Collaborative Information Behavior in Completely Online Groups

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Introduction
Managing information

• Identify informational needs
• Seek, retrieve and share information
• Evaluate, synthesize and make sense of information
• Elaborate, use and disseminate information
TRABAJO FINAL DE MÁSTER

Conducta informacional colaborativa en grupos completamente en línea: estudio de caso en las aulas del Campus Virtual de la UOC

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Fecha de presentación: Junio 2014

http://ddd.uab.cat/record/128535
Structure

• Research questions
• Literature review
• Methodology
• Results
• Conclusions
Research Questions

• Social aspects of information
• Collaboration
• Cooperation
• Sharing
Research questions

• what informational collaborative practices do students develop in a virtual learning environment when performing teamwork?

• how is this observed collaborative information behavior characterized?

• can any tendency be observed in the collaborative information behaviors of the studied groups?
Literature Review

Social Psychology

CSCL

LIS
Social Group Dynamics

Components:

• Trust
• Communication frequency
• Cohesion
• Group norms
• Roles and Leadership
• Decision-making
Social Group Networks

Communication networks experimentally studied (Hogg & Vaughan, 2011)
• Virtual learning environments have the ability to transmit all the social and symbolic information inherent to human communication

• Social presence
Collaborative Information Behavior: definition

- The totality of behaviour exhibited when people work together to (a) understand and formulate an information need through the help of shared representations; (b) seek the needed information through a cyclical process of searching, retrieving, and sharing; and (c) put the found information to use.

Karunakaran, Reddy & Spence (2013)
Collaborative Information Behavior: the model

Model of collaborative information behavior in organizations (Karunakaran, Reddy & Spence, 2013)
Collaborative Information Behavior in Completely Online Groups

Goggins & Erdelez:

- Trust each other and rely on shared information decreases collaborative frustration
- Influenced by member’s technological choices and practices
Methodology
Multidimensional approach

Social
- Group cohesion
- Leadership
- Decision-making
- Group norms

Communicative
- Communication frequency
- Social presence
- Communication network
- Trust

Technologic-Informational
- Information flow
- Technological artefacts
- Collaborative sense making
- Information resources
The case study

- Virtual Campus
- Three working groups
- Virtual semi-structured interviews
- Content analysis techniques
Results

- Use of communication tools
- Role of information resources
- Influence of group dynamics
The use of communication tools

Huge communication needs:

• clarify the objectives
• plan the implementation of the project
• make the first agreements
The use of communication tools
The use of communication tools

Communication needs decreased:

• the project is defined
• collaboration is structured

Strategies towards the creation of information resources
Strategies

• Summarizing
• Document sharing
Strategies

• Maximizing the functionalities
• Information sharing
Strategies

• No changes in tools

• Accessibility problems

“Every time I switch on the cell phone after a meeting I find tons of messages and I cannot read them all, I briefly go over them, and the problem is that I lose information”.
Consequences

- Information overload
- Loss of information
- Cohesion decreased
- Conflicts emerged
- Communication network disconnected
- Exchange of information decreased
The influence of group dynamics

Leadership style:

• Shared leadership
• Inclusive individual leadership
• Non-inclusive individual leadership
Conclusions

• Good balance between the three dimensions
• Use of technology
• Leadership style
Further implications

1. Identify collaborative informational practices
2. Predict the collaborative performance of groups

- Poor cohesion
- A less inclusive leadership style
- Deviation from group norms

Less likely to succeed in managing information collaboratively
Where to find it?

openaccess.uoc.edu

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Thank you very much for your attention!

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