

Title: Transition in user-centred information studies - the what, why and how?

Organizer(s):

- Alison Hicks, UCL, UK
- Jette Hyldegård, University of Copenhagen, Denmark
- Pamela McKenzie, The University of Western Ontario, Canada
- Nicole Dalmer, Trent University, Canada

Abstract: Transition forms a key theme of interest within numerous areas of user-centred information research but has rarely been explored in detail. This workshop will bring researchers, practitioners and policy makers together from health, workplace, academic and everyday life LIS subfields to explore what transition means from an information perspective, including methodological and theoretical considerations. The goals of this workshop are to explore what new areas of user-centred research a transition lens could spark, and to lay the groundwork for the creation of a research network on the topic.

Description:

The term “transition” is employed in many different subject areas, but remains a largely under-theorised concept, relying on taken-for-granted notions of what constitutes change (Gale & Parker, 2014). Within the field of education research, transition has typically been denoted as “...the capability to navigate change” (Gale & Parker, 2014, p.737) and the creation of “a new sustainable fit between the person and her current environment” (Hviid & Zittoun, 2008, p.123). In contrast, health research positions transition as “both a result of and result in change in lives, health, relationships, and environments” (Meleis *et al.*, 2000, p.13).

These definitions demonstrate that processes of change take place in many different areas, including health, workplace and education contexts as well as throughout the lifecourse (including forced migration and immigration, early childhood and ageing) and may influence a person’s or group’s capability to navigate change. Transition processes may, for example, influence individuals or groups in a number of different ways, including: affectively (e.g. uncertainty or relief); cognitively (e.g. learning breakdowns); culturally (e.g. adaptation or sense making); socially (e.g. sense of belonging) and personally (e.g. health, growth or identity).

Within library and information science (LIS), user-centred research has similarly engaged only peripherally with ideas of transition and the concept remains underexplored (e.g. Bronstein, 2018; Hertzum & Hyldegård, 2019; Hicks, 2018; Lloyd, 2017; McKenzie, 2001; Willson, 2016). Consequently, the aim of this workshop is to explore transition from an information perspective as well as to consider its potential to act as a core or unifying theme within and across LIS user research. In doing so, we ask:

How can information and information practices be conceptualised in relation to people’s transition in time, space, place and context?

This research question includes, but is not restricted to, the following themes:

- How should transition be conceptualized and studied within LIS?
- What methodologies can help explore transition and its implications within LIS?
- What theories can be used to explore transition from an LIS perspective?
- What role does time, affect and place play in shaping transitional information practices?
- What are the outcome of transition from an information perspective? Can (un)successful transition be measured?
- How does thinking about transitions help us understand the characteristics of information practice contexts?

- *Purpose and Intended Audience:*

The purpose of this workshop is to bring researchers who are interested in the concept of transition together to explore what new areas of user-centred research a transition lens could spark, and to lay the groundwork for the creation of a research network on the topic. To this end, the workshop will aim to establish an emerging conceptualisation of what transition means from an LIS perspective as well as to examine different methodologies that could facilitate an exploration of transition in various LIS contexts, including participatory, visual and longitudinal approaches. Workshop participants will explore how different theoretical frameworks have been used or could be adapted to facilitate an examination of transition from an information perspective, including transitions theory, social capital theory, ecological theory, sociocultural theory, coping theory and practice theory. The workshop will further draw connections across existing research to make connections with other turns within LIS, including affect and time.

The audience for the workshop will be user-centred LIS researchers from health, everyday life, workplace, organisational studies and academic fields, and would include library and information science and social science researchers from education, health and organisational studies as well as librarians, LIS students and information professionals. The topic is also of interest to policy makers, particularly regarding social inclusion and exclusion, internationalisation, health and wellness, as well as widening access and early childhood education schemes.

- *Proposed Format:*

- [30 mins]: Organizer Introduction - welcome, brief introduction to the workshop, the concept of transition and why this is important in LIS
- [30 mins]: Three short invited presentations (10 mins each) that introduce participants to examples of transition problems/issues, including methodologies, theoretical frameworks or empirical research.
- [60 mins]: Breakout discussions. Participants will discuss a list of questions, which could include topics related to the following:
 - Transition-focused methods and methodologies
 - Transition-focused theoretical frameworks
 - Connections between transition and other areas of LIS
- [30 mins]: Groups report back and provide feedback on questions

- [30 mins]: Wrap-Up and introduction of the proposed research network
- *Engagement:*

This workshop will provide a shared space in which participants will collaborate to think creatively about the concept of transition from an LIS perspective. Each participant will be allocated to a small group that will discuss a series of questions. Groups will be assigned a recorder who will map and take notes of their group's discussion. Each group will then share a summary of their discussion at the end. The workshop organisers will also create a shared Google Doc where participants will be encouraged to take notes and make connections during the presentations, break out and feedback sessions. Before the workshop begins, the organisers will ask each participant to submit answers to questions that elicit their motivation for attending the workshop. Answers from these questions will help the workshop organisers to decide the strategic direction of the workshop and the themes that will be discussed.

- *Goals or Outcomes:*
 - Introduce the audience to the concept of transition
 - Invite different lenses and perspectives on the issue
 - Stimulate new research ideas and research collaborations
 - Lay the groundwork for a new research field and network in LIS on transition that seeks to contribute new knowledge and understandings to research and practice (e.g. design and communication, information literacy and mastery of life)
- *Relevance to the iConference:*

Transition supports the creation of sustainable community practices by helping people to navigate changing contexts. This workshop will support these goals by providing a space and a community in which the concept of transition and its application within LIS can be both analysed and problematised.

Duration:

Half-Day event: 2-3 hours

Attendance:

Expected: 15-20 participants

Preferred: 15-20 participants

Special Requirements: N/A

References

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