

ISIC 2016: Thesis summary and CV

Work plan and description of progress

The present study examines empirically and theoretically the epistemic climate in schools. The concept of epistemic climate is defined as a context encompassing different epistemic factors and processes that interact and influence person's epistemology (Feucht, 2010). The epistemic climate is studied from different perspectives and the thesis will consist on four articles with different focus.

In the first article I studied how students evaluated and justified the use of internet-based information. The more detailed abstract is in the following chapter.

Next article will be a theoretical examination of how different aspects of epistemic climate could be studied. This article will focus on the development of method which will be used to study different components and processes of the epistemic climate.

Third and fourth articles demonstrate how this method is used in different contexts.

I have submitted one article to Information Research -journal and it is now in review. One article with the similar focus is published in a textbook "From Identity to Information Literacy" (in Finnish), which is intended for teachers interested in developing pedagogical practices and information literacy. Depending on funding, my thesis submission will be in 2018 or 2019.

Abstract of the first article

The study deals with students' criteria in the evaluation of internet sources for a school assignment requiring reflections on a controversial issue. The findings are elaborated by analysing students' discursive accounts in justifying the use or non-use of sources.

The interview data was collected in a Finnish upper-secondary school during classes on religion and ethics. 39 students were interviewed in 1-3 person groups after they had given the presentation in the classroom.

The interviews were analysed using discourse analysis in social psychology approach (DASP). The analysis concerned how different accounts related to information evaluation are used to justify the truthfulness of knowledge.

The most used evaluation criteria were the authority and neutrality of information. Various types of evaluation criteria and arguments were used simultaneously. The arguments were, in part, comparable to evaluation criteria presented in previous research (e.g. Rieh, 2002; Metzger, 2007).

The evaluation criteria are cultural objects which can be utilized in various ways in different discursive contexts. The criteria were used in students' accounts alternately, not as mutually exclusive. Personal interests and high motivation with

regard to the subject of the school assignment were essential for students in order to identify and use more reflective and diverse argumentation related to evaluation criteria.

Research problems for discussion

First I would like to discuss about the methods that researchers use in the field of human information behavior and practice. In my first article I used the DASP -approach (McKenzie, 2003) to get new insights and complementary information to the research of evaluation criteria and judgement factors and I found out that there are not many research papers that have this or some other constructionist approach (Tuominen, Talja and Savolainen, 2002). That is why I would like to discuss about the use of other than quantitative methods in the research of evaluation criteria and judgement factors (e.g. Rieh, 2002; Metzger, 2007). I would also like to get comments about the use of the DASP -approach in the study of students' personal epistemology.

Another issue to discuss is about the relation between the research of evaluation criteria of internet sources and personal epistemology. In my thesis the students' personal epistemology is one part of epistemic climate and I think that it is essential to see the connection between the research of evaluation criteria and personal epistemology. One example of the connection was that most students that I interviewed had studied different kinds of check lists which they had to memorize to get truthful information, but they didn't reflect their own understanding of what knowing or truth is. It can be problematic to ask which criteria students use when they are seeking information, because they just answer what teacher (or librarian) has told them. That is why I think that the research of evaluation criteria needs an in-depth approach to complement the quantitative results and the personal epistemology is an essential part of the process of information evaluation.

References

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information science. In *Proceedings of the Fourth International Conference on Conceptions of Library and Information Science (CoLIS): Emerging Frameworks and Methods*. Libraries Unlimited, Greenwood Village (pp. 271-283).

Short CV

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Education

University of Tampere, Finland, School of Information Sciences (SIS)

Doctor of Philosophy, Information Studies and Interactive Media, May 2018 (Expected)

University of Tampere, Finland, School of Social Sciences and Humanities

Master of Social Sciences, December 2010 (Sociology)

Research Experience

University of Tampere, Finland, SIS 2015-Present

Finnish Cultural Foundation funded post-graduate student

Advisor: Eero Sormunen & Tere Vadén

University of Tampere, Finland, SIS 2012-2014

LEAD (Learning Design-Designing for Learning) –project

Advisor: Eero Sormunen

University of Tampere, Finland, SIS 2010-2012

Informed Learning and Social Media in School and beyond (a sub-project of the Know-Id consortium) –project

Advisor: Eero Sormunen

Other similar research projects in University of Tampere since 2005

Relevant Publications and Scientific Presentations

Mikkonen Teemu. (2016) Justifying the use of internet sources in school assignment on controversial issues (submitted to Information Research -journal February 2016)

Mikkonen Teemu (2015) Lukiolaiset tiedon arvioijina ja argumentoijina avoimissa informaatioympäristöissä. [Upper-secondary school students as

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information evaluators justifying the truth in open information environments] In Ropo Eero, Sormunen Eero ja Heinström Jannica (Eds.) Identiteetistä informaatiolukutaitoon: tavoitteena itsenäinen ja yhteisöllinen oppija. Tampere: Tampere University Press.

Mikkonen Teemu. (2013). New Information Environments and the Changing Epistemologies. In Jan Herrington, Alec Couros & Valerie Irvine (Eds.) Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013. Chesapeake, VA: AACE (Association for the Advancement of Computing in Education), 1598-1602.

Mikkonen Teemu. New Information Environments and the Changing Epistemologies. World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) 27.06.2013. Victoria, Canada. (Presentation)

Mikkonen Teemu. The epistemological beliefs of the upper - secondary school students and the changing information environments. JURE 2013 (Junior Researchers of EARLI) 27.08.2013. Munich, Saksa. (Presentation)

Mikkonen Teemu. The Epistemological Beliefs of the Upper-Secondary School Students and the Changing Paradigms in Information Environments. Colis 8 Doctoral Forum 18.08.2013. Lund, Ruotsi. (Poster)

Mikkonen Teemu. Epistemological beliefs of the Finnish upper-secondary school students. Summer School on Knowledge, Identity and Learning 07.08.2012. Tampere, Suomi. (Presentation)