Stranger in a strange land; enabling information resilience in resettlement landscapes.

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Stranger in a strange land: enabling information resilience in resettlement landscapes?

Introduction

Resilience is an ability to bounce back in times of stress, and communities that have endured significant trauma or risk have been a focus of research in psychology, social welfare, and public health. Common among these studies is a view of resilience as being imbued with a type of 'stretchiness' that supports the ability to bounce back after adversity. There is also an emphasis on the subjective experience: on personal traits, emotional and institutional support, spirituality and religiosity. While a lack of information is often alluded to, missing from these studies are access to information or mastery of the information environment - critical activities and strategies that reduce uncertainty in time of transition.

In this paper, information and information access and use are brought to the forefront of an analysis of resilience. An information studies perspective is adopted to draw attention to, and emphasise, people's experience and use of information as a central tenet of its research interest. The paper highlights the resettlement practices of a group of refugees as they transition into a new setting and engage with new information environments: in particular, the health information environment. This perspective locates information and its operationalisation as focal points that act as a catalyst and underpins the emergence of resiliency. In times of adversity or uncertainty, having the capacity and ability to engage with, access, and use information i.e. to operationalize information literacy practice or to effectively work with information, should be viewed as a critical indicator of a person's resilience. It also is connected to the ability of a person to adapt and to transition through uncertainty. Information resilience is also associated with the ability to re-establish social capital that will furnish support in navigating a strange and unfamiliar land.

An information studies approach to resilience brings in perspectives from information literacy, information behaviour, information practice, and draws from concepts such as everyday spaces and information grounds. It is framed through socio-cultural and practice based theories (Bourdieu 1986; Lave and Wenger, 1991) to consider how refugees who arrive without established community networks bridge the transition of the resettlement process and establish new information landscapes that will allow them to operate within and learn in formal and informal spaces, along with the information affordances these spaces furnish. From this perspective, learning as an ongoing practice that involves the acquisition and transformation of information into new knowledge is context-driven; and, inextricably entwined with relationships, and identity formation that emerge from co-participation of practice (Billett, 2001; Lave and Wenger 1991).

When an information studies perspective is employed to explore the concept of resilience, a central theme becomes learning how to go, that is, in times of stress, or uncertainty people require information that will enable them to ‘go on’ to construct strategies that enable them to adapt and transform in order
to meet the immediate and ongoing demands of everyday life or the significant demands created when knowledge bases become disrupted.

Engaging with information and creating an understanding of the information environments and its multiple landscapes occurs through interaction with, and exchange of, information. Developing resiliency and becoming resilient is therefore predicated upon creating communal relationships with others and their internal and external banks of knowledge, of sharing information and in turn developing shared understanding and meanings.

To emphasise an information studies approach, the term information resilience is adopted (Lloyd 2013; 2014) to highlight the central role that information, its use, and practices play in the resilience process. The idea of resilience in information studies research was introduced to the field by Hersberger in 2010, who briefly examined some key theoretical concepts drawn from psychology as an aid to helping librarians understand how to ‘better to serve users who have experienced stressful or adverse life effects’ (p. 1). The term has been extended in this paper and focuses on the information practices, (strategies, activities, and skills) which guide peoples’ capacity to adapt and transform in times of adversity and uncertainty.

This paper is exploratory and tentative. It will introduce a number of questions and explore some concepts that may be used to guide an exploration of this emerging concept, for example:

- How has resilience been conceived in other areas?
- How is resilience understood from an information studies perspective?
- What concepts help frame an understanding of information resilience?
- What is information resilience?
- What role do libraries play in building and supporting strategies that enable resiliency? How does the library act as a site of information resilience training?

**How is resilience conceptualized?**

The focus of early resilience research and still much of the focus today, centres on the negative effects of adversity and the psychology of individual responses to adverse situations or conditions (Hutchinson and Dorsett, 2012; Luthar, Cicchetti et al., 2000; Masten and Wright, 2010). The locus of this research is primarily focused on risk factors in relation to chronic illnesses in adults, and vulnerability in relation to children (Pooley and Cohen, 2010, p. 30).

There also appears to be no consensus on a definition of resilience, and this is largely due to whether resilience is characterized as a process, or personal quality or trait. When resilience is viewed as a personal quality or trait, a number of factors are identified that emphasise the affective aspects of personal character, focusing on the optimism, personal strength, adaptability and perseverance (Ahern, et al., 2008; Hutchinson and Dorsett, 2012; Pooley and Cohen, 2010). As a process, resilience has been defined more holistically to include the psychological, but also interaction between the
‘ecological context’ and the person (Curtis and Cicchetti, 2007, p. 811). This is the approach taken in this current paper.

Resilience has also been considered as a positive outcome that can occur despite adversity or serious threat. Mastern and Wright (2010) describe resilience as “an outcomes in spite of serious threats to adaptation or development” (p. 228). Extending this concept of resilience as process and outcome, Mastern and Wright (2010) view resilience as a process of interaction between people and changing environments.

The stretchiness of resilience has been described through the metaphor of a bouncing rubber ball (Hegney, et al., 2007) as the ability to bounce back. In their study of individuals in rural Queensland these authors describe individual resilience as a rubber ball that will spring back into shape regardless of the stress that is placed upon it. This metaphor is in keeping with the origin of the term, ‘resilire’ which means to bounce back (Neaga, 2010).

Luthar, et al., (2000) suggest that two markers must be present in order to determine that someone is demonstrating resilience or can be characterised as resilient. These markers are described as adversity, which creates a negative situation or experience, and successful adaption or competence in relation to tasks (p. 543). Continuing with the theme of adaption, Norris, et al., (2008) have drawn from a wide range of fields to present a theory of resilience which focuses on ‘stress, adaption, wellness, and resource dynamics’ (p. 127). These authors consider resilience to be “a process linking a set of adaptive capacity to a positive trajectory of functioning and adaption after a disturbance” (p. 130).

An ecological approach has been advocated by Unger (2008, p. 225) who defined resilience:

In the context of exposure to significant adversity, whether psychological, environmental or both, resilience is both the capacity of the individual to navigate their way to health-sustaining resources, including opportunities to experience feelings of well being, and a condition of the individual family, community and culture to provide these health resources and experience in culturally meaningful ways.

Pooley and Cohen (2010) build on this early work to accommodate recognition of context, and propose the following definition: “The potential to exhibit resourcefulness by using available internal and external resources in response to different contextual and developmental challenges” (p. 34). Resilience is associated with the adaptability of learning and the ability to use learning to transform, while at the same time continuing to function (Pooley and Cohen, 2010). Interestingly, while adversity is always associated with significant challenges brought about by major disruptions (such as dispossession, war, or significant social or physiological trauma) it may also refer to the challenges bought about by less significant but still traumatic challenges such as those of losing a job or having to cope with rapid and repeated workplace or organisational change.
In the organisational science field the notion of organisational resilience has been applied to descriptions of systems. In this domain, the concept is associated with the ability to rebound and move forward in adverse organisational situations. Alternatively the term may also relate to the capacity to develop new strategies and capabilities in order to take up new opportunities (Ponis and Koronis, 2012, p. 923). As a result, two approaches exist in the organisational studies field (Frelasa and Burnett, 2013). The first describes resilience as an ability to bounce back from a stressful and adverse situation, and to regain control. The second approach suggests that resilience acts as a catalyst for change and focuses on the new capabilities that may be developed (Ponis & Kronis (2012, p. 923). Frelas and Burnett (2013) have indicated that while these approaches have produced a range of definitions, the common theme in all is the notion of uncertainty. These authors draw attention to the work of Nonaka and Takeuchi (1995, p. 5) who suggest that uncertainty produces periods of external knowledge accumulation as a means of addressing the adverse situation. Frelas and Burnett (2013) working from a knowledge management perspective have indicated that the organizational resilience literature “places little explicit emphasis on the role of knowledge, and as such the relationships between organisational resilience and the application of knowledge is within organisational context are still relatively ill-defined” (p, 2013, p. 3).

The concept of resilience is often closely aligned with studies of social inclusion, wellness and well being often associated with specific socio-economic groups. Hutchinson and Dorsett (2012) have explored the literature specifically related to refugees and resilience in Australia, but also drew from international studies in order to supplement the paucity of literature in this area. These authors identified themes which contribute to a view of resilience, relating to: personal qualities, support, religion and spirituality. Key barriers included language, racism, discrimination and labelling, which emphasised the deficit models related to assumptions made about experience with trauma.

In summary, the concept of resilience is closely associated with the ability to bounce back and adapt in times of adversity. While the concept has been explored in the ecological, psychological, health, social welfare, community and more recently business sectors - currently there is no agreement on a single definition (Luthar, et al., 2000; Pooley and Cohen 2010). However what is agreed upon is that disruption is a significant indicator and while major trauma and distress are often viewed as the common catalysts - this is not always case. Resilience may be influenced and built by a range of factors, one of which is access to information and the development of sound information literacy practices.

Resilience in information studies literature

In the library and information studies literature, the conceptualisation of resilience as an individual or community construct is nascent and still emerging. However, as research in other fields suggests, a primary resource for resilience is information. As such the concept should be of interest to researchers and practitioners in this field, particularly as the concept has congruence with information literacy (as outcome of information literacy practice). What is required is the development of a construct of
information resilience and information resiliency that has resonance within the library and information studies discourse and community.

Introducing the concept into the library and information studies literature, Hersberger (2010) focused on stress, homelessness and a role for public libraries. This author drew attention to how public and virtual spaces created by libraries can contribute to a sense of place for people who are homeless, abused or neglected.

The idea of community resilience and the role of the public library has recently been explored by Grace and Sen (2013). These authors report that ‘there is no literature directly concerned with public libraries promoting community resilience’ (2013, p.514), which they suggest is a process ‘comprising of interrelated adaptive capacities’ (p. 534) and concerned with the wider issue of the sustainability of society (p. 518) . The autoethnographic study reported by these authors, focused on day-to-day working practices and sought to understand how public libraries enable or constrain community resilience. The study identified the disjuncture between the social worlds of library user and library staff, the use of technology, the constraining effect of professional discourse on technology use, and, the role of outreach as potential areas for policy development (p. 513).

The relationship between information and resilience has recently been considered in relation to the workplace by Lloyd (2013). Here it has been suggested that modern workplaces are information intensive and characterised by the need for information to leverage a competitive edge, and by the rapid implementation of technologies. This intensification requires staff who are information resilient in times of rapid change with the ability and agility to adapt and change as the knowledge bases of their workplace also change (Lloyd, 2013).

**Becoming information resilient:** *Learning to go on*

A recently reported study of health literacy in resettling refugees (Lloyd, 2014) contributes to an understanding of information resilience as it emerges in resettling refugees. This information landscape study (Lloyd, 2014) focused on health information and health literacy and explored how resettling refugees experienced entry and access to the health information environment.

The study identified a number of major themes that serve to explain the association between information practices and the construction of resilience. Resettlement was viewed as a transition that was fraught with difficulty and uncertainty. A major theme emerging from the study described the disruption of a person’s knowledge base, requiring reorientation, adjusting and reframing. These phases were simultaneously entwined with a need to construct new information landscapes and this, in turn, required the recognition of affordances to access information and information sources and to operationalize information skills that were appropriate and relevant to the new setting. It also required the establishment of new strategies to deal with the complexity of established environments. These major themes which have been described in detail in Lloyd (2014), are summarized below.
Disruptions to the knowledge base: Reorienting, adjusting and reframing

The circumstances of uncontrolled displacement are experienced by participants in this study as a disruption to their existing knowledge bases, ways of knowing and an inability to recognise information affordances or ways of knowing how to access information. This disruption was made more complex for participants who had limited language and literacy capability. Transition impacts on people in a number of ways particularly in relation to the loss of reference points related to familial social relations, extended social networks, and cultural, social, institutional /organisational systems and how they operate (e.g. health, welfare, education). The disruption emerges as a loss of information that is inherent within these reference points. The transition to new environments is underscored by uncertainty (Kuhlthau, 1993) and there is a need to allay this situation by developing knowledge and skills that are appropriate and effective in the new information environments.

For the participants in the refugee health information study this disruption required them to:

- **reorient** – towards their new environments and in doing so begin to connect with and recognize the affordances that will fill in information gaps and reduce uncertainty;
- **adjust/modify** their previously established ways of knowing to accommodate this disruption; and
- **reframe** their knowledge in the context of their new environments (Lloyd, 2014)

Reconstructing disrupted landscapes.

A feature of resettlement is the disruption of knowledge and the need to establish new social relations and networks. In this respect, and in the context of the health information environment, resettling refugees’ information resilience can be associated with the capacity to map the health information of their new setting, and to identify places and spaces that will afford practical and affective support. The activity of mapping enables newcomers to address specific needs and provides support needed to avoid information overload, which can often result in information avoidance (Johnson and Case, 2012).

In the refugee health information study, the health information landscape was composed of a number of nodes, which represent particular types of associations and social networks and pathways. Formal sites within the information landscape were classified as those with legislative or institutional capacity. Service agencies that tender for refugee support services include: medical sites such as refugee clinics and counselling services, aid agencies and welfare support. These sites represent a physical presence and enable access to institutional and compliance information that must be adhered as part of the resettlement contract. Other sites that constitute place in the landscape were identified as:

- **everyday sites** such as church groups, sporting teams, social groups, community meetings. For refugees in this study, these sites represented places where affinity groups were located. They also represent sites where incidental information, which differed from the purpose of the site could be obtained (e.g. health information offered in conversation after mass); and,
• *family sites* these sites were mapped as places of significant trust and authority.

Common to these sites was a range of media and information sources. These were identified as the Internet for the principle use of Facebook, email and web browsing e.g. Google. Other media that acted as an important sources of information included: television, newspapers, magazines, pamphlets and books. The static print based sources, were often considered more important because they gave participants with emerging literacy and language skills more time to comprehend the information; while ‘Googling’ was seen as a easy way to obtain information, this information was often printed off.

**Dealing with disruption: Collective coping**

A significant strategy that is central to resilience is that of collective coping which refers to the process of engaging with others in meaning, purposeful and culturally congruent ways (Kuo, 2012, p. 4). Participants in the study employed this strategy to deal with the *uncertainty* that new information environments present. Participants recognized the importance of socially mediated information and everyday spaces such as faith-based groups and community groups. Collective coping represented a joint activity where refugees, with limited knowledge of the new health environment worked together to *pool* fragmented information and combine limited literacies (information, digital and functional literacies) and skills to locate information, which would reduce uncertainty in relation to a health issue (Lloyd, 2014).

**Pooling**

Pooling of information describes collectivising *bits* of information from a wider range of sources in order to gain a more comprehensive picture. In the present study, pooling activity was associated with the incidental activity of everyday spaces and within family or community sites. Pooling occurred on two levels related to understanding *where information was located* and *how to access it*. Participants in the study were able to identify the types of information they need (where to get cheaper medicines, information that explains symptoms) and where to obtain sources of information from within the system (*from the internet, from TV, from the doctor*). However, difficulty in piecing that information together, comprehending the information, and understanding the meaning or consequence was also reported. To alleviate the stress created by knowledge disruptions and to solve particular problems this transition caused, participants reported sharing and piecing together information, to solve issues or problems. As a collecting-coping strategy, pooling could occur purposively, where people came to deliberately share information about a particular health issue, but it was also identified as occurring coincidentally in everyday spaces.

**Situating a conception of information resilience in Library and Information Science (LIS).**

Information resilience emerges from this research as a concept that enables LIS researchers to focus on the practices (activities and skills) and strategies that people must engage with to cope with the disruption of their knowledge base, and their need to re-establish information landscapes that reflect changed or altered situations and ways of knowing. While numerous definitions and descriptions of resilience are present in the broader literature, a key marker that appears to be missing from these is the
identification of knowledge disruptions and the creation of knowledge gaps that are caused when
situations alter or significantly change e.g. because of trauma, or when adverse conditions prevail. This
disruption creates gaps in the information landscape and uncertainty that require the transition from
unknowing to knowing and rebuilding of cultural capitals to enable people to transition and build new
information landscapes. To further frame information resilience, the concept of social and cultural
capital building are introduced as a theoretical lens, because social relationships are often cited as a
catalyst for building social capital, but more importantly they are central to the resettlement experience
and act a catalyst for resilience (Bourdieu, 1986; Portes, 1998).

The idea that people enter new landscapes in the resettlement transition has been identified by Lloyd, et
al., (2013) and prior to this in relation to the workplace (Lloyd, 2006). The concept of an information
landscape lends itself as a metaphor and as an emerging methodology from which to explore
information resilience. The concept of uncertainty is also employed to emphasise the impact that a
disruption of knowledge creates when a new environment is entered and new information landscapes
are created.

Information landscapes
The concept of information landscape (Lloyd 2006; 2010) as being constituted socially and constructed
within larger information environments is central to understanding the impact of knowledge disruption.
Information landscapes have both physical and metaphysical characteristics, which are entwined and
inseparable. Information landscapes are grounded by collaborative practices and maintained through
membership (e.g. affinity groups with similar interests or purposes or experiences). An information
landscape is constructed as people connect with physical and with the intersubjective places that are
created when people align and become affiliated with each other through membership. This
construction occurs through ongoing interaction between people who are engaged in similar
endeavours, pursuits and situations. Ways of knowing these landscapes are complex and rest upon
understanding how information is accessed and used (on one level) and how it is produced, reproduced,
circulated on another.

Constructing landscape
Our constructions of information landscapes are at first tentative, we need to become familiar with the
larger information environment first and understand how it is shaped, what affordances it offers, we
must learn to operationalize the information practices and skills and we learn about what information is
legitimized. This information helps us to shape our specific information landscape. Landscapes act as
knowledge spaces (representing embodied ways of knowing). They are constructed through access to
social, textual and physical information modalities that are relevant to the practice, endeavour or
situation (Lloyd, 2006). This access is shaped by an array of socio-cultural, socio-material and
economic-political practices. Information landscapes can therefore be viewed as complex information
ecologies, which frame and situate particular discourses and narratives, thus entwine people within
time and place (Lloyd, 2006; 2010).
The concept of information landscape is informed by an ecological view of information as “any difference that makes a difference” (Bateson, 1972, p. 453), and by affordances (Gibson, 1977) whereby people take up opportunities furnished by the setting. These opportunities are provided by the landscape and are recognized through an understanding of what constitutes information and knowledge in the particular setting.

This view of landscape has resonance with Somerville’s work in place literacies because the creation of an information landscape is intricately entwined with learning. Where place is understood to be “both a specific local place and a metaphysical imaginary place” …as an alternative lens through which to construct knowledge about the world (2007, p. 149). For Somerville place is pedagogical “as centres of experience places teach us about how the world works, and how our lives fit into the spaces we occupy” (Somerville, 2007, p. 151).

For example, when people enter a doctor’s office they enter a physical location, which is imbued with meaning. When they enter into a relationship with their doctor they are entering into a space through which intersubjective agreement about the meaning of their interaction is traded. Information and knowledge are exchanged at both levels creating the information landscape. This information landscape is socially constructed and emplaced within a larger health information environment, which is in turn composed of a wide range of domain specific and structural knowledges.

The health information landscape for example, may be centred on particular knowledge, e.g. diabetes, chronic disease management and ways of knowing how to access this knowledge. It will have spatio/temporal features locating it within time, e.g. in the context of a health information need, and connect to spaces, such as the locations related to health, or the intersubjective spaces where people agree upon health, e.g. discussions, conversations, narratives (Lloyd 2014).

The concept of information landscape has the following elements:

- it is both a physical and metaphysical place but focused on a particular theme in everyday life which are more complex e.g. health landscapes reflect the larger information environment;
- it is constructed through engagement with different sites of knowledge and with varied sources of information that are embodied, social and textual;
- its construction involves the recognition of varied sources and categories of knowledge and the multiple connections, interconnections and saliences that make knowledge possible and,
- information and knowledge are exchanged in ways that are complex, will often be contested but are recognized as meaningful.

When newcomers such as refugees enter a new information environment e.g. health, they may be exposed to different knowledges (procedural, declarative, local, contingent) and ways of knowing that differ from their established ways of knowing. This disjuncture, between established and new
information environments results in a knowledge disruption or a gap, which in turn acts as a catalyst for uncertainty and anxiety (Kuhlthau, 1993; 2004). Kuhlthau (2006) has tied information to the reduction of uncertainty in her work on the search process and she suggests that “…people are likely to experience heightened uncertainty in the face of unique, incompatible, inconsistent information that requires construction and interpretation to be personally understood” (2006, p. 233). In the case of refugees, uncertainty is the result of forced movement away from familiar places, people and established ways of knowing that had formed part of their information landscape. This is also extended into an inability to adequately gauge meaning and make sense of a new information environment because of limited language and literacy competencies.

Rebuilding capital in the disrupted landscape

The concept of social capital lends itself to understanding how information resilience emerges, because the development of social relationships and networks is often cited as a central aspect of resiliency. The idea that social capital represents the networks that build up around individuals has been explored by Hope (2011, p. 94 ). Earlier, Bourdieu (1985; p. 248) defined social capital as ” the aggregate of the actual or potential resources, which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition”. From an information perspective resources can be identified as information and knowledge about the nature, flow, and location of information and the operationalization of information skills within a social system. The emphasis here is on access to relationships and access to embodied capital, which can increase their cultural capital (Bourdieu, 1985; Portes, 1998).

Here the idea of bonding and bridging (Putnam, 2000) capital may also provide the explanatory power that may contribute to understanding how information resilience is built. Refugees often arrive in new countries without connections or the immediate support of social networks, and what connections that they do have may be limited to the formal and institutionalized relationships with resettlement agencies. They therefore lack social and cultural capital and must learn to create social relationships with established and situated groups who will provide a bridge for them into the social setting and allow them to develop bonds. Bridging capital refers to making connections with people who may not be similar and identifying locations that help people to connect. While bonding capital refers to the elements that bring people in groups closer together, e.g. same race, or religion, and establishes and maintains networks (Putnam, 2000). Holland (2009, p. 340) suggests that while bonding capital helps people to get by, bridging capital enables them to ‘get on’. One of these elements is the development of shared understandings and ways of knowing that come from agreement about what information and knowledge are important and legitimate (Lloyd, 2010).

To successfully connect with a new landscape, newcomers will need to operationalize ways of knowing on two levels. The first focuses on the landscape’s structure and on ways of knowing how the structure is shaped, how to navigate within the landscape and how access to information is operationalized - it is therefore epistemological in nature. At another level, people engage with situated
knowledges of the landscape (the ‘know why’ knowledges). At this level they are engaging with the ontological nature of the site, in this case knowledge related to health.

**Discussion: Information resilience**

Researching resettlement from an information studies perspective emphasises the role of information and people’s experience of information and learning *how to go* in a new environment. The use of the term *information resilience*, places emphasis on the central role that access and use of information plays in enabling people to transition in times of uncertainty. While other fields recognise that there is a need for information, research in these fields tend to focus on producing descriptions that highlight the process or attributes of resilience. The result is the underlying catalyst— the need for information—and response – the operationalization of skills that address the need—are still largely missing from the literature.

The resonance of information resilience as a researchable and an explanatory concept resides in its ability to frame the outcome of people’s engagement and experience of information when knowledge bases are disrupted, and to frame the practices and literacies (information, digital, functional) that are required in order reduce uncertainty. This approach brings the need for information to the forefront and advocates a user centred perspective. While the concept is closely associated with adversity and risk, these elements should be viewed along a trajectory from significant (uncertain about changes in the workplace) to catastrophic (the need to obtain information during high risk events such as natural or man made disasters).

Central to the ability to overcome adversity and uncertainty is the capacity to understand how information is situated and shaped with an environment, to recognize the affordances that will enable access to information and to construct an information landscape that reflects the situated experience. The ability to operationalize information skills to address challenges becomes part of this practice. The idea of information resilience has congress with the concept of information literacy and while further research is considered important, it may be tentatively described as a general outcome of information literacy practice.

The concept of social and cultural capital (Bourdieu, 1985) and the role of bridging and bonding capital (Putnam, 2000) also present useful ways to focus research into information resilience and to address questions about why and how information landscapes are constructed. The need to establish and maintain social relationships is important to the building of social and cultural capital and results in the need to access information that bonds people and groups together but also one that creates bridges to new resources that will enable resilience to occur. In this context the role of pooling information becomes a central theme to building resilient information practices where people’s knowledge base has become disrupted due to adversity or significant change.

While the concept of information resilience is nascent in the LIS field, and further exploration is required, the present study conceives information resilience an outcome of the ability to engage with
information practices, and information tools and to operationalize these tools to transition through knowledge disruption. While this current discussion has been located in health information environment, it may be that the concept has salience in other sectors, particularly in relation to the transition from education into work and the transitions that are required in rapidly changing workplaces.

**Supporting information resilience and resiliency training: A key role for public libraries**

The concept of information resilience provides a focal point to highlight what impact public libraries play in supporting everyday learning needs of this specific cohort, or for other disadvantaged or socially excluded groups identified by Hersberger (2010). Becoming information resilient requires a safe supportive place to learn and to be allowed to make the mistakes that often occur when learning. In this respect public libraries are uniquely placed, to meet the local demands of resettling groups, by providing information, resources and training that are targeting groups and individuals who are experiencing trauma or stress in resettlement. The present study indicates that one of these areas relates to health information, at the source level, but more importantly supporting the development of information literacy skills recognizing that information literacy occurs at an individual but also at a collective level and both are required to promote information resilience.

**Conclusion**

The increased movement of people across the globe has implications for all professions including researchers and practitioners in the library and information science professions. Understanding the implications of transition and resettlement from a perspective that inherently understands the role of information (or lack of it) in people’s lives put us in a unique position of being able to make a significant contribution that can impact on the lives of people whose lives are now fraught with uncertainty.

In using the term information resilience, an attempt has been made to open a door to emphasise and focus attention towards information as the central resource required to rebuild information landscapes, and for rebuilding social and cultural capital, which enable resilience and support people in difficult situations to learn how to go on. The health information landscape and health related information practices of resettling refugees has been used to highlight this concept and to bring together a series of sensitising concepts, which may focus further work in this emerging area.

However, the scope of this concept should not be confined to a single area of LIS research and further work is required across a range of different information landscapes to develop the a theory of information resilience which may be used an analytical lens through which to explain people’s experience and use of information as they transition through times uncertainty and change.

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