and Technology (ASIS&T) Annual Meeting and the iConference on such issues. I have also written a book chapter about the relationship between the conceptualization of information and critical methodology.

During my doctoral studies, I have taught in the area of representation and organization of information, namely, cataloging and classification. I have also taught a course in the evaluation of resources and services and co-taught a course in reference services.

I am currently the treasurer of SIG-ED of the American Society for Information Science and Technology (ASIS&T) and the doctoral representative of the Curriculum Steering Committee at the School of Library and Information Science at Indiana University, where I had also served on the Doctoral Steering Committee.

**Abstract:** 'Information' is presumably the object of study in information science research. However, epistemological assumptions of concepts of information and the uses of the term 'information' in information science discourse and their cultural, social, and methodological implications are seldom examined. This study consists in the reconstructive analysis of concepts of information for explicating epistemological assumptions of foundational concepts of information in information science discourse, on

the one hand, and for examining the relationship between concepts of information and research method and methodology, on the other. This study also proposes the study of information in our world, that is, rather than information in the, my or your world.

## Jessica E. Moyer



### University of Minnesota

**Poster Title:** "Teens Today Don't Read Books Anymore": A Study of Differences in Interest and Comprehension in Multiple Modalities

**Bio:** Jessica E. Moyer has MS and CAS degrees from the University of Illinois, Graduate School of Library and Information Science. Currently she is a doctoral candidate at the University of Minnesota-Twin Cities in the Literacy Education program, and an adjunct faculty member of the LIS program at the University of St. Catherine where she teaches reference and readers' advisory. Her dissertation, "Teens Today Don't Read Books Anymore!" A study of differences in interest and comprehension based on reading modalities" is an experimental study about college students and

their interactions with ebooks on a Kindle ebook reader, audiobook on a Playaway and print books. Data collection will be completed in 2010 and she expects to complete and defend in spring 2011. Moyer has published articles in Reference and User Services Quarterly, New Library World, and the Libraries Unlimited Readers' Advisor Newsletter, and is the author of Research-Based Readers' Advisory (American Library Association, 2008), co-editor of The Readers Advisory Handbook (ALA Editions 2010) and editor of the upcoming Integrated Advisory Services (Library Unlimited 2010). An active member of ALA, Moyer is currently a member of the editorial boards for Reference and User Services Quarterly and Booklist's Reference Books Bulletin, and a liaison for the Reference Services Section (RSS). She reviews fiction, audiobooks, reference books, and professional reading for Booklist and fiction for Library Journal. Moyer regularly speaks and conducts workshops on audiobooks, e-books, readers' advisory for all ages, and working with teen readers. In her free time she enjoys reading science fiction, watching TV with her cats and partner, cooking, and crocheting. More information is available at <http://jessicaemilymoyer.pbworks.com>

**Abstract:** A research study on college students reading, engaging and comprehending across multiple modalities: print books, ebooks, and audiobooks.

## Suhaini Muda



### Macquarie University

**Poster Title:** Collaborative Partnerships for Sustainable Community Informatics

**Bio:** I am a Higher Degree Research Candidate from the Media, Music, Communication, and Cultural Studies Department, Faculty of Arts, Macquarie University, Sydney. I am currently in the third year of studies for my Ph.D. research on collaborative partnership for sustainable community informatics. I am also attached with Universiti Utara Malaysia, one of the public universities in Malaysia. Apart from lecturing communication courses at the university, I also am involved in administration, research and publications. I have an MA in International Communication from Macquarie University as well. During the period of my MA studies, I started to gain more interest in development communication. In looking for a niche in the field I found out that I am fascinated by community development programmes especially the ones involving children. My knowledge and motivation thus encouraged me

to volunteer for various projects for children as well. I received a Bachelor of Human Sciences (Communication) from the International Islamic University Malaysia. During my studies, I gained knowledge and skills about communication and its components, and the ways of managing communication in an organisation. I also learnt to understand modern and professional disciplines together with traditional values and virtues. Based on my motivation, knowledge and experience, I am inspired to carry out this research project which mainly focuses on strategies used in getting and sustaining various stakeholders to work together for a similar vision for children in a community development project that utilises Information Communication Technology (ICT) in its programmes.

**Abstract:** This study is proposed to investigate the collaborative partnership aspects in sustaining CyberCare Community System, an electronic community for improving the life of orphans in Malaysia. It investigates the structure and collaborative partnership strategies of the community informatics for improving the life of underprivileged children in Malaysia, the outcomes of the collaborative partnership in closing the digital divide and sustaining the community informatics, and the opportunities and barriers in employing and sustaining the community informatics for children. Qualitative case study design is used for this study since it allowed me to draw from the wisdom and insight of those who

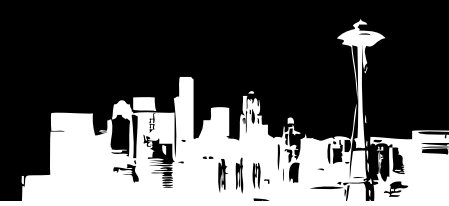
have experienced and understand the myriad facets of collaborative partnership practice in developing a community. It also allowed me to learn from the history of the establishment of the service organization and it's conducted activities and programs, to listen to the stories and experiences of those stakeholders involved in the collaborative partnerships, to get wider perceptions from the minority voices of underprivileged children, and have a range of trail for others to follow in the pursuit of excellence in implementing collaborative partnership in conducting a community development project, especially the ones dealing with ICTs and children involvement. The data that have been collected from available documents, field observation, and interviews will be analysed with the aid of NVIVO, software designed for qualitative data analysis.

## Louis-Marie Ngamassi Tchouakeu



### Penn State University

**Poster Title:** Humanitarian Information Management Network Effectiveness:



An Analysis at the Organizational and Network Levels

**Bio:** Louis-Marie Ngamassi Tchouakeu is a doctoral student in the College of Information Sciences and Technology at Penn State University. He holds a master's degree in Computer Information Systems from Pace University – New York and a B.S. in Economics from the University of Yaoundé - Cameroon. His research interests include information systems (IS) and information technology (IT) development in the international context. Fundamentally, he is interested in coordination and collaboration between organizations, which provide humanitarian relief, and development services. He believes that technologies may provide a motivation and a means toward better coordination efforts. Currently at Penn State University, he serves as Research Manager on a National Science Foundation funded project seeking to understand the use of information and communications technologies among international humanitarian relief organizations delivering service and goods in times of emergency and disaster.

Prior to joining Penn State University he worked as a research assistant at the UN Economic Commission for Africa (UNECA) in Addis Ababa, Ethiopia and has over a decade of experience in IT administration at the University of Dschang - Cameroon.

Louis-Marie's work has appeared in the following journals: *International Journal of Intelligent Control and Systems* (IJICS); *International Journal*

*of Society Systems Science* (IJSSS); *International Journal of Information Systems and Social Change* (IJSSC). He has also presented his work at different conferences including: the iConference, the Americas Conference on Information Systems (AMCIS), the Biennial Conference of the International Telecommunications Society (ITS); the International Information Systems for Crisis Response and Management (ISCRAM) Conference; the World Congress on Social Simulation (WCSS) and the Research Conference on Communication, Information and Internet Policy (TPRC).

Louis-Marie is a former Fulbright and a former United Nations Fulbright Fellow. He is also recipient of numerous scholarships and awards from organizations such as USAID and the French Agency for Technical and Cultural Cooperation (ACCT).

**Abstract:** Massive international response to humanitarian crises such as the South Asian Tsunami in 2004, Hurricane Katrina in 2005 and the Haiti earthquake in 2010 highlights the importance of humanitarian inter-organizational collaboration networks, especially in information management and exchange. Though, in recent years, humanitarian information management has considerably improved due to significant development in humanitarian information management principles and systems (Van de Walle et al., 2009), humanitarian information sharing continues to challenge the international community (Maiers et al., 2005; Wentz, 2006; Maitland et al., 2009; Bharosa et

al., 2010). As I mentioned earlier, in the humanitarian relief field, the number of inter-organizational networks has significantly increased with the rise in number and complexity of humanitarian disasters of the past few decades (Stephenson, 2005; 2006; Ngamassi et al., 2010). The effectiveness of these networks in disaster response is still to be determined. Despite more than a decade old call for better understanding of the effectiveness of inter-organizational networks in the nonprofit context (see O'Toole, 1997; Provan & Milward 1995), to date limited work has been done (Provan et al., 2007).

## Scott Michael Robertson



### Penn State University

**Poster Title:** Offline and Online Bullying of Autistic Students (Doctoral Consortium Application)

**Bio:** Scott Michael Robertson is a Ph.D. Candidate in information sciences and technology at Penn State University. Scott graduated Summa Cum Laude with a bachelor's degree in computer science from Rensselaer Polytechnic Institute in 2003. He also holds a master's degree

in human-computer interaction from Carnegie Mellon University. Scott's dissertation research is studying cyberbullying and face-to-face bullying of autistic students in secondary education. His overall research studies improvement of self-determination, inclusion, and quality of life for people with disabilities through technological innovation, service-delivery transformation, and enhancement of disability policies and practices.

Disability advocacy and personal disability experience motivated this focus. Scott has mentored and taught youth and young adults with disabilities, advocated for marginalized people with disabilities and their families, and assisted and advised the creation of disability programs and policies, such as the Pennsylvania Adult Autism Medicaid Waiver and Boston Conservatory's autism program. His experiences as an autistic person with co-diagnosed neurological and mental health disabilities informed this work.

At the national level, Scott has served as the Board Chairman of the Autistic Self Advocacy Network (ASAN), a Board Member of the Society for Disability Studies and the Autism National Committee, and an Advisory Board Member for the Autism Higher Education Foundation and CTIA Wireless's accessibility initiatives. His state leadership includes service as an Advisory Board Member for the Pennsylvania Department of Public Welfare's Bureau of Autism Services (the autism state agency) and a Committee Member on

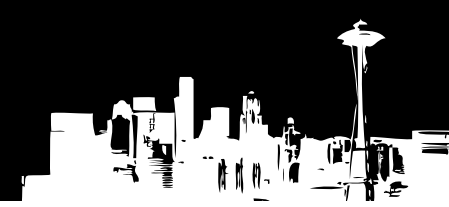
the Pennsylvania Developmental Disabilities Council (the developmental disabilities state agency).

Scott has presented keynotes and noted sessions at the National Autism Conference: Progress through Partnership, the Pacific Rim International Conference on Disabilities, and other conferences. He has published journal articles on college support and enhancing quality of life for autistic people in *Disability Studies Quarterly*, co-authored a paper on empowering autistic college students as mentors presented at the ACM International Health Informatics Symposium, and presented at other national academic conferences. Scott recently helped establish ASAN's partnership in the NOW National Autism Resource and Information Center, which is funded by a grant from the U.S. Administration on Developmental Disabilities.

**Abstract:** My dissertation research project, *Offline and Online Bullying of Autistic Students in K-12 Education*, is studying the impact of cyberbullying and face-to-face bullying victimization on autistic students (aged 13-17) enrolled in secondary education. The cross-disciplinary academic literature indicates that students with disabilities are more at-risk for bullying victimization than students without disabilities [1-2]. Studies of bullying victimization of autistic students suggest that this sub-set of the population of students with disabilities may be particularly at risk for victimization due to several factors, including

the non-visibility of neurological disabilities, engagement in actions that deviate from cultural expectations (e.g. atypical responses to sensory stimuli, motor skill awkwardness, differences in verbal and nonverbal expressive communication, repetitive motions, intensely focused interests, social cognition challenges, etc.), and difficulties in establishing social support networks (common to many autistic youth and adults). Researchers have identified associations between bullying victimization of autistic youth and adults and the development or exacerbation of challenges in mental and physical health, school and work performance, and social relations. These challenges include somatic and psychosomatic illnesses, suicide ideation and attempts, post-traumatic stress disorder, absenteeism from school and work, depletion of self-esteem, and numerous impacts on short-term and long-term daily living [3-5].

Yet, the literature of academic studies investigating bullying victimization of autistic persons remains relatively sparse compared to the overall literature on bullying. Only ten identified peer-reviewed studies and four identified commissioned reports on bullying have focused on victimization of autistic youth or adults. Only one identified study conducted in Holland [6] has investigated cyberbullying victimization of autistic youth and youth with other developmental disabilities. No identified study has compared face-to-face bullying and cyberbullying victimization of autistic persons or explored development of



anti-bullying approaches, strategies, systems, and technologies for assisting autistic youth and adults. This background provided the motivation for conducting this dissertation project. The project is employing surveys of both autistic students (aged 13-17) and their parents to examine two complementary perspectives on bullying victimization in online and offline settings. These surveys are inquiring about participants' experiences with bullying victimization and the use of taught and self-taught anti-bullying approaches and strategies to deal with bullying. Data obtained from the surveys will support conducting a comparison of online and offline bullying victimization of autistic students and the development of theoretical frameworks of how bullying in both online and offline settings has an impact on autistic youth. Conducting the surveys will also inform the design of a prototype for an online based anti-bullying support system for autistic students. This anti-bullying support system will aid autistic students in reporting incidents of bullying victimization to school administrators and other authorities. The support system will also facilitate their engagement in learning and practicing anti-bullying approaches and strategies.

The components of an information/technology/people (ITP) perspective correspond in this research project to:

Information:

- Information exchanged between bullies and victims during victimization

interaction in online and offline settings

- Knowledge representations of anti-bullying strategies and approaches

Technology:

- Internet-based and mobile technologies (e.g. texting, instant messaging, emails, threaded forums, etc.) that facilitate cyberbullying victimization

- Technologies that can help support anti-bullying initiatives

People:

- Autistic adolescents victimized by bullying

- Bullies who victimize autistic adolescents

- Other stakeholders (parents and families, school administrators, bystanders, etc.)

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[3] Carter, S. 2009. Bullying of Students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing*. 32, 145-154.

[4] Little, L. 2002. Middle Class

Mothers' Perceptions Of Peer And Sibling Victimization Among Children With Asperger Syndrome And Nonverbal Learning Disorders. *Issues In Comprehensive Pediatric Nursing*. 25, 43-57.

## Katie Shilton



### UCLA

**Poster Title:** Building Values into the Design of Pervasive Mobile Technologies

**Bio:** Katie Shilton is a doctoral candidate in Information Studies at the University of California, Los Angeles. Her research explores ethics and policy for the design of information technologies. Her current work investigates privacy and ethical challenges raised by ubiquitous sensing technologies, and sustainable methods to promote social values as integral components of technology design. She coordinates an NSF-funded research project at UCLA's Center for Embedded Networked Sensing focused on these questions. She is also leading a new education project focused on ethics as inspiration for innovation. Katie received a B.A.

from Oberlin College in 2003 and a Master's of Library and Information Science from UCLA in 2007.

**Abstract:** This poster presents findings from an ethnographic investigation into the design of pervasive data collection and sensing systems. The findings about engineering laboratory and design culture suggest practices to prevent surveillance and encourage social values as a critical component of technology design.

## Jennifer Stoll



### Georgia Institute of Technology

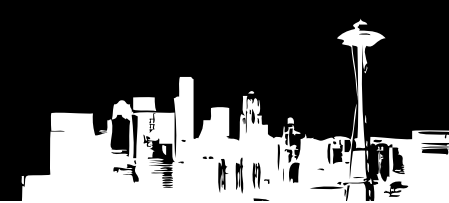
**Poster Title:** Information Sharing in Community-based Multi-organizational Networks

**Bio:** I'm a fourth-year Ph.D. Candidate in the Human-Centered Computing program at Georgia Tech. My current research focus is to understand how networks of community-based organizations self-organize to achieve shared goals and the role technology could play in these multi-organizational contexts. To explore this context, I've conducted a 12-month field study of a local network of organizations that

are working together to eliminate the problem of child sex trafficking in their community. In this community, a multitude of organizations must coordinate their efforts on an informal basis in order to assist child victims, share resources, and influence state legislation in order to protect these victims. I seek to understand how these networks of organizations, that are heavily decentralized, work together to actually "get things done." More specifically, I examine the information sharing practices within this multi-organizational network and their use of a range of technologies towards accomplishing their goal. I'm particularly interested in understanding the dynamics of informal information sharing between organizations to facilitate mobilization and collective action efforts over a sustained period of time. I hope to utilize this understanding to inform how web-based technologies can be designed to better support informal coordination and mobilization in a community-based multi-organizational context. My work in this area incorporates aspects of HCI, information security, and applied information visualization. I'm co-advised by Keith Edwards and Beth Mynatt.

Past projects I've worked on include usable security projects where applied information visualization techniques were used to design novel interfaces to help end-users with security decision-making, claim credibility checking on the Web, and examining the health of closed networks.

**Abstract:** Combating complex social issues such as homelessness, gang violence, or child sex trafficking requires complex coordination on a range of levels and interactions. From individuals engaging with other individuals (person-to-person), to multiple organizations interacting with groups of other organizations (network-to-network), the coordination activities occurring at these various levels include both the formal (contracts, policies) and the informal (ad hoc, spontaneous). Some of the outcomes of coordination activity at these varying levels can be policy changes (revision to laws), resource gathering (e.g. food banks), demonstrations or protests, petitions, or the establishment of victim-care and victim-prevention processes. Given the complexity of coordination and the wide-range of interactions occurring at many different levels, breakdowns in coordination are inevitable. However, there are gaps in understanding coordination in networks that are goal-driven, largely informal and seeking to act collectively over an extended period of time (unlike one-time coordination such as flash mobs). To address some of these gaps, I am currently conducting a case study exploration of a network of multiple organizations and individuals that are coordinating to eradicate child sex trafficking from their community.



## Hui-Yun Sung



### Loughborough University

**Poster Title:** Community Engagement in Public Libraries

**Bio:** Hui-Yun's research interests are community engagement and public libraries. Community engagement is an emerging area in the public librarianship research literature, and may be one way to help explain how public libraries can effectively involve communities. Her doctoral research aims to investigate the essential elements that help make community engagement work in public libraries. Analysis of the findings suggested seven essential elements for effective community engagement: belonging, commitment, communication, flexibility, genuineness, relevance and sustainability. The impact of those elements to community engagement for public libraries was identified, particularly in terms of social capital, cultural capital and human capital.

Over the past three years, Hui-Yun has developed experience of conducting research at doctoral level, publishing research and teaching at an undergraduate level, including tutorial

support and marking. During her doctoral study, she has successfully attracted a wide range of funding to support her fieldwork and to attend conferences, both abroad and in the UK. Hui-Yun has recently presented her work at BOBCATSSS 2009 in Porto, Portugal and IFLA 2010 in Gothenburg, Sweden. Hui-Yun has the ability to address large audiences clearly and effectively in both Chinese and English.

Hui-Yun is very grateful to the National Science Foundation's financial support to assist her attendance at the iConference 2011 in Seattle. The impact of her doctoral research bridges two of the conference visions, that is, information and people. She hopes that by attending the conference and the doctoral student colloquium, she will be able to communicate her research with researchers and professionals from the U.S. and around the world. Hui-Yun is firmly convinced that opportunity to network and receive feedback at the conference will add value to her study.

**Abstract:** An awareness of the importance of effective community engagement has been increasing over the past 10 years. A number of public bodies in the U.K. and overseas have recognised the importance of engaging with local communities in their services and are tackling this issue. The purpose of this research is to investigate essential elements for effective community engagement in public libraries. This research takes a qualitative approach to capture both service providers' and service users' perspectives in the process of

community engagement. This research will help to provide an overview of what is being done, leading to a detailed insight into what form community engagement can take and what makes it work, as well as the challenges. Hence, the research will inform future community engagement projects in library services and information services.

## Iulian Vamanu



### Rutgers University

**Poster Title:** North-American Aboriginal Curators' Understandings of Aboriginal Cultural Heritage: A Discourse-Analytic Approach

**Bio:** Iulian Vamanu is a doctoral candidate in the Communication, Information, and Library Studies Ph.D. program at Rutgers University. He holds a BA in continental philosophy, an MA in theories and practices of interpretation, and an MPhil in analytic philosophy. He worked as a researcher for the Institute of Economic and Social Research within the Romanian Academy and has published in European journals of philosophy. He serves as an editor for a peer reviewed

journal of philosophy (*Meta: Research in Hermeneutics, Phenomenology, and Practical Philosophy*).

Iulian is currently working on his PhD dissertation which focuses on North American indigenous curators' understandings of indigenous cultural heritage and draws on insights from information science, communication science, and media studies. The framework of his dissertation is social constructionism and the approach he is taking is a sociologically informed version of discourse analysis (understood as analysis of interpretative repertoires). He is also interested in heritage studies as an information discipline; the digital convergence of museums, libraries, and archives; the information practices of heritage professionals; and the qualitative and interpretive methods in information science.

Iulian is also working on several articles. One focuses on conceptualizations of cultural heritage in information science (with Professor Marija Dalbello). Another article discusses the role of hermeneutics as a framework for information science. Finally, a third article explores cultural sociology as a framework for Canadian heritage studies.

Iulian has presented at conferences such as ICKM 2008, NJCA 2010, and ASIS&T 2010. He will also present at the ALISE 2011 conference.

Iulian has taught various undergraduate classes (Information Technology and Informatics, The Management of

Technological Organizations, Gender and Technology, The Economics of Information Technologies) and will also be teaching an online graduate course starting Fall 2011 (The Reading Interests of Adults).

Iulian is a member of the Research Development Committee of the Rutgers School of Communication and Information, as well as a co-organizer and co-moderator of the SC&I Doctoral Students' Association Research Chats.

**Abstract:** This poster presents the main aspects of my dissertation proposal, which focuses on discourses around aboriginal cultural heritage produced by aboriginal museum and gallery professionals in North America. This is a particularly important and timely project, given the scarcity in Library and Information Science of studies exploring the notion of cultural heritage, especially aboriginal cultural heritage. Moreover, since aboriginal curators are key actors in the production and circulation of aboriginal cultural heritage, their perspective on aboriginal cultural heritage is invaluable.

## Karen M. Wickett



### University of Illinois

**Poster Title:** Expressiveness Requirements for Reasoning about Collection/Item Metadata Relationships

**Bio:** Karen M. Wickett is a doctoral student at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. She holds degrees in Library and Information Science and Mathematics. Her research interests are in information organization and access, with particular interest in the application of formal approaches to the semantics of metadata and descriptive vocabularies. Karen has teaching experience in cataloging and information organization and currently teaches a course on information modeling that introduces the data modeling concepts and techniques in terms of their logical foundations.

**Abstract:** Logical relationships between descriptive metadata statements can reveal important semantic features and support useful tools. This poster examines the logical features of a framework for collection/item metadata relationships, as part of

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placing the framework on a systematic logical foundation and assessing the logical requirements of systems to encode and reason over metadata relationships. The kind of logical constructs required to reason with these relationships will have an impact on the development of systems that take advantage of collection and item descriptions together.

Fei Xie



**Peking University**

**Poster Title:** Architecture Strategy of Personalized Information Environment

**Bio:** My research is focused on the emerging new information environment and the challenges and opportunities it brings to the development of academic information service. I discuss the architecture strategy of personalized information environment. As demands for personalized information solution, personalized information environment is an intrinsic requirement to meet the great information demand, and it is also an inevitable of the development of personalized information service. It is designed to build personal information space into the working environment

to support personalized access (resources, services) to the mass of information resources.

Based on the understanding of personalized information environment's definition and content, and how it is related to and differs from information service, personalized information system, and information environment, I discuss personalized information environment's theory framework and practical functions. I summarize the personalized information services provided by existing systems, and find out how their services were used in different life cycles of scientific projects.

I think lack of factual data resource, personalized information resource platform, and effective ways to collect and access informal information resource are the main problems for personalized information environment architecture, and more effort should be given to these fields.

**Abstract:** My research is focused on architecture strategy of personalized information environment. As demands for personalized information solution, personalized information environment is an intrinsic requirement to meet the great information demand, and it is also an inevitable of the development of personalized information service. It is designed to build personal information space into the working environment to support personalized access (resources, services) to the mass of information resources.

