Everyday Health Information Literacy research and Energy Information Literacy

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University of Oulu, Jan 25, 2017
Introduction
Previous research projects related to information literacy and EHIL (1)

The Academy of Finland funded projects

1) *Health Information Practice and its Impact (HeIP)*, conducted with Åbo Akademi University in 2008–2012

Among other findings increased understanding of childhood obesity through a doctoral study focusing on the creation of patient value for obese children and their families in Finnish health care practice (Känsäkoski 2014, Känsäkoski & Huotari *Journal of Documentation* 2016).

2) *Utilization of Health Information Management and Modern Technology in the Prevention of Obesity of the PrevMetSyn consortium*, funded by the Academy’s SALVE programme in 2010–2012, Sub-project focused on developing an everyday health information literacy (EHIL) screening tool (Niemelä et al. 2012), which was also utilized in lifestyle counselling (Huotari et al. 2015).

*The MOPO study (2009–2015)* co-funded by the EU/ESF and EU/ERDF, Finnish Development Fund for Innovation TEKES and the Finnish Ministry of Education and Culture. *The EHIL tool was further tested among call-up-aged young men of the MOPO study in the doctoral studies of Hirvonen (2015) and Enwald (2013)*, and a number of international, high quality articles published.
Previous research projects related to the EHIL (2)

The Joy of Reading Program (2012–2015) conducted together by the Faculties of Humanities and Education at the University of Oulu, funded by the Finnish Ministry of Education and Culture.

- Aimed at developing comprehensive reading skills for children and young people, boys in particular, and promoting motivation to read through cooperation between schools, libraries and homes. Focusing on multiliteracy and the use of new technologies supported developing new curricula (the national curriculum will be in force from 2016) and library strategies.
Limitations of previous research within this multidisciplinary field of research (1)

- Literacy research conducted in isolation within education, psychology, psycholinguistics => theories segregated, fragmented, compartmentalized with limited applicability in practice

  - Literacies investigated as individuals’ instrumental skills rather than as situated, socially derived practices.

  - Research on health literacy conducted mostly in medical settings (Chinn & McCarthy 2013)
Limitations of previous research (2)

- The concept of new literacies is new in health context

- Research on new literacies focused on formal school environments (Gee 2010)

- Research limited on health related literacies in everyday life settings, and on literacy practices in which formal and informal or even non-formal environments are examined in an integrated manner

- Web-based and other practices typically investigated separately from each other
A new project ‘CogAHealth’ funded by the Academy of Finland in 2016 - 2020

- Cognitive Authorities in Everyday Health Information Environments of Young People (CogAHealth) aims at deepening the understanding of the construction of cognitive authority among young people (10-24-year-olds, UN 2015) when participating in contemporary health information environments.

- Because in constantly transforming information environment it is not easy to determine who and what to believe and trust in health issues (Niemelä et al. 2012)

=> It is demanding to know who or what cognitive authorities are in health
Main Concepts

- Information Literacy (IL) ‘the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.’ (ACRL 2015, 3)

– Health Information Literacy

⇒ Everyday Health Information Literacy (EHIL, Niemelä et al. 2012)
Main Concepts

*Cognitive Authority* (CA, P. Wilson 1983)
- Based on influence rather than position
- Evaluated on the basis of an individual’s information need and the context in which the information will be used
- Communities may recognize different types of CA

=> CA is contextual and constructed (ACRL 2015, Huvila 2013).
Because New Literacies

- Refer to *participation, production, non-professional expertise, and shared authority* (Gee 2010) and *understanding literacies as a meaning-making social practice* (Selander & Kress 2010)

- Involve *multimodal, diversified texts* (e.g. figurative, aural, spoken, written, numerical, gestural, factual, imaginative)

- Are *transforming and transformative* (Martin & Grudziecki 2006), implying a mutual shaping relationship of media, practices, literacies, and users.
Includes ten statements [with response options from 1 (strongly disagree) to 5 (strongly agree)]:

1. It is important to be informed about health issues.
2. I know where to seek health information.
3. I like to get health information from a variety of sources.
4. It is difficult to find health information from printed sources (magazines and books).
5. It is difficult to find health information from the Internet.
6. It is easy to assess the reliability of health information in printed sources (magazines and books).
7. It is easy to assess the health information on the Internet.
8. Health related terminology and statements are often difficult to understand.
9. I apply health related information to my own life and/or that of people close to me.
10. It is difficult to know who to believe in health issues.
Discussion
Your comments are very welcome
References


