

Collaborative Information Behavior in Completely Online Groups

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Introduction



Completely online groups

Managing information

- Identify informational needs
- Seek, retrieve and share information
- Evaluate, synthesize and make sense of information
- Elaborate, use and disseminate information

Collaborative Information Behavior

Presentation



Máster en Sociedad de la
Información y el Conocimiento

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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Directora: Dra. Eva Ortoll Espinet

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<http://ddd.uab.cat/record/128535>

Structure

- Research questions
- Literature review
- Methodology
- Results
- Conclusions

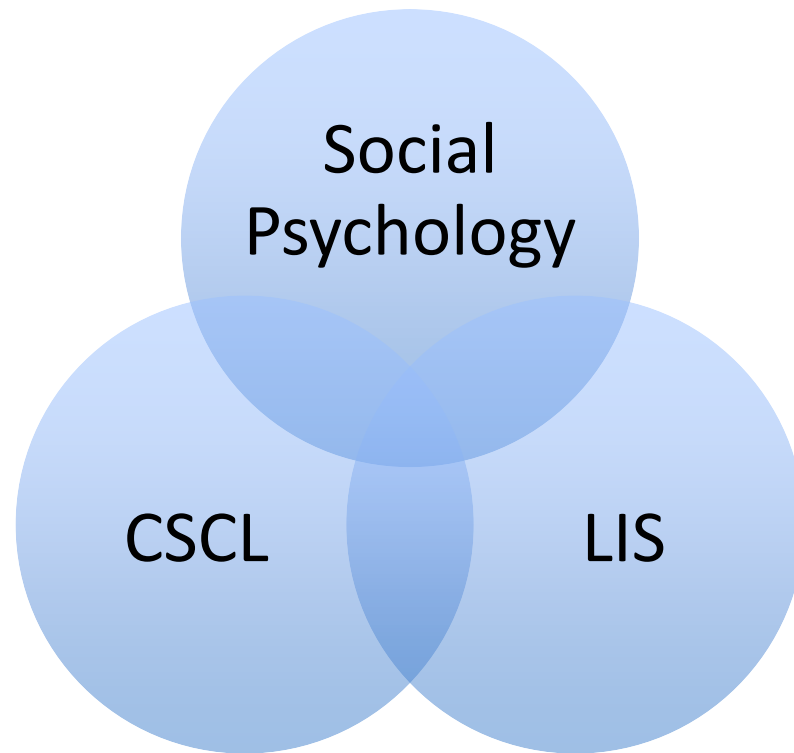
Research Questions

- 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

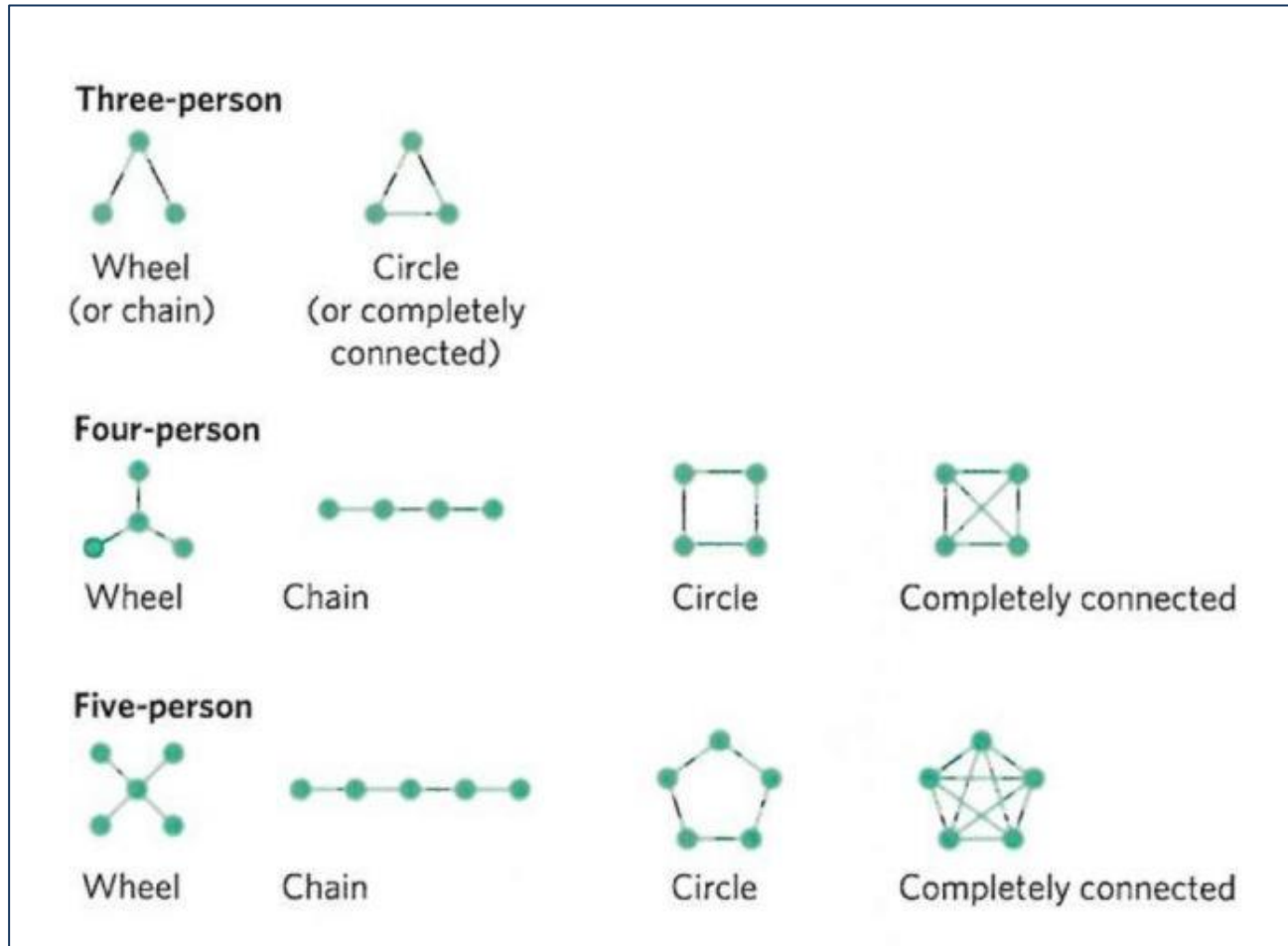


Social Group Dynamics

Components:

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

Social Group Networks



Communication networks experimentally studied (Hogg & Vaughan, 2011)

Computer Supported Collaborative Learning

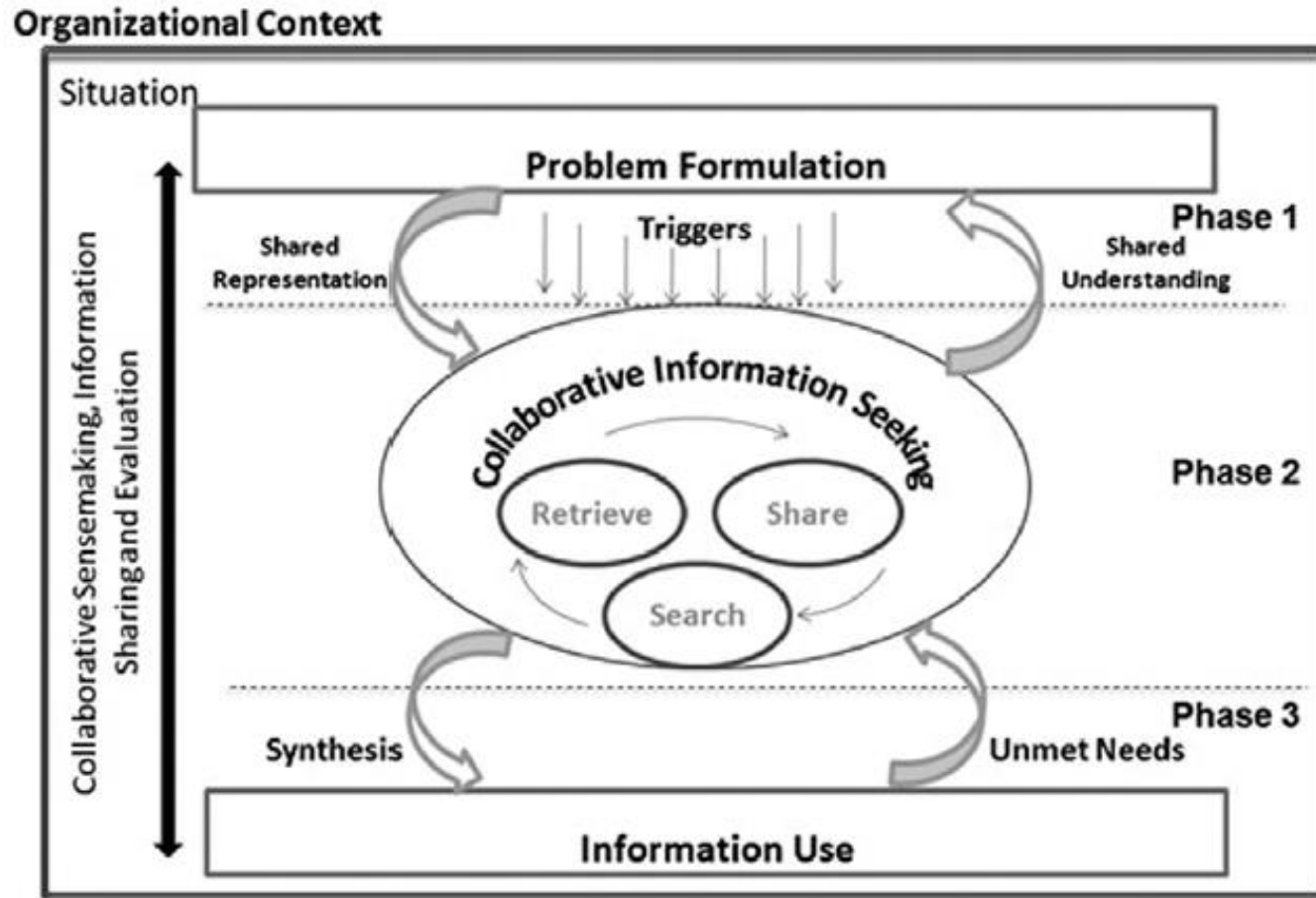
- Virtual learning environments have the ability to transmit all the social and symbolic information inherent to human communication
- Social presence

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



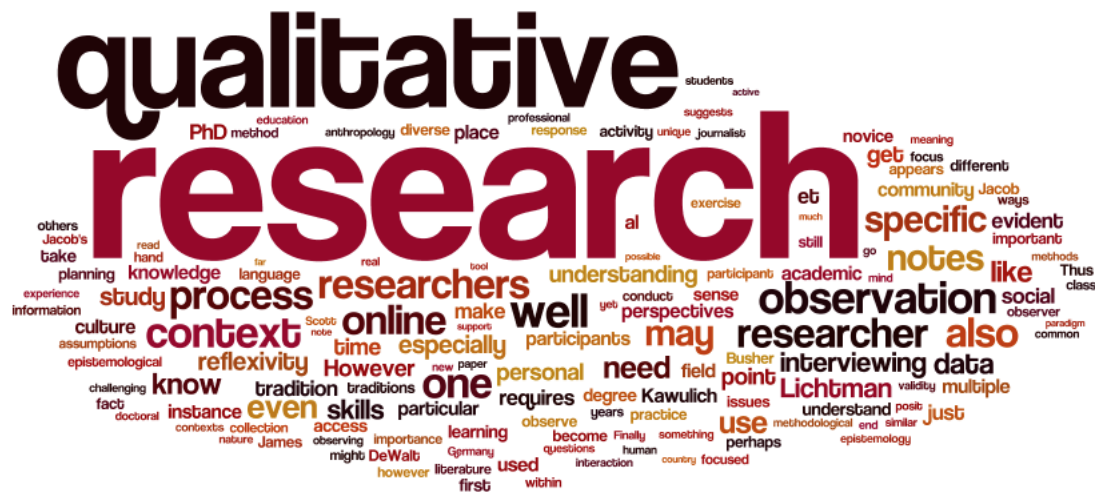
*Model of collaborative information behavior in organizations
(Karunakaran, Reddy & Spence, 2013)*

Collaborative Information Behavior in Completely Online Groups

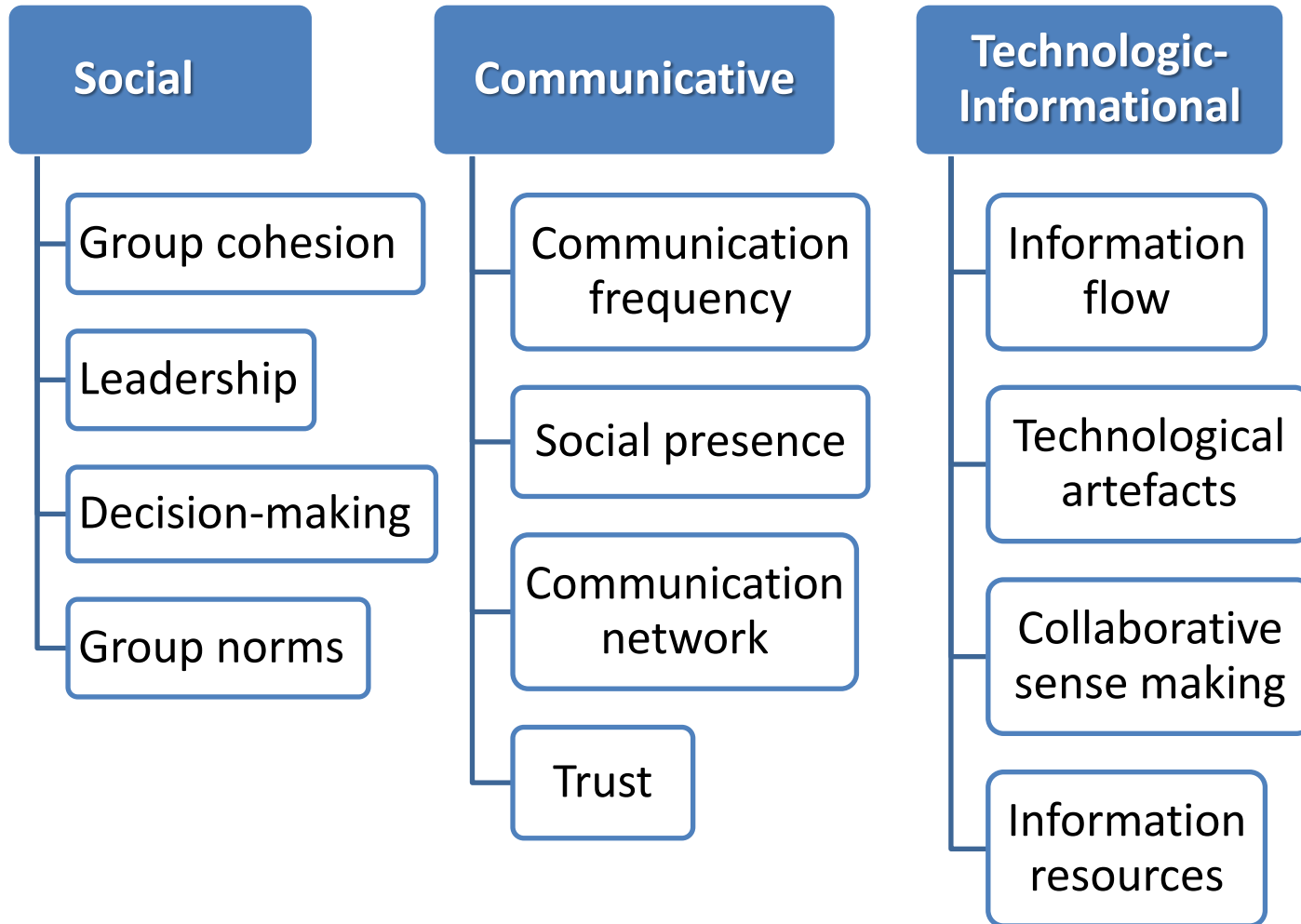
Goggins & Erdelez:

- Trust each other and rely on shared information decreases collaborative frustration
- Influenced by member's technological choices and practices

Methodology



Multidimensional approach



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

UOC Universitat Oberta de Catalunya

Accessibilitat Personalitza

Bústia Ag

La meua UOC Comunitat Serveis Secretaria Aules Biblioteca

Comunicació

- Tauler
- Fòrum
- Debat
- Grups de treball [72]
- Participants de l'aula [0]

Planificació

2014 abril

dl.	dt.	dc.	dj.	dv.	ds.	dg.
	1	2	3	4	5	6
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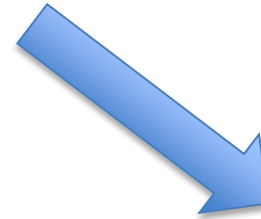
Avaluació

Lliurament i registre d'AC

Notes finals

Activitats d'avaluació contínua

Títol	Enunciat	Lliurament	Solució	Nota
PAC 1	19/10/2011	30/10/2011	31/10/2011	06/11/2011
PAC 2	09/11/2011	20/11/2011	21/11/2011	27/11/2011



WhatsApp

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

Oskar Hernández

The screenshot shows the UOC Institutional Repository website. At the top, there is a header with the UOC logo and name, and navigation links for 'Català / Español' and 'Login'. Below the header, there are two main navigation options: 'Institutional repository' and 'O2, the Oberta in open access'. A secondary navigation bar contains links for 'UOC Library', 'About the Repository', 'About the Repository', 'HelpHelp', and 'FAQFAQ'. The main content area is divided into two columns. The left column is titled 'Search' and features a search input field, a 'Go' button, and a link to 'Advanced Search'. The right column is titled 'Browse' and lists various categories: 'By Collections', 'Index', 'Communities & Collections', 'Academics [4363]', 'Institutional [744]', 'Research [1057]', 'Author(s)', 'Title', 'Issue Date', and 'Subjects'. Below the 'Search' section, there is a 'Publish' button and a bar chart showing three bars of varying lengths. To the right of the 'Publish' section, there is a 'Repository by the numbers' box with the following statistics: Number of items: 6164, Visits: 3179055, and Downloads: 5137762. At the bottom, there is a 'Subject Search' section with a heading and a paragraph of instructions: 'Check the boxes next to the categories that you wish to search under, then hit "Search...". Categories can be expanded to refine the search terms, and as many categories can be selected as required.'

Thank you very much for your attention!

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