

**Proposer:**

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**Statement of Topic:** An Investigation of the Associations Among Credibility Assessments, Information Use Tasks and Document Genres in the Context of University Teaching

**Significance and relevance of the Topic:**

Teaching in higher education involves intense information practices. Faculty seek, assess, and use documents to support their teaching. They make complex credibility assessments (Francke and Sundin, 2012; Rieh and Belkin, 2000), and they use information with varying degrees of perceived credibility to achieve their teaching goals. Unfortunately, existing credibility research often stops once documents are selected. Our knowledge of how credibility assessments might be associated with information use remains limited. Additionally, professional tasks are associated with genres of the documents used to accomplish them (Freund, 2008; Roussinov, et al., 2001). Despite the potential benefits that the identification of genres might provide in searching, navigation, and comprehension of information, researchers rarely exploit it to facilitate faculty's document assessments and information use in support of their teaching. To bridge the above gaps, this study investigated the associations among credibility assessments, information use tasks and document genres in the context of university teaching.

This study shed new light on existing knowledge about genre-task associations by: (1) Exploring these associations in the context of university teaching; (2) Explicating these associations through the perception of credibility; and (3) Adding the criterion-genre and criterion-task associations to complement these associations.

**Content of the Poster:**

In my poster, I will present some of the key findings of this study. In particular, I will report the findings regarding the roles of credibility in different information use tasks and how credibility was associated with different document genres.

*Introduction:* A brief description of previous research on task-genre associations and credibility assessments and the overarching goal of this study.

*Research questions:* The specific questions that guide this study.

*Methodology:* A brief description of the approaches and sampling strategies that this study adopted, the research procedure, and participants.

*Key Findings:* A short table that illustrates the associations among document genres, dimensions of credibility, and information use tasks.

*Conclusion:* A brief description of the overall results and their implications on existing models of information behaviour and the design of search systems and interfaces.

### **Abstract**

This study investigated three different types of associations, including the associations between criteria and genres, between criteria and tasks, and between tasks and genres, with a focus on the perception of credibility in the context of university teaching. It employed qualitative citation analysis and semi-structured interviews to collect data from 27 faculty members who contributed 28 courses in social sciences, humanities, and sciences to this study. Qualitative content analysis and co-occurrence analysis were employed to analyze the data. The results indicate the criteria faculty employed to assess documents served as function enablers that bridged genres and the information use tasks. Credibility was one of the function enablers that enabled faculty to use genres to perform different tasks. The information use tasks faculty performed, which determined the information characteristics of genres that mattered in faculty's task performance, served as inclusion and exclusion criteria for genres.

### **References**

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