

Data and Health and Information, Oh My!

Information Literacy/ies In & Beyond the Classroom

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Agenda

- About Me!
- Every Day Information & Academic Information
- Some Information Literacies & Undergraduate Researchers
- Example: Personal Health Data & Commercial Wearables
- Incorporating IL practices

MW

MS in Library Science

Graduate Certificates:
Health Communication
Health Disparities

BA in English

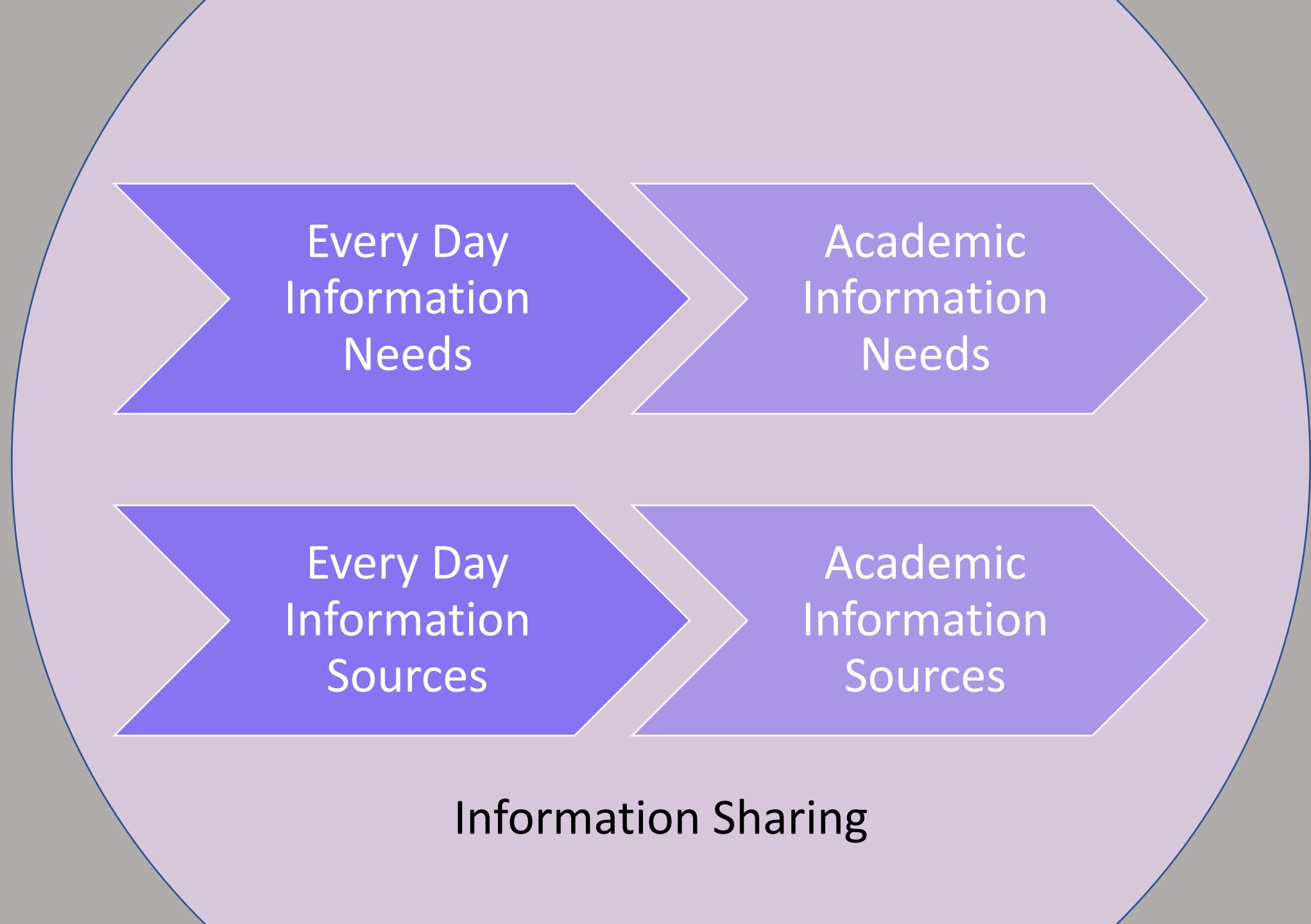
Current Employment

Virtual Reference Librarian – Chatstaff
Health & Wellness Librarian – Care Commons

Previous Employment

Community Workshop Series Coordinator
Research & Education Library Intern





Every Day
Information
Needs

Academic
Information
Needs

Every Day
Information
Sources

Academic
Information
Sources

Information Sharing

Information Literacy

- Information Literacy: an individual's ability to understand when information is needed and find, evaluate, and use the necessary information
- Critical Information Literacy: a process that “examines the social construction and political dimensions of information, and problematizes information’s development, use, and purposes with the intent of prompting students to think critically about such forces and act upon this knowledge” (Tewell 36)

Recognizing Undergraduate Researchers

- Researcher-as-producer
- Researcher-as-consumer
- Student-as-researcher

Other Literacies

- Data Information Literacy & Data Management
 - Open data and issues with openness
- Appraisal of a variety of sources (i.e. news articles, academic articles, media sources)
- Digital information literacy (e.g. citation managers, data software)

Literacy vs. Information Literacy

- Digital Literacy:
 - The ability to use digital tools (e.g. using Zotero to manage citations)
 - The ability to find, evaluate, and create content using digital tools (e.g. designing a document in InDesign; finding InDesign documents on the web)
- Digital Information Literacy:
 - Merges with components of IL
 - In addition to using tools, students learn when to find new information about those tools and how to evaluate and use that information
- Teaching students how to help themselves

Wearable Health Technology

- Refers to a broad array of technology used to monitor various health data through technologies that are worn by an individual
- Companies own your personal health data (Kostkova et al 2016)
- Consumers wearables are quickly entering the market for self-surveillance to improve physical health & develop new habits (Bravata 2007; Rosser 2009; Carter 2015; Piwek et al 2016, Rosser et al)
- Consumer options vary widely in terms of use & design e.g. smartwatches or wristbands, headbands, etc. (Piwek et al 2016)
- Functions incl sleep tracker, pedometer, thermometer, accelerometer, HR monitor, altimeter, GPS, oximeter (Piwek et al 2016)

Issues with Surveillance & Personal Health

- Focus of interventions on obesity and diabetes (Farmer et al 2007; O’Kane et al 2008; Simon et al 2008; Rosser et al 2009; Allen et al 2013; Carter et al 2013; Klonoff 2013; Heintzman 2015; Gilmore 2016; Rehman et al 2017)
- Dissolving separation between public & private & learned expectations of control (Rich & Miah 2017)
- Legal issues and the sharing of personal health data (Shilton 2012, Hall 2014, Pickard & Swan 2014, Sipek 2014, Kostkova 2016)
- Fitbit data used against a women in rape case (Hill 2015, Moon 2015)
- Fitbit data used in personal injury lawsuit (Gibbs 2014, Olson 2014, Alba 2016)

Data Information Literacy for Personal Health (DILPH)

- Focus on data and information ethics, surveillance capitalism, biopolitics, technological sublime
- “educating people about these possibilities, about how personal health data is being tracked and used, and about what people can do. We are constantly being surveilled, but DILPH should make individuals more aware of that surveillance while helping them define how they are known” (Johnson, 2017/2018)



Social Ecological Model



Appraisal, & Information Literacy

- Evaluating methods & results
- Evaluating searches used in systematic reviews/meta-analyses
- Evaluating authors & publishers
- Evaluating applicability
- Evaluating bias
- Decision-making in light of inconsistency
- Evaluating limitations

Barriers to IL Appraisal in Research Settings

- Limits on time
- Access to resources
- Emergency settings
- Time to publish
- Unaware of or misunderstanding IL appraisal

IL & Conducting Research

- Knowledge Synthesis (collecting & sharing information)
- Original Research (identifying and filling knowledge gaps)
- Foundational Information (e.g. performing lab tests)

Teaching IL beyond IL Classes

- Include IL throughout a course
- Include IL across the curriculum
- Demonstrate searches and the process of information-seeking
- Demonstrate effective information behaviors
- Provide instructions on how you found resources instead of providing links to resources



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