Doctoral Colloquium

iConference 2015
Create \ Collaborate \ Celebrate
Newport Beach, California, USA March 24–27

Hosted by the University of California, Irvine Donald Bren School of Information and Computer Sciences
Welcome!

We extend a warm welcome to the participants of the 2015 iConference Doctoral Colloquium. We have an exciting, multi-day program in store to help you prepare for life-long success as an information scholar.

The twenty-seven of you were selected from a pool of accomplished applicants. We received almost 70 applications representing 35 different institutions from around the globe. The selection process emphasized: 1.) research fit, focusing on projects at interesting intersections of information, technology, and people, 2.) maturity, dissertation plans that were reasonably advanced and clearly presented, and 3.) career stage, foregrounding students who were at a point in their development where colloquium feedback would be most beneficial. Based on your diverse research interests, we have assembled a distinguished team of nine senior faculty mentors to work closely with you throughout the conference.

This year we have preserved many of the traditions of the past eight doctoral colloquia as we also seek to innovate in key areas based on prior participant feedback. A desire to grow the number of participants while simultaneously encouraging deeper engagement with their dissertation projects has led us to experiment with a new format – the research cohort. Instead of presenting brief project overviews to everyone, groups of three students have been paired with a senior faculty mentor to engage in 30-minute peer-critiques of each other’s research over the course of the week. These conversations are supported by two-page extended abstracts distributed in advance. We have also moved the orientation event earlier in the schedule to allow students to meet their research cohort right away and collaboratively plan on how to maximize their conference experience. Beyond these spotlight sessions the core colloquium events remain a series of highly interactive panel discussions on academic and career success.

Participant biographies and dissertation project abstracts have been published in a brochure available to all conference attendees which helps to highlight the talent and potential of our next generation of scholars.

We are thankful for support from the U.S. National Science Foundation, the iSchools, and many of your home institutions to help make this doctoral colloquium possible. We are glad that you are here and look forward to an engaging week together.

Wayne Lutters, Co-Chair
University of Maryland, Baltimore County

Volker Wulf, Co-Chair
Universität Siegen
ORIENTATION LUNCH
12:00-13:45
LOCATION: Sam & Harry’s Restaurant
Students will be seated with their mentors and cohorts. Each group will plan how they would like to schedule their spotlight sessions. Relationship building is a goal.

MAIN CONFERENCE
ALL DAY
Actively participate in the conference and continue to meet with your research cohorts as scheduled.

DOCTORAL COLLOQUIUM

SPOTLIGHT SESSIONS (optional)
8:30-10:00
LOCATION: Cardiff
Our DC room will be open and available for cohorts who would like to meet here for some of their sessions.

CLOSING PLENARY
10:30-12:00
LOCATION: Salon A-F

RESEARCH THEMES LUNCH
12:15-14:00
LOCATION: Cardiff Patio
A hosted working lunch where participants and mentors self-select into discussions groups along different dimensions of research: object of study, scale of analysis, theory, method, or many others. The goal is to build community and understand the current state-of-the-art.

PANEL: FINISHING WELL
LOCATION: Cardiff
14:00-15:30
An interactive panel debriefing the major research challenges from the lunch sessions and discussing strategies for finishing well (writing, defending, publishing, etc.).

15:30-16:00
Joint break with participants in the Early Career Colloquium.

PANEL: STARTING OUT
16:00-17:30
LOCATION: Cardiff
An interactive panel discussion focused on the challenges and opportunities post-graduation including diverse career pathways, navigating the job market, junior faculty expectations, and work/life balance.
Mentors

Catherine Blake
University of Illinois at Urbana Champaign

Geoffrey Bowker
University of California, Irvine

Brian Butler
University of Maryland

Susan Gasson
Drexel University

Gillian Hayes
University of California, Irvine

Wayne Lutters
University of Maryland, Baltimore County

Howard Rosenbaum
Indiana University

Stephanie Teasley
University of Michigan

Volker Wulf
Universität Siegen

Reviewers

Antonella DiAngeli
University of Trento

Christine Halverson
Independent Researcher

Support

Debra Brodbeck
University of California, Irvine

Lynnsey Weissenberger
Florida State University
Participants

Nicole D. Alemanne
Florida State University

Mapping the Social World Boundaries of Interdisciplinary Teams: Processes for Working Across Disciplines

This project explored the processes that a time-limited interdisciplinary research team used to collaborate across domain boundaries while developing an educational technology intervention. It combined grounded theory method and social network analysis, using E-mails and intensive interviews as data. Seven major themes emerged from the research, and the importance of iterative design and development for both system design and work processes emerged as a strong concept in the findings. The outcomes include a model of interdisciplinary team development in a time-limited setting called Iteratively Designed Teamwork that includes inputs, outputs, intervening elements, and strategies to keep progress moving.

Nicole D. Alemanne's Ph.D. is from the School of Information within the College of Communication and Information at Florida State University. She received her M.S. in Information Studies with a certificate in Museum Studies from Florida State University, and her B.A. in English and Rhetoric from Binghamton University (State University of New York). Her previous professional background was in advertising and television research. Alemanne's research agenda focuses on cultural heritage informatics, collaborative knowledge construction, and information and communication technology system design and development.

Meryl Alper
University of Southern California

Home Screen Home: How Parents of Children with Disabilities Navigate Family Media Use

The new media landscape for youth with communication disabilities is currently undergoing a significant shift. Costly electronic speech aids are increasingly being replaced with more affordable tablet computers such as the Apple iPad. Over the course of 16 months, I observed and interviewed parents of 20 non-speaking children ages 3-13 in the Los Angeles area who have developmental disabilities such as autism and who communicate using the iPad and the speech app, Proloquo2Go. Drawing on theories of cultural capital and structural inequality, I argue that parents’ ability to mobilize distinctive resources shapes their interactions with the systems regulating these technologies.

Meryl Alper is a Ph.D. Candidate in Communication at the USC Annenberg School for Communication and Journalism. Alper studies the sociocultural implications of communication technologies, with a particular focus on disability and digital media, children and families’ technology use, and mobile communication. Prior to USC, she worked in the children’s media industry with Sesame Workshop, Nickelodeon, and Disney. Her research has been published in New Media & Society, International Journal of Communication, and Journal of Early Childhood Literacy. Her new book, Digital Youth with Disabilities (2014, MIT Press), examines the out-of-school media and technology experiences of young people with disabilities.
Kathy Carbone  
UCLA

*Artists in the Archive: Feeling, Transforming, Recasting, and Performing the Archival Record*

My research focuses on points of intersection between artists, archives, and archivists. More narrowly, I explore and examine (1) the experience of artists in the archive, (2) the experience of archivists who work with artists in the archive, (3) how artists think about, respond to, and use archival records and/or the archive in artistic practice and production that results in the creation of works of art and, (4) how archival records as works of art circulate and move through different contexts and time and space, and, through this circulation, what kinds of social relations occur and histories accumulate between records, art works, individuals, communities, and the archive.

I am a third year doctoral student in Information Studies, with a focus in Archival Studies, at UCLA as well as the institute archivist, performing arts librarian, and a faculty member in the Herb Alpert School of Music at the California Institute of the Arts (CalArts). I am also a modern dancer/choreographer and have been collaborating with musicians and dancers through improvisation and set material in theater and gallery based live performance events for over 25 years. I hold a BFA in Dance and a MA in Dance and Music from Ohio University and a MLIS from Kent State University.

Alissa Centivany  
University of Michigan

*Understanding Organizational Responses to Innovative Deviance: A Case Study of HathiTrust’s Mass Digitization Project*

This research explores the intersections of copyright law and technological change in the context of knowledge infrastructure development through a qualitative case study of HathiTrust. Building upon related literatures in law, organizational science, and sociology, this work develops a theoretical framework for understanding institutional and organizational sensemaking and decision-making around mass digitization of in-copyright works and knowledge infrastructure development based on the concept of innovative deviance. This research seeks to enrich understandings of mass digitization and knowledge infrastructure development and contribute to the broader discourse around the interplay between copyright law, technology, and institutions.

Alissa Centivany is a Ph.D. candidate at the University of Michigan’s School of Information and a Research Associate at the University of Toronto, Faculty of Law’s Centre for Innovation Law & Policy. Her research, teaching, and practice focuses on aspects of information law, policy, and ethics. Prior to beginning her doctoral studies, Alissa was the inaugural Microsoft Research Fellow at the Berkeley Center for Law & Technology, University of California, Berkeley, School of Law. She holds a juris doctor and is a member of the State Bar of Michigan.
My proposed dissertation project compares Western and indigenous approaches to environmental monitoring. Traditional knowledge is the primary way indigenous groups understand relationships between species, ecosystems, and ecological processes. Prior studies involving traditional knowledge have typically focused on the utility of species themselves rather than ecological relationships. One Native American community will be selected as a case study site. Interviews, focus groups and participatory approaches will be employed to gather qualitative data pertaining to culturally important species. Project results will inform the development of environmental indicators and may influence the design of citizen science projects and culturally-sensitive information systems.

Steven Chong is a third-year doctoral student in the School of Information Resources and Library Science at the University of Arizona. His academic interests include data curation and applying technology to facilitate biodiversity research, especially with regards to data integration and knowledge representation. He is particularly focused on geographic information systems (GIS) and their use as a tool for analyzing problems in a spatial context. Steven has research experience in natural history museum, library and citizen science settings. He holds a MLIS from San Jose State University and a BS in Biological Sciences from UC Davis.

Roderic Crooks
UCLA

This ethnographic project analyzes a one-to-one tablet computer program at a public high school in South Los Angeles. The dissertation situates concerns with surveillance, an interest in the materiality of digital technology, and transformed labor relations in the profession of education within a broader story about the cultural relevance of computers. The project contrasts an expanded set of expectations about the role of computing in everyday life with the increasingly tentative belief in the meritocratic character of both technical expertise and American society.

Critical approaches to smartphones and the architecture of apps constitute Roderic Crooks' primary research interest; he also studies community archives, participation in the context of the Internet and digital culture, and the computerization of everyday life. Prior to entering the field of information studies, he published fiction and studied at the Iowa Writers’ Workshop. A native of Los Angeles, he lives in South Los Angeles with his husband and their cat. Roderic enjoys teaching, comic books, and running.
Guo’s research interests, broadly construed, focus on how computing technologies shape interpersonal relationships and (re)create new forms of intimate experience. Guo’s current research focuses on virtual world intimacy. Intimacy has long been considered one of the best aspects of human social existence and one of the most important social relationships in human society. Her dissertation research explores how marriage in Multiplayer Online Games (MOGs) affects players’ emotional connections and collaborative behavior. By using content analysis, computer-assisted discourse analysis, participatory observation, and in-depth interviews, she explores how individuals construct their unique personal experiences and interpersonal communication online, taking into account the effects of intimacy, sexuality, gender, and culture.

Guo is originally from China. She received her bachelor’s and master’s degrees in philosophy. Currently, she is a Ph.D. candidate in Information Science in the School of Informatics and Computing at Indiana University Bloomington (IUB) with a specialization in computer-mediated communication (CMC) and human-computer interaction (HCI) (Ph.D. minor: Social Media and User Experience). Her major advisor is Professor Susan Herring, and her minor advisor is Prof. Jeffrey Bardzell.

Patricia Garcia

Using sociology of standards concepts and ethnographic data, this dissertation investigates how North American archival standards and the Common Core State Standards affect educators’ abilities to participate in the national mandate to utilize primary sources as instructional tools that promote inquiry–based learning. Qualitative data was collected through semi–structured interviews with educators from five school districts and a nine–month participant observation study in a classroom with two educators. Throughout the two–year study, the researcher collaborated with archivists, teachers, and school librarians to investigate the complex relationship between standardized archival processes, tacit educational practices, and formal pedagogies.

Patricia Garcia is a PhD candidate in archival studies in the Department of Information Studies at the University of California, Los Angeles. She holds an MLIS degree from the University of California, Los Angeles, an MA degree in English Literature from the University of Texas at Austin, and a BA degree in Writing and Rhetoric from St. Edward’s University. Her research examines the relationship between participatory culture and information organizations. She has investigated how various communities participate in archival projects, including how educators participate in the national mandate to utilize primary sources and how participatory archives facilitate the ability for underrepresented communities to self–represent.
Together with traditional science, citizen science produces massive amounts of scientific data which has greater potential than ever before to bolster scientific development. In order to reach the potential, it is critical that the data is effectively and efficiently shared, aggregated, and integrated in information systems that can be accessed easily by anyone who needs the data. A data integration system in the domain of biodiversity, Encyclopedia of Life (EOL, eol.org), is being adopted as a case study, to investigate how traditional science communities and citizen science communities collaboratively share data across boundaries in this system.

Yurong He is a doctoral candidate in School of Information Studies at the University of Maryland, College Park. She is a member of the Biotracker Research Lab founded by her advisor Dr. Jennifer Preece. Her current research focus on understanding collaborative scientific data sharing among scientific and public communities, including investigating the processes of building the collaborative relationships, and technical and social challenges the data providers faces during the processes. Yurong received a bachelor’s degree in Psychology from Beijing Forestry University in 2004, and a master’s degree in Cognitive Psychology from Chinese Academy of Chinese in 2011.

The amount of food prepared in American homes has been declining in recent years, which has implications for negative health outcomes. Researchers have found that cooking confidence, cooking knowledge, resources, and time are significant barriers to people’s willingness to cook at home. Current approaches to mitigate these barriers are often limited to cooking curriculum, media enhanced recipes, tracking ingredients, and helping to think about cooking. Although these approaches have had some success, they do not yet sufficiently address the particular barriers that novices face, including confidence and repeat engagement with cooking, a concept I refer to as “fragile engagement”.

Sen Hirano is a Ph.D. candidate in the Informatics department at the University of California, Irvine in the School of Information and Computer Sciences. He studies and builds novel ubiquitous technologies to understand how to design for daily activities and enable new forms of engagement. His dissertation focuses on understanding needs of novice cooks with a “fragile engagement” towards cooking by performing qualitative work and exploring related sensor technologies. A combination of these efforts will be used to create a system that can transform data about the cooking process into information useful for in situ learning and practice of cooking skills.
Jonathan M. Hollister  
Florida State University

**In-and Out-of-Character: The Digital Literacy Practices and Emergent Information Worlds of Active Role-Players in a New Massively Multiplayer Online Role-Playing Game**

My dissertation project focuses on the social information culture and digital literacy practices of an emergent online gaming community. Through overt ethnographic methods, I am exploring the information worlds of active role players in a new Massively Multiplayer Online Role-Playing Game (MMORPG), WildStar (http://wildstar-online.com/en/), to better understand and describe how players seek, create, manage, and use information to live out both their in- and out-of-character stories. The findings may have implications for digital literacy instruction, Library and Information Science (LIS) education, as well as the advancement of ethnographic methodologies and social information behavior theory.

Jonathan M. Hollister is a doctoral candidate in the School of Information at Florida State University interested in the depictions and uses of digital and critical literacies in recreational, popular media, such as online games, young adult literature, graphic novels, music, and film. He is also an active founding member of the 3 J’s and a G theory development group, which is working to operationalize the concepts of the Theory of Information Worlds and create codebooks to be used with and across diverse methods and research contexts.

Sheril Hook  
University of Toronto

**Simultaneous Production of Agent and Agency: Information Literacy in a Neoliberal Context**

My dissertation explores the concept of information literacy within the context of global capitalist expansion. It seeks to elucidate, through critical policy analysis, how the growing global interest in information literacy relates to, is influenced by, and mirrors narratives embedded in discussions of the knowledge economy, neoliberalism, and the evolving public sphere.

Sheril Hook is Chief Librarian of John M. Kelly Library, University of St. Michael’s College in the University of Toronto. She has worked as an academic librarian for 16 years. In addition to an active research agenda, she has also held leadership positions in the Association of College and Research Libraries (ACRL), including membership on two ACRL editorial boards: College & Research Libraries and Publications in Librarianship. She holds a B.A. and M.A. in English and an M.A. in Library Science from the University of Missouri-Columbia. A PhD in Information Studies from the University of Toronto is expected in 2016.
The Lanna region in Upper Northern Thailand has a distinct cultural heritage. Libraries have an important role to play in managing the collections of such cultural material. Yet following the management practices of developed countries may be inappropriate. Library and information professionals should encourage local people to participate in collection management to meet the needs of Lanna people and manage local knowledge. The aim of the study is to develop a model of community-based collection development model for Lanna cultural material.

Since September 2013, Piyapat has been studying as a PhD student on a three year programme in the Information School, the University of Sheffield, England. She is particularly interested in local information management, community participation, information literacy and e-Books. She has worked as a lecturer in Library and Information Science Department at Chiang Mai University. Her main subject is information literacy and information presentation. She conducted research into “Information literacy behaviors of Chiang Mai University Students” in 2011. In 2007, she published two articles on “Rare book management in university libraries” and “Electronic Books”. She enjoys travelling around the world.

Adam Kriesberg
University of Michigan

This project examines the network of public cultural institutions and private sector organizations engaged around the digitization of historical records. Through an understanding of archival materials as merit goods, this work focuses on public records access, a foundation of open government. Recent technological advances, coupled with a changing financial climate for government archives, have resulted in a new generation of partnerships focused on the digitization of materials traditionally held in public institutions. This project seeks to understand how these partnerships form, how they are negotiated, managed, and how they end. It further examines how digitization affects public access to records.

Bio: Adam Kriesberg is a doctoral candidate at The University of Michigan School of Information. His dissertation examines the effects of public-private partnerships on access to digital library and archival materials. Through a mixed methods study combining survey, interviews, and document analysis, this study explores how public-private partnerships between US state and territorial archives and the private sector for the digitization of historical records form, are negotiated, and end. The project further considers how these public-private partnerships affect access to government archival materials. His research interests also include access to information, digitization, information policy, and information ethics.
As a Sociologist, I focused on ignorance and ideology; specifically, the recruitment processes of white supremacists and the consequences of the World Trade Center disaster on entertainment media. In the iSchool environment, my research has tended to focus crisis response, simulation, game design, and citizen science. I see these areas as an extension of the ontological realm I was interested in as a Sociologist. Through a strange sequence of events, in late 2014 I became an undergraduate program director for an online game design bachelors program. My hope is to develop everything I am doing into a coherent research package.

I spent 2006 at a bookstore as I had nowhere to go. I was homeless. I hid in the academic section on technology and often stole books from there to read during the night at bus stops around Austin, Texas. I struggled to get through community college. By 2008, I had a bachelors in Sociology but left Sociology to come to the iSchool at Penn State. I had questions from my time at that book store that Sociology couldn’t answer. In 2015, I spend most days writing at home with my wife, Kristen and our cats Bob, Joe, and Jackson.

The rise of digital reformatting of visual materials suggests that the documents of the visible past are increasingly shaped by the activities of preservationists. This research takes a sociology of knowledge perspective in order to investigate the processes of knowledge construction around preservation standards and practices. Data collection, as semi-structured interviews, participant-observation and document analysis, will be carried out at three media arts organizations to understand the epistemic assumptions of preservationists digitizing visual forms of information. Discourse analysis and interpretive phenomenological analysis will be employed to gain insight into processes of knowledge construction and preservationists’ embodied understanding of preservation practice.

Zack Lischer-Katz is a PhD candidate in the School of Communication & Information, and an instructor for the Digital Communication, Information and Media Program at Rutgers University. He holds a BA in Economics from Connecticut College and MA in Cinema Studies from New York University. Before embarking on PhD research, he worked from 2006-2012 for the Moving Image Archiving and Preservation Program at NYU, where he became interested in how visual forms of information are preserved. He is currently studying preservation standards and practices from a sociology of knowledge perspective. He is also an occasional musician and media artist.
I am doctoral candidate at the School of Information and Library Science at the University of North Carolina at Chapel Hill. I received my MLIS from the University of Iowa in May 2010. During my master’s program I was a Digital Libraries Research Fellow. I also worked for Digital Library Services, WiderNet, Special Collections, and the University Archives. My bachelor’s degrees are in Geosciences, English, and Spanish. During my English and Spanish degree I focused mainly on urban studies and transnational literatures. During my Geoscience degree my research was focused in geochemistry and paleoclimatology. My research interests include: 1) scientific data management, reuse and sharing of data, and collaboration; 2) scientific data repositories, data, and metadata; specifically earth sciences; and 3) information seeking behavior of scientists.

Patient-centered care has become a key quality measurement in healthcare. New approaches encourage patients to participate actively in their own care by communicating and cooperating with care providers to make shared decisions about care plan. However, while many HCI and health informatics studies have focused on patient- centered care by incorporating patient information needs in chronic care management, very little attention has been given to emergency care. In this research, I conduct a qualitative study of patient visits in an Emergency Department (ED), examining their information needs and patient-clinician communication during emergency care stays, when information is often scarce for patients. This work will enrich current understandings of patient- centered care practices in hospital settings and inform extended designs of health IT systems to support patient information needs.

Sun Young Park is a PhD candidate in the department of Informatics at the University of California, Irvine. She earned a M.Des. in Interaction Design at Carnegie Mellon University, and a B.S. in Industrial Design at Ewha Women’s University, Seoul, Korea. Her research lies at the intersection of HCI, CSCW, and Medical Informatics, and examines the social, technical, and cultural dimensions of social computing systems. In particular, her research focuses on designing and evaluating interactive systems to support clinical collaboration, patient-provider interactions and health information management among chronic care patients. Over the last four years, she has conducted extensive ethnographic research on the Electronic Medical Record (EMR) system deployment and usage in the Emergency Department at the UCI Medical Center, focusing on EMR’s impacts, altering clinical workflows, leading clinicians to devise workarounds and requiring the organization to adapt.
Sarah Ramdeen
University of North Carolina, Chapel Hill

Information Seeking Behavior of Scientists When Searching for Physical Geological Data

My dissertation research will investigate how science data repositories provide access to their collections for various stakeholders - from the user perspective. My research centers on the information seeking behavior of scientists, specifically related to their use of physical data sources within the geosciences such as cores, cuttings, fossils, and other specimen. Physical data may be used to enable new scientific discoveries across organizations, domains, and other divides. I will focus on users of state geological survey repositories. My goal is to build a basic model of the information behaviors of scientists who use physical geological samples.

Sarah is a Doctoral Candidate at the School of Information and Library Science at the University of North Carolina in Chapel Hill. Her research interests include information seeking behavior of scientists when searching for physical sample materials and the stewardship of earth science data. Sarah has a B.S. in Geology and a M.S. in Library and Information Studies, both from Florida State University. She worked for the Florida Geological Survey for many years before entering her Ph.D. program. Sarah is currently the Project Coordinator for the ILMS funded ELIME-21 program and a Research Data Alliance/US fellow.

Gabby Resch
University of Toronto

Materializing Collapse: Critical Making Interventions That Illuminate What We Might Learn About the Present When Imagining, Designing, and Working to Construct Solutions for Radical Future Transformations

I use “critical making,” a mode of materially productive engagement intended to bridge the gap between creative physical and conceptual exploration, in research projects that bring together novel human-computer interaction techniques and multisensory interaction with historical museum artifacts. Specifically, my research addresses questions related to the emerging field of “collapse informatics” by using artifacts evocative of historical collapse scenarios in technology-driven interventions as a way to make the abstract future of collapse more tangible and immediate. In this work, I seek to foster new modes of collective knowledge and meaning making practices that engage with urgent matters of concern.

I am a third year doctoral student at the University of Toronto’s Faculty of Information, where my research focuses on critical issues at the intersection of Science and Technology Studies, Human-Computer Interaction, and Museology. I am a long-time member of the Critical Making Lab, and hold affiliations with the Semaphore Research Cluster on Inclusive Design in Mobile and Pervasive Computing, the Knowledge Media Design Institute, and Encore Lab at the Ontario Institute for Studies in Education, where I help develop hardware and software for research on classroom-based science education.
Ashley Sands
UCLA

How and Why to Manage Astronomy Research Data: Case Studies of Big and Small Research Projects

This dissertation research examines astronomy data management practices to reveal the expertise and infrastructure most appropriate for maximizing the utility of scientific data. The study employs qualitative, social science research methods (interviews, observations, and document analysis) to conduct case studies of data management practices in three astronomy populations. Data management practices in astronomy are complex, situational, and heterogeneous. Astronomers often vary data practices as they move between projects. While astronomy expertise is critical to managing astronomy data, the larger astronomy data workforce encompasses a greater breadth of kinds of expertise. This research will benefit efforts toward integrated scholarly communication frameworks.

Ashley Sands is a doctoral candidate in Information Studies at UCLA. She holds an MLIS from UCLA and a BA in Classics and Religion from USC. Sands brings to Information Studies nearly a decade of Archaeology research experience including fieldwork, lab work, innovative imaging technologies, publications and presentations, and undergraduate student mentoring. Since 2011, Sands has been a member of the UCLA Knowledge Infrastructures research team (PI: Christine L. Borgman, Co-PI: Sharon Traweek). Sands employs qualitative social science research methods to investigate the data practices of astronomers. Her interests include scholarly communication, scientific data practices, and emerging data workforces.

Kristen Michelle Schuster
University of Missouri

A Sequential Exploratory Mixed Methods Study of Carnegie Libraries and the Library Profession, 1900-1910

Andrew Carnegie provided funds for the construction of over 1,000 libraries in the United States, making his philanthropy one of the most notable endeavors to promote library construction and use. The requirements for receiving funds from Carnegie affected the visibility and stability of public libraries by integrating particular aesthetic, social and economic systems into a single environment. Considering these factors in the context of Carnegie libraries in the Midwest between 1900-1910 will facilitate an inquiry into whether Carnegie libraries contributed to the creation of a new facet of the public sphere.

Biography: I am a third year doctoral student at the University of Missouri in the School of Information Science & Learning Technologies (SISLT). My dissertation project focuses on critically examining issues surrounding the emergence of Carnegie libraries in the Midwest between 1900-1910. I am hoping that my research will support an inquiry into the implications of librarianship as a particular type of labor that problematized late 19th and early 20th century notions of gender, social status and labor. Outside of my dissertation my research and teaching experiences focus on data management in digital humanities projects.
This research focuses on a type or genre of nonconsensual image capture called an “upskirt” photo that disproportionately targets women and girls as a case to examine gendered surveillance. I suggest that the genre of the upskirt image, in a manner similar to Revenge Porn, positions women and girls into a particular way of being “seen” or watched, that represents a form of gendered surveillance that is made easier by ubiquitous computing technologies. This research attempts to examine the way that communication and emerging technologies maintain existing inequalities and hegemonic norms.

I am a PhD Candidate at Drexel University in the Culture, Communication, & Media Department. I am a feminist researcher, and I employ an intersectional approach to investigate technology and policy, gendered surveillance, and representation in popular culture media. I was trained in an interdisciplinary department and I prefer research that approaches social issues in technology from multiple perspectives. I hope to use qualitative inquiry to promote the value of lived experience in my future research.

My research draws from the fields of Biodiversity Informatics, Computer Supported Cooperative Work, Museum Studies, Science and Technology Studies, and my own experience working in museums and in paleontology. I am interested in solving the many problems associated with long-term database curation, particularly in a research or museum setting; developing tools and courses to help non-computer scientists become more comfortable with light informatics projects; making biological data open, usable, and reliable; and bringing information science methods to the field of biology (and vice versa).

I come to information science by way of a natural history museum: prior to my MLIS (Illinois, 2012), I spent several years working as an excavator at the La Brea Tar Pits in Los Angeles, CA, and enjoyed a summer at the Petrified Forest National Park as a curatorial assistant. Before that, I came to a natural history museum by way of a degree in English (UCLA, 2007) and prior work experience as a new media developer. As such my work now is quite interdisciplinary. I am now a PhD student at the iSchool at Illinois.
Community Supported Constructionist Learning: Designing Virtual (Constructionist- and Social-) Learning Environments for Children

Thomas von Rekowski
Universität Siegen

The author, initially in the capacity of a tutor, later as research assistant, accompanied children in their constructivist learning activities related to after school computer clubs since 2006. This action research approach allows experiencing design limitations of current constructionist environments in situ, while conducting collaborative project work with the children. Assuming the optimal learning environment would combine elements of both social and constructionist learning theories, a common flaw shared by all current constructionist environments is to separate constructionist learning activities and social community functionalities. This causes an unsolicited break in the work flow of the construction kit users, neglecting learning potentials that could evolve in a collaborative social construction environment, potentially extending Papert’s original ‘object-to-think-with’ concept as ‘objects-to-think-with-together’.

Thomas von Rekowski is a PhD student and research associate at the chair for Information Systems and New Media at the University of Siegen, Germany. His main research focus is on socio-technical learning systems for children and novel forms of digital fabrication. He currently works in the iStoppFalls project on fall prevention for older adults and the come_IN project’s intercultural and intergenerational computer clubs; assessing the potential of the game Minecraft to serve as a collaborative editor for creating 3D printable objects.

Supporting the Pre-Hospital Information Sharing, Use, and Retention During Emergency Medical Resuscitations

Zhan Zhang
Drexel University

The goal of trauma resuscitation is to rapidly stabilize a critically injured patient. Timely and accurate dissemination of information from the pre-hospital staff is a critical first step towards achieving this goal. The fast-paced nature of trauma resuscitation poses challenges to information transfer and may lead to information loss and misinterpretation. In my dissertation, I will examine the process of transferring pre-hospital information, and the use and retention of pre-hospital information during resuscitations. I seek to understand the information needs and work practices of emergency medical teams, and design an interactive information system to support the pre-hospital communication process.

I am a doctoral student in the PhD Program in Information Studies in the College of Computing and Informatics at Drexel University. My research focuses on designing and developing information and communication technology (ICT) solutions to assist the fast-paced, high-risk medical work. I am particularly interested in applying ethnographic approaches to identify inefficiencies in the workflow and opportunities for technology support, and designing information systems to be used during emergency medical resuscitations. My dissertation work aims to design and develop an interactive information system for emergency medical teams to support their acquisition, use and retention of pre-hospital information.
Online dating systems are perhaps the most popular form of social matching systems today. They cater to a variety of relationship goals from marriage to platonic friendships, yet research suggests online daters are plagued with impression formation struggles. Doug Zytko’s research uses online dating as a context to understand people’s abilities to form accurate impressions of strangers online for face-to-face meetings. Through four interrelated studies, his research is the first to investigate impression formation throughout the entire online dating process, including face-to-face meetings. Doug's dissertation will culminate with the testing of a new impression formation tool for social matching systems.

In December 2012, Doug Zytko was days away from dropping out of the PhD program to open a café with JD Salinger-inspired drink names before getting his first paper accepted at CSCW. Now in the fourth year of his PhD campaign at New Jersey Institute of Technology, Doug is (hopefully) one year away from achieving his dream of becoming a college professor. Having also completed his Bachelors at NJIT, he opted to skip a Masters degree and pursue a PhD despite having no familiarity with scholarly research (a transitional period in his life he would later describe as a “rude awakening”).
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