

**RAILS 2016 Doctoral Workshop,
Victoria University of Wellington, Tuesday 6th December**

The Doctoral Workshop offers PhD students the possibility to present, discuss, receive feedback, and exchange comments and views on their doctoral research in an academic community of fellow PhD students, experienced researchers and professors from RAILS cognate disciplines (e.g. Information Science, Information Systems, Librarianship, Museum Studies, Archival Science). The aim of the workshop is to provide a supportive environment where students can discuss their research and receive mentoring and advice from international senior researchers. The following 9 PhD students who conduct research in the field of the RAILS conference will be participating in the Doctoral Workshop.

Name	Title	Institution	Group	Session	Note taker for
Delneshin Danaei	The study of children's interaction with augmented reality storybooks	Kharazmi University, Tehran	2	2	KKS
Kathryn Oxborrow	Non-Māori librarians' approaches to mātauranga Māori: a sense-making study	Victoria University of Wellington	1	1	BB
Belinda Battley	Maintaining collection memory in a community of tradition and change	Monash University	1	1	KO
Jelina Haines	Researching the knowledge journey practices of Indigenous Elders relevant to the younger generation: a community-based participatory study	University of South Australia	1	1	GF
Giovanni Forero	Can the nature of information be material? And what are the implications for people and information systems?	University of Technology Sydney	2	1	SG
Wade Kelly	Community-engaged academics: information behaviour, conceptions of identity and social responsibility	Charles Sturt University	1	2	IS
Shona Gallagher	How do medical professionals navigate the dual roles of doctor and small business operator	University of Technology Sydney	2	1	GF
Karryl Kim Sagun	Book mavens of Manila: an interpretative phenomenological analysis of contemporary publisher in the Philippines	Nanyang Technical University, Singapore	2	2	DD
Iva Seto	Expert Advisory Groups: Exploring the sensemaking process during a public health crisis response	Victoria University of Wellington	1	2	WK

Group 1 will be mentored by Professor Helen Partridge and Dr Michael Olsson. Group 2 will be mentored by Professor Anne Goulding and Dr Gillian Oliver. Other RAILS participants may also attend.

Doctoral Workshop schedule

Session 1: 1.30 – 3.10 p.m.

Running order	Group 1	Group 2
1	Kathryn Oxborrow	Delneshin Danaei
2	Belinda Battley	Giovanni Forero
3	Jelina Haines	

Afternoon tea: 3.10 – 3.30

Session 2: 3.30 – 5.00

Running order	Group 1	Group 2
1	Wade Kelly	Shona Gallagher
2	Iva Seto	Karryl Kim Sagun

The workshop will consist of presentations and discussions of specific issues or challenges the participants are facing with their research. Each participant has 30 minutes ***maximum*** in total:

- 10 minutes for the presentation (PowerPoint may be used);
- 20 minutes for comments and general discussion.

Please keep within the time limits. As all participants will have received your abstract and seen your poster, there is no need to go into detail on research problem etc.; rather, your presentation should focus on outlining the problematic issues or challenges you have encountered in your research journey, the possible solutions you have considered and any unresolved points outstanding.

If you are using presentation software, please email your presentation by **Friday 2nd**

December to:

anne.goulding@vuw.ac.nz

Abstracts for all presentations are attached to this document. Each student has also been appointed a note taker whose role is to keep a record of the discussion following the presentation and any suggestions/points made. Following the Workshop, note takers should type up the notes and send them to the presenters.

We look forward to welcoming you to Wellington and anticipate an interesting afternoon of discussion!

The RAILS Committee

November 2016.

The Study of Children's Interaction with Augmented Reality Storybooks

Student: Delneshin Danaei

Augmented Reality (AR) is a technology that brings a new experience to users by inserting virtual content into the real world. In AR books, multimedia content such as audio, video, graphic images, 3D objects, animations and other information layers are added to printed books to enhance reading experience. AR books are known as edutainment tools, providing education and entertainment together. Also, they enable a tangible user interaction which can support learning and collaboration between users (Dünser & Hornecker, 2007).

However, the extent to which AR books can be used as instructional tools is not yet clear and the results of previous studies are not conclusive about the impact of AR on learning. Therefore, the first issue this work is going to address is the impact of AR story books on learning and collaborative learning. The second issue is about AR Book design. Interaction design elements such as usability and user experience are major considerations in designing and developing any user oriented system. However, not all HCI principles (like heuristics) are applicable to AR tools and there is not also an agreement on which are the most appropriate evaluation methods for AR systems (Dünser & Billinghamurst, 2011). So, my research will reveal the user's needs and expectations from an AR system, how they experience it and main design elements. Overall, every new technology brings out new challenges and their effectiveness can only be found through user studies. Also, it is better to do research before the prevalence of a new technology, rather than facing its adverse outcomes after its wide adoption. My research outcome will be beneficial to educators, librarians, parents, publishers, AR designers, AR system developers and anyone interested in children, reading and new technologies. The purpose of this research is to study the interaction between children and AR story books. For that, an AR application based on android will be developed and evaluated. The population consists of children aged 8 to 11 in a library setting. Their interaction will be identified through finding how the AR story book impacts learning and collaborative learning. Also, user experience components such as user's cognition, emotion, motivation and ability to work with physical features of the tool will be studied. "Research through Design" will be employed for the interaction design process (developing AR tool) and Grounded Theory methodology to evaluate the tool (data gathering and analysis).

Issues and challenges to discuss: My research proposal has just been approved and I plan to select my book and provide augmentation content scenario in the next 3 months. By the time of the conference my tool would be in its early stages and I can discuss about

issues like user's expectations of AR content, their suggestions for UI and recommendations for AR SDK, as well as discussing about two concepts of learning and collaborative learning in AR books. Also, get feedback on my methodology which has some challenges like including two distinct methodologies for each phases (designing and evaluating), complexities of studying children and analyzing both qualitative and quantitative data using Grounded Theory. Description of the poster presentation: I will present my research objectives, questions and methodology in the poster. Also, I will provide a brief literature review of the previous works to put my research in context. I would like to add an AR sample of a previously done AR book research in part of my poster. So the participants of the conference can install the application (with the QR code applied in the poster) and experience the AR world. That would help in better understanding of what I am going to do in my project.

Keywords: Augmented reality, Children, Books, Reading, User experience

References

Dünser, A., & Billinghamurst, M. (2011). Evaluating Augmented Reality Systems. In B. Furht (Ed.), *Handbook of Augmented Reality* (pp. 289–307). Springer New York. Retrieved from http://link.springer.com/chapter/10.1007/978-1-4614-0064-6_13

Dünser, A., & Hornecker, E. (2007, June). An observational study of children interacting with an augmented story book. In *International Conference on Technologies for E-Learning and Digital Entertainment* (pp. 305-315). Springer Berlin Heidelberg. Retrieved from http://link.springer.com/chapter/10.1007/978-3-540-73011-8_31

Non-Māori librarians' approaches to mātauranga Māori: A Sense-Making study

Student: Kathryn Oxborrow

Libraries in Aotearoa New Zealand are predominantly founded on Western cultural ideals and definitions of knowledge. Mātauranga Māori (Māori indigenous knowledge) is different from the Western understanding of knowledge in many ways. One of the main differences is the holistic nature of mātauranga Māori in that it incorporates cultural knowledge such as Māori customs or lifeways. Since the profession of librarianship centres on knowledge and information, it is vital that librarians in Aotearoa engage with mātauranga Māori. Librarians in Aotearoa encounter mātauranga Māori in myriad ways, particularly in relation to library materials with Māori authorship or content. They are also faced with a number of national and international professional imperatives to engage with indigenous knowledge in an appropriate way. Available evidence suggests, however, that despite initiatives to foster engagement, understanding of mātauranga Māori remains limited among non-Māori librarians in Aotearoa. Using the Sense-Making approach to research and theory building developed by Brenda Dervin and colleagues, this research will probe the situational factors, gap-bridging approaches and outcomes of engagement in Sense-Making by non-Māori librarians in relation to mātauranga Māori. The role of professional learning and development within the process of Sense-Making will be a particular area of focus.

Issues and Challenges to Discuss: I am keen to discuss the data collection and analysis process, particularly the practicalities of work with Sense-Making Methodology.

Maintaining collective memory in a community of tradition and change

Student: Belinda Battley

“To be a community [...] involves an embeddedness in its past, and consequently, in the memory texts through which that past is mediated.” (Ketelaar, 2005, p.54). Archival institutions with custody of community memory texts must ensure links between the community and its texts are not broken. To do this, we need better understanding of the processes of collective memory maintenance using records. A challenge for all communities is the constant change by which they are surrounded, as people come and go, society changes and digital technologies mean community records may be easily lost, or kept by corporations in diverse localities. Recordkeeping professionals may be able to help communities with these challenges, but only if they understand community needs. My research uses an inclusive research design methodology incorporating grounded theory methods and analytical autoethnography and has recordkeeping continuum concepts and critical theory as its theoretical framework. The research aims to examine how a tramping club community to which I belong constructs and maintains its collective memory, and the role of records in this, with two aims. For archival researchers and practitioners, the aim is exploring the implications for archival description, and archival management in general. For the Club, as described by one of its members, the project aim is: “retaining whatever enables people to continue to share the experiences and friendships by going out tramping and climbing and socialising.” I am working together with the three communities: tramping club, archival practice and archival research, using an inclusive research design to develop a model of the way records fit into the club’s maintenance of collective memory and to use this model to work towards a collaborative transformation in archival practice to better meet community needs.

Issues and challenges to discuss: The main challenge I wish to discuss is that of validating conclusions in a community with diverse points of view. The question is how to achieve consensus, which is the preferred method of reaching decisions in this community, while acknowledging and making space for diverse opinions. For example, there are differing opinions within the community on which records should be made public, where the records should be preserved, and at an even more basic level, what a record is at all. Ensuring that my conclusions effectively reflect the ranges of opinion within the diverse community will be very important for the overall validity of my findings, and their usefulness and relevance to the community and to the wider research aims. Description of poster presentation to be provided in support of the work My poster will summarise the research to

date, and show the preliminary model of collectivememory maintenance I have developed with the community. It will use quotes from the community to illustrate significant parts of the process of collective-memory maintenance, which has been constructed as a complex adaptive system which allows for adaptation to meet the constant changes in wider society while maintaining traditions important to the community as a whole. I am working towards refinement of this model by working with the communities involved, and towards a better understanding of the implications of this model for archival theory and practice.

Can the nature of information be material? And what are the implications for people and information systems?

Student: Giovanni Forero

My research question examines the possibility that tangible objects have informational attributes and be classified as documental entities in information systems. At the present, I am during the first stage of my High Degree Research, working in selecting my framework and analysing the implications of my research question, to try to identify if material objects could have informational attributes, and things could be catalogued as documents in their own right. Since Brookes (1974) and Buckland (1991) many authors have wondered if the scope of information science should be broaden beyond documentality to include physical objects. Also some authors like Liu (2004) and Yan (2011) highlighted the fact that information is now days an omnipresent concept, and many scientists think that underlines the fundamental fabric of reality, what Sokolov (2010) calls the “Information glasses” perspective. In light of this, it is relevant to understand the significance of objects within informational processes. With this in mind, Actor-Network-Theory (ANT) from Latour’s perspective could offer some important tools to understand how subjects connect with objects, and information is transacted between intentional agents and un-intentional objects. Knorr-Cetina’s approach in her investigation how knowledge is created in science: “Epistemic Cultures” could be helpful in applying many of the ANT concepts and act as a guide for conducting investigations in the field of work of my investigation.

Issues and challenges to discuss: One of the issues that I am currently facing is to try to ascertain an appropriate conceptual framework and methodology for my investigation. ANT is attractive, but my investigation deals with many primitive definitions like information, and the nature of reality, and I feel apprehensive about how I can defend this decision. I would like advice in how to propose a conceptual framework without exposing myself unnecessarily to criticism from counter perspectives. I am also a part time researcher and I would like guidance in time management and balance.

Researching the knowledge journey practices of Indigenous Elders relevant to the younger generation: A community-based participatory study.

Student: Jelina Haines

As a non-indigenous researcher, the doctoral forum will provide me with a space to seek academic advice, strategies and methodologies in order to help me conduct ethical research in indigenous communities. The study may assist in bridging the gap for facilitating policies and methodologies to support better collaborative procedures in preserving Elders' knowledge for future generations to inherit. Conducting research in Indigenous communities can be challenging, especially for a non-indigenous person, though not so in a way that diminishes the values and the importance of the success of the first implementation of my pilot study. Indigenous people have a unique knowledge system safeguarded by their Elders and passed down from one generation to another. Many indigenous communities are experiencing an erosion of their traditional knowledge due to rapid technological advancement, social change and globalisation, as well as declining resources and available support. In the last twenty years, a paradigm shift of safeguarding indigenous knowledge has been emerging in both theory and practice, however, despite the increasing awareness, our understanding of how to protect the millennia-old knowledge held by the Elders is still very limited. A pilot study was conducted with four senior Ngarrindjeri Elders and one young participant. A dialogue inquiry, rooted in a visual ethnographic approach grounded in community-based participatory principles was employed to record live experiences of knowledge sharing. As this method encourages co-learning, ethical knowledge sharing was carried out in collaboration with the community. The second phase of the research will include conducting interviews, photovoice and participant observation of an additional 10 Elders. The objective of this study was to investigate the knowledge journey practices of Indigenous Elders, relevant to the younger generation. The study applied a mixed– methods approach of gathering data using dialogue and semi–structured individual interviews, participant observation and knowledge capture by photovoice. Dialogic analysis was applied to the dialogue interviews; thematic analysis will be applied to the individual interviews, grounded theory to participant observation, and participatory analyses to photovoice data. The initial findings suggest that Elders' continuous creation of knowledge manifests in beliefs and stories passed orally down through generations. Transcribed data gathered from dialogue interviews were analysed using open coding. Results show that there are four distinct stories that the participants hold: (1) personal

stories, (2) cultural stories, (3) communal stories and (4) trivial stories. By theoretically underpinning a culturally relevant research methodology to be conducted in indigenous communities, a proposed model of the context of Elders' knowledge journey of information practices will provide an initial guide for designing an approach that is relevant to indigenous communities in order to: (1) foster an operational research methodology that is culturally and ethically affirming for researching Indigenous people in Australia, and (2) develop a framework of the indigenous knowledge journey. The supporting poster clarifies the steps and processes undertaken to achieve research results that could be examined using the proposed methodologies and places those results in the context of achieving a new model for ethical research with Indigenous people in Australia.

Keywords: Indigenous people, Indigenous Knowledge, Dialogue Inquiry, Knowledge Journey. Ethical Research

Community-Engaged Academics: Information Behaviour, Conceptions of Identity, and Social Responsibility

Student: Wade Kelly

To date there has been no scholarly research concerning academics' information behaviour (IB) (needs, seeking and use) with respect to community engagement activities. This research looks to investigate this space and begin to address this gap in the scholarship. My doctoral research examines the experiences of humanities and social sciences (HASS) academics participating in community engagement activities. Community engagement is "composed of a loosely interrelated set of programs, practices, and philosophies such as service-learning, civic and community engagement, public scholarship, and community-based research" (Butin & Seider, 2012, p. 3). Specifically, this project examines how HASS scholars in Canada and Australia conceive of their responsibility to the public, how they balance community engagement with the more traditional aspects of academia (e.g., scholarly publishing, dissemination through conferences, teaching, administrative responsibilities, etc.), and how they come to understand their roles (and define their identities) as academics. A key focus of the project is an exploration of academics' information behaviour in supporting community engagement, to better understand these individuals' information needs and how they find information to conduct their community-engaged activities. The project is informed by related information science research conducted with academics. Information seeking conducted by faculty members is often related to lecture preparation, maintaining social and intellectual capital in their field, and research and dissemination activities (Rupp-Serrano & Robbins, 2013, p. 135). Information sources vary widely including the internet (Sukovic, 2008, p. 278), publications, conferences, citation chaining, (Rupp-Serrano & Robbins, 2013) and collegial communications (Bronstein, 2007). While there is much research on information activities engaged in by academics (e.g., Catalano, 2013; Ellis, 1993; Meho & Tibbo, 2003), little is known about their community engagement information practices. There remains a significant gap in understanding how information needs, seeking, and use are enacted by community-engaged academics. Data collection has been completed and is currently being analyzed. IB scholarship (for example, 2003; Ellis, 1993; Meho & Tibbo, 2003; Wilson & Walsh, 1996) is being drawn upon to inform analysis. In addition to more traditional information sources (see above), participant interviews point to a number of information sources that are unexpected, serendipitous (Foster & Ford, 2003), and spurious – particularly those that arise out of community interaction and partnerships. The emergent

nature of the field (engaged scholarship) and dearth of academic study requires a nimble theory in order to begin to address this. As the proposed research is seeking understanding, a qualitative constructive grounded theory approach (Charmaz, 2014) has been adopted. The poster will provide preliminary findings concerning academics' information behaviour and practices in relation to community engagement activities.

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How do medical professionals navigate the dual roles of doctor and small business operator?

Student: Shona Gallagher

Critical Discourse Analysis (CDA) continues to gain currency as both a theoretical framework and a research methodology across academic disciplines. Its multidisciplinary origins (organizational behaviour, linguistics, communication, psychology, sociology, philosophy) combined with its ability to identify obstacles to information sharing makes it a tool of particular relevance to Library and Information Science (LIS). My research uses CDA to explore constructions of knowledge, power and authority among medical professionals transitioning from training to professional practice. In Australia 95% of surgical specialists are partially or entirely self employed. When they finish their formal training they leave a collegiate environment to create or join a business in a capitalist market place which puts them in direct competition with their peers and mentors. During their training these doctors receive no formal instruction in establishing or running a “for profit” organization. How medical professionals manage their information gaps as novice business operators while functioning as medical experts reveals much about the normative behaviours used as informal means of control within their profession. My research asks how they navigate the dual roles of doctor and small business operator. Over the past thirty years universities and professional communities in Australia and the USA have been deeply concerned by a demise in professional ethics among medical students and professionals. This has resulted in research dedicated to improving ethics training outcomes within institutional programs. To date this research has achieved little success. Over the same period the health sector in both countries has seen many changes including technology, private health insurance, university fees and the emergence of the medical entrepreneur. The professionals produced by these institutions also advise on government policy which is held to account by the media and the public to balance the delivery of improved patient outcomes with economic constraints. I am in the first year of my part time doctoral program and part way through my literature review.

Book mavens of Manila: an interpretative phenomenological analysis of contemporary publishers in the Philippines

Student: Karryl Kim Sagun

The fundamental aim of my thesis is to document and piece together the experiences of contemporary publishers in the Philippines. My motivations stem from three theoretical reasons, (1) so that scholars will be given not just a Southeast Asian but also a developing world perspective on contemporary book trade, (2) that Robert Darnton's Communications Circuit, a seminal model on the life cycle of a book, may be applied in this context, (3) so that more readers will be roused to think more critically of the book, and lastly, a stronger, more pragmatic one—(4) to provide LIS professionals with an assessment of the other side—the production and dissemination of information they earnestly offer their users. Grounded on constructivism, I hence employed in-depth interviews analysed using Interpretative Phenomenological Analysis (IPA), an inductive, hermeneutic, and idiographic examination of lived experiences. I also used bridling and external audit to ensure rigour. In my review of extant literature, I first offer a general overview of the major models of the book trade industry in scholarly research, putting to the fore their ingrained emphasis on the role of human agency, acknowledgment of strong contextual influences, and their lack of recognition that this particular industry exists in an environment where both print and digital formats of the book are concurrently created and disseminated.

Issues and challenges to discuss: As with most qualitative research, my work follows an iterative process. Such a process entails a great deal of reflexivity from the researcher, and is definitely not an undemanding feat. One danger in such research endeavours is the possibility of bias, and an “outsider” audience perspective will definitely be beneficial in determining (and minimising, if not eliminating) the existence of such. Also, as one of my key motivations for conducting such a thesis is to produce something for an LIS audience, suggestions for further links to the field which I may have missed would be very much appreciated, and helpful, in the development of my work. Karryl Kim Sagun RAILS 2016 Doctoral Workshop Poster Description The poster shall include findings for university press publishers and comic book publishers, such as the former (1) operating on a privileged platform with very little commercial pressures, hence allowing them to focus on their cultural roles, (2) being academics belonging to the cultured group who understand the literary tastes of their market, (3) having relatively low professionalization standards, and (4) operate on a very competitive industry. As for comic book publishers, findings such as their (1) belongingness to the creative and academic circles, (2) banking on comic conventions

and cult followings, (3) woes on local bookstore distribution, and (4) their stance on the shift to the electronic platform shall be presented. Inevitably, comparisons between the Philippines and North America (at least, based on the latter's image in literature), shall also be included.

Expert Advisory Groups: Exploring the sensemaking process during a public health crisis response

Student: Iva Seto

During a public health crisis, the response is managed by key decision makers (KDMs) often in an Emergency Operations Centre (EOC). An Expert Advisory Group (EAG) supports KDMs regarding the scientific/medical aspect of the disease, and are not necessarily in the EOC. The EAG is comprised of specialists such as epidemiologists, public health officers, virologists, nurses, and physicians. KDMs rely on trustworthy advice from the EAG as quickly as possible in order to manage the crisis. The challenge for all involved is to proceed under conditions of information overload and burnout. Additionally, members of the EAG need to manage the tension between the volume of workload, and providing optimal advice based on best evidence and their collective expertise, as quickly as possible.

This research will explore the work of the EAG with a sensemaking perspective. The sensemaking process begins with a trigger, such as request for advice, to bracketing (setting boundaries on the issue), interpretation (creating intersubjective meaning), assessing plausibility of the interpretation, and delivery of advice to stakeholders.

During several months in 2003, Canada experienced a public health crisis when several hundred people were suspected or probable cases of Severe Acute Respiratory Syndrome (SARS). The EAG activated during the Canadian SARS crisis is the intended case study for this research. Data will be collected in multiple forms; materials such as public inquiry reports, meeting minutes, and official statements and outputs of the EAG will be gathered, followed by semi-structured interviews. Data will be analysed through iterative coding, with the intent to build theory.

The sensemaking process will be investigated at the episode level, which is the span of time from the request to advice output, and also the event period (the duration of EAG activation throughout the crisis). Episodes are embedded in the event, and how episodes and event sensemaking interrelate will be explored. In terms of contribution to practice, a clearer understanding of how sensemaking occurs during a public health crisis may lead to recommendations and/or changes in policy in the advisory aspect of public health crisis response.

Status

The research proposal was recently presented, and data collection is scheduled to begin in early 2017.

Issues and challenges to discuss:

1. Data collection includes interviewing informants on an extreme event 14 years ago. Oral history interview techniques are being explored to capture the data as authentically as possible. There is the time lapse, and also the emotional/ psychological magnitude of the event that may affect informants' memories. What other techniques may be useful in the goal of pursuing authenticity of the data – that it is as 'true' to the informants' experience 14 years ago, as possible?
2. When data is collected, narratives will be written from the interview data, and all data (including documents, and media) will be temporally 'mapped.' Are there suggestions on how best to organize the variety and volume of data, and also what software may be able to map data in a chronology?