

Connecting Across Borders: Globalization and Information Science Research

Brock University - St. Catharines, Ontario

May 28- 30, 2014

*42nd Annual Conference of the Canadian Association of Information Science
&
Inaugural Librarians' Research Institute Symposium*



CAIS  **ACSI**

Canadian Association for Information Science
L'Association canadienne des sciences de l'information



CONFERENCE PROGRAM

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WELCOME FROM THE CAIS & LRI 2014 CONFERENCE CO-CHAIRS

On behalf of the conference chairs, I am pleased welcome you to the 42nd Annual Conference of the Canadian Association of Information Science (CAIS) and the first Annual Librarians' Research Institute (LRI) Symposium of the Canadian Association of Research Libraries (CARL).

This year's theme, *Connecting Across Borders: Globalization and Information Science Research*, establishes an important foundation not just for the subject matter and content of this year's conference but also for the very cooperative nature of the conference itself. The theme of "connecting" and "connections" reflects both the international make-up of our conference program committee (incidentally, chaired by three Canadian ex-pats) as well as the global reach of information science as a discipline. As we well know, our field is and has always been a progressive one; new technologies, an increasing focus on international and interdisciplinary research collaborations, and a complex, internationalized policy and practice landscape, all affect the research questions we ask and the research activities we pursue. As researchers, we place our work within a framework of international scholarship and scholarly communication; as practitioners, we explore the nature of services, programs, and organizational vision within contexts of increasing complexity across disciplines and cultural spaces. The research landscape in information science explores a diverse range of populations, settings and contexts; we are a global discipline, connected by shared interests and concerns, and drawn together by the latest technologies. "Connecting across borders" points not just to the increasing need to recognize, explore, and question the social and cultural assumptions of information science as a discipline, but also our chosen research problems and methodologies, in this global context.

In the spirit of "connections", CAIS has partnered this year with Canadian Association of Research Libraries Librarians' Research Institute (LRI) to present the first Annual Librarians' Research Institute (LRI) Symposium—a joint conference, the first of its kind for both organizations, and what we hope will be the beginning of a long and mutually beneficial partnership. The intermixing of CAIS and LRI sessions will give both academics and practitioners a chance to exchange ideas and explore common interests in their research area(s).

This year's double-blind review process was a successful one, and I would like to thank again the thorough and timely work of our seventy-six member CAIS Program Committee. By January of this year, CAIS had received just over sixty proposals for papers and posters. I chaired the review process, assigning each proposal two reviewers. None of the CAIS or LRI conference chairs served as reviewers; proposals for the conference streams were handled by the CAIS and LRI chairs, separately, to ensure appropriate peer review. We were very fortunate that we were able to match very successfully reviewers' primary area(s) of research expertise with proposal topics. Reviewers submitted not only written feedback but also numerical scores based on each proposal's research questions, methodology, conclusions, and relationship to the conference theme. After all submitted feedback was reviewed, the EasyChair system was used to rank all papers and posters from the highest scoring to the lowest. This list and the reviewers' helpful comments gave us our final conference program.

I congratulate all presenters attending this year, and offer special congratulations to the 2014 winners of our Practitioner-to-CAIS and Student-to-CAIS awards and Best Overall Paper. I once again welcome all of you to this year's conference and hope you enjoy the opportunity to explore new ideas and network with colleagues, both new and familiar.

Matthew Griffis, conference co-chair
On behalf of

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KEYNOTE SPEAKER

Dr. Ann Curry
Professor, University of Alberta, Canada



Title
Abstract

Danger: Information Ahead

As researchers immersed in the study of information and its use, we often assume that others believe in the same values we do regarding information. Information professionals generally believe that information is a positive commodity, and that providing an abundance of information on which someone can base a decision is a worthy goal. Most of us are also pragmatists about the essence of information pieces - some information seems trustworthy, while some seems blatantly false. Some information is shocking and perhaps troubling to certain individuals, while that same information is consumed without distress by others. But as information professionals - researchers, instructors, and practitioners - our philosophy is to promote the availability of information of all essences, particularly on university campuses. In the past ten years, however, and particularly in the last few months, incidents and administrative policy decisions on university campuses indicate clearly that many students, faculty members, and university presidents do not share our philosophies regarding the positive efficacy of an abundance of information representing many points of view. The rescinding by Brandeis University of an honorary degree to Ayaan Hirsi Ali, the positive responses to requests by students for "trigger warnings" in course content and required texts, and the shouting down of speakers at public campus events in Canada, the U.S., and Britain are all examples of the increasingly prevalent belief that protecting others from information that one despises or that may cause distress is an honorable, democratic action. The virtual signs have been erected on campus - Danger: Information Ahead.

In this address, Dr. Curry will discuss the implications of this philosophical disconnect between information professionals and those on university campuses; provide the results of her content analysis research into these silencing actions known broadly as the "heckler's veto", results that shed light on the influence of both the Right and the Left political movements; and examine the global cross-border nature of this phenomenon fuelled in part by our new communication technologies.

Biography

Dr. Ann Curry has alternated careers as a librarian and a professor in Canada, Malaysia, Australia, and England. During her frontline career, she worked as a public library business librarian, reference librarian, children's puppeteer, and managed an oil company library, school library, and the busiest branch public library in Canada. She has taught in and chaired library science education programs at MacEwan University, the University of British Columbia, and the University of Alberta. Since changing academic tracks in 2011, Dr. Curry has been a professor in the University of Alberta Graduate Program in Communications and Technology. She has won both a Killam prize and the Association for Library and Information Science Education Award for her teaching, and she is a frequent speaker at information science, communications, and information privacy conferences. Dr. Curry continues to conduct research and supervise doctoral and masters students in the areas of intellectual freedom, information ethics, and information rights, particularly with regard to the internet and social media, and legal and social aspects of information access.

CONFERENCE-AT-A-GLANCE

DAY 1 May 28, 2014

8:30 – 9:00	Light Breakfast (<i>Room: Thistle 325</i>)
9:00 – 9:30 PLENARY SESSION	OPENING REMARKS (<i>Room: Thistle 325</i>) Conference Co-Chair, Matthew Griffis CAIS President, Diane Rasmussen Pennington LRI Institute, Heidi L.M. Jacobs
9:30 – 10:30	KEYNOTE ADDRESS (<i>Room: Thistle 325</i>) Dr. Ann Curry, Professor, University of Alberta Introduction by Matthew Griffis, Conference Co-Chair
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	“Danger: Information Ahead”
10:30-11:00	Refreshment Break (<i>Room: Thistle 325</i>)
11:00 – 12:30	PRESENTATION OF BEST PAPER AWARDS (<i>Room: Thistle 325</i>) Moderated by Diane Rasmussen Pennington, CAIS President
	Student-to-CAIS “The Construction of Librarians’ Professional Identities: A Discourse Analysis” Deborah Hicks (University of Alberta)
	Best Practitioner Paper “Information Literacy as a Situated Practice in the Neoliberal University” Karen Nicholson (University of Guelph)
	Best Overall Conference Paper “Information Behavior Research: Where Have We Been, Where Are We Going?” Heidi Julien & Michael O'Brien (University at Buffalo)
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12:30 – 2:00	LUNCH BREAK – ON YOUR OWN
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2:00 – 3:00 CONCURRENT SESSIONS	SESSION 1A (CAIS PAPERS) <i>Room: International Centre 118</i> Moderated by Brian Detlor
	“Towards Understanding of Contextual Factors in Information Sharing Behaviors of Inter-Team Activities” Lu Xiao, Olga Buchel, Jennifer Martin, & Dongyan Huang (Western University)
	“‘Collaboration’ is the New Black: Independent Pharmacist Prescribing in a Collaborative Environment” Theresa Schindel (University of Alberta) & Lisa Given (Charles Sturt University)

2:00 – 3:00
CONCURRENT
SESSIONS

SESSION 1B (CAIS PAPERS)

Room: International Centre 121

Moderated by Lynne Howarth

“The Translation of a Standard: Translating and Adapting RDA into French”

Clément Arsenault (Université de Montréal), Daniel Paradis (Bibliothèque et Archives nationales du Québec), & Pat Riva (Bibliothèque et Archives nationales du Québec)

“Innovative Partnerships: Exploring School Librarianship through a Global Lens”

Melissa Johnston (University of Alabama) & Lucy Santos Green (Georgia Southern University)

2:00 – 3:00
CONCURRENT
SESSIONS

SESSION 1C (LRI PANEL)

Room: International Centre 112

Moderated by Corinne Laverty

“Giving Voice to Students as Literacy Practice”

Heidi Jacobs (University of Windsor), James Elmborg (University of Iowa), Robert L. Nelson (University of Windsor), & Kelly McElroy (University of Iowa)

3:00-3:30

Refreshment Break (*Room: International Centre 121*)

3:30-4:30

POSTER SESSION

Room: International Centre 118

7:00-9:00

PRESIDENT’S RECEPTION (CONGRESS EVENT)

Location noted in Congress Program

DAY 2 May 29, 2014

8:00 – 8:30	Light Breakfast (<i>Room: International Centre 118</i>)
8:30 – 9:30 PLENARY SESSION	Joint LRI – CAIS Panel Discussion (<i>Room: International Centre 118</i>) “Engaged Scholarship: Collaborative Research Between Librarians and LIS Faculty” Moderated by Heidi L.M. Jacobs and Selinda A. Berg <i>While many librarians and LIS faculty share a common ground, disciplinary borders between faculty and practitioners often limit the conversations between these two groups. In this moderated discussion, librarians and LIS faculty will examine how we can transcend these borders to spark new conversations and inspire new modes of research.</i> Panelists: Nadine Desrochers (University of Montreal), James Elmborg (University of Iowa), & Sarah Polkinghorne (University of Alberta)
9:30 – 10:00	Refreshment Break (<i>Room: International Centre 118</i>)
10:00 – 11:30 CONCURRENT SESSIONS	SESSION 2A (CAIS PAPERS) <i>Room: International Centre 118</i> Moderated by Valerie Nessel “Gender Differences in Inquiry-Based Learning: An Exploration of Information Seeking Behaviour of Middle School Students” Isabelle Lamoureux, Jamshid Beheshti, Charles Cole, Dhary Abuhimed, & Mohammed J. Alghambi (McGill University) “Drawing Clocks without Time: Alzheimer's, Marginalization, and the Liberatory Potential of Object Memoir” Lynne Howarth (University of Toronto) “Sexual and Gender Minority Information Behaviour and Deficits: A Case for Increased Access in a Rural Context” Wade Kelly (University of Alberta) & Lisa Given (Charles Sturt University)
10:00 – 11:00 CONCURRENT SESSIONS	SESSION 2B (CAIS PAPERS) <i>Room: International Centre 119</i> Moderated by Dietmar Wolfram “Towards Understanding of Human Rights Researchers’ Data Analysis Practices - An Interview Study” Lu Xiao (Western University) & Jillian Kavanaugh (Boston Children’s Hospital) “Changing Chance Encounters: Historians, Serendipity, and the Digital Text” Kim Martin & Anabel Quan-Haase (Western University)
10:00 – 11:30 CONCURRENT SESSIONS	SESSION 2C (LRI PAPERS) <i>Room: International Centre 121</i> Moderated by Karen Bordonaro “Success in Research: Factors that Contribute to Increased Research Productivity Across Librarianship and Other Disciplines” Kristin Hoffmann (Western University), Selinda Berg (University of Windsor), & Denise Koufogiannakis (University of Alberta)

“Deciphering Customer Perceptions of Academic Library Features”
Kathy Ball & Brian Detlor (McMaster University)

“Connecting Librarians and Faculty to Enhance Student Research through Visual Mapping and Dialogue”
Corinne Laverty & Elizabeth A. Lee (Queen’s University)

11:30 – 12:30
CONCURRENT
SESSIONS

SESSION 3A (CAIS PAPERS)
Room: International Centre 118
Moderated by Anatoliy Gruz

“Ontology-based Indexing Technologies in Information Retrieval: Building a Topic Map (ISO 13250) for a Mathematics Education Database”
Fei Shu & Charles-Antoine Julien (McGill University)

“Disseminating, Assimilating, and Creating: A Social Knowledge Cycle Model for Non-Profit Organizations”
Sarah Vela, Eric Forcier, Dinesh Rathi (University of Alberta,) & Lisa Given (Charles Sturt University)

11:30 – 12:30
CONCURRENT
SESSIONS

SESSION 3B (CAIS PAPERS)
Room: International Centre 119
Moderated by Anabel Quan-Haase

“OPACs, Users, and Readers’ Advisory: Exploring the Implication of User-Generated Content for Readers’ Advisory in Canadian Public Libraries”
Jen Pecoskie (Wayne State University), Louise Spiteri, & Laurel Tarulli (Dalhousie University)

“Folksonomie d'entreprise : nouvelles pratiques sociales et informationnelles dans un contexte international” (en francais)
Joanne Du Hommet, Luc Grivel, & Madjid Ihadjadene (Paris 8 University)

12:30 – 2:00

LUNCH BREAK – ON YOUR OWN

CAIS Executive Meeting, *Room: International Centre 113 (by invitation only)* – 12:30 – 2:30

2:00 – 3:30
PLENARY
SESSION

Special Panel (in association with the Canadian Communication Association)
Room: International Centre 119
“Copyright and the Modern Academic Debate Series: Access Copyright: Friend or Foe?”
Panelists: Howard Knopf (Counsel, Macera & Jarzyna LLP) & Roanie Levy (Executive Director, Access Copyright)

3:30 – 4:00

Refreshment Break (*Room: International Centre 118*)

6:00 – 9:00

CAIS Banquet (Pre-Purchased Ticket Required)
Benchmark Restaurant
Canadian Food and Wine Institute, 135 Taylor Road, Niagara on the Lake, ON L0S 1J0

DAY 3 May 30, 2014

8:00 – 9:00 Light Breakfast (Room: International Centre 104)

9:00 – 10:00
CONCURRENT
SESSIONS

SESSION 4A (CAIS PAPERS)
Room: East Academic 102
Moderated by Nadine Desrochers

“Influence of Need for Cognition and Need for Cognitive Closure on Information Behaviour: Qualitative Results”
Alexandre Fortier (Western University)

“Exploring Author Similarity Through Citing Discipline Analysis”
Daisy Jacobs (University of Zululand) & Dietmar Wolfram (University of Wisconsin-Milwaukee)

9:00-10:30
CONCURRENT
SESSIONS

SESSION 4B (CAIS PAPERS)
Room: International Centre 104
Moderated by Leanne Bowler

“Mothers of Invention: A Pilot Study of Commercial Content on Mother Blogs and Perceptions of Credibility”
Caitlin Horrall & Mary Cavanagh (University of Ottawa)

“Believing the News”
Jessica Thom (Western University)

“Validating a Model for Information Literacy Instruction for Elementary School Students: A Study”
Valerie Nessel (University at Buffalo)

10:30 – 11:00 Refreshment Break (*Room: International Centre 104*)

11:00 – 12:30
PAPER SESSION

SESSION 5A (CAIS PAPERS)
Room: International Centre 104
Moderated by Kate Johnson

“Every Task its Tool, Every Tool its Task: Social Media Use in Canadian Non-Profit Organizations”
Dinesh Rathi (University of Alberta), Lisa Given (Charles Sturt University), Eric Forcier, & Sarah Vela (University of Alberta)

“The Concept of Concepts: A Case Study from American Documentation”
Richard Smiraglia (University of Wisconsin-Milwaukee)

“Dynamic Query Suggestion in Web Search Engines: A Comparative Examination”
Ali Shiri & Lydia Zvyagintseva (University of Alberta)

12:30 – 2:00 **ANNUAL GENERAL MEETING FOR CAIS**
Room: International Centre 104 - LUNCH WILL BE SERVED—ALL WELCOME

ACKNOWLEDGEMENTS

We thank the **CAIS Executive**. In addition, we sincerely appreciate the work of Christian Allegre, Nadine Desrochers, and Jonathan Dorey for translation of conference materials. Thank you to the Canadian Association of Research Libraries for sponsoring breakfast on May 29, 2014.

We also wish to acknowledge the contributions and assistance of the following individuals.

PROGRAM COMMITTEE

Rafa Absar
Suellen Adams
Isola Ajiferuke
Inge Alberts
Clément Arsenault
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Jamshid Beheshti
Selinda Berg
Karen Bordonaro
France Bouthillier
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Cara Bradley
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Nadine Wathen
Lynn Westbrook
Dietmar Wolfram
Lu Xiao
Kwan Yi

STUDENT VOLUNTEERS

Deborah Hicks, Karen Nicholson

WAY-FINDING

SOCIAL EVENT

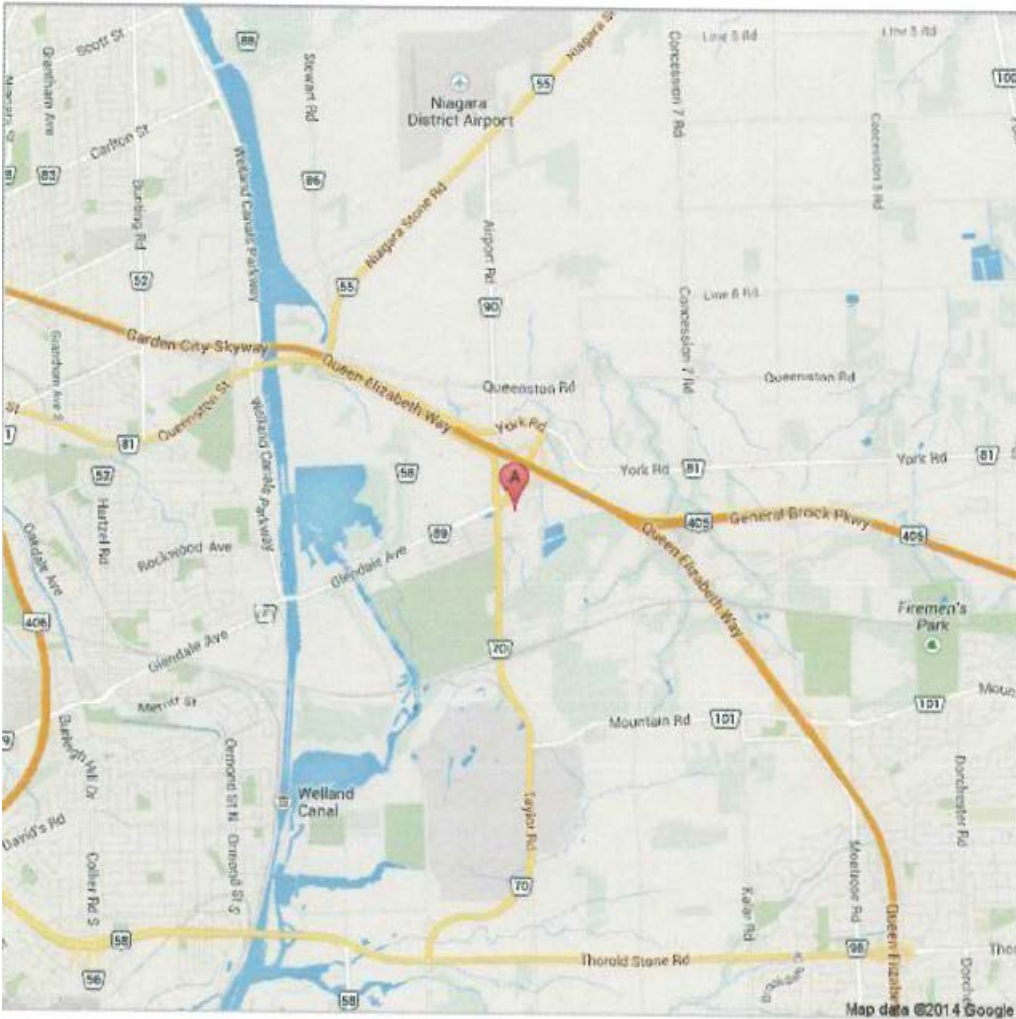
MAY 29, 2014, 6-9 PM

VENUE: Benchmark Restaurant

ADDRESS: Canadian Food and Wine Institute, 135 Taylor Road, Niagara-on-the-Lake, ON LOS 1J0

PHONE: 905-641-2252, ext. 4169

MAP:



PAPER ABSTRACTS (alphabetical by first author)

Clément Arsenault, Daniel Paradis, and Pat Riva. **The Translation of a Standard: Translating and Adapting RDA into French**

This article reports on a joint translation project (France and Canada) of the RDA standard into French. We describe how the translation committee was set up, explain the methodology, and present the measures taken to ensure consistency and interoperability. We conclude with "lessons learned" that could help others embarking on such a project.

Kathy Ball and Brian Detlor. **Deciphering Customer Perceptions of Academic Library Features**

This paper describes a qualitative analysis of comments made by respondents of a LibQUAL+ survey administered at McMaster University Library by a research team comprising a librarian and a faculty member. The qualitative analysis sheds light on quantitative findings from the survey about customer perceptions of academic library features.

Joanne Du Hommet, Luc Grivel, and Madjid Ihadjadene. **Company Folksonomies: New Social and Information Practices in an International Context**

This paper aims to understand the dynamics of appropriation and integration of Web 2.0 technologies in a multinational company. We describe in detail the use of a folksonomy as a tool for social indexing in the workplace, providing theoretical and empirical evidence on the use in research and information sharing in a globalized company. We endeavour to understand how social interactions can contribute to the creation, management and adoption of a company folksonomy and how the enriched folksonomy contributes to breaking down the barriers of knowledge, especially at a video game publisher (Ubisoft).

Alexandre Fortier. **Influence of Need for Cognition and Need for Cognitive Closure on Information Behaviour: Qualitative Results**

This project studies the influence of two traits, Need for Cognition and Need for Cognitive Closure, on information behaviour. Qualitative analysis of 40 critical incidents collected through semi-structured interviews with undergraduate students demonstrates four distinct profiles: inquisitive enthusiasts, pragmatic enthusiasts, indifferent minimalists and concerned minimalists.

Deborah Hicks. **The Construction of Librarians' Professional Identities: A Discourse Analysis**

Professional identities shape the way professions interact with their clients and society. As librarians are service-oriented professionals, a discursively informed understanding of identity can provide a new way to examine identity and expose the ways it impacts and informs how librarians interact with their clients and society at large.

Kristin Hoffmann, Selinda Berg, and Denise Koufogiannakis. **Success in Research: Factors that Contribute to Increased Research Productivity Across Librarianship and Other Disciplines**

Research is a professional responsibility for many academic librarians. Some are successful researchers; others struggle to be productive. This content analysis is part of a larger study designed to develop an instrument to determine the factors contributing to librarians' success in research. This presentation highlights similarities and differences in success factors discussed in LIS and other disciplinary publications.

Caitlin Horrall and Mary Cavanagh. **Mothers of Invention: A Pilot Study of Commercial Content on Mother Blogs and Perceptions of Credibility**

This study examines how mother bloggers write sponsored content and how writers and readers interpret the credibility of these posts. Content analysis and interviews were conducted. Results suggest determining the credibility of these posts is a social process, informed by participants' existing knowledge and framed within the mother blogger community.

Lynne Howarth. **Drawing Clocks without Time: Alzheimer's, Marginalization, and the Liberatory Potential of Object Memoir**

Dementia and Alzheimer's disease know no boundaries. While this much is known, there is little beyond the medicalization of onset to provide insights into individuals instantly marginalized by a diagnosis with no future. How can surrogates and object memoir be mobilized to empower the voices of the cognitively disabled?

Daisy Jacobs and Dietmar Wolfram. **Exploring Author Similarity Using Citing Discipline Analysis**

This paper proposes a simple method for assessing author similarity based on the disciplines of citing

articles as a complementary approach to more traditional author co-citation analysis. Sixty prolific authors from three allied disciplines are compared using multidimensional scaling and cluster analysis. Distinct and coherent clusters emerge based on disciplines.

Heidi Jacobs, James Elmborg, Robert L Nelson, and Kelly McElroy. **Giving Voice to Students as Literacy Practice**

Libraries have long been considered spaces of silent introspection. Contemporary learning, however, is a social activity where student voices are valued. This presentation explores voice in the library through two case studies where librarians and faculty sought to develop students' voices and create forums for these voices to be heard.

Melissa Johnston and Lucy Santos Green.

Innovative Partnerships: Exploring School Librarianship through a Global Lens

The need to equip today's youth with 21st century literacy skills has served as a catalyst for change in the traditional practices of school librarians all over the world. This paper presents findings from an institutional ethnography study of school librarianship conducted in Brazil.

Heidi Julien and Michael O'Brien. **Information Behavior Research: Where Have We Been, Where Are We Going?**

A quantitative content analysis of recently published research in information behavior is compared with previous analyses to create a 30-year profile of work in the field. Variables of particular interest include research methods employed, user groups studied, relative interdisciplinarity, theoretical frameworks applied, attention to affect, and attention to systems design.

Wade Kelly and Lisa Given. **Sexual and Gender Minority Information Behaviour and Deficits: A Case for Increased Access in a Rural Context**

Presents results from qualitative focus groups with rural educators concerning information needs of sexual and gender minority (SGM) students. Observations on messaging in the physical environment, curricular materials, and internet filtering are provided. The findings document the importance of schools being responsive to, and accountable for, SGM students' information needs.

Isabelle Lamoureux, Jamshid Beheshti, Charles Cole, Dhary Abuhimed, and Mohammed J.

Alghamdi. **Gender Differences in Inquiry-Based Learning: An Exploration of Information Seeking Behaviour of Middle School Students**

This in progress research presents empirical findings on gender differences during an inquiry-based learning history project at the middle school level. Weekly surveys, demographic surveys and exit surveys designed to solicit affective, cognitive and physical responses from 13-14 year old students were conducted. Overall the results show that gender analysis is essential to understanding how preteens seek information.

Corinne Laverty and Elizabeth A. Lee. **Connecting Librarians and Faculty to Enhance Student Research Through Visual Mapping and Dialogue**

Five graduate students in education were videotaped while drawing a visual representation of and verbally describing their thesis topic. Dialogue among the faculty supervisor, librarian, and student followed and the map was further developed. Comparison between individual and collaborative maps revealed how faculty-librarian prompts extended and enriched students' conceptualization of the research process and its underlying themes.

Kim Martin and Anabel Quan-Haase. **Changing Chance Encounters: Historians, Serendipity, and the Digital Text**

Twenty academic historians in Southern Ontario were interviewed about their use of e-books and the role of serendipity in their research. Our findings show that serendipity continues to occur in physical environments, most often the stacks. By contrast, digital tools and texts is limiting historians' opportunity for a chance encounter with information.

Valerie Nessel. **Validating a Model for Information Literacy Instruction for Elementary School Students: A Study**

A qualitative study was conducted with third-grade students to validate and ascertain the efficacy of an empirically-based model integrating features from research into information-seeking behavior and information literacy and specifically developed for information literacy instruction of younger elementary school students.

Karen Nicholson. **Information Literacy as a Situated Practice in the Neoliberal University**

Information literacy (IL) emerges within the context of a neoliberal agenda in higher education. This paper uses the Academic Literacies Framework (Lea and Street, 1998, 2006) to critique current LIS

approaches to IL, and to reframe IL as a situated practice within the neoliberal university.

Jen Pecoskie, Louise Spiteri, and Laurel Tarulli. OPACs, Users, and Readers' Advisory: Exploring the Implication of User-Generated Content for Readers' Advisory in Canadian Public Libraries

An analysis of user-generated content (UGC) of 22 adult fiction titles in 43 Canadian public libraries that use BiblioCommons, SirsiDynix, and Encore was conducted to examine the contribution of UGC on readers' advisory services. Findings indicate that UGC provides insight into the affect, subject, and protagonists of a work.

Dinesh Rathi, Lisa Given, Eric Forcier, and Sarah Vela. Every Task its Tool, Every Tool its Task: Social Media Use in Canadian Non-Profit Organizations

This paper presents emerging results of a national online survey of Canadian Non-Profit Organizations (NPOs) on their perception and use of social media, and their role for the purpose of Knowledge Management (KM). Based on results from the first 320 respondents spanning across local and provincial boundaries, these findings provide insight into what social media platforms are preferred by these organizations, what tasks they are used for and the tasks for which these tools are considered most effective.

Theresa Schindel and Lisa Given. 'Collaboration' is the New Black: Independent Pharmacist Prescribing in a Collaborative Environment

This study examined the theme of collaboration associated with independent pharmacist prescribing in Alberta, Canada by analyzing 59 professional documents using a discourse analysis approach. Our analysis highlights the existence of multiple realities, possibility of utilitarian and emancipatory discourses, tensions between independent and collaborative practices, and the concept of spatiality.

Ali Shiri and Lydia Zvyagintseva. Dynamic Query Suggestion in Web Search Engines: A Comparative Examination

The purpose of this study is to examine the performance of dynamic query suggestion in three popular web search engines, namely Google, Yahoo! and Bing. Using the TREC Web Track topics, this study conducts a comparative examination of the number, type and variations in the query term suggestions provided by the Web search engines.

Fei Shu and Charles-Antoine Julien. Ontology-based Indexing Technologies in Information Retrieval: Building a Topic Map (ISO 13250) for a Mathematics Education Database

This paper describes a project that has created a Topic Map search tool for a mathematics educational database containing articles from the journal For the Learning of Mathematics. The resulting website enables users to retrieve research articles based on a variety of topics such as mathematics classification, research methods, educational objectives, in addition to traditional bibliographic information.

Richard Smiraglia. The Concept of Concepts: A Case Study from American Documentation

A core entity of information science is the "concept." Agreement on the basic definition as a mental construct representing a concrete instance, conceals divergence in understanding of the nuances. A case study of the domain's nascent era represented by American Documentation reveals some of the contours of the terms evolution.

Jessica Thom. Getting the News: How News Credibility is Assessed

Getting the News: How news credibility is assessed examines how young people determine the believability and credibility of their news sources in a multi-platform, transitional news environment. Using interviews and a framework of cognitive authority theory, this study will provide an analysis of how young people access and understand news.

Sarah Vela, Eric Forcier, Dinesh Rathi, and Lisa Given. Disseminating, Assimilating, and Creating: A Social Knowledge Cycle Model for Non-Profit Organizations

This research paper explores how 'social knowledge', as an emergent category of organizational knowledge, flows through non-profit organizations (NPOs). Examining findings from qualitative interviews with 16 individual from Canadian NPOs on their use of social media for Knowledge Management (KM), the paper builds on KM theories and epistemologies to propose a model for the assimilation, dissemination and creation of 'social knowledge' in NPOs.

Lu Xiao, Olga Buchel, Jennifer Martin, and Dongyan Huang. Towards Understanding of Contextual Factors in Information Sharing Behaviors of Inter-Team Activities

Activities involving two or more teams to share information and make collective decisions are increasingly common. However, little has been

investigated about these behaviors. We have been studying two engineering teams of different national culture to understand the contextual factors that affect the teams' interactions and information sharing behaviors.

Lu Xiao and Jillian R. Kavanaugh. Towards Understanding of Human Rights Researchers' Data Analysis Practices - An Interview Study

The impetus to assist human rights researchers in data analysis is stronger than ever. However, little is known in the literature on human rights researchers' practices in collecting, managing, and analyzing their research data. Addressing this gap, we interviewed 13 researchers whose research areas are related to human rights issues.

POSTER ABSTRACTS (alphabetical by first author)

Selinda Adelle Berg and Heidi L.M. Jacobs. **By Librarians, For Librarians: The Development of the Librarians' Research Institute** [Poster]
This poster will describe our investigations of research culture in Canadian libraries and the development of a Librarians' Research Institute (LRI), which emerged from these investigations. This poster will convey some of the theoretical and practical underpinnings of the LRI and articulate the foundational principles that informed the LRI.

Karen Bordonaro. **Internationalization and Learner Autonomy: Connecting Across Borders and Expanding Boundaries** [Poster]
Internationalization and learner autonomy offer rich theoretical frameworks to librarians for informing their professional practice. This poster identifies borders arising from an investigation of the phenomenon of internationalization and an examination of library and language learning intersections. In connecting these borders, librarians can expand the boundaries of their professional knowledge.

Anatoliy Gruzd, Caroline Haythornthwaite, Drew Paulin, Rafa Absar, and Lee Wilson. **Social Media Integration for Teaching and Learning** [Poster]
The poster focuses on an ongoing, 5-year SSHRC-funded research initiative to understand the affordances and potential roles of social media in teaching and learning. It highlights some preliminary results of the 1st year of this initiative, focusing on a survey to investigate different approaches to social media integration for teaching across Canadian universities.

Elysia Guzik. **Drawing Religious Information Experiences Across Time: Timelines as a Graphic Elicitation Method** [Poster]
Visual, arts-based methods are widespread in other social sciences but remain marginal in information science. Applying "timelining" (Sheridan, Chamberlain, and Dupuis, 2011) in information research can expand our understanding of connections among information, time, affect and inexpressible religious experiences, while fostering collaboration between researchers and participants and across disciplines.

Don Latham, Melissa Gross, Heidi Julien, and Shelby Witte. **Not All Borders Are Global: Exploring**

Teacher-Librarian Collaboration in Math and Science [Poster]
This poster reports the results of four focus groups held with high school math and science teachers and school and public librarians to explore how teachers and librarians can collaborate most effectively to help students develop 21st Century Skills in order to prepare them for STEM-related jobs.

Lori McCay-Peet and Anabel Quan-Haase. **An Exploration of Approaches to the Support of Serendipity in Digital Environments** [Poster]
We explore how the common elements of serendipity identified in previous models may be used to identify different approaches to the design of digital environments to support serendipity. Three approaches are examined: social search, recommender systems, and visualization.

Dinesh Rathi, Lisa Given, and Eric Forcier. **Non-Profits and the Use of Social Technologies for Knowledge Management** [Poster]
This poster presents key outcomes and emerging findings from ongoing research examining the role of social technologies such as blogs, wikis, and social networks (e.g., Twitter, Facebook, LinkedIn) for creating, sharing, gathering and managing knowledge in non-profit organizations (NPOs). Mixed methods research including qualitative interviews with 16 Canadian NPOs and a national online survey of NPOs have generated a number of key findings on the role of social media as KM tools in the not-for-profit sector. These findings help us understand the implications of global connectedness, as manifested in social media, on the KM practices of these organizations.

Courtney Waugh. **Information Seeking in a Global Context. The Creeping Influence of Economic Globalization & Corporatization: Neoliberal Discourse in Canadian Academic Libraries** [Poster]
Strategic planning documents are "key sites to institutional discourse" and reflect the public face of the library. This research explores the extent to which Neoliberal discourse permeates the strategic plans of three Canadian academic libraries, and examines how they are responding to global economic and political pressures. Through content analysis, the tension between libraries as a public good versus libraries as commodity is examined. Within this context, the disconnect between librarian core values and changing institutional values is also explored.

Lola (Lorraine) Y.C. Wong. **Information Diffusion on Social Media: Why People Share and 'Re-share' Online** [Poster]

What prompts an individual to forward a link via email, retweet it on Twitter, or share it on Facebook? This research investigates why news and information are propagated through social media, examining the characteristics of information that determine whether and with whom it is shared.