



**Researching fractured (information) landscapes:
implications for Library and Information Science
researchers undertaking research with refugees and forced
migration studies**

Journal:	<i>Journal of Documentation</i>
Manuscript ID	JD-03-2016-0032.R2
Manuscript Type:	Article
Keywords:	Information practices, Refugees, migrants, forced migration, Public Libraries, Information Science Research

Researching fractured (information) landscapes: implications for Library and Information Science researchers undertaking research with refugees and forced migration studies

Introduction

The humanitarian crisis brought about by the forced movement of people across the globe has caught the attention of researchers in many academic fields. In the Library and Information Science field, research that focuses specifically on refugees' information experience of forced migration, transitions and resettlement is still fragmentary and often still confined to program or service delivery (Quirk 2014), limited to descriptions of how refugees seek and use normative information or employ technology or social media to access and share information or discussion about the digital divide. (Yu, 2010; Maitland, 2015). Of the research that is available there is a tendency to treat migrants and refugees as belonging to the same category. This tendency to group refugees and migrants together fails to acknowledge the political nature of the refugee designation (UNHCR 2015a). Because of the relatively new interest in this field, there have been no attempts at deeper explorations of the information aspects of this crisis. The current situation therefore presents, on one hand, a significant gap in our knowledge about how to best support refugees through the public library system and, on the other, a new avenue for researchers that could have impact on research within our field but also contribute to the body of knowledge in other fields and therefore make an interdisciplinary contribution.

Supporting the research efforts of other disciplinary areas in the growing area of refugee and forced migration area is an important functional area for library and information science. However this focus could also constrain the expertise of information science researchers who have the capacity to reach beyond the organisational elements of their field and into social, psychological and anthropological interests related to information practices and behaviours, where people's experiences of information are central. In the research fields of forced migration, information practices and information behaviour are not covered at the level of analytical depth that one would expect from information studies researchers. This means there is an opportunity for library and information studies researchers to contribute to the forced migration studies, primarily because we understand *information*, the practices and behaviours that afford opportunities for creation, access and use, in addition to providing frontline support through libraries and education programs to support refugees within the community.

What appears to be missing, from a library and information science perspective, is the conceptual apparatus required to undertake and frame studies of forced migration, so that the findings not only contribute to the field but are also relevant and accessible to other fields and ultimately to organisations that support refugees as they undertake the exilic journey, enter the liminal zone, transition and, resettle. While there are various types of migration and classes of migrant (King 2013), refugees are the focus of this paper, the aim of which is to introduce some key concepts and themes that emerge from the refugee and forced migration field (a subset of the migration field) that can support the developing field of *fractured information landscapes research*. This work represents the ongoing research by the author into information landscape studies (Lloyd 2010). The term *fractured* is used to emphasise the disjunctions which occur when people's circumstances cause the disruption of familiar and certain information landscapes, thus testing their capacity for resilience. This interest is initiated by the conceptual questions, such as: What happens when an information landscape becomes fractured? How do people experience the process of fracture? How do they rebuild landscapes? And, What enables and constrains this process? What conceptual apparatus can help frame research and provide analytical depth in this field? The task of this paper is to clarify the distinction between refugee and migrant and to contextualise the field of forced migration studies. The paper then moves on to explore a range of sensitising concepts that maybe helpful in framing fractured landscapes research.

Forced migration studies

The field of forced migration studies is also referred to as *refugee studies*. In describing this field, Van Hear, argues that it must be "embedded in the broader field of migration studies, and set within the unfolding of wider social transformations"(p. 4). Van Hear advocates a need to understand forced migration on macro and micro levels. This includes not only the conditions that induce flight, but

1
2
3 familial, professional, employment, and educational reasons for dispersal and the capacity for
4 mobilisation which according to Van Hear is dependent upon “mobilization of resources or different
5 endowments of various forms of capital (human, social, political, cultural, symbolic)” (2012, p.11).
6 Van Hear acknowledges embedded and embodied forms of power are inherent in the kinds of
7 knowledge that is constructed within the refugee and migration research field (2012, p.4).
8 This view of the structure of forced migration studies as nesting within migration studies is useful for
9 library and information researchers who have information experience, sources, practices and
10 behaviours at the core of their enquiry. It highlights the contribution that forced migration studies plays
11 in larger discussions about migration, but also represents a *specific line of enquiry* that is subject to
12 specific definitions and terminology about who is classified and defined as a refugee and who as a
13 migrant. The nature and circumstances of each group’s experience of migration, transition and
14 resettlement complicate how we understand this experience and the decisions we make about what
15 information aspect or dimension or information-related activity to research. (King, 2013). Of the
16 various categories of migrant, this paper is concerned with refugees. Economic migrants are only
17 discussed to clarify the distinction between the two categories. The United Nations High Commissioner
18 for Refugees (2014,n.p.) states that it is important to be clear about the distinction between the
19 designations of refugee and migrant. According to the UNHCR (2015a) the terms have different
20 meanings, and using them interchangeably can lead to significant problems. Clarity about usage is
21 important and has implications for research when refugees or migrants become participants in the
22 research process and their experiences are explored.

23 *Who are refugees?*

24 Conceptually, the matter of defining *refugees* is central to researchers in forced migration studies.
25 There is debate about the designation of this status in the forced migration field (Van Hear, 2012).
26 Refugees are people with a well-founded fear of persecution, because of their race, politics, religion,
27 sexuality, nationality or cultural affiliation, who are fleeing armed conflict or persecution and crossing
28 international borders (UNHCR, 2012, 2015a, 2015b). Because their migration is involuntary and there
29 is no possibility that they can return home freely, they seek asylum. Being denied asylum may have
30 serious and deadly consequences. By the end of 2014, 59.5 million individuals had been forcibly
31 displaced (UNHCR 2015, p. 3) In mid-2015 there were 15.1 million people whose refugee status had
32 been determined by the UNHCR (UNHCR, 2015b, p.4),

33 Once a person’s claim for asylum has been determined and the status of refugee designated, assistance
34 is available from governments who are signatories to the Refugee Convention, the UNHCR and other
35 agencies that support refugees. In addition to protection, these resources include access to asylum
36 procedures that are fair and efficient and to measures that ensure respect for their basic human rights
37 and allow them to live in dignity and safety while they are helped to find a longer-term solution
38 (UNHCR, 2015b). Refugee protection and asylum is driven by the norms and conventions which are
39 defined in both national and international law, meaning that countries have specific obligations and
40 responsibilities towards people seeking asylum. The cornerstone protocols are the 1951 Refugee
41 Convention (defining who is a refugee and outlines basic rights that must be afforded to those with
42 refugee status), and its 1967 Protocol, as well as other legal texts, such as the 1969 OAU Refugee
43 Convention governing specific aspects of refugees in Africa, which enshrine international legal
44 principles and remain relevant today.

45 In summary, the term refugee is political, and the designation comes with resources and protections.
46 For Library and Information Science researchers, understanding the power of this designation in
47 relation to the experiences of refugees may impact on decisions about what aspects of the lived
48 experience, what practices, behaviours or concepts, to research. Refugees face a complex and uncertain
49 social reality in relation to their transition to and resettlement in a receiving country. In the process of
50 transition they must reconcile their established ways of knowing and practising with information with
51 those of their receiving country. Their information experience will be influenced by a disrupted
52 biography (through lack of statehood or challenges to identity or status), and experiences related to
53 poverty, unemployment, and cultural isolation caused by language barriers. These issues may constrain
54 their ability to successfully transition, adapt, reorient and ultimately resettle. Failure to achieve these
55 goals may ultimately lead to a situation of marginalisation (Lloyd et. al 2013; Yu, Ouellet &
56 Warmington, 2007). From an information perspective, the complexity and intensity of these
57 experiences differentiates them from migrants.
58
59
60

Migrants

Conceptually, there is a difference between migrants and refugee designations and it is of particular importance to ensure the terms are not used interchangeably in reporting research in the Library and Information Science field. In general, migrants choose to leave their homelands voluntarily and face no impediment or danger if they return to their homelands. In the majority of cases, this form of migration is driven by economic or social factors (family reunion, employment, education or other opportunities) (Castles and Miller, 2009, UNHCR, 2015a, 2015b). Most migrants tend to be better organised, have documentation, will have made plans to support their transition, and often have family or other economic resources to support their transition. As a consequence of their ability to control their movements and their social, economic, political and cultural realities, migrants' information landscapes will be less fractured than those of refugees.

Awareness of nomenclature distinctions is particularly important for Library and Information Science researchers when they pursue an interest in refugees' information experiences and information practices in the early stages of their transition or resettlement, primarily because their experiences, information needs, and modes of access to information may differ from and be less stable than those of migrants who have the ability to control their departures. The inability of refugees to control movement or the decisions about the shape that movement will take can lead to fracturing of information landscapes-

Studies of refugees and forced migration in Library and Information Science

There is a wide corpus of literature dealing specifically with refugees in areas such as anthropology, sociology, psychology, education and international law. However, research into refugees' information experiences, information practices or information behaviours within the Library and Information Science field is nascent. The latency of this growth is in some ways surprising, given that research has indicated that public libraries play a central role as safe places in the lives of refugees (Audunson, Essmat & Aabø, 2011, Lloyd et.al., 2013, Vårheim, 2011, 2014). UNESCO has recommended that information literacy should have a role in the social inclusion agendas of libraries. In general, research into this field has focused at a surface level on: the services provided for refugees or other groups; or on education programs that support refugees; or conceptualised deficit models such as the information poor; and, digital exclusion in relation to non-English speaking groups (Yu, 2010).

In reviewing the Library and Information Science field, Quirke (2014, p. 14) identified two strands of research within which she incorporates information practices: research-practitioner research (Library and Information Science); and immigrant Human Information Behaviour (HIB). According to Quirke, the majority of research belongs to the Library and Information Science category and relates to design and delivery of programs, which 'make them of limited use in understanding the HIB of immigrants and refugees more generally' (p. 15). The second strand she divides into two further categories: conceptual and empirical. Initial studies by Caidi and Allard (2005) are important because they introduce conceptual and theoretical frames for migration research. However, in these earlier studies there appears to be no distinction between refugees and migrants, and the term newcomer is used. While this label is necessarily true, it does not account for the social, economic, political or historical complexities that come with designation either as a refugee or as a migrant, and this in turn may limit the granularity of analysis or interpretation of the information experiences, needs, use and practices that influence the reconstruction of information landscapes.

The empirical category described by Quirke (2014, p. 15) as immigrant HIB encompasses studies that are either: exploratory and qualitative in nature; focused on specific groups; or, framed by a diverse assortment of theoretical and conceptual devices and therefore lacking in focused or cohesive structure. Examples gathered by Quirke include gatekeeper models, information seeking and needs models, theoretical approaches such phenomenology (Dali 2010), practice theoretical approaches (Lloyd et al 2013), and conceptual approaches such and social capital (Audunson, Essmat & Abo, 2011) and information grounds (Fisher et, al 2004) Added to Quirke's list is the empirical health study conducted with refugees (Lloyd 2014), which conceptualised the idea of collective coping, pooling and information resilience as an outcome of information literacy practice, research into refugee youth information experiences and learning in everyday spaces (Lloyd & Wilkinson, 2016), digital divides (Alam & Imran, 2015), the concept of social exclusion, information barriers, information seeking behaviour and information practices (Lloyd, et., al 2013; Quirke, 2014),

Drawing from other fields

The breadth of the forced migration field and the wide array of concepts that are used to frame refugee-based studies have implications for researchers in the Library and Information Science field in terms of deciding how to frame studies, what literatures and theories to draw from to ensure their research speaks to others engaged in forced migration research, while at the same time remaining relevant to the discourses of Library and Information Science.

Exploring research trends in other fields can offer fruitful avenues for the Library and Information Science researchers. For example, the difficulties of transition and resettlement are not always clearly understood or acknowledged by receiving countries (Lloyd et al. 2013; Strang & Ager, 2010). International research highlights the challenges posed by involuntary migration and the expectations that resettling people will successfully integrate into their new communities and countries (Ager & Strang, 2008; Strang & Ager, 2010; UNHCR, 2015b). These challenges raise significant questions about the complex information needs and information practices of refugees who experience forced migration, and how best to support these needs, while at the same time creating the conditions for successful integration (Strang & Ager, 2010, Lloyd et al., 2013).

Entering the forced migration field: Concepts and sensitising themes

The concept of the *fractured landscape* may act as a starting point to frame information research in the forced migration field. This concept affords Library and Information Science researchers the opportunity to frame the experience of forced migration in the context of information and practices. In addition to this concept a number of themes common in the forced migration literature are introduced here that may act as additional scaffolds to support analysis.

Information landscapes.

An information landscapes has been defined by Lloyd (2006; 2010) as an intersubjective space that reflects the taken for granted and agreed modalities and sources of information that people who are engaged in collective enterprises and performances agree upon and legitimise. When people engage with a new landscape (e.g. enter a new community, culture, workplace, educational or health related setting) they have to learn about cultural, material, economic, political and historical sources that shape a setting. They must also learn to map the affordances furnished by the setting. Entry into a new landscape also requires that people learn to interpret the landscape and its nuances.

The concept of information landscape has been described by Lloyd (2006) and conceptualized in relation to refugee information practices by Lloyd, Kennan, Qayyum and Thompson (2013) and in relation to refugee health by Lloyd (2014).

Fractured landscapes

The concept of a fractured landscape is introduced to describe how the experience and outcomes of uncontrolled displacement may impact on the knowledge bases of people who are forced to involuntarily leave their countries and cross borders because it is no longer safe for them to remain. In the process of fleeing, people leave established social networks and ways of knowing that have built up over time, and they transition to unfamiliar societies, where they must reconcile their established knowledges with those of the new contexts they are entering.

A fractured landscape is characterised by disjunction between the familiar and unfamiliar. Where people become disconnected from the normative and non-normative contexts and reference points (e.g. health, welfare, education, normative rules, communal intersubjectivity, and embodied ways of knowing) associated with their established communities, institutions, organisations and practices, their new experiences may be underscored by uncertainty (Kuhlthau, 1993; Lloyd, et. al., 2013). A study of refugees' health information (Lloyd, 2014) provides an example of disruption where people were required to reorient towards their new environments by identifying and connecting with affordances that would: fill in information gaps; adjust and modify their established ways of seeking information and ways of knowing to accommodate the disruption; and, then reframe and reconstruct new

1
2
3 information environments to accommodate new content and competency knowledge within their new
4 environments (Lloyd, 2014).

5
6 Entering a new landscape requires that refugees reconcile their established ways of knowing with those
7 of the receiving country. In turn, they must then connect with new information sources, modalities,
8 media and ways of knowing, learning the normative rules about what constitutes information and
9 understanding the affordances furnished to connect with primary and secondary information in new
10 settings (Lloyd, et al., 2013; Lloyd, 2014; Lloyd & Wilkinson, 2016).

11
12 To describe the information landscape as fractured provides an entry point to investigations about what
13 enables and constrains knowledge construction, as well as considering areas related to how information
14 practice and seeking behaviours are enabled and/or constrained in the context of marginality, transition
15 and resettlement. Reconstructing a fractured landscape requires the ability to understand how new
16 society environments are constituted and experienced including: what constitutes information; what
17 information and knowledges are valued; how to determine sources that will enable transition and
18 support resettlement allowing integration to happen; and, to understand how information is produced,
19 reproduced, circulated and made accessible; what and whose information can be trusted; and how to
20 evaluate credibility. This is a tricky and complex situation for refugees. It is equally tricky for Library
21 and Information Science researchers, who must identify, describe and analyse the lived experiences of
22 their participants, while at the same time recognising their positionality, striving for analytical depth
23 and ensuring that their work has resonance with the community they are working with. With the
24 conceptualisation of the fractured landscapes in mind, this paper now turns to consider a range of
25 sensitising concepts that might support deeper analysis of this complex situation and to highlight the
26 need to keep information at the core of investigations.

27 *Sensitising concepts and theoretical reference points*

28 While the conceptualisation of fractured landscapes research is still in its infancy, a number of concepts
29 have emerged from the social sciences that may prove useful and familiar to Library and Information
30 Science researchers.

31 *Wayfarer journey and liminal zones*

32
33 The exilic journey represents a powerful image (BenEzer & Zetter, 2014) in the forced migration
34 literature. The concept of journey according to these authors constitutes the process that connects
35 forced flight with resettlement. Central to the transitions of a journey is the state of 'betwixt and
36 between' (Turner, 1964, reprinted 1987) or liminal zone. Liminality refers to a threshold or initial stage
37 of a process, or a place that bridges two other stable states, its central themes are boundary crossings or
38 transitions. In describing the 'betwixt and between' Turner highlights the process of liminality as one
39 of moving away from a previous social state and moving into another state. Hence, Turner (1980, p.
40 159) suggests that "...social life is a series of movements in space and time, a series of changes of
41 activities and a series of changes in status for individuals".

42
43 The concept of liminal zone has been used to explain 'transition' – where worldviews can change or
44 alter in consort with the lived experience. Liminality has often been associated with learning, and in the
45 Library and Information Science field has recently been associated with threshold concepts and the
46 revised Association of College and Research Libraries (ACRL) *Information literacy guidelines* (2015).
47 The concept of liminality has been explored in the health field where considerable research has been
48 conducted into nurses' transitions (Chick & Meleis, 1986; Meleis et al., 2000) and where it is
49 associated with understanding patients' experience of transition into illness and the autobiographical
50 disruption (Bruce, et al 2014; Kralik, Visentin, and Van Loon, 2006; Lloyd, Bonner & Dawson-Rose,
51 2013).

52
53 The fracturing of an existing information landscape is brought about through the disruptive process of
54 forced migration, the process of repatriation, decisions to continue the journey, which together make up
55 the journey through the liminal zones of transition. The journey is therefore a temporal and spatial
56 unfolding, that is subject to conditions that enable and/or constrain it. These are information rich
57 experiences that shape the lived experiences of refugees. The concept of liminality could be used to
58 frame research into refugee experience of transition, exploring the roles of information literacy
59 practice, information seeking activities and information sharing in supporting liminality and transition.
60

1
2
3 The findings of such studies might have the capacity to enhance public libraries ability to support
4 refugees who are still in a liminal state, as they experience transition or require support to reconnect
5 with family or with information that is relevant and appropriate to their decision-making needs.
6

7 *Integration*

8 Integration is a core policy objective for governments who accept refugees and other migrant classes.
9 Key normative markers of integration achievement include success in: employment; housing;
10 education; health; understanding and attainment of citizenship and rights; social connections within
11 groups and across the community; understanding of the host nation's culture and community; and,
12 language competence (Ager & Strang, 2008).

13
14 From an information perspective, integration can be viewed as being predicated on an emerging
15 reconstruction of the information landscape in relation to these normative elements. Framing questions
16 for Library and Information Science researchers are: How is integration conceptualised from an
17 information perspective? How do information practices such as information literacy support and
18 operationalise the process of integration? Or, more concretely, how do public libraries support refugees
19 in relation to housing, health and employment?

20 *Social capital; bonding and bridging*

21 The concept of social capital has become familiar in the Library and Information Science field
22 (Johnson, 2015) and is often connected closely to public libraries and the roles they play within their
23 communities (Vårheim 2014). This conception of the benevolence of social capital differs from earlier
24 conceptions, particularly the critical theory work of Bourdieu (1986), whose interest lay in how society
25 was reproduced and how dominant and ruling classes maintain the status quo of their positions. The
26 concept of social capital was used to describe the inequality in social systems and highlight how certain
27 classes strive to ensure that resources such as social connections and networks are maintained to the
28 exclusion of others. Explorations of social capital that are influenced by Bourdieu may in turn prove
29 useful for Library and Information Science researchers because of the focus on power, and how access
30 to information from the knowledge bases of society can produce gatekeepers to knowledge with
31 implications for marginalisation or radicalisation.

32 Other writers, such as Putnam (2000), have advanced a less negative view of social capital often
33 adopted by libraries, which focuses on the societal benefits. Putnam (2000, p. 19) defines social capital
34 as "connections among individuals - social networks and the norms of reciprocity and trustworthiness
35 that arise from them." Within this concept, Putnam also introduces the concept of bridging and bonding
36 capital.

37 Bonding capital refers to strong links that create trust and reciprocity between people who share the
38 same membership and affiliations – familial, cultural, social, economic, religious, etc. Bonding capital
39 can be characterised by a willingness to promote the interests of each other, to the exclusion of others.
40 Bonding capital can also prove detrimental to people because the flow of information may be limited to
41 gatekeepers or those with a vested interest. In a study of refugee experiences in accessing health
42 information, the idea of collective coping represented a joint activity where refugees from family
43 groups would pool together their fragmented knowledge about the health system in order to make
44 decisions (Lloyd, 2014).

45 Bridging capital links people across different networks e.g. people of different race and culture.
46 Societal ties are weak, allowing access to more networks and greater resources. In relation to refugees,
47 research by Lloyd, et al. (2013) identified the importance refugees placed on 'knowing the right
48 people' and this required them to learn about the primary and secondary information affordances of the
49 everyday spaces (Lloyd & Wilkinson, 2016). While not specifically describing bridging capital, the
50 descriptions of information grounds given by Fisher et al. (2004) may be seen to represent forms of
51 bridging capital. In a recent study of refugee youth, Lloyd and Wilkinson (2016) identify that, while
52 the church provides moral and spiritual information as a primary affordance, it is the secondary
53 affordance created by connecting with wider congregational networks that provides the opportunity to
54 hear about potential employment following a church service and becomes a significant reason for
55 attending.
56

57 The contributions of public libraries in building social capital have been explored by Vårheim, (2011,
58 2014) who is interested in improving low social capital in newly arrived groups. This research has
59
60

1
2
3 highlighted how public institutions such as libraries build generalised trust and social capital in
4 populations who, through past experience are often distrustful of governments and their institutions.
5 Vårheim (2011) suggests that a solution to understanding how social capital is built is to identify and
6 study the mechanisms employed by libraries to connect and engage with newly arrived clients e.g.
7 library programs.

8 9 *Lived experience*

10 The concept of lived experience (Mead, 1934; Prus, 1996) may also provide a theoretical reference
11 point for researchers. The concept of lived experience focuses attention towards describing and
12 attempting to understand the meaning derived through experience. This experience is not only limited
13 to experiences of text, but also extends to the symbolic and embodied. Intersubjectivity and the
14 experience of agency (Lloyd, 2010) can be explored by understanding the connection and intersection
15 between information and lived experience. The focus rests on acknowledging how people seek
16 saliences in their interactions with other people, being present and participating in the world and in
17 consort with others. This is a phenomenological exercise, and there is a need for caution about how the
18 lived experienced is represented, given that, as researchers, we cannot know the experiences of our
19 participants in the etic sense. However, we can focus on representing how participants ascribe
20 meanings to realities, events and objects and consider the lived experience described as what is real and
21 salient for participants, with the clear understanding that what we represent is a version of reality that
22 we have agreed upon in consort with the participants. This is especially important when
23 communication between researchers (and their interpreters) and participants may be difficult.

24 *Information resilience*

25 The concept of information resilience was highlighted in study of refugees' health information
26 practices, and is associated with the ability to adapt, learn and transform through information use in
27 order to reorient, adapt and adjust in response to the fracturing of familiar information landscapes.
28 Information resilience is built through collaborative coping activities, and, in the context of refugee
29 information experiences, is an outcome of pooling together information that enables people with
30 limited communication skills to orient, adjust and reframe. Within the concept are implications for
31 information literacy and for exploring collective information seeking and use strategies (Lloyd, 2014).

32 In exploring the information experiences of refugees, attention should therefore be paid to how people
33 re-establish, reconnect and reorient themselves – how they reconcile their previous information
34 landscapes which have become fractured through forced migration with the construction of new
35 landscapes that emerge through their lived experiences of the journey through liminality and
36 integration. Sociality is entwined through this, focusing attention on how people encounter and
37 experience information in order to create bonds and bridge relationships. These forms of social capital
38 are both practical and symbolic and contribute to developing information resilience.

39 *Considering methodology and ethics*

40 A number of methodological and ethical considerations must also be mentioned, but the author intends
41 to explore these matters in greater depth in a future paper. It is sufficient to say here that two significant
42 issues in fractured landscape research that require attention are the ability to document the other and
43 the role of positionality in research. The majority of studies reported in the Library and Information
44 science literature have focused on the lives of migrants. More recently, some researchers have studied
45 the experience of refugees (Audunson, Essmat & Aabo, 2011; Courtright, 2005; Fisher et.al, 2004;
46 Lloyd et al, 2013; Quirke, 2011, 2014; Silvio, 2006). These studies employ qualitative techniques to
47 elicit information about the lived experiences through techniques and methods such as semi-structured
48 interviews, observation, and focus groups.

49
50 Ethnography or an ethnographic approach is often claimed in studies of people and groups by Library
51 and Information Science researchers. This inductive method, employed in anthropology, sociology,
52 communication studies and geography, is also suited to qualitative approaches in Library and
53 Information Science, but needs to be carefully considered as a methodological framing device. It is not
54 enough to say an ethnographic approach is adopted; it must be demonstrated that it has been adopted.
55 In this respect, elements such as positionality, ability to access and remain in the field and research
56 techniques need to be carefully described and evaluated, as should claims for ethnographic research
57 based on single data collection occurrences.
58
59
60

1
2
3 Recent research with refugees by Lloyd and Wilkinson (2016) employed an active participant method
4 that aimed to ensure that participants' voices were heard. This approach employed the use of photo
5 voice technique, and participants were encouraged to decide on the photos they wanted included as part
6 of the data. Researchers presented their analysis to participants prior to a community presentation and
7 worked with participants to ensure that the research findings and recommendations to stakeholders
8 were accessible to non-academic audiences and decision makers. Techniques such as photo voice
9 (Lloyd & Wilkinson, 2016) and other visual methods (Fisher, et al., 2014) provide researchers with a
10 way to capture information that is relevant to participants; it is easier for the participants to take a photo
11 or draw a picture of information than is to describe it. It should also be acknowledged that such
12 techniques can have their limitations but they are beyond the scope of this paper.

13 *Positionality*

14 The concept of positionality is important to acknowledge when undertaking research with refugee
15 populations. Positionality refers to the researchers world-view and position within a given study in
16 relation to the subject, participants and research context and process (Savin-Baden and Howell Major,
17 2013 p.71). Researchers enter the field with ontological and epistemological assumptions that form
18 their world views, influence their assumptions and agency and their constructions and sanctioning of
19 what constitutes knowledge. While some aspects, such as gender and race, are culturally ascribed and
20 fixed, others, such as personal biography, history, and experience, are contextual and produce a
21 subjective experience. Working with refugee populations requires researchers to reflect on these
22 aspects and, thus, on their own positions in relation to research and participants (e.g. as outsider to the
23 exilic journey, transition and resettlement process). In designing research with refugees, the process of
24 giving voice to experiences that are outside their own must become a central aspect. Positions of power
25 must also be considered in relation to data collection, analysis and representation (e.g. how to give
26 voice to representations that may be foreign to our own experiences of the world, but are significant to
27 the experiences of participants).

28 From an information perspective, the concept of positionality remains at the forefront of research,
29 highlighting the need to be not only reflective but also constantly aware of what information and
30 knowledges are important to refugee participants, and how these might differ from our own ontological
31 and epistemological view of the world. In this regard, what we consider to be knowledge may need to
32 be reconciled with our participants understanding.

33
34
35 While not discussed comprehensively here, the importance of the ethics of conducting research must be
36 acknowledged, particularly in relation to gaining access to the field and obtaining informed consent
37 and working across languages. The vulnerability of refugee participants must be considered and
38 respected, requiring researchers to consider the impact and implications of their research on
39 participants. In this regard, the beneficence of the research should be weighed against risk, potential
40 harm, sensitivity to participants' welfare, and, awareness of the implications of their work. The ability
41 of participants to understand the research and make an informed decision about consent must also be at
42 the forefront of the participant recruitment process, as should the realisation that the research process
43 produces an unequal relationship between researchers and participants.

44 **Discussion and Conclusion: Research into refugee information experiences from** 45 **an information perspective**

46
47
48 The concept of fractured landscape research has the capacity to act as a frame for drawing together a
49 range of concepts that Library and Information Science researchers can draw upon and adapt in
50 framing their analysis of transition and change, adaptation, orientation and reorientation. In the context
51 of refugee research, the concepts described in the previous section, while not exclusive, are useful for
52 framing studies into the information experience of refugees. In particular, investigations in information
53 seeking and information behaviours, the role of uncertainty as a motivator, information literacy, the
54 role of credibility in how information resilience is built; socio-material aspects of information use, and
55 what enables and constrains access to the flow of information are worthy areas for enquiry.

56
57 Successful social inclusion and integration into a community rests on the development of both bridging
58 and bonding capital (Putnam, 2000) to ensure that refugees not only have access to the knowledge base
59
60

of their close-knit communities and families, but are also able to branch out to wider neighbourhoods of established communities to access knowledge bases and information that are not vested in familial or cultural ties. Within the frame of a fractured landscape come key questions that relate to misinformation, barriers to access and use, the role of non-normative information sources when language is limited, online and mobile information, and socio-material practices. These questions relate to larger themes such as marginalisation and partitioning, the development of parallel societies, inclusion and exclusion, radicalisation, health literacy, trust, and the implication for information literacy practices.

Fractured landscapes research also requires greater exploration into the ethical implications of research with refugee cohorts, and the issues related to methodological selection and the representations of the other. Weaving through these issues of methodology and ethics are the questions of unequal relationships and the role of power.

Finally, to say that fractured landscape research has an information perspective is to suggest that information and peoples' experience of it sit at the core of the enquiry. Of course, how information is defined and the particular methods adopted will influence inquiry. However, it is *information* (regardless of context or format) and how it used, sought, circulated, produced, reproduced, accessed, preserved and flows that interest many researchers in the Library and Information Science field. For many this interest is then closely connected to the impact and implications for the delivery of library services, to formal and informal learning and to social issues such as inequality and social inclusion.

Exploring the information experience of refugees and forced migration opens up an interesting avenue of enquiry in that it requires researchers to work from a problematised view of information practices, seeking and use, that has resulted from displacement. It also affords the opportunity to investigate how landscapes that have become fractured are re(constructed).

References

- Ager, A., & Strang, A. (2008), "Understanding integration: A conceptual framework", *Journal of refugee studies*, vol 21 No .2, pp.166-191.
- Alam, K & S. Imran (2015), "The digital divide and social inclusion among refugee migrants", *Information Technology & People*, Vol. 28 No. 2 pp. 344 - 365
- Audunson R, Essmat S and Aabø S (2011), "Public libraries: A meeting place for immigrant women?", *Library & Information Science Research*, Vol.33 No 3, pp: 220-227
- Association of College and Research Libraries (ACRL) (2015), Framework for Information Literacy for Higher Education. Available at <http://www.ala.org/acrl/standards/ilframework>, (accessed January 2016.)
- BenEzer, G & Zetter, R, (2014) "Searching for directions: Conceptual and methodological challenges in researching refugee journeys", *Journal of Refugee Studies*, Vol 28 No3, pp 297-318.
- Bruce, A., Shields, L., Molzahn, A., Beuthin, R., Schick-Makaroff, K., & Shermak, S. (2014). Stories of Liminality Living With Life-Threatening Illness, *Journal of Holistic Nursing*, Vol 32 No. 32, pp. 35-43.
- Bourdieu, P. (2011). The forms of capital (1986), in I. Szeman and T. Kaposy (eds), *Cultural theory: An anthology*, Wiley-Blackwell. 81-93.
- Caidi, N and Allard, D (2005), " Social inclusion of newcomers to Canada: An information problem? *Library & Information Science Research*", Vol. 27 No.3, pp. 302–324.
- Castles, S, & Miller, M (2009) *The age of migration: International population movements in the modern world* (4th Ed.), Guildford Press, London.
- Chick, N., & Meleis, A. I. (1986), "Transitions: A nursing concern". In Chinn, P.L (Ed.), *Nursing research methodology: Issues and implementation*, Rockville, MD: Aspen, pp. pp. 237–257).

- 1
2
3 Courtright, C. (2005), "Health information seeking among Latino newcomers: An exploratory study".
4 *Information Research*, Vol 10, No.2. Available at <http://informationr.net/ir/10-2/paper224.html>
5 (accessed 12th May, 2012).
- 6 Dali, K. (2010). "The Psychosocial Portrait of Immigration through the Medium of Reading": Leisure
7 Reading and Its Role in the Lives of Russian-Speaking Immigrants in Toronto ,Doctoral dissertation,
8 University of Toronto.
- 9 Fisher, K., Durrance, J. C., & Bouch Hinton, M. (2004), "Information grounds and the use of need-
10 based services by immigrants in Queens, New York: A context-based, outcome evaluation approach",
11 *Journal of the American Society for Information Science and Technology*, Vol.55 No 8,pp. 754-766.
- 12 Fisher, K. E., Bishop, A., Fawcett, P., & Magassa, L. (2014). InfoMe: A field-design methodology for
13 research on ethnic minority youth as information mediaries. In D. Bilal & J. Beheshti (Eds.), *New*
14 *Directions in Children and Adolescents' Information Behavior Research*. UK: Emerald, pp. 135-156.
- 15 Johnson, C.A. (2015), "Social capital and Library and Information Science research: definitional chaos
16 or coherent research enterprise?" *Information Research*, Vol 20 No. 4, *paper* 690. (Accessed February
17 2016) from <http://InformationR.net/ir/20-4/paper690.html>.
- 18 King, R (2013) Theories and typologies of migration: An overview and a primer, Righard, R (Ed.),
19 Wily Brandt Series of Working Papers in International Migration and Ethnic Relations 3/12. Malmo
20 Institute for Studies of Migration, Diversity and Welfare (MIM), Malmo, Sweden.
21 Accessed <https://www.mah.se/upload/Forskningscentrum/MIM/.../WB%203.12.pdf>, February 2016.
- 22 Kralik, D., Visentin, K., & Van Loon, A. (2006), "Transition: a literature review". *Journal of advanced*
23 *nursing*, Vol 5, No 3, pp.320-329.
- 24 Kuhlthau, C. C. (1993). A principle of uncertainty for information seeking. *Journal of documentation*,
25 Vol 49 No. 4, pp. 339-355.
- 26 Lloyd, A. (2006). Information literacy landscapes: an emerging picture. *Journal of Documentation*,
27 62(5), 570-583.
- 28 Lloyd, A (2010). *Information literacy landscapes; Information literacy in education, workplace and*
29 *everday context*, Oxford, Chandos.
- 30 Lloyd, A. (2014). Building information resilience: how do resettling refugees connect with health
31 information in regional landscapes—implications for health literacy, *Australian Academic & Research*
32 *Libraries*, Vol 45, No 1, pp. 48-66.
- 33 Lloyd, A., Bonner, A., & Dawson-Rose, C. (2013), The health information practices of people living
34 with chronic health conditions: Implications for health literacy, "*Journal of Librarianship and*
35 *Information Science*" Vol 46 No.3, pp 207-216.
- 36 Lloyd, A., Kennan, M. A., Thompson, K. M., & Qayyum, A. (2013), "Connecting with new
37 information landscapes: information literacy practices of refugees", *Journal of Documentation*, Vol 69
38 No.1, pp. 121-144.
- 39 Lloyd, A., & Wilkinson, J. (2016). Knowing and learning in everyday spaces (KALiEds): Mapping the
40 information landscape of refugee youth learning in everyday spaces. *Journal of Information Science*,
41 Online before print; 0165551515621845.
- 42 Maitland, C., Tomaszewski, B., Belding, E., Fisher, K. E., Xu, Y., Iland, D., Schmitt, P., Majid, A.
43 (2015). Youth Mobile Phone and Internet Use January 2015 Za'atari Camp, Mafraq, Jordan. Report to
44 the United Nations High Commissioner for Refugees (UNHCR). College Park: University of Penn
45 State. cmailand.ist.psu.edu/wp-content/uploads/2015/01/ZaatariSurveyAnalysis2015November2.pdf
46 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2588300
- 47 Mead, G.H. (1934), *Mind, Self and Society*, Chicago: University of Chicago Press.
- 48 Meleis, A I., Sawyer, L. M., Im, E. O., Hilfinger Messias, D. K., & Schumacher, K. (2000),
49 "Experiencing transitions: An emerging middle-range theory". *Advances in Nursing Science*, Vol.23
50 No 1. pp. 12–28.
- 51 Prus, R. C. (1996). *Symbolic interaction and ethnographic research: Intersubjectivity and the study of*
52 *human lived experience*. SUNY Press, New York.
- 53 Putnam, R. D. (2000), *Bowling alone: The collapse and revival of American community*, Simon and
54 Schuster, New York.
- 55
56
57
58
59
60

- 1
2
3 Quirke, L. (2011), "Exploring the Settlement Experiences and Information Practices of Afghan
4 Newcomer Youth in Toronto/Une exploration des expériences d'établissement et des pratiques
5 informationnelles de jeunes afghans récemment arrivés à Toronto", *Canadian Journal of Information
6 and Library Science*, Vol 35 No 4, pp. 345-353.
- 7 Quirke, L. C. (2014), A study of the information practices of Afghan newcomer youth in the contexts
8 of leisure and settlement (Doctoral dissertation, University of Toronto).
- 9 Savin-Baden, M and Howell Major, C (2013) *Qualitative research: The essential guide to research
10 and theory and practice*, Abingon, UK: Routledge.
- 11 Strang, A., & Ager, A. (2010), "Refugee integration: Emerging trends and remaining agendas",
12 *Journal of Refugee Studies*, Vol 23 No.4, pp.589-607.
- 13 Silvio, D. H. (2006), "The information needs and information seeking behaviour of immigrant southern
14 Sudanese youth in the city of London, Ontario: an exploratory study". *Library Review*, Vol 55, No 4,
15 259-266.
- 16 Turner, V. (1980). Social Dramas and Stories about Them. *Critical Inquiry*, 7(1), 141-168. Retrieved
17 from <http://www.jstor.org/stable/1343180>
- 18 Turner, V. (1964) "Betwixt and Between: the liminal Period in Rites de Passage" the proceedings of
19 the American Ethnological Society (1964) , Symposium on New Approaches to the Study of Religions,
20 pp. 4-20)
- 21 Turner, V. (1987). "Betwixt and between: The liminal period in rites of passage", in L.C. Mahdi (ed.),
22 *Betwixt and between: Patterns of masculine and feminine initiation*, Open Court, La Salle, Ill., pp. 3-
23 19.
- 24 United Nations High Commissioner for Refugees (2012) *The State of the World's Refugees; A
25 humanitarian Agenda*, Oxford, Oxford University Press.
- 26 United Nations High Commissioner for Refugees(2014) UNHCR viewpoint. Refugee or Migrant
27 which is right. Accessed December 2014 from <http://www.unhcr.org/55df0e556.html>
- 28 United Nations High Commissioner for Refugees (2015a) Global trends: Forced displacement 2014.
29 Accessed January 2016) <http://unhcr.org/556725e69.html>.
- 30 United Nations High Commissioner for Refugees (2015b) UNHCR Mid-Year Trends 2015. Accessed
31 February 2016 <http://www.unhcr.org/56701b969.html>
- 32 Van Hear, N. (2012), "Forcing the Issue: Migration Crises and the Uneasy Dialogue between Refugee
33 Research and Policy". *Journal of Refugee Studies*, 25(1), 2-24.
- 34 Vårheim, A. (2011). Gracious space: Library programming strategies towards immigrants as tools in
35 the creation of social capital. *Library & Information Science Research*, 33(1), 12-18.
- 36 Vårheim, A. (2014). "Trust and the role of the public library in the integration of refugees: The case of
37 a Northern Norwegian city", *Journal of Librarianship and Information Science*, Vol 46 No. 1, pp.62-
38 69.
- 39 Yu, L. (2010), "How poor informationally are the information poor? Evidence from an empirical study
40 of daily and regular information practices of individuals", *Journal of Documentation*, Vol. 66 No. 6,
41 pp. 906-33.
- 42 Yu, S., Ouellet, E., & Warmington, A. (2007), Refugee integration in Canada: A survey of empirical
43 evidence and existing services. *Refuge: Canada's Journal on Refugees*, Vol 24 No 2, pp.17-34.
- 44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60