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

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Introduction
The humanitarian crisis bought 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
Who are refugees?

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

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

In summary, the term refugee is political, and the designation comes with resources and protections. For Library and Information Science researchers, understanding the power of this designation in relation to the experiences of refugees may impact on decisions about what aspects of the lived experience, what practices, behaviours or concepts, to research. Refugees face a complex and uncertain social reality in relation to their transition to and resettlement in a receiving country. In the process of transition they must reconcile their established ways of knowing and practising with information with those of their receiving country. Their information experience will be influenced by a disrupted biography (through lack of statehood or challenges to identity or status), and experiences related to poverty, unemployment, and cultural isolation caused by language barriers. These issues may constrain their ability to successfully transition, adapt, reorient and ultimately resettle. Failure to achieve these goals may ultimately lead to a situation of marginalisation (Lloyd et. al 2013; Yu, Ouellet & Warmington, 2007). From an information perspective, the complexity and intensity of these experiences differentiates them from migrants.
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 & Aabo, 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 knowledge 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...
information environments to accommodate new content and competency knowledge within their new environments (Lloyd, 2014).

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

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

Sensitising concepts and theoretical reference points

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

Wayfarer journey and liminal zones

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

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

The fracturing of an existing information landscape is brought about through the disruptive process of forced migration, the process of repatriation, decisions to continue the journey, which together make up the journey through the liminal zones of transition. The journey is therefore a temporal and spatial unfolding, that is subject to conditions that enable and/or constrain it. These are information rich experiences that shape the lived experiences of refugees. The concept of liminality could be used to frame research into refugee experience of transition, exploring the roles of information literacy practice, information seeking activities and information sharing in supporting liminality and transition.
The findings of such studies might have the capacity to enhance public libraries ability to support refugees who are still in a liminal state, as they experience transition or require support to reconnect with family or with information that is relevant and appropriate to their decision-making needs.

**Integration**

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

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

**Social capital; bonding and bridging**

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

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

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

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

The contributions of public libraries in building social capital have been explored by Vårheim, (2011, 2014) who is interested in improving low social capital in newly arrived groups. This research has
highlighted how public institutions such as libraries build generalised trust and social capital in populations who, through past experience are often distrustful of governments and their institutions. Vårheim (2011) suggests that a solution to understanding how social capital is built is to identify and study the mechanisms employed by libraries to connect and engage with newly arrived clients e.g. library programs.

**Lived experience**

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

**Information resilience**

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

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

**Considering methodology and ethics**

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

Ethnography or an ethnographic approach is often claimed in studies of people and groups by Library and Information Science researchers. This inductive method, employed in anthropology, sociology, communication studies and geography, is also suited to qualitative approaches in Library and Information Science, but needs to be carefully considered as a methodological framing device. It is not enough to say an ethnographic approach is adopted; it must be demonstrated that it has been adopted. In this respect, elements such as positionality, ability to access and remain in the field and research techniques need to be carefully described and evaluated, as should claims for ethnographic research based on single data collection occurrences.
Recent research with refugees by Lloyd and Wilkinson (2016) employed an active participant method that aimed to ensure that participants’ voices were heard. This approach employed the use of photo voice technique, and participants were encouraged to decide on the photos they wanted included as part of the data. Researchers presented their analysis to participants prior to a community presentation and worked with participants to ensure that the research findings and recommendations to stakeholders were accessible to non-academic audiences and decision makers. Techniques such as photo voice (Lloyd & Wilkinson, 2016) and other visual methods (Fisher, et al., 2014) provide researchers with a way to capture information that is relevant to participants; it is easier for the participants to take a photo or draw a picture of information than is to describe it. It should also be acknowledged that such techniques can have their limitations but they are beyond the scope of this paper.

Positionality

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

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

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

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

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

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

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