

ABSTRACT

Title of Document: INFORMATION PRACTICES DURING LIFE
TRANSITION: KOREAN IMMIGRANT
WOMEN'S EVERYDAY LIFE
INFORMATION SEEKING AND
ACCULTURATION

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In this dissertation, I explore information practices during life transition in the context of immigration. This study aims to understand how their unique personal, social, and life contexts shape immigration experiences, and how these diverse contexts are related to various information practices that they engage in to resolve daily information needs and achieve immigration goals. In my study I examined daily information needs and acquisition of Korean immigrant women. Data were collected through two interview sessions, diary entries on everyday information seeking up to three weeks, post-diary debriefing interviews to reveal contexts surrounding information practices, and observation sessions. My study shows that one's accumulated experiences with information-related situations shape the person's attitudes toward diverse information resources and habitual information practices. Both personal and social contexts surrounding immigrant women change during life transition and shape how they interpret their immigration experiences, what information they need to deal with both daily and long-term goals, and how they modify their information practices to obtain

the relevant information in an unfamiliar information environment. Also, life transition of immigration entails changes in immigrant women's social roles, which engender their daily responsibilities in the new society. These daily responsibilities motivate immigrant women's everyday interactions with a variety of communities in order to exchange information and conduct their social roles in the new sociocultural environment. While immigrant women had common information needs around culture learning, social roles and associated responsibilities explain differences in their differing information needs and tend to direct daily information practices. The advancement of ICTs allows immigrant women to conduct their social roles in a remote city as well as to maintain multiple connections with both the heritage and host society. Limited cultural knowledge influences immigrant women's evaluation and use of the obtained information as well as their acquisition of relevant information. This study provides understandings on the role of information during life transition as well as Korean immigrant women's information practices.

INFORMATION PRACTICES DURING LIFE TRANSITION: KOREAN
IMMIGRANT WOMEN'S EVERYDAY LIFE INFORMATION SEEKING AND
ACCULTURATION

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Dedication

In loving memory of my mother, Chul-Shim Goo (1954-2012).

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I have always believed in three magical words: explore, experience, and enjoy. Pursuing a Ph.D. turned out to be one of the biggest adventure that I had taken in my life. Five years of my journey was fun yet challenging. I would not have been successful in completing this journey without many wonderful people and their help.

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Chapter 1: Introduction

1.1 Placing Myself into My Research

I came to the United States five years ago to join the doctoral program at the University of Maryland, College of Information Studies. As I had lived at the same address for most of my life with my family, I was excited about the idea of living abroad alone and studying in a new environment. In August of 2011, I arrived to an apartment in College Park, Maryland, that I rented with two Korean roommates. After looking around my new room, I went down to the leasing office to inform them that I moved in as well as to ask about public transportation and the neighborhood. A staff at the leasing office inquired about who I was, where I got the apartment key, how long I would live in the apartment, and how I moved my bags. We later figured out that the condominium owner did not submit the leasing document that listed my name to her in time, and she worried about subleasing, which was banned in the apartment. However, at that time, I did not know about subleasing, moving rules, renter's insurance, and the role of the leasing office as I had not lived in an apartment and had not lived in the U.S. So, I could not understand why the staff kept asking if I was a temporary renter, why she was so upset with the fact that I moved my two bags using an elevator, and more importantly, what went wrong and how I should deal with the uncomfortable situation. I believe that the leasing office staff would feel frustrated with me due to my ignorance.

Housing was just a start. The bigger problem was that I did not know what I did not know. I did not know why a school bus driver yelled at me when I stopped for three seconds at the stop sign attached to the bus and then proceeded; I was embarrassed

when the restaurant manager chased me outside of the restaurant to tell me about service charge for large groups; I was and am still confused about how to start and conclude an English e-mail; and I was and am not quite sure how to deal with unpleasant interactions. During my first year, I became more cautious of trying new things because I did not want to make mistakes and face difficult situations. I sought a group of Korean friends who had had or were having similar experiences to me. We shared our daily experiences and lessons learned to commiserate with each other and avoid similar mistakes in the future. We felt like babies who have to learn about what we should do and should not do, but there were no adults who could teach us from A to Z. So we made mistakes and learned everyday.

One of my friends introduced me to an online community for Korean married women in the U.S., which was designed to exchange shopping information. I would not use this type of online community if I were staying in Korea. I had my own shopping style and preferred brands, so I did not think I could get useful information from married Korean women. I decided to take a look at this website in hopes of learning American brands and other information for Korean newcomers in the U.S. I was fascinated by the prolific interactions that occurred in the community. These Korean women asked questions, vented their problems with their husbands or mothers-in-law, shared their interactions with American people, shared cooking recipes, discussed Korean television shows that they liked, requested advice on job interviews, and asked other users for help writing letters in English to teachers of their children. I could learn various aspects of American culture, from the school system to family relationships in the U.S., by reading through discussions in this online community.

These personal experiences motivated me to study information practices during one's life transition, and influenced my interests and approach in investigating the research questions of this dissertation study. I could meet immigrant women through personal networks outside of the school. Each person had different immigration and adjustment stories, and their daily lives and daily information practices also varied. While reviewing existing literature on immigrants' information behaviors, I came to think about how and why immigrants' daily information needs and adjustment process that I observed seemed to be different from ones described in the articles. Language proficiency did not seem to guarantee one's quicker adjustment, so did the length of stay. One friend who immigrated to the U.S. more than a decade ago was not familiar with high school lives in the U.S., but she was satisfied with her current knowledge and life and felt that she was adjusted. I had lived in the U.S. for five years, but still feel the need to learn about American culture and build social networks through non-school activities. In this study, I wanted to examine the process of a newcomer's information acquisition in a new environment, development of new social connections, and adjustment to the new society. I focused on women's experiences because I have observed that many women both in online communities and the real world moved to new places or new countries due to family decisions, which caused significant changes in their personal and social lives. In addition to my own experiences, I also found existing literature about acculturation, social media use during life transition, and immigrants' information practices, all of which seemed to support the need for further on Korean immigrant women's information practices in the host society.

When I talked about my dissertation research topic, people sometimes

responded, “Oh, you study immigrant women. Do you study them because you are an immigrant woman?” My five years of immigration experience in the U.S. certainly gave me an insider perspective as a Korean woman living in the non-native society. I had an advantage of being able to understand the language and Korean culture that my participants described. However, I held a unique position as a researcher who interacted with Korean immigrant women to document their lives. Also, my experiences in the U.S. were limited to school-related adjustments in an American graduate school, and for instance, I did not know about Korean immigrant parents’ lives in the U.S. Consequently, my limited knowledge about immigration experiences gives me an outsider perspective that allows me to explore the topic of interest in-depth and gain valuable insight. In the following sections I will give the background concerning information behavior studies of immigrants to locate my dissertation study in information behavior research. I then discuss the gaps that the current study aims to address and the significance of this study to expand the existing body of knowledge about information practices during life transition due to immigration.

1.2 Background

An increasing number of immigrants come to the United States every year for various reasons, including education, career opportunities and family support. In 2010, there were over 40 million foreign-born immigrants residing in the United States, which constituted about 13% of the total American population (Gambino, Acosta, & Grieco, 2014). Immigrants encounter heightened informational, social, and psychological needs as they seek to understand the social system of their new environment and regain control of their everyday lives (Adler, 1977; Kennan, Lloyd, Qayyum, & Thompson,

2011; Lloyd, Lipu, & Kennan, 2010). Information behaviors—which refer to the full range of human activities in relation to information sources and channels available (Burnett & Jaeger, 2011; Wilson, 2000)—are core activities in many aspects of cultural adaptation such as obtaining knowledge about everyday life, learning about educational and work opportunities, and understanding the social values and norms of a new society. Transnational migration leads to the separation of immigrants from a familiar information environment, and sometimes creates challenges that prevent full participation in education, work, and other daily events in their new society (Caidi, Allard, & Quirke, 2010; Lloyd, Lipu, & Kennan, 2010; Mehra & Papajohn, 2007).

Over the last three decades, scholars have investigated international migration and its impact on individuals and their host society. The term host society refers to the country receiving the immigrants. Psychologists have focused on developing theoretical frameworks and constructs to explain the cognitive processes occurring within an individual's mind during their life transition and adjustment (Berry, 1997; Phinney & Flores, 2002; Phinney, Horenczyk, Liebkind, & Vedder, 2001; Ward, 2001; Ward & Kennedy, 1994). These cross-cultural psychologists have examined the behavioral and psychological outcomes of international migration and identified diverse factors that predict better adjustment for immigrants. For instance, findings from these studies suggest that people experience better acculturation to a host society if they have better host language proficiency, regular interaction with people of the host society, or use the media of the host culture.

In the field of information studies, several researchers have emphasized the role of information in immigrants' successful life transition to a host society (Burnett,

Besant, & Chatman, 2001; Chatman, 1991; Fisher, Durrance, & Hinton, 2004; Veinot, 2009; Williamson, 2005). These researchers argue that immigrants should be able to locate information to make informed decisions and realize social inclusion in a host society. Studies have focused on cataloging various barriers in information practices that intercultural immigration can create (George & Chaze, 2009; Kennan, Lloyd, Qayyum, & Thompson, 2011; Lloyd, Lipu, & Kennan, 2010). For instance, language proficiency was found to be one of the fundamental obstacles in information practices of immigrants, in particular among those from countries that use different languages from those of the host society (Caidi, Allard, & Quirke, 2010). Limited access and unfamiliarity with information resources were other major obstacles that prevented immigrants from finding, acquiring, and using proper information (Lloyd, Kennan, Thompson, & Qayyum, 2013).

Previous studies have provided valuable understanding of the diverse factors associated with immigrants' information practices and adjustment in their host society. Information behavior studies have focused on identifying the types of different information needs, behaviors, and resources that people utilize (Case, 2007). This approach puts emphasis on capturing a cross section of diverse information behaviors and patterns of using information resources across individuals and situations. However, the complex contexts surrounding one's decisions to enact information practices are largely ignored. Also, except for a few studies on women in vulnerable contexts (e.g., Dunne, 2002; Harris & Dewdney, 1994), women's personal lives have not been of much interest to researchers, who largely concentrate on information practices in work-

related contexts. In this study, I focus particularly on the information practices of immigrant women as a unique population.

Immigrant women tend to work in private domains such as the household, and this makes it difficult to study their daily lives and information practices (Pearce, 2006). Studies dealing with the lives of non-White women often treat the immigrant subset as either outliers who experience abnormal situations or as vulnerable subjects who face struggles in the society where White norms dominate (Reid & Kelly, 1994). Studies dealing with immigrants have typically focused on their challenges, psychological conflicts, and consequences of maladjustment. Some of these studies used the culture shock framework, which emphasizes unpleasant experiences and passive reactions of immigrants (Bochner, 2003). However, this perspective overlooks the fact that international immigration is not an inherently negative experience and human beings develop diverse strategies to survive in new environments. In this study, I view immigrant women as active agents who negotiate new cultural and informational environments.

1.3 The Present Study

This study aims to address the gap in our knowledge on women's information practices in the immigration context. The following research investigates the information practices of Korean immigrant women, including their information needs, the information sources they utilize for resolving these needs, diverse information practices they engage with, and contexts around their information practices.

Along with China, India, Philippines, and Mexico, Korea is one of the top origin

countries of new immigrants to the U.S. and has sent about 2% of its population to the United States (Brown & Stepler, 2015; Gambino, Acosta, & Grieco, 2014; World Bank data, 2015). The majority of Korean immigrants pursue intra-cultural socialization—which refers to socializing with people who are from the same culture or have culturally similar backgrounds—through marriage, friendship, or language use in the United States (Pew Research Center, 2012). Female immigrants account for a large share of Korean immigrants (57%), but only 52.3 percent of Korean-born immigrant women participate in the labor force, which is less than their male peers (72.1%) or other immigrant women (57.1%) (Terrazas & Batog, 2010; Zong & Batalova, 2014).

These numbers suggest a unique cultural backdrop surrounding Korean immigrant women in the United States. For example, preferences for co-ethnic marriage can lead to the influx of adult women from Korea (Min, 1987). Many Korean immigrant men consider Korean-born women as more desirable partners who might accept traditional conjugal norms more readily than Korean women who were born or raised in the U.S. (Min, 1987). These immigrant women need to rebuild their social lives, from social connection to social participation, in their new cultural environment. Furthermore, values from one's heritage culture—meaning the immigrants' culture of origin—can encourage these immigrant women to play a role as transmitters of values and norms of Korean society in the household, but discourage their social engagement with diverse communities in the United States (Yoon, Lee, Koo, & Yoo, 2010). Immigrant women are more likely to come to the United States as dependents of their family and husband, rather than as principal workers, and this context can affect

immigrant women's social lives and family relations (Espiritu, 1999; Pearce, 2006; Yoon, Lee, Koo, & Yoo, 2010).

Within these complex contexts, Korean immigrant women seek information to achieve their own diverse goals as well as support their family members. My current study investigates how Korean immigrant women perceive their current immigration experiences in the United States and how they utilize diverse information resources for the exchange of information in order to understand and adjust to their host society. Thus, the main purposes of this study are:

- to understand how immigrant women's unique personal, social, and life contexts shape their immigration experiences, and
- to understand how these diverse contexts are related to various information practices that immigrant women engage in to resolve daily information needs and achieve immigration goals.

In this study, I focus on the personal experiences and behaviors of Korean immigrant women, and how their daily information practices interact with their life circumstances. Thus, I view immigrant women both as a group of people who have commonalities in their experiences of relocation and adjustment to the new environment, and also as individuals whose different life goals and contexts shape their perceptions and interactions on a daily basis. In this study, I use the term *immigrant* to refer to a person who was born outside of the United States but is currently living in the United States, including naturalized U.S. citizens, lawful permanent residents, temporary migrants, and other unauthorized residents. I will focus on new immigrant women who have been living in the United States for less than two years, and seek to

understand their cultural learning processes through ethnographic accounts. The qualitative research methods of ethnographic interviews, participant observation, and daily diary writing were used to capture rich descriptions of the daily lives and information practices of immigrant women.

1.4 Research Questions

Several researchers have investigated characteristics of immigrants' information behaviors and challenges they face in navigating their new society. However, relatively few studies have set out to understand the lived experiences of immigrant women and the relationship between these experiences and the women's information practices. Immigration is more than an act of moving to or settling in another country, and when combined with life contexts, immigration can have different meanings for each individual. Thus, this study aims to examine Korean immigrant women's immigration contexts, information environment, daily information needs, habitual information seeking behaviors, and strategies for information acquisition.

This work begins with an investigation into the diverse levels of contexts around one's immigration decision, and how immigration influences one's habitual and strategic information seeking in the new society. Therefore, the first research question examines participants' information seeking behaviors and individual factors that shape their information practices. The first question of the current study is:

RQ1. What information practices do immigrant women engage in to learn about and adjust to their new society?

Preference for interpersonal information seeking is well illustrated in the previous literature (Case, 2007; Fisher, Durrance, & Hinton, 2004; Harris & Dewdney, 1994). People first look for advice and information from interpersonal resources (Case, 2007; Fisher, Durrance, & Hinton, 2004; Harris & Dewdney, 1994). Immigration brings changes to the social landscape of these immigrants, which can influence the availability and usefulness of interpersonal resources (Jeong, 2004; Yoon, Lee, Koo, & Yoo, 2010). Furthermore, adult immigrants face a unique set of changes that are associated with their social roles in the community. The second research question thus explores:

RQ2. What are the social roles of immigrant women in the new society and how do these social roles influence their information practices?

An unfamiliar information environment might affect immigrant women's ability or attitude toward engaging with diverse information channels (e.g., host nationals, newspapers written in the language of host society). Information and communication technologies (ICTs) can therefore play a role in enhancing the accessibility of information sources and lower the cost involved in information behavior (Dekker & Engbersen, 2014; Jeong, 2004). The final research question investigates how Korean immigrant women utilize ICTs for information practices, and the role of social media and online communities for immigrant women in acquiring and exchanging information.

RQ3. How do Korean immigrant women utilize information and communication technologies in order to achieve their daily goals?

The remainder of this dissertation is structured as follows: Chapter 2 reviews the scholarly literature dealing with the individual and social aspects of information practices, while in chapter 3, details on the methodology of data collection and analysis are introduced. Chapter 4 presents the immigration contexts and daily information practices of each of my participants of this study. In chapter 5, the comparison analysis across participants and cases is presented. Finally, summary comments and implications are contained in chapter 6.

1.5 Significance

The current study is significant in that it examines characteristics and impacts of information practices on individuals' adaptation to a new stage of life. Previous studies have often put emphasis on immigrants' interactions with host nationals for better acculturation. This analytic approach generates problems by placing more value on particular resources than others. For instance, information from ethnic communities is sometimes considered as less legitimate and even problematic in that it can result in misinforming immigrants and inhibiting their integration to the new society (Jeong, 2004; Komito & Bates, 2009). This perspective also ignores the fact that the information seeking process is more than simply a means to acquire correct answers. In this study, I view information practices as involving the person's interactions with information resources, and posit that a person's relationship with and subjective evaluation of the information resources can be as important as source quality (e.g., reliability or completeness of the information) in her source choice.

This study is also meaningful in that it investigates how the availability and

prevalent use of ICTs transform information practices and acculturation to the host society of contemporary immigrants. Immigrants often experience a decrease in social connections and resources in their host society and utilizing ICTs can help immigrants acquire information from diverse information sources. By examining immigrants' information practices, this study provides implications for information system designers or immigration-related agencies to provide appropriate information through ICTs.

As online information channels (e.g., Internet search, online community, social media) have become one of the most important information resources, understanding online as well as offline information seeking is critical to capture the diverse aspects of everyday information practices in modern days. In this study, I adopt digital ethnographic methods to investigate immigrant women's information behavior offline and online. Digital ethnography typically refers to a methodology of ethnographic research that utilizes digital tools, but can also refer to ethnographic accounts of online behaviors (Murthy, 2011). Instead of a dichotomous perspective toward online and offline spaces, I take a connective approach to look "both at the ways that lives are embedded into computer-mediated communication and processes through which computer-mediated communication is embedded into lives" (Hine, 2007, p. 619). Following this perspective, I examine the online information behaviors of my participants with their information search data, and conducted observation and inquiry of their activities using online information platforms such as search engines, social networking sites, online communities, and mobile applications. Also, I conduct face-to-face interviews at physical locations that have specific meaning for my participants

(i.e. homes and churches) and shape their information-related activities. These integrated methods enhance my understanding of how immigrant women contextualize diverse information channels and how different channels function in new immigrant women's cultural learning.

Finally, this study aims to capture the process of acculturation of individual immigrant woman. Therefore, I investigate how each immigrant views her immigration, sets up diverse goals in the host society, how these goals are related to her daily information practices, and how personal and social contexts shape her information environment to achieve these goals. This study provides specific knowledge about Korean immigrant women's experiences and adjustment to the United States. At the same time, this knowledge can be applied more broadly to understand individual and social aspects of information practices among immigrant women in their new society.

Chapter 2: Literature Review

This literature review covers three disparate strands of literature that form the major focus for this research. In the first section (2.1 Immigration and Acculturation), I outline existing literature around immigration and acculturation studies. The goal of the first section is to clarify terminologies and articulate several factors that shape individuals' immigration experiences. In the second section (2.2 Human Information Behavior), previous studies on information needs and information seeking behaviors are reviewed. Major models of information behavior and several empirical studies are presented, with a particular focus on studies dealing with contextual factors around information behavior. In the third section (2.3 Social Networks in the Context of Immigration), I review social dimensions of information practices through the examination of both theoretical and empirical studies on social networks. These three strands of research are woven together to develop three research questions for this study. In the final section (2.4 Information Practices of Korean Immigrant Women), I address gaps in current knowledge regarding information behaviors of immigrant women within their personal and social contexts surrounding their life stage and immigration.

2.1 Immigration and Acculturation

Acculturation refers to a learning process that occurs when a person changes his or her previous cognitive and habitual customs in accordance with those of a new society. A contemporary definition of acculturation is found in Redfield, Linton, and Herskovits (1936) which states that, "acculturation comprehends those phenomena which result

when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups” (p.149). This description defines acculturation as (1) intercultural and (2) continuous first-hand contact between people. In this sense, acculturation is not separable from intercultural immigration.

2.1.1 Types of acculturation attitudes of immigrants

An increase in intercultural immigration during the late 1990s contributed to the growing volume of studies on acculturation. Researchers have investigated individual level acculturation processes by focusing on the interactions between immigration experiences, immigrants’ attitudes toward host and heritage cultures, and changes or retention of self-identification (Berry, 2001; Phinney & Flores, 2002; Sam & Berry, 2006; Ward & Kennedy, 1994). The recent literature on acculturation is mostly guided by a two-dimensional acculturation model (Berry, 1997). Earlier studies posited a dichotomous nature of acculturation where one’s adjustment to a society required a similar amount of loss of identity of the heritage culture (Flannery, Reise, & Yu, 2001; Phinney, 1990). However, Berry (1997) suggests that acceptance of one culture does not necessarily entail abandonment of the other culture, and that the two cultural processes can occur independently. In this two-dimensional framework, the two axes of this model are the maintenance of culture and identity of the origin society, and the relationship sought within the host society (see Figure 1). These two constructs are answered by yes or no responses, which yields four types of acculturation attitudes of individuals in the non-dominant group: integration, assimilation, segregation, and

marginalization (Berry, 1997, 2001; Sam & Berry, 2006).

Integration is defined as when individuals maintain the identity and characteristics that they established in their culture of origin, and at the same time, seek daily interactions with the host society. *Assimilation*, on the other hand, is defined when individuals decide to abandon their original culture and identity, and instead, actively seek intercultural interactions with host nationals. *Separation* is when individuals wish to retain their heritage culture, while rejecting relationships with the host culture group. Finally, marginalization is related to the attitudes of less interest in both maintaining heritage culture and accepting the host culture. The literature on acculturation suggests that an integration attitude is the most adaptive mode of acculturation that leads to immigrants' well-being. Conversely, marginalization is least suited for adaptation and well-being, and both marginalization and separation are associated with high levels of acculturative stress (Berry, 1997; Berry & Sam, 1997).

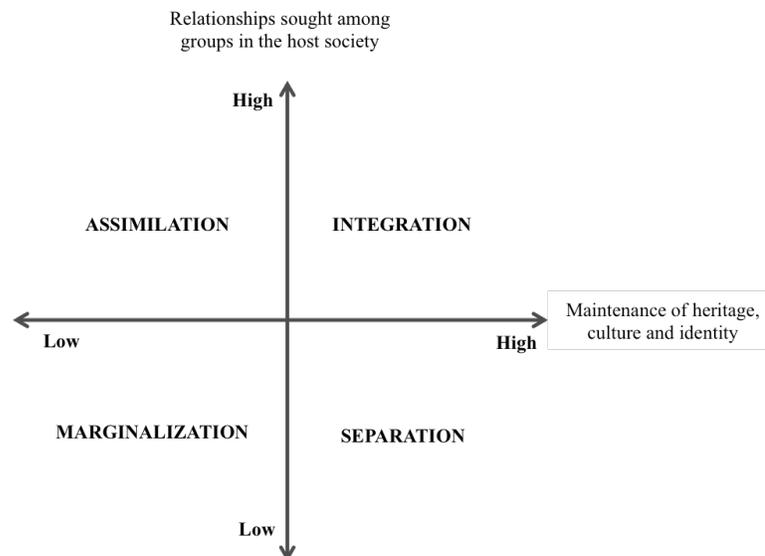


Figure 1. Acculturation Attitudes/Strategies (Based on Berry, 1997)

According to studies on acculturation strategies, individual factors (e.g., length of stay in the host society, language proficiency, age at time of migration) and willingness to accept the host culture account for one's acculturation level and stress. This viewpoint rests on the assumption that acculturation is a natural process that can be achieved if an immigrant wishes to interact with their host society and becomes familiar with host culture. However, researchers often neglect why these acculturation attitudes and individual differences exist, and how contextual factors can intervene in cultural learning processes of immigrants.

Culture learning theory also deals with immigrants' adjustment to a new society, with an emphasis on the dynamic process for acculturation that involves social interactions. Stemming from social psychology, culture learning theory posits that people may experience a lack of culture-specific skills that are needed for daily encounters in a new society (Berry, Breugelmans, Poortinga, Chasiotis, & Sam, 2011). In this framework, intercultural transition influences one's affective state as a form of shock, and this affective state works as a stimulus for immigrants to obtain culture-specific skills for new social interactions and better negotiation of their host society (Wilson, Ward, & Fischer, 2013; Zhou, Jindal-Snape, Topping, & Todman, 2008). This perspective emphasizes language proficiency as a critical tool for sociocultural adaptation, and places social interactions at the heart of sociocultural adaptation. Researchers have suggested several factors that intervene in the process of culture learning to explain why some people can exploit their language proficiency to obtain cultural knowledge from interpersonal sources (Ward & Kennedy, 1999; Wilson,

Ward, & Fischer, 2013).

For instance, researchers suggest differences in the availability of social and financial resources as a factor that facilitates one's culture learning and leads to one's better adjustment (Ward & Kennedy, 1999; Ward & Rana-Deuba, 1999). Thus, the absence of these resources decreases social opportunities for information acquisition for culture learning, and potentially leads to acculturation difficulties (Furnham & Bochner, 1982; Ong & Ward, 2005). Other researchers explain individual differences in the adaptation outcomes through personality characteristics. Wilson and colleagues have suggested that personality could influence adaptive outcomes in a new society (Wilson, Ward, & Fischer, 2013). Several personality constructs such as agreeableness, conscientiousness, and extraversion were positively related to one's sociocultural adaption, while neuroticism was negatively associated with adaptive outcomes.

These studies suggest the idea that both individual and social factors should be considered to better understand different levels of acculturation and adaptation difficulties across immigrants. Even if two immigrants have similar levels of acculturation attitudes and language proficiency, social factors can interrupt their culture learning process and lead to different acculturation experiences. However, previous studies on acculturation and culture learning have concentrated on identifying personal and social factors, and investigating their relationships with social adjustment levels. In the next section, I discuss dimensions of culture learning that constitute acculturation, and how other researchers discuss non-social aspects of acculturation and its process.

2.1.2 Dimensions of acculturation

Culture is a collective term that refers to the shared patterns of cognitive and affective constructs, beliefs and value systems, behaviors and interactions among a group of people that makes up a society (Matsumoto & Juang, 2012). Immigrants who enter a new social system need to modify their previous cognitive and behavioral constructs in accordance with those of the new society. While some cultural dimensions are quickly learned and accepted by newcomers, other dimensions of cultural learning can take a longer time or occur later in the migration process. For example, changing to an Anglicized first name can be a low-cost and conspicuous form of acculturation among immigrants to English-speaking countries, compared to other types of acculturation such as adopting the language or values of the host culture that often require substantial time and costs (Gerhards & Hans, 2009). This example supports the idea that culture is multifaceted, and acculturation would require different types of learning processes. Researchers have made several attempts to conceptualize different dimensions of acculturation (Berry, 1980; Gordon, 1964; Schwartz, Unger, Zamboanga, & Szapocznik, 2010; Ward, 2001).

Gordon (1964) suggests two types of cultural patterns and traits to define an ethnic group. Intrinsic cultural traits are “essential and vital ingredients of the group’s cultural heritage, and derive exactly from that heritage” (Gordon, 1964, p. 79). Examples of these intrinsic cultural traits include religious beliefs and practices, ethical values, musical tastes, folk recreational patterns, literature, historical language, and sense of a common past. On the other hand, external cultural traits “tend to be products

of the historical vicissitudes of a group's adjustment to its local environment, and are in a real sense, external to the core of the group's ethnic cultural heritage" (Gordon, 1964, p. 79), such as dress, manners, patterns of emotional expression, and minor oddities in pronouncing and inflecting English. In this definition, extrinsic cultural traits might be quickly lost, unless immigrants resist accepting their new culture and progressing acculturation. By contrast, intrinsic cultural traits are acculturated after immigrants have become integrated into the social system of the mainstream society through joining public institutions or organizations, becoming members of clubs, or making a friendship network (Gordon, 1964).

Other scholars similarly discuss dimensions of acculturation with slightly different names (Berry & Sam, 1997; Schwartz, Unger, Zamboanga, & Szapocznik, 2010; Ward & Kennedy, 1999; Ward, Okura, Kennedy, & Kojima, 1998). Ward (2001) proposes three aspects of acculturation that include affective, behavioral, and cognitive adaptation. The affective aspect refers to the immigrants' emotional attitudes toward the host society that change across the acculturation process. The behavioral aspect is related to sociocultural learning such as the acquisition of cultural practices and social skills. Finally, the cognitive aspect of acculturation relates to immigrants' social identification with the host culture. These three aspects of acculturation are interrelated in that, for instance, increased behavioral and cognitive adaptation leads to improved psychological adaptation (Ward, Wilson, & Fischer, 2011). These concepts lend support to the idea that different dimensions of cultural traits might involve unique interactions with information sources (Gordon, 1964; Mwarigha, 2002; Ward & Kennedy, 1999). For example, Mwarigha (2002) proposed a stage-wise approach for

understanding immigrants' settlement processes and reported the need to provide appropriate assistance. In the first stage, immigrants resolve imminent needs related to the initial behavioral adjustments to a new society such as food, shelter, and language learning. Once this is addressed, immigrants then need informational and non-informational assistance with access to various social systems and institutions of the receiving country in order to improve skills, and bridge cultural and lifestyle differences. In the final stage of settlement, immigrants strive to achieve equal participation in a society and overcome systemic barriers.

These studies suggest that acculturation is not automatically achieved across time, but requires effort through interaction with diverse resources to obtain cultural knowledge of a host society. In particular, information practices become as important for learning and adjusting to the new cultural environment as social skills. Both social interactions and information practices play important roles for immigrants in achieving the behavioral and cognitive aspects of acculturation. Also, the information needs and practices of immigrants evolve across time, which leads to immigrants' learning of different cultural dimensions and further acculturation to the host society. These various dimensions of acculturation are interrelated, but each dimension of acculturation can be achieved through different interactions with diverse information sources. In this sense, interventions of both formal and informal informational sources can be critical in facilitating information acquisition for immigrants and their successful social integration (Mwarigha, 2002).

2.1.3 Summary

In this section I reviewed the existing research on acculturation. The acculturation processes involve information practices to obtain cultural knowledge. Both individual characteristics and social contexts can shape an immigrant's information seeking and information resources utilization behaviors. Acculturation attitudes intervene in the process of information practices for culture learning and influence the social interactions and the use of information resources among immigrants. Social factors influence the availability of resources and one's ability to acquire information. Also, an immigrant needs to resolve their evolving information needs across the stages of immigration by interacting with diverse information resources available. In the next section, I will review human information behavior studies to understand characteristics of information practices in the immigration context.

2.2 Human Information Behavior (HIB)

In the past half-century, library and information science (LIS) scholars have introduced several models and conceptual frameworks to describe when information needs arise, and through what processes people find relevant information to satisfy their needs (Belkin, Oddy, & Brooks, 1982; Taylor, 1968; Wilson, 2000). Information is traditionally conceptualized as a piece of objective fact that exists outside of the individual and as a message that is transmitted to the receiver (Dervin & Nilan, 1986). There has been a paradigm shift in information studies that has changed the definition of information such that it now refers to “whatever an individual finds ‘informing’...” (Dervin, 1977, p. 22) which includes “all instances where people interact with their environment in any such way that leaves some impression on them—that is, adds or changes their knowledge store” (Bates, 2010, p. 2381). From this perspective, human

information behavior can mean any type of human interaction that drives the modifications of one's existing knowledge structure. For this study, I adopt this broader definition of information that can be useful for investigating daily information practices that sometimes involve accidental exchange of subjective knowledge.

In the next sections, I introduce selected HIB models and empirical studies with a particular interest in studies dealing with everyday information practices. Due to the dearth of studies on immigration-related information practices, I draw implications through examinations of studies on both everyday life information seeking and immigrants' information practices.

2.2.1 Contexts surrounding information practices

Early studies on information practices focused on the context of information needs and the information seeking process, from how a person articulates her curiosity to how she assesses the obtained information. For example, Belkin's ASK model describes human information behavior in three steps: 1) a person recognizes a need for information, 2) the person formulates a query to put to information retrieval systems, and then, 3) the person evaluates the returned information to determine what is appropriate for her or him (Belkin, Oddy, & Brooks, 1982). However, these studies often investigate information seeking behaviors that occur in work domains, where information practices are treated as a problem solving process (Elsweiler, Wilson, & Lunn, 2011).

Researchers have suggested that individuals' contexts shape their information needs and information seeking behaviors (Savolainen, 2012; Taylor, 1968; Wilson, 1981, 1999, 2000). One of the most well-known examples is Wilson's information

needs and seeking models (Wilson, 1981). In this model, Wilson (1981) distinguishes between three contextual layers triggering information needs, which are personal, social role, and environmental factors (see Figure 2). Personal needs are related to basic human needs such as physiological, affective and cognitive needs. These needs initiate information practices if the current situation is less than satisfactory. An individual's social roles also influence their information needs. This social role component of the model can be changed depending on the target population's main social role and the specific information behaviors being studied. In Savolainen's everyday life information seeking framework (1995), for instance, the regular rhythms of both work and free time activities are observed as important social contexts that affect individuals' daily information behavior. The environment in which a person is situated is another context that influences information needs and seeking behaviors. Several environmental factors such as the economic, political, and physical setting also characterize information environment and influence the information practices of individuals (Wilson, 1981). For example, economic climate and differential stratification of resources can characterize people's attitudes and behaviors toward information seeking (Chatman, 1991; Wilson, 1981).

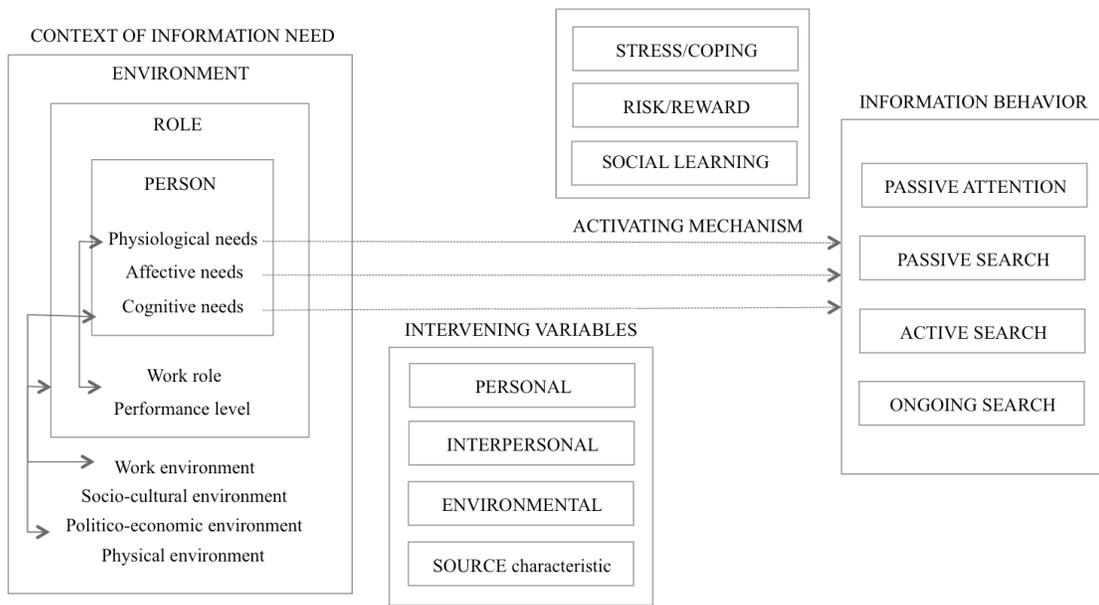


Figure 2. Wilson's Model of Information Needs and Seeking (Based on Wilson, 1981, 1999)

Once information needs arise, several internal and external factors are involved in the process of information seeking. The intervening variables are defined by the set of potential barriers or facilitators that prevent or support individuals' interactions with particular information sources (Wilson, 1999). For instance, lack of social skills (i.e., an interpersonal variable) can inhibit one's information seeking through people, but encourages information behaviors using other channels to obtain the desired information.

Activating mechanisms in this model describe affective, behavioral and cognitive evaluations that occur within one's mind. Wilson adopted theories of stress and coping, risk and reward, and social learning to explain the psychological processes that drive or thwart individuals' information seeking behaviors. For example, stress and coping theory describes information behavior as a cognitive and behavioral reaction in order to master, reduce, or tolerate stressful situations that exceed an individual's resources and threaten his or her well-being. Stress and coping theory explains why

some information needs prompt information seeking more than others (Case, 2007), while risk and reward theory explains why an individual utilizes particular information sources more than others (Case, 2007; Wilson, 1999). Based on consumer research, this theory explains that the risks one is willing to take depend on the expected reward from one's actions. If alternative behaviors are expected to give similar gains, the information seeker would reduce her search effort in accordance with the associated financial, psychological, and physical risks, so she chooses to utilize familiar information channels (Wilson, 1996). Social learning theory helps to explain the role of self-efficacy in a person's engaging in information seeking (Case, 2007; Wilson, 1999). The information seeker estimates the efficacy of her information behavior in producing certain outcomes, and this feeling of efficacy affects the effort that she puts into the action (Wilson, 1996). These theories suggest that individuals' information seeking behavior is a result of an active decision-making process that involves an estimation of their capacity, any associated risks, and potential outcomes.

Wilson's model further suggests that information needs arise within the contexts that an information seeker is situated in, and this perspective has inspired a user-centered approach in human information studies (Bawden, 2006). Following this perspective, I place the information seeker at the center of her information practices, and investigate how she perceives personal, social, environmental contexts within which she feels a diverse set of information needs. I also examine how the person describes her relationship with available information resources with which she satisfies her information needs. In this sense, Wilson's model allows us to understand why

people behave differently in perceiving information needs and in seeking relevant information.

Lastly, Wilson's model can be a useful framework in which to examine the changes that immigration brings to the information environment. Internal and external contexts surrounding one's information practices are relatively continuous unless the person steps outside the realms of the everyday life and experiences events that have life-long implications. Immigration dismantles these individual, social, and life contexts around information needs, changes one's relationship with information environment, and influences both the external and internal factors that intervene in the process of information seeking. In this study, I will investigate how immigration brings diverse changes in one's information environment and how these changes relate to the psychological and behavioral processes of seeking information in a new society.

2.2.2 Information practices as everyday life activities

Several researchers turned their focus from the work domain to the information behavior and everyday life information practices of ordinary people (e.g., Agosto & Hughes-Hassell, 2005; Dervin, 1976; Faibisoff & Ely, 1974; Fidel et al., 1999; McKenzie, 2010; Savolainen, 1995). These everyday life information seeking (ELIS) researchers view information practices as a continuous human activity that takes place over a lifetime, not just at the moment when a person seeks information for particular tasks (Bates, 2010). Information practices are the activities needed for reducing uncertainty or making sense of novel circumstances, as well as changing situations in non-work domains.

Savolainen (1995) describes everyday life information seeking with two concepts, *way of life* and *mastery of life*. These are socially- and culturally-established principles with which people classify their experiences and evaluate the importance of choices they make. Way of life refers to the objective and subjective order of everyday activities, from scheduling to the preferences for activities. Mastery of life refers to the general manageability of everyday problems in accordance with individuals' way of life. This viewpoint expands on previous information seeking studies (e.g., Wilson, 1999) by considering the larger context of life circumstances and individual variances where information behaviors are deeply embedded. That is, people's way of life (i.e. work and non-work life balance, consumption behavior, and hobbies) can influence their attitudes toward solving imminent problem situations and enacting information seeking behaviors. In the ELIS framework, information behaviors consist of two dimensions—passive monitoring and active seeking. Passive monitoring is a continuous information activity that deals with the care of everyday matters (Savolainen, 1995). An individual develops her own information environment that she routinely monitors for everyday life events. Through this information environment, a person continuously checks whether her way of life can remain stable and steady or if it necessitates any changes that require active information seeking. In this way, the information environment that a person develops as a habitual monitoring system determines the types of information needs.

While similar to other models in that it includes personal factors, psychological orientations, and situational factors as intervening variables of one's information practices, there are several distinctive characteristics in the ELIS model. One such

distinction is that Savolainen adopts sociological concepts to explain group differences in information practices. Socioeconomic class, for instance, is one of the sociocultural factors that influence one's way of life and information practices to organize their way of life. Also, his model reflects a longer time frame in human lives, and is concerned with information practices with regard to the ways in which a person arranges their time and budget, and keeps order of things in life (Case, 2007). This perspective is distinguishable from other information behavior studies that mostly focus on the information practices that occur within a limited time frame for a focused information problem (Case, 2007). In particular, ELIS explicitly describes how one's information practices are shaped within the contexts of how a person wants to and actually organizes her life.

Several researchers have also focused on investigating characteristics of information practices among groups of people (Savolainen, 1995). For example, Agosto and Hughes-Hassell (2006a, 2006b) investigated urban teenagers' daily information needs through group interviews, surveys, audio journals, photos, and activity logs. Based on these qualitative data, they have identified a total of 28 different information needs topics of teenagers such as academics, family relationships, emotional health, popular culture, goods and services, and self-image. Drawing upon Havighurst's developmental task theory (Havighurst, 1972), they have established a theoretical model to explain why young adults developed the 28 types of information needs that they identified (Agosto & Hughes-Hassell, 2006a, 2006b). Developmental task theory describes behavior changes that a person engages in during the process of physical, psychological, and social maturation to enter the next stage of life. For

instance, the developmental tasks of adolescents include 11 items such as adjusting to a new physical sense of self, adjusting to new intellectual abilities, adopting a personal value system, and establishing adult vocational goals. Agosto and Hughes-Hassel combined the identified information needs topics with the 11 developmental tasks, and then grouped the tasks into seven variables to form their theoretical model explaining adolescents' information needs. The seven variables include social, emotional, reflective, physical, creative, cognitive, and sexual self. For instance, social self is related to developing stable and productive peer relationships and understanding and negotiating the social world (Agosto & Hughes-Hassell, 2006a). Information needs related to friends/peer/romantic relationships, social activities, popular culture, fashion, and social/legal norms are tied to the developmental goal of social self. In this way, Agosto and Hughes-Hassell explained 28 types of information needs of adolescents through the seven developmental goals related to adolescence-adulthood maturation.

McKenzie's work on pregnant women (McKenzie, 2002, 2003) is another study that investigates information practices within one's life contexts. McKenzie studied women who were pregnant with twins to learn about how they acquire information in relation to pregnancy (McKenzie, 2002, 2003). She viewed pregnancy as a unique context to study information practices. Pregnancy only occurs in women, and is a transitional period that entails an expansion of women's roles. Pregnancy requires interactions with medical care providers, and also involves interactions with other known and unknown people, as pregnancy is easily identifiable. Thus, pregnant women enter an information environment within which they are expected to ask questions about pregnancy, childbirth, and infancy; their physical changes make them easy

targets for those who wish to offer her information; and they can easily identify information resources such as parents and other pregnant women. Given this unusual information environment, pregnant women must engage with unique information practices. For example, proxy information seeking, which means information practices through initiative of another agent, was one of the characteristic information behaviors of pregnant women because of the visibility of their pregnancy to other people. Also, pregnant women were surrounded by a caring community continuously providing referrals or were easily identified as an information seeker by strangers and acquaintances providing unexpected information and advice.

These empirical studies are good examples of ELIS studies that investigate the daily information practices among a specific group of people. The studies by Agosto and Hughes-Hassell (2006a, 2006b), and McKenzie (2002, 2003) consider life contexts within which the participants live, and investigate how these life contexts interact with people's information needs, information environments, and information practices. Based on the relevance of these studies, I will examine the life contexts around immigrant women, and how these life contexts shape a unique information environment within which immigrant women identify and resolve their information needs. Also, I will use empirical data to theorize about immigrant women's information practices. In the next section, I will introduce the Sense-Making methodology that informs the data collection of information practices for the present study.

2.2.3 Sense-Making methodology

Dervin is another scholar who has explored non-work related information practices

from a user-centered perspective (Dervin, 1976, 1977). She views information behavior as a sense-making process and uses metaphors like *bridge* and *gap* to explain the diverse human information behaviors used for understanding the world (Dervin, 1992, 2003). Sense-Making research questions investigate why certain barriers are perceived as obstacles, if the information seeker struggles with the perceived barrier, and if she finds alternative ways that are useful. Therefore, understanding the processes of navigating the world and the role of information within these processes are the important topics.

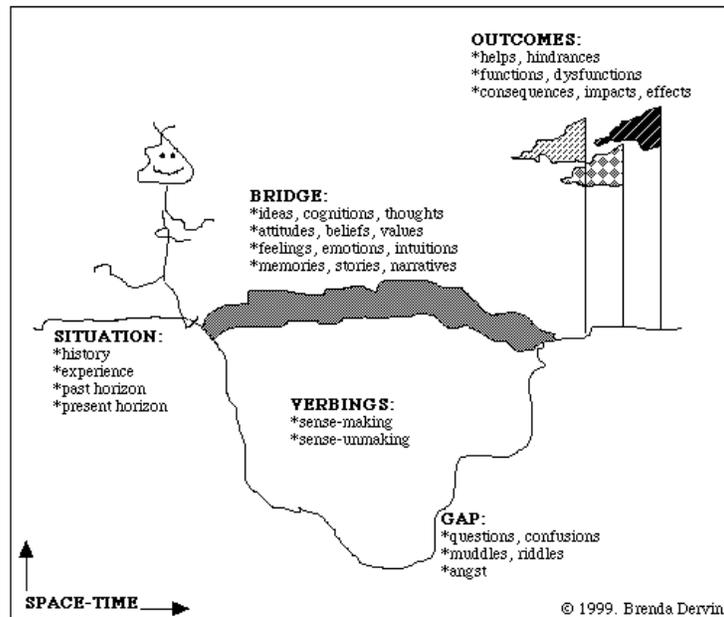


Figure 3. The Sense-Making Metaphor (Dervin, 1999)

Situation, gap, and use are the three major concepts in the Sense-Making metaphor (see Figure 3). A situation is the time and space at which a person is situated, which is constantly changing. A person tries to make sense of her world when she perceives a gap in her situation, and seeks help to bridge the gap. The Sense-Making

interviewing method, which is also called Micro-Moment Time-Line Interview, aims to investigate these three concepts of Sense-Making metaphor. For instance, Dervin (1992) used this interview method to investigate everyday life information needs of ordinary people and how libraries help people in resolving their information needs. She asked participants to provide a step-by-step description of the most important problematic situations that they have recently faced, and the questions that they had in each step. Participants were then asked to choose the most important question, and indicate whether they found any answers and how the answers helped. This interviewing method helps to uncover the overall internal processes of information practice that a person engages in from problem perception to outcomes of information seeking, and also helps to examine how social contexts intervene in their information seeking process.

Dervin (1976, 1977) highlights the subjective nature of information by arguing that any interactions with an information environment can be seen as information practices if a user perceives them as informing. She criticized the previous notion of information seeking, which emphasized habitualized information behaviors and often neglected the variety of information tactics people employ for responding to changing situations. For Dervin, activities of information seeking are constructive behaviors rather than transmitting behaviors (Dervin, 1992). Under this assumption, a person fills the gap in her knowledge through observing and imitating a role model, looking for expertise, following hunches, and looking for information.

The Sense-Making method is a useful tool for this study because it helps to investigate various information seeking strategies, from information seeking to

imagination that immigrant women engage in to understand and learn about the new cultural environment. Also, the Sense-Making method allows for studies about the

nature of immigrant women's information-related situations and how they deal with the situations by using diverse information strategies.

2.2.4 Summary

In this section, I reviewed selected information behavior models and empirical studies that have implications for this study. First, Wilson suggests a user-centered model of the information seeking process; personal contexts where information needs arise, external factors intervening in the process of information seeking, psychological mechanisms that drive information seeking, and diverse activities of information seeking. His model informs this study as I seek to examine how immigration brings changes in internal and external factors surrounding one's information practices, and one's relationship with information resources. Also, Dervin's Sense-Making method guides me to investigate subjective aspects of information practices by learning how a person defines information gaps, identifies information resources, and seeks information. Finally, the ELIS framework brings attention to how larger sociocultural contexts play a role in how a person organizes her life and utilizes information resources. Thus, the ELIS framework helps us to consider the life contexts in which an immigrant woman is socially and culturally situated, and how these life contexts interact with the way the immigrant woman sets her goals and organizes her time and resources to achieve her goals.

As seen above, the term *context* has no clear consensus of meaning, and is used differently across scholars and articles. For instance, a potential variable such as the length of stay in a host country, is sometimes thought of as a situational factor,

individual factor, or simply a contextual factor depending on the definition of the concept or the object of the study. In this study, I view context as the environment that individuals can enact and interpret, rather than as a pre-determined set of variables that inhibits or enables one's activity (Johnson, 2003). Thus, different levels of contextual variables can exist, but it is the person who activates and interprets her contexts to understand the situation at hand. A person can be situated within different levels of contextual variables.

In this study, I use individual, social, and life context levels to understand immigrant women's information practices (see Figure 4). The individual level is related to affective, cognitive, and physical characteristics in which the person recognizes her information needs and engages with information practices. For instance, perceived language proficiency and willingness to engage in information seeking can be examples of these individual level of context. At the social level, information practices are influenced by one's relationship to a society and its members that provide rules and norms for seeking information and using information. For instance, social groups and social connections are examples of this level that affect one's access to and use of information. Finally, life context refers to the specific life situations that a person perceives as important since they direct her information practices and influence her relationship with the information environment. In this study, immigration and other life transitions emerged as important life contexts, which affected individual and social contexts.

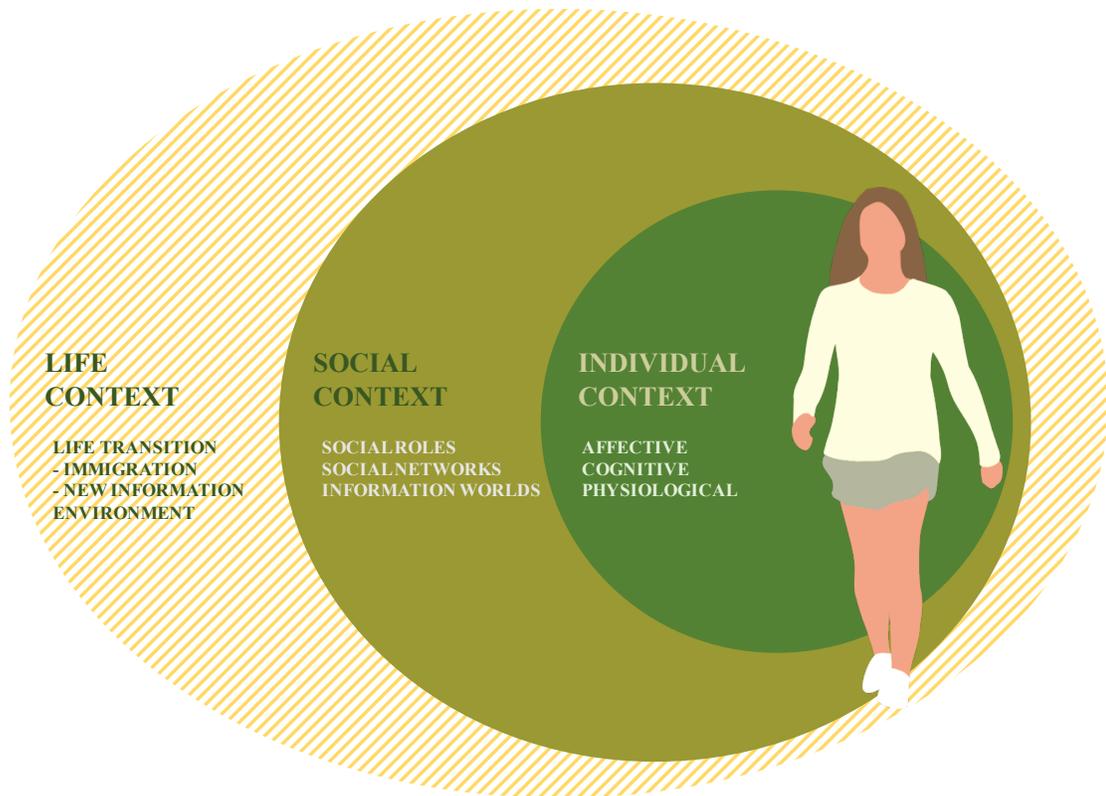


Figure 4. Framework of This Study

The ELIS framework considers the relationship of a person to the society by discussing the role of social and cultural factors in one’s way of organizing life and utilizing information sources. Several ELIS studies classify groups based on demographic factors and socioeconomic variables (e.g., age, gender, income, education) to find patterns among their attitudes and behaviors related to information. However, the use of this arbitrary categorization can be problematic in that this approach overlooks “the diversity of individual’s social roles, tasks, and identities” (Talja, 1997, p. 74). Therefore, in the next section, I examine studies on social groups to discuss how we should treat an individual and her information practices in a complex web of social worlds and social roles.

2.3 Social Networks in the Context of Immigration

Previous studies on human information behavior focused on identifying commonalities and differences in information practices between and among groups of people with varying demographic or socioeconomic characteristics (Case, 2007; Dervin, 1989). Despite its usefulness, this approach simplifies the dynamic relationships between human beings and societies (Talja, 1997). In this section, I will review theories related to social groups and networks, as well as several empirical studies that examine how one's social roles and groups influence one's information practices.

2.3.1 Theories for understanding social aspects of information practices

Several information behavior researchers have investigated how group norms and the values of one's communities influence a person's information practices (Burnett & Jaeger, 2011; Burnett, Jaeger, & Thompson, 2008; Chatman, 1991, 1996). Chatman introduced concepts like 'information poverty', 'small world', and 'normative behaviors' to explain how a person's information behavior is guided or regulated by group boundaries and rules. Burnett and Jaeger (2011) expand Chatman's small world theory to explore all levels of society that a person interacts with, from small communities to a bigger social system, and human information behavior within these various social contexts. The social worlds to which a person belongs provides guidance for social norms, worldviews, the roles of each person in the community, and information behaviors, so that the person attaches meaning to the obtained information within her social contexts (Burnett, Besant, & Chatman, 2001). A person can be part of several social groups—from immediate social connections to the larger social

community— and these different levels of social worlds influence a person's information practices (Burnett & Jaeger, 2011; Burnett, Jaeger, Thompson, 2008).

Theories on social worlds offer useful insights into information practices in the context of acculturation. For instance, reference group theory describes how an individual's information behavior is influenced by group membership (Dawson & Chatman, 2001). A person can have several reference groups that she wants to belong and conform to, and that she uses as a point of reference to make evaluations of her own behaviors. If the person does not belong to the specific social group that she aspires to, she may not be able to access the stack of knowledge that guides the group's attitudes, behaviors, and values (Dawson & Chatman, 2001). Thus, the group with which a person identifies herself, and the accessibility of the proper information resources, work as social influences that guide how the person acquires information and evaluates the obtained information.

This notion also allows us to consider the role of latent ties in one's information practices. Latent ties refer to the social connections that are established by the structures of a system or community, not by individual efforts (Haythornthwaite, 2002). For example, latent ties exist among people who are influenced by the same rules of a community, including online social media or offline neighborhood community. Thus, the person may not know or may not have direct interactions with other members of the community, but they still exchange information in indirect ways. In particular, the increasing popularity of online social platforms such as online communities and social media permits the use of latent ties for information acquisition.

This perspective of information worlds, reference groups, and latent ties informs this study about the boundary of social networks. Unlike previous studies focusing on the direct interactions of individuals with an information resource, this study considers both the direct and indirect impact of social influences on one's cognitive and behavioral decisions. Also, these theories suggest that information practices are not only shaped by one's personal needs and preferences, but also by the broader social groups that the person is or wishes to be involved in. In the next section, I will examine empirical studies dealing with social aspects of information practices regarding how a person exchanges information with his or her social connections in the context of immigration.

2.3.2 Studies on social networks of immigrants

To locate the idea of social networks in the context of immigration, the first step is to recognize that geographic separation leads to changes in how immigrants establish and maintain social relations. Establishing and maintaining social connections in a host society can be challenging to immigrants, especially when they do not have social institutions like a workplace. This challenge is substantial because social networks facilitate immigrants' adjustment to the host society by providing informational, psychological, and instrumental support (Hagan, 1998). George and Chaze (2009) found that personal networks play a critical role in immigrants' information acquisition and orientation as well as in their emotional well-being. South Asian immigrant women in their study reported that personal networks could give them more practical information and advice that they could act on, whereas information provided from formal sources such as government websites were considered inadequate for them to

resolve daily encounters. Khoir and colleagues (2014) reported that immigrants also utilized personal networks for seeking information on personal matters, employment, and social activities. However, the Internet is the most frequently used channel for general information.

Empirical studies have set out to unpack the relationships between social network characteristics, immigrants' information acquisition, and acculturation (Hsu, Grant, & Huang, 1993; Jeong, 2004; Kosic, Kruglanski, Pierro, & Mannetti, 2004). Hsu and colleagues (1993) argue that the acculturation level of one's social networks influences the acculturation level and media preferences of immigrants. Results from their study with international college students showed that participants who associated with people that were already acculturated tended to use host media—rather than heritage media— and were better acculturated themselves. Hsu and colleagues (1993) suggest that the acculturation level of immediate social connections is a more powerful predictor of the student's acculturation than the student's length of residence.

The role of co-ethnic networks in particular has been well investigated by former researchers but provide inconsistent findings on the relationship between co-ethnic networks and one's acculturation. Several researchers have reported that tight ethnic networks decrease immigrants' needs for forming non-ethnic networks and obtaining information about their host society, and defer acculturation to the host society (Jeong, 2004; Kwon, Ebaugh, & Hagan, 1997; Sanders, Nee, & Sernau, 2002). Yet, other researchers have suggested that co-ethnic networks help new immigrants to be integrated into the society (Aguilera & Massey, 2003; Dekker & Engbersen, 2014; Hagan, 1998). In these studies, co-ethnic networks assisted in the initial settlement of

immigrants, furnished them with resources for finding better-paid jobs, and provided immigration-related tips that were not circulated in the mainstream society. Family or kin networks are reported as important influencers for immigrants in making various decisions such as moving to the host society, negotiating the new environment, and returning to the culture of origin. Fictive kin connections—meaning strong social networks based not on blood but on religious beliefs or close friendships that involve many obligations associated with family ties—also fulfill these roles when family networks are absent and assure new immigrants’ smooth sociocultural transition (Ebaugh & Curry, 2000; Kwon, Ebaugh, & Hagan, 1997).

Recent advances in ICTs allow for mediated interactions with latent ties, and consequently, virtual spaces function as an important community for dispersed immigrants (Srinivasan & Pyati, 2007). Dekker and Engbersen (2014) investigated the role of ICTs in enabling immigrants to maintain social connections of different strengths (i.e., strong, weak, and latent ties). They found that social media were used to keep their relationships with non-immigrant friends and family members through synchronous and rich-content communications. Immigrants also received valuable information about the host society from weak ties with whom they do not have close relationships. Latent ties are sometimes triggered in the process of information behaviors for settling in to the host society (Dekker & Engbersen, 2014; Haythornthwaite, 2002). Through these different types of social networks, immigrants can acquire essential yet hidden knowledge for surviving in the new environment. ICTs foster the volume and speed of information flow among networked people by lowering the cost of relationship maintenance and interpersonal communication, and also change

the types of information that is circulated. Immigrants explore the Web to get information on the host society, retain ties to home country, and rediscover ethnic identity (Hiller & Franz, 2004). Using social networking sites and virtual communities sometimes helps immigrants overcome information deficits and obtain emotional benefit through continuing relationships with social connections (Caidi, Longford, Allard, & Dechief, 2008; Diminescu, 2008; Karim, 2003; Komito & Bates, 2011; Srinivasan & Pyati, 2007). ICTs also empower immigrants by allowing them to share vital information for survival in the host society, and function as a public forum for exchanging immigrants' experiences that are not often discussed in information channels of the main stream society (Georgiou, 2006).

2.3.3 Summary

In this section, I reviewed relevant theories for understanding social aspects of information practices such as information worlds, reference group theory, and social networks. Selected empirical studies were examined to learn about the role of social connections in immigrants' information practices and acculturation. Studies on immigrants' social networks provided valuable understanding of how immigrants build new social networks in a host society and how these social connections play a role in their information practices and adjustment to the new society. A number of studies have investigated immigrants' direct contacts with social connections and the role of co-ethnic networks in their information acquisition. These studies focus on a particular social group, rather than on multiple communities and different types of social connections that one can make to obtain a diverse range of information. Also, these studies often characterize immigrants as a group of people who share commonalities in

information practices, and largely ignore an individual's social identity, group membership, or within-group differences.

The current study investigates diverse communities with which an immigrant woman interacts both directly and indirectly. Through this approach, I seek to better understand why each immigrant woman has similar yet different goals in their new society and why their information practices can be both similar and distinctive from one another. In the next section, I will introduce the target population of this study, Korean immigrant women in the United States, and present the direction of the current study.

2.4 Purpose of Current Study: Information Practices of Korean Immigrant Women

The review of theories on acculturation, human information behaviors, and studies on social networks in previous sections helps to place this study within the context of existing literature. As this study focuses on intercultural immigrants from Korea, the cultural contexts of Korean immigrants must be considered because different cultures of origin provide unique contexts that can shape their immigration-related decisions and experiences in a new society. In this section, I discuss several cultural contexts that are related to Korean immigrant women's lives in the United States.

2.4.1 Women's immigration experiences and information practices

Both male and female immigrants face a series of challenges in acquiring and using information in a new society. However, female immigrants often hold less privileged positions in the United States (Balgamwalla, 2014; Menjivar & Salcido, 2013; Pearce,

2006), which can restrict their information practices. For example, female immigrants are more likely to be dependent visa holders than their male peers. As a result, their social activities are restricted in a host society and they are economically, legally, and socially dependent on their husbands (Pearce, 2006). This adverse environment can shape female immigrants' information behavior by limiting their interpersonal networks and access to information resources, and also result in social exclusion of immigrant women (Espiritu, 1999; Hagan, 1998).

Immigrant women hold a unique position at home as an information seeking agent. Women usually take on a caregiver role in the household and this social role affects their information needs such that they seek diverse information on behalf of family members as well as for themselves (Urquhart & Yeoman, 2010). Despite these increased needs, immigrant women's information seeking roles could be comparatively restricted in relation to their non-immigrant peers due to limited language proficiency and cultural unfamiliarity with the host society. Sometimes, immigrant women require the help of their young children who quickly learn the host language and play language and culture-brokering roles (Cila & Lalonde, 2014; Dorner, Orellana, & Jiménez, 2008; Wu & Kim, 2009). In particular, immigrant mothers tend to rely more on their children's language brokering practices than fathers (Chu, 1999; Cila & Lalonde, 2014; Wu & Kim, 2009).

2.4.2 Korean immigrant women in the United States

Immigrants from East Asian countries, in particular Korea, differ in several characteristics from immigrants from other parts of the world. Korean immigrants

come to the United States with considerable educational attainment, about 52% having college or graduate degrees (Zong & Batalova, 2014). English education is popular in both public and private educational systems, however it is still a second language for Korean immigrants who did not use it for daily communication purposes. Also, Korean immigrants tend to pursue co-ethnic relationships in the United States through marriage and socialization exclusively with people of Korean ancestry, and therefore, primarily use the Korean language within the household (Pew Research Center, 2012).

These contexts shape the lives of Korean immigrants in the United States. Their educational attainment in Korea sometimes does not translate into commensurate job positions in the U.S. in part because of institutional barriers such as challenges with validating foreign academic qualifications and difficulties in establishing work-related competencies (Batalova, Fix, & Creticos, 2008). English language proficiency of these Asian-born immigrants is also limited, which creates additional impediments to their progress in the workplace (Batalova, Fix, & Creticos, 2008; Min, 2006). As a result, highly-educated Korean immigrants are sometimes unemployed, underemployed, or run their own businesses that usually target co-ethnic networks (Min, 2006).

While Korean immigrants used to emigrate to the United States to seek better job opportunities and political security (Zong & Batalova, 2014), recent Korean immigrants have different motivations which adds another layer to Korean immigrants' profile. A large number of Korean immigrants stay in the United States for educational opportunities for themselves or their children (Office of Immigration Statistics, 2014; Zong & Batalova, 2014). In this context, Korean women sometimes come to the United States as a result of family decisions rather than personal gains, to perform supporting

roles for their husbands or children (Jeong, You, & Kwon, 2014; Lee, 2010; Yoon, Lee, Koo, & Yoo, 2010).

For those immigrant women who choose to take a more active role in the host society, their participation in the labor market and other social interactions might be complicated by factors like communication skills, gaps in their career, unfamiliarity in utilizing social resources, and traditional norms expected to women (Choi, Kushner, Mill, & Lai, 2014). These factors might influence Korean immigrant women's information exchange and further complicate their culture learning and acculturation. Even if Korean women participate in the labor force outside of the household, they are likely to be in charge of domestic work and juggle multiple roles such as a wage earner, family caregiver, and homemaker. While this trend might not capture the whole picture of Korean immigrant women's lives, it hints at Korean immigrant women's immigration experiences and information practices in the United States.

2.5 Direction of This Study

Existing studies on the lives of immigrants in the host society typically highlight their marginal experiences, and also tend to focus on immigration-related information seeking (e.g., Khoir, Du, & Koronios, 2015; Yoon, Lee, Koo, & Yoo, 2010). Yet, this perspective neglects the fact that immigration is not necessarily a stressful life transition and immigrants are also ordinary people, who have social roles inside and outside of the household that are required for members of a society. Immigration is a unique experience that brings numerous changes and requires adjustment to a new society, but it is also a part of various life contexts. Immigrants not only strive for

adjustment to their new environment, but also to conduct their roles and achieve numerous goals that they set across their lifetime through interactions with their new information environment.

This study will investigate immigration experiences of Korean women in the United States, and also examine the contexts that shape their information experiences. Previous studies suggest that one's information practices are interrelated to his or her personal and social contexts, which determine one's perceived capacity, risks, and outcomes of information seeking in a given situation. However, these personal and social contexts can change over time and depending on situation, and in particular, one's life transition can have a significant impact on his or her contexts by disrupting the person's familiarity, relationships, and self-efficacy in a new information environment. In addition, one's life transition also lead to changes in the person's way of life—i.e. the objective and subjective order of everyday activities, within which the person engages in information practices to keep order of things in life and to achieve her numerous goals. Thus, this dissertation study aims to explore the impact of life transition on changes in one's personal and social contexts surrounding information practices. Specifically, I investigate how one's new environment influences the decision-making process related to information seeking. Diverse social environments from home, workplace, and local communities, to government environments generate social norms and values to which individuals feel obligated or to which they are willing to conform (Burnett & Jaeger, 2011), and this influences their information needs and information channels to conduct the social roles that are expected of them. Individual variables trigger specific information needs and use of information resources, and

prompt immigrants' invention of information tactics (Komito & Bates, 2011; Lingel, 2011). Life contexts also affect the social roles that are expected of immigrant women and influence their information needs. For instance, a married immigrant woman with children might have different information needs than an unmarried immigrant woman, such as childrearing and educating children in the host society. Thus, this knowledge of both personal and social factors is vital for understanding what characterizes immigrant women's daily information practices, acculturation attitudes, and their goals in a new society.

Naturally, each person contextualizes her situation differently. In this study, the individual accounts of my participants (Chapter 4) help us understand how immigrant women interpret their life situations, individual contexts, and social context and how they engage in information practices within which their own contexts as they interpreted and activated. Also, this study explores why immigrant women become involved in dissimilar or similar patterns of information practices and how their information practices are related to their acculturation to the host society (Chapter 5). Through the examination of diverse contextual factors and the analysis of information practices, this study will provide valuable understanding of how a person interacts with her information environments to achieve her daily and life goals in the new society.

Chapter 3: Methodology

This chapter introduces the research design of this study, including participant recruitment, data collection method, and data analysis process. In the first section (3.1), I will discuss the research design for addressing the three research questions of this study. In the following sections (3.2-3.3), details of participant recruitment and data collection methods are introduced. The fourth and fifth sections will outline the data analysis (3.4-3.5). Finally, in the last section (3.6) I will present challenges and lessons learned from data collection and analysis.

3.1 Overview of Research Design

An overarching question of this dissertation study is to study the lived experiences of Korean immigrant women in the United States, and their daily information practices while adjusting to their new environment. The specific research questions that I plan to address are as follows:

RQ1. What information practices do immigrant women engage in to learn about and adjust to their new society?

RQ2. What are the social roles of immigrant women in the new society and how do these social roles influence their information practices?

RQ3. How do Korean immigrant women utilize information and communication technologies in order to achieve their daily goals?

In order to answer these question, I use qualitative research methods to examine the information practices of immigrant women as the nature of these research questions

requires the examination of rich details regarding each individual immigrant’s personal, social, and life contexts.

Table 1 summarizes the qualitative data collection methods that I used in this study as well as the research questions each addresses. I used three different data collection methods, including interview, diary study, and participant observation. Figure 5 provides an example of data collection procedure with one participant, Yuna, that explains how each tool was used throughout the data collection process.

Table 1. Data collection tools

| Data Collection Tool | Description | RQ(s) Addressed | Appendix |
|--|--|-----------------|--------------------------------|
| Background questionnaire | 1-page questionnaire asking basic demographic information, acculturation attitudes, and perceived host language proficiency | RQ1 | A |
| Semi-structured interview (Introductory interview) | Open-ended questions focusing broadly on prior and current experiences around immigration, social networks, and goals in the new society | RQ1, RQ2 | B |
| Diary study | Daily reports on information practices, including information needs and information acquisition | RQ1, RQ2, RQ3 | C, K (Guidelines, Examples) |
| Debrief interview | Weekly interview for investigating details on diary entries | | |
| Semi-structured interview (Exit interview) | Open-ended questions focusing on Internet use, critical information resources, and habitual information practices | RQ1, RQ3 | D |
| Observation | Participation observation of their meaningful social interactions and places | RQ1, RQ2 | - |
| Supporting materials | Pictures and screenshots that reflect daily information practices | RQ2, RQ3 | E |
| Member checking interview | Participants’ review of the analysis draft and discussions | - | - |

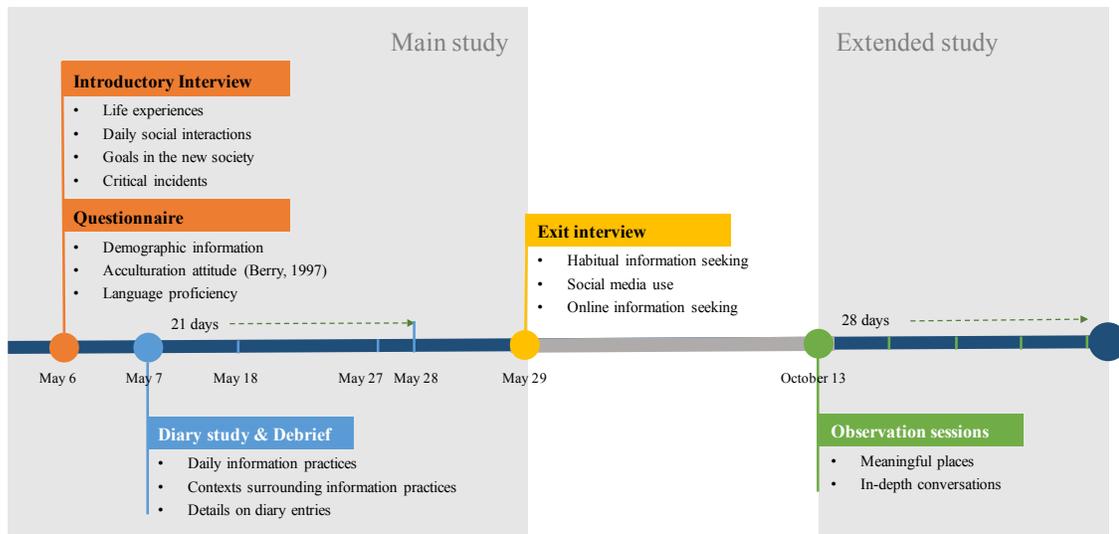


Figure 5. Data Collection Procedure

The interview method is an important tool for understanding the lived experiences of immigrant women and for gaining access to the subjective meaning that they make of those experiences (Patton, 1990; Seidman, 2013). The interviews I conducted in this study allowed me to understand how participants perceived their interactions with the host society, and how these perceptions were related to their particular information practices. The diary study method involves daily self-reporting of behaviors, thoughts, or moods to collect momentary experiences and situational contexts within which the experiences occurred (Bolger, Davis, & Rafaeli, 2003; Iida, Shrouf, Laurenceau, & Bolger, 2012; Zimmerman & Lawrence, 1977). In this study, the participants' diary entries were used to investigate the typical trajectory of information practices for an individual and the variability in information practices, which depends on both participant and context. Finally, the observation method is useful to “develop a holistic understanding of the phenomena under study” (DeWalt & DeWalt, 2002, p. 92). For this study, participant observation was conducted either at the participant's home, places that they frequently visited, or places that had particular

meaning in their daily lives in order to better understand immigrant women's daily information environments in their host society.

3.2 Participant Recruitment

Criteria for recruitment was adult women (18+) who had been born in Korea and had been living in the United States for two years or less. These requirements were intended to capture the active phase where new immigrants encounter a culturally unfamiliar environment and thus adjust their information practices in order to adapt to their new society. One exception to this rule was a participant referred to as Juyoung, who had moved to the U.S. three years ago, but had not actively engaged in either social interactions or information practices during the first year. Juyoung was recruited because her immigration story and information practices provided an intriguing comparison in this study, about how one's acculturation attitudes and immigration goals influence her information practices.

This study documents the lived experiences of each immigrant woman and to develop a theoretical understanding that cuts across the entire dataset. To achieve this goal, I used purposive sampling to select "information-rich cases" (Patton, 1990, p. 169). According to Patton (1990), diversity in a small sample can be useful to document both the uniqueness of each case as well as shared patterns across cases. I aimed to recruit "participants with differing experiences of the phenomenon so as to explore multiple dimensions of the social processes under study" (Starks & Trinidad, 2007, p.1375). Participants' previous and current employment status, age group, and the purposes of their immigration were collected. The demographic characteristics of

participants in this study are summarized in Table 2. To protect the participants' privacy and maintain confidentiality, I used pseudonyms for my participants, their family members, and their colleagues. Also, I did not specify the names of the cities, states, or institutions, such as companies and churches, with which my participants or their family members were associated.

Table 2. Demographic characteristics and life contexts of participants (as of the first interview)

| Name ¹ (age) | Months in the U.S. ³ | Employment (Previous/ Current) | Marriage (# of children) | Living arrangement | Religion |
|---------------------------------|------------------------------------|--------------------------------------|--------------------------------|---|------------------------------|
| Sue Kim (32) | 2 | Art teacher/ Housewife | Married | Lives with brother-in-law's family | Korean church |
| Ara Shin ² (35) | 4 | Television Producer/ Housewife | Married | Lives close to parents-in-law | Korean Catholic church |
| Yuna Lee ² (34) | 5 | Opera soloist/ Church singer | Married | Lives with family-in-law | Korean church |
| Heejin Cha ² (27) | 7 | Student/ Housewife | Married | Lives close to her family-in- law | Korean Catholic church |
| Eunji Seo (32) | 7 | Researcher/ Researcher | Single | Lives alone | None |
| Young-ah Jo (33) | 9 | Computer programmer/ Housewife | Married | Lives with her husband | None |
| Mihee Park (40) | 24 | Stage designer/ Housewife | Married (2) | Lives with her husband and children | Korean church |
| Juyoung Noh (35) | 35 | Housewife/ Housewife | Married (2) | Lives with her husband and children | American church |

Note) ¹ All names are changed to hide participants' identity. ² These three participants were part of the extended study. ³ The length of stay in the United States

A total of eight Korean immigrant women were recruited for the introductory interview from May through July of 2015. I recruited participants through (1) snowball

sampling through my personal network, and (2) advertising on several online communities specifically for Korean immigrant women in the United States, Korean international students in the U.S. and Korean married women in both Korea and abroad. I decided to make postings in these online communities because I wanted to recruit a few participants who are active in online information seeking. Six participants saw my advertisement in these online communities, which either they or their friends used, while two participants were recruited through referrals from my personal contacts. I later learned that two of the six participants who had found my advertisements online, shared mutual friends with me in Korea, which helped me build quick rapport with these two participants. Most of the scheduling and communicating with the participants were conducted through either KakaoTalk (a Korean mobile communication tool) or e-mail. With some participants, I used an Internet call feature of KakaoTalk to conduct the debriefing interviews.

All of the participants in the study had either a bachelor's degree or higher. At the time of the introductory interview, the participants had been living in the United States anywhere from two months to three years. Seven participants made immigration decisions based on the best interests of their family members, such as employment opportunities for their husband or a better educational environment for their children. Three participants had either a full- or part-time job, while the other participants were housewives in the U.S. Six participants attended churches, and five of them went to Korean churches.

3.3 Data Collection

The data collection process involved introductory interview, diary study, debriefing, observation, and the exit interview (see Table 1 and Figure 5). For the introductory interview, I met the participants at a place of their choosing; four participants invited me to their homes, and the other four participants invited me to cafes and restaurants in their respective neighborhoods, where they felt comfortable meeting an unknown researcher. Before starting the interview, participants were asked to fill out a questionnaire (see Appendix B) soliciting their demographic information, perceived English proficiency, and acculturation attitudes. The acculturation attitudes were measured with two questions regarding retaining one's cultural identity and seeking relationships in other cultural groups in their host society (Berry, 1997). During the interview, participants were asked broadly about their pre-immigration experiences, their decisions regarding immigration, typical daily activities, the social networks that they had built in the U.S., and their acculturation attitudes. Also, I asked about critical incidents related to information practices, such as challenges in obtaining information in the U.S. The introductory interviews lasted for one hour on average, although some interviews lasted up to 2 hours.

After completing the introductory interview, participants also submitted diary entries on their daily information practices once a day via e-mail for up to 21 days. Throughout this time, participants completed 1-2 debrief interviews either in-person or over the phone to review their previous diary entries and explain them in more detail. The debriefing interviews were scheduled approximately one week. I provided the guideline and examples of diary entries to participants (see Appendix D) so that they

could submit daily information practices on both accidental information acquisition (e.g., what you learned today) and purposive information seeking (e.g., what you were curious about today). I reviewed the diary entries and used them to develop questions that would allow me to better understand the contexts of the specific information practices as described by the participants. Debriefing sessions are intended to investigate details on the submitted diary entries on a weekly basis. The first debriefing with each participant was conducted seven days after the first diary submission. Depending on the details of the diary entries, one or two additional debriefing sessions were conducted either over the phone or in-person. Several participants submitted diary entries that included considerable detail regarding their information practices, while other participants sent more succinct entries. For example, one participant, Mihee, wrote:

May 18, 2015

My daughter is going into 6th grade next year. Maybe that's why I have received the instruction letter for shots? The letter says she should get the HPV (Human Papilloma virus) vaccines. I didn't know what it was at first, but learned that it was a vaccine for preventing cervical cancer. -.- [‘huh’ emoji] I asked to a doctor if she should get the shot, and the doctor said that only one or two people come to the hospital for this shot per day. But the school recommends it. ☹☹ [crying face emoji] What should I do? Maybe I need to ask to other mothers.

In this diary entry, Mihee provided detailed contexts for her information practice, specifically as to how and why she came to be curious about a specific topic. However, she did not describe what information resources she used or why she chose

those resources. I created a spreadsheet for collecting each participant's diary entries, and added columns for debriefing questions and answers. In the example above, the question column was filled with 'what information channel did she use,' 'why did she choose these particular resources,' 'why was she confused after getting information from the doctor,' and 'why did she use specific emotional expressions.' Questions such as these formed the structure of my debriefing sessions with participants, to gain a better understanding of their daily information practices.

I communicated with the participants throughout the diary study either e-mail or messaging service in order to answer participants' questions as well as to encourage them to send their diary entries in time. I had to make several judgment calls regarding when I needed to remind a participant to send her next diary entry, and inquire if the participant was willing to complete her study participation. If a participant could not send her diary entry within 10 days of her prior diary submission without communicating any reasons to me, I contacted the participant in order to ask if she was still interested in participating in the study. For example, one participant stopped sending diary entries to me after submitting her first diary entry. Despite my efforts, I was not able to reach this particular participant through any means of communication, so I assumed that she was not able to participate in the study anymore and I have excluded her data from the analysis. Another participant was not able to send her diary entry after the 11th entry, but she had communicated to me that she would not be able to send diary entries anymore. Despite this, she was still willing to complete her study participation and so I conducted the debriefing and exit interviews with her and therefore included her data in the analysis.

Finally, I tried to conduct the exit interviews at the homes of the participants, although I did not pressure them into doing so if they felt uncomfortable with this. A home visit interview is particularly important because my participants spent a significant amount of time in their homes and thus, home was one of the main environments in which they interacted with information. Two participants declined a home interview as they lived with their family-in-law. Fortunately, I was able to visit the homes of the six other participants and learn about their information practices in the home environment that might not be captured through participants' self-reporting. For instance, during a home-visit interview, one participant showed me her desk calendar on which she usually made notes regarding information that she searched for on the Internet. Another participant showed me the newspapers and magazines to which she and her husband subscribed as some of her sources for diverse information about American culture and social system. At the end of the exit interview, participants were asked to explain how they used ICT platforms such as social media, online communities, and search engines, as well as the details of any changes to their habitual information practices that had occurred after immigration. Some participants showed me their Internet search history, social media account, or mobile applications while describing their online information practices.

I also conducted a month-long extended research session with three participants—Ara, Yuna, and Heejin. These participants were selected because I had built a deeper rapport with these participants through the study and they felt more comfortable sharing their daily activities and other relevant personal stories with me. In addition, they represented unique cases of active information practices. For instance,

these three participants utilized different information sources compared to both each other and the other participants, such as printed publications (e.g., magazines and newspapers), interpersonal resources, and online resources, respectively, for their daily information practices. Ara showed active information practices for culture learning about both Korea and the U.S. while Heejin actively utilized online resources such as search engines, social media, and e-books in order to resolve everyday curiosities as well as information monitoring. Yuna had an interesting life history as an immigrant in Germany before coming to the U.S., and wished to be assimilated into the host society. To understand their information practices both over time and in-depth, I met with them every week to either have a conversation or to observe their activities. I asked that participants lead conversation as well as to choose activities that they either usually did or wanted to do. I did not limit the topic of our conversations, but I did ask how these things shaped their experiences, perceptions, and information behaviors either in Korea or in the U.S. These participants also introduced me to their husbands, so that I could understand the family dynamics that influenced their attitudes toward acculturation and their perspectives on what it meant to be a Korean immigrant woman in the U.S.

3.4 Narrative Analysis for Individual Cases

Scholars suggest that that studies of human experiences, unlike studies of natural objects, should be “grounded in the perceptual and meaning-making operations of human consciousness” (Polkinghorne, 1988, p. 9). The present study seeks to comprehend how a person makes meaning out of her daily experiences in the host society, and the effects of these experiences on her activities in the context of immigration and information practices. Accordingly, I collected narrative data, diary

reports, and observation data on the immigrant women's lived experiences. The analysis of this study was conducted in two stages: (1) to understand individual cases, and (2) to theorize across a number of cases by finding common themes and variances across the participants and the events that they reported.

In the first stage, I utilized narrative analysis, which seeks to integrate human experiences, actions, and events into a coherent story as the participant understands them (Schutt, 2011). The narrative analysis places weight on analyzing the narrative means including written or verbal language, or visual representations, to understand how a person within her social contexts confers meanings onto experiences and events. One of the narrative analysis approaches is to identify and categorize accounts as told by a participant, and thus, draw out a number of potential themes and plots from the data. Narrative analysis involves an iterative process to draw conclusions from the meaning conferred to the narrative data, and to recognize underlying patterns across the examined data (Polkinghorne, 1988).

For the analysis, I listened to and transcribed the recorded interviews in order to familiarize myself with the data. This process also helped me construct the subsequent interviews (e.g., debrief sessions and exit interviews) so that I could glean more information on how certain experiences shaped their perspectives and behaviors. I put the interview transcripts and diary studies into an online qualitative data analysis tool called *Dedoose*, and coded the scripts. The coding process is illustrated in detail in the following section (3.5). I summarized each participant's stories based on coded excerpts around 12 primary categories emerged from the data. The primary categories include immigration experiences, existence or absence of challenges in achieving

diverse goals, daily information practices, contexts related to individual factors, contexts related to social factors, contexts related to life transitions, types of information needs, preferences for specific information channels, changes in information practices, types of social groups, information places, and use of ICTs (see Appendix G). Several primary categories, such as immigration experiences, daily information practices, types of information needs, and preferences for specific channels, were treated as the main narratives of the story, and excerpts related to other categories were used to explain how or why each participant presented certain information practices. I incorporated the participants' voice into the story by including quotes that are taken from the interview and diary data.

The narrative analysis is presented in the form of coherent stories that consist of several themes regarding each participant's immigration experiences and information practices (Polkinghorn, 1995). These stories will be presented in order of participants' elapsed length of stay in the United States, starting from the shortest. This order will help the reader understand how the stories of different participants with similar lengths of stay in the host society reveal interesting comparisons depending on their individual and social contexts.

3.5 Grounded Theory Method for Data Analysis

The second stage of analysis involved within-case and cross-case comparisons to find common themes and variances in Korean immigrant women's information practices. The entire data set comprised 24 interview transcripts, 218 diary entries, and 28 sets of observation notes approximately one or two pages each. Some participants sent pictures

that represented their daily information practices or search engine logs that showed their recent information search history. These artifacts were also included in my corpus of data.

In the coding process, I used the grounded theory method that requires both inductive and deductive reasoning skills for analyzing the raw data (Strauss & Corbin, 1998; Strauss, 1987; Urquhart, 2012). The grounded theory method is a good fit for this study because (1) one of the main tasks of this study is to provide theoretical understandings based on the data obtained from participants, (2) this study deals with less-structured data such as semi-structured interviews, field notes, and observations, and (3) this study investigates Korean immigrant women's information practices, which does not have a volume of relevant research which can be mined for pre-existing codes and themes.

In the grounded theory method, the researcher inductively generates a more abstract level of concepts—i.e., labeled phenomena—derived from the data (Charmaz, 2007; Strauss & Corbin, 1998). The data analysis and theory building of the grounded theory method are an evolving process that is comprised of three stages: open coding, axial coding, and selective coding (Strauss & Corbin, 1998). The analysis begins with open coding, which refers to an interpretative process of analyzing the data through constant comparisons of similarities and differences between incidents, identifying meaningful concepts, and giving conceptual labels to them. Besides concept development, open coding builds a higher level of abstraction by grouping either similar or allied concepts in a category. Axial coding is a process of exploring the relationships between categories and “relating categories to their subcategories”

(Strauss & Corbin, 1998, p. 123). Specific procedures can include essentially answering the questions of “when, where, why, who, how, and with what consequences” around a focal category, looking for “causes, contexts, contingencies, consequences, covariances, and conditions” around the focal category, building process into the analysis, and seeking strategies of people (Glaser, 1978; Strauss & Corbin, 1998). Finally, a selective coding process yields central categories, which refer to the core variables that have the analytic power to “pull other categories together to form an explanatory whole” (Strauss & Corbin, 1998, p. 146). The researcher examines the list of existing categories to either select or come up with the central category and then integrates the other categories into the central category. Finally, the emerging codes and themes are compared to raw data for validation.

Before starting to code, I listened to the audio-recordings of the interviews several times to develop potential codes as well as to transcribe the interviews. The transcribed interview data and diary entries were then entered into *Dedoose*, to help locate the codes in the transcripts and develop relationships between categories. Sentences were used as a unit of analysis for capturing a meaningful entity that signifies a qualitative difference.

A preliminary coding scheme (see Appendix G) was developed based on interview questions and concepts identified in the literature review. For example, one of the interview questions asked how the participant considered her relationships with both the culture of origin and the host culture. Participants’ remarks regarding this question were coded as acculturation attitudes. Another interview question asked about the participant’s habitual information seeking in terms of activeness and use of

information resources. Participants' answers were first coded as individual characteristics of information seeking, and then the code was later divided into several codes such as affective elements, cognitive elements, and other elements. I conducted the first round of open coding with 9 transcripts of 5 participants who completed their exit interviews, and then used these codes for the remaining 15 transcripts.

Through an axial coding process that aims to relate the identified codes, I made explicit linkages between codes by asking questions related to contexts of the phenomenon of interest. For instance, the first research question of this study was “What information practices do immigrant women engages in to learn and adjust to their new society?” Focal codes concerning this research question included codes that fall under the category of ‘types of information needs’ (e.g., seeking for tips and practical information, and seeking information on behalf of others) and the category of ‘daily information channels’ (i.e., information practices through networked people, information practices through search engine, information practices through interpersonal resources). These focal codes were linked to other codes that could explain the contexts surrounding these information practices. For instance, to figure out codes related to ‘seeking information for learning the new culture’, where and how questions were posed and ‘conditions and covariances’ were examined. Personal contexts like acculturation attitude toward both cultures—i.e., United States and Korea— to some extent explained the different levels of activeness for information seeking. For instance, one participant who had an assimilation attitude—i.e., pursuing relationships within the host society, and not putting priority on retaining her heritage culture—showed a stark difference in the perception of her interactions with co-ethnic

people and in learning about the new culture when compared to other participants. Thus, relevant codes (i.e., acculturation attitudes, affective elements, information channels) were suggested as codes that were potentially associated with the phenomenon of interest (see Table 3).

Table 3. Axial coding example

| Elements | Relevant Codes |
|------------------------|---|
| Phenomenon of interest | Seeking information for learning the new culture |
| Contexts | Acculturation attitudes Challenges with achieving acculturation/immigration goals Information practices involving family members Other information practices (conjecture) Affective elements Social influences |

As I coded, the coding scheme evolved through the identification of new codes. For example, perceived gains and losses associated with information behavior, commonalities in experiences, current social roles, desired social roles, and affective factors related to information seeking were examples of new codes that were generated in the initial coding scheme. Through the iterative coding process, codes were merged, divided, and renamed (see Appendix H and I for the iterative coding process). For instance, a code I named social roles was divided into two codes after the first round of coding, the resulting two codes being previous/current social roles and desired social roles. I made this decision because the remarks of the participants regarding desired social roles were associated with their immigration goals and acculturation attitudes, while in contrast remarks regarding previous or current social roles were related to their information practices. In the final coding scheme, I reversed my decision and merged these two codes because the goal of the study was to understand how participants' social roles were related to their information practices, and both codes were related to

specific types of information practices.

For selective coding, the focal codes were refined into potential themes to assist with theoretical understanding (see Appendix K). Since the main purpose of this study is to understand how immigrant women's personal, social, and life contexts are related to their diverse information practices for resolving daily information needs and achieving their immigration goals, I focused on the relationship between these different levels of contexts and information practices in the selective coding process. For instance, themes related to the personal context of information practices were named as immigration-related goals and information style.

The first round of coding yielded 36 codes, including 'good quotes' and 'others' (see Appendix G). After coding the entire set of interview data, the total number of codes was increased to 49 and then grouped into 13 categories (see Appendix H). After several rounds of code reviews, the final coding scheme comprised of 45 codes and 12 primary categories (Appendix I). I used this version of coding scheme for the peer review process, which will be introduced in section 3.6. During this process, I discussed code definitions with another researcher, clarified and renamed the codes, and included additional codes (Appendix J—Final coding scheme), which yielded 47 codes and 12 primary categories. In the coding process, I classified eight major themes that answer the main research questions of this study (Appendix K).

3.6 Data Validity

To establish the validity of my interpretations of participants' accounts in the study, I employed member checking, peer review and an audit trail. Member checking is the

process of validating the qualitative study through the lens of the participants, and the audit trail and peer review are done through external experts (Creswell & Miller, 2000).

For member checking, I contacted my participants in order to ask them to review the authenticity of the analyzed report—the draft of Chapter 4. I met each participant to review the report on her own immigration story and daily information practices. In this process, the initial versions of the analyzed report were given to the participants, and then, the participants read the report to see if their views and voices were properly reflected and if there were any misinterpretations, incorrect details, or missing information that they thought important for their daily information practices. Several participants expressed their excitement about the opportunity to participate in the verification process of the analysis, and voluntarily explained how their perceptions and information practices had changed since their study participation. I asked them to freely discuss how their perceptions had changed and why, and included their explanations in the final report. Two participants, Mihee and Juyoung, were not able to participate in this process due to their busy schedules. The interviews for member checking lasted for 1.5 hours on average, and sometimes continued up to 3 hours. The final reports are presented in Chapter 4.

In the peer review process, another female graduate student researcher helped me establish the validity of my interpretation. The graduate researcher had previous experience conducting and analyzing qualitative research data, but she was neither familiar with the current study nor involved in the data collection process. Also, she was a native Korean speaker, so she could fluently read and analyze the interview transcripts and diary entries, which were written in Korean. She coded three interview

transcripts and two sets of diary entries independently so that she could familiarize herself with the data. After she coded the interview transcripts, we discussed the coding scheme as well as the potential themes and characteristics of information practices of participants. We reviewed the coded transcripts together to figure out why some codes matched and others were inconsistent with one another. Based on the discussion, I refined the coding scheme (see Appendix H and I), and we then reviewed the coded excerpts again. This process helped me maintain rigor in the current study, and check the internal coherence of the coding process.

Finally, the audit trail was conducted with my advisor throughout the entire research process. He was not directly involved in the research process, except to give advice on my research progress after he had examined both the process and the product of the research study (Shenton, 2004). His role was to foster the quality of the study and to assess if interpretations are grounded in the data. My advisor read the initial drafts of this study at least twice to assess the adequacy of the data collection tool and preliminary results. He also provided feedback on data collection that led to additional data gathering (i.e., the extended study) and also on the study's credibility that led to the decision to conduct member checks and peer review.

3.7 Lessons Learned from the Data Collection Process

All of the participants were born in Korea and moved to the United States as adults, and this commonality created an instant rapport between me and my participants. During the interview, some participants discussed their relationships with their husbands, conflicts with their parents-in-law, as well as news about their pregnancies

and other personal topics. Given the personal nature of these interviews, participants sometimes asked to keep certain information off the record. I had to pause the recorder from time to time in order to take these very personal stories out of the data, and resumed recording when these stories were over. The mixture of personal stories and exchanging empathy were important in the process of gaining entry and building rapport with my participants. To elaborate on the second point, sometimes participants expected the researcher to have empathy for how they felt and thought without explicitly putting their feelings into words. For example, participants often said, “you know what it’s like” and waited for me to express sympathy. I sometimes nodded for the participant to continue their stories without interruption, and then inquired, “Yeah, I understand. But, can you describe it with your words?”

One of the more important rules for interviewing Korean women was to avoid revealing the researcher’s age until the interview ended. In the Korean cultural context, a younger person is expected to treat the older person with respect by using honorific language that might create a hierarchy between the researcher and the participant. To avoid this unnecessary problem, my communication with participants occurred in honorific register, regardless of the age of the participants. Yet, as the study advanced, some participants used non-honorific language that is used among peers, and I also switched between honorific and non-honorific language in accordance with the participant’s language. Except for one participant who accidentally learned of my age through her old friend, we used “Ms. (-ssi)” to refer to each other when using honorific language.

Chapter 4: Narrative Analysis

This chapter presents the narrative analysis of the Korean immigrant women, focusing on their immigration experiences and information practices. These individual cases are presented in the order of participants' length of stay in the United States. Participants who recently immigrated will be introduced first in order to determine if there is any development of immigration goals and familiarities with the host society over time. Each narrative is based on the interviews, diary studies, and observations of the participant, and is comprised of several subsections that are relevant to the focus of this study. The findings include several quotes from interviews and diary entries of the participant in order to convey the actual voice of the participant and to provide explanations for her perspectives and behaviors. Subheadings of each section represent themes related to each participant's immigration experiences and information practices.

4.1 Sue

Sue contacted me via e-mail in May of 2015 after seeing an advertisement I placed in online communities (see Appendix A) that were popular to married Korean women. I decided to place advertisements in these communities because I could not find more participants through advertisements on websites for Korean immigrants or through personal networks. These communities are usually popular in Korea, but Korean women who move to foreign countries continue to use these communities for the exchange of information with other immigrant and non-immigrant women. Sue and another participant, who I will call Yuna, were recruited through postings on these online communities. My initial communication with Sue began with a brief description

of the purpose of the study as well as her role in the process. She asked for details about the diary writing portion such as length and content, so I attached examples of diary studies (see Appendix D). After couple of weeks, I sent her a reminder, and she kindly offered to participate the day after. A convenient time and place was set up for the first interview within a week after confirming her participation.

For the first interview, we went to a casual restaurant that was located near Sue's house. We communicated through a Korean group messaging service to set up and confirm our meeting schedule. This location was used for the first interview, the second debriefing, and exit interview, while the first debriefing interview was conducted over the phone. She was familiar with this location because she sometimes came by the restaurant to have a cup of coffee with her husband after dinner. The location was also convenient for Sue since she did not drive in the U.S. and the restaurant was located within walking distance of her home. When asked about the home-visit interview, she hesitated to invite me to her house as she and her husband rented a room in her brother-in-law's house.

I arrived at the neighborhood a few minutes before the meeting time to learn about the neighborhood environment and atmosphere of the interview location. We planned to meet in the morning, so the place was mostly occupied by senior citizens as well as several young people working on their laptops. Most of the customers were Caucasian, but there were a few customers of other races including Asian heritage. This first encounter lasted an hour and a half. Sometimes, I could hear a group of Korean women who were sitting across our table and talking about their children in Korean language. Later, Sue explained that there were several Korean restaurants and grocery

stores in the neighborhood, and so it was not uncommon to hear Korean being spoken on nearby streets or coffee shops.

4.1.1 Immigration experiences: “Everything is new to me.”

Among the participants of this study, Sue was the newest immigrant to arrive to the United States, having come two months prior to our meeting. Therefore, I was not surprised when she said that she was still learning the new environment. Every incident outside her house and people on the street that she encountered were interesting and unfamiliar to her. During the first debriefing session, I asked if she encountered any difficulties in submitting diaries on a daily basis. She responded that she sometimes had to “select” what to send to me because she encountered numerous incidents for culture learning in one day.

The fact that she was in a new environment was what drove Sue’s daily information practices. She visited her neighborhood before getting married to her husband, but she had never lived in a different culture. She was not familiar with American culture, beyond fashion brands that are popular among Korean women. Thus, her daily encounters and interactions in the new society led to many information practices and culture learning opportunities. One day during her diary study participation, Sue noted, "I usually stay at home these days. There's no new information, there's nothing that I got curious about American culture." In the following debriefing session, I asked Sue about the message, and she told me:

“Now I live in this country, but it’s still foreign to me. So I got curious when I saw how these foreigners form a line, how they check out at the store. The other day, a

person was in a wheelchair, and this made me think that American people use wheelchairs when they are ill, whereas Korean people use wheelchairs when their legs are actually broken. So these are all curious to me. What is this? Why is it so? But at home, I'm just curious about Korean news, and browse Korean news.” (SK20212-20216)

These remarks show that the new cultural environment made her aware of different social and cultural elements of her new environment as she encountered them. Sue's information needs were related to her encountering and interacting with external stimuli, and without these external stimuli, she gravitated towards issues and news about Korean society, and spent her time on browsing online information from Korean search engines. Thus, her information practices on American culture were reactive behaviors to new observations and roles that she needed in the new society. For instance, Sue learned about filling her car with gas when it ran out of fuel; she learned about how to use an automated teller machine (ATM) and how to write a check when she accompanied her husband to the bank; she had nice rib BBQ and other American side dishes, and got curious about American recipes; and she sought information on Korean make-up style to be prepared for her trip to Korea in a few months. These examples of her diary entries show that Sue's daily information practices and culture learning were influenced by external stimuli such as new events and encounters, rather than her own aspirations.

4.1.2 Changes in social roles and online information seeking

Immigration entailed multiple changes for Sue mainly because her social roles had dramatically changed after marriage and immigration. As with other participants in this

study, Sue had lived with her parents until she moved to the United States, and her mother was the main person who conducted the roles of homemaking and family caregiving. During the introductory interview, Sue said that she rarely cooked or cleaned up for herself in Korea, and her role was to “just eat the food” that her mother prepared. This highlights her unfamiliarity with domestic duties. Since she got married and quit her job, she became the primary person responsible for these homemaking roles, such as cleaning and making food that she had not done before. She illustrated that her daily schedule was centered on conducting these domestic roles for her new family:

“In weekdays, I make breakfast, just simple one, and pack a lunch box for my husband—we try to cut unnecessary expenses. Preparing a lunchbox for my husband is my typical morning schedule. I have to wake up early in the morning for this, so I go to bed again, like for an hour or so. When I was single, I was really curious about what housewives would do at home. But, turned out time flies! I do some laundry, clean up our room and other common areas, and sometimes take care of two children to help my sister-in-law—because we’re family. If she needs something like child products, we go out for a shopping together. I also go out with her for play dates, and I spend time with her friends while children are playing. And then, it’s time for dinner, so I come back and cook dinner. After dinner, my husband and I go out for a walk or for a dessert, or come here very often.” (SK10110-10119)

Sue’s daily schedule was filled with household duties like preparing meals, cleaning the house, or helping her sister-in-law in taking care of her nephew and niece. Her unfamiliarity with these domestic roles motivated her information practices for conducting these activities. For instance, her diary entries showed that cooking recipes

and homemaking tips were the main topics of her everyday information seeking. Nine out of her 20 diary entries were related to seeking information on food and recipes. She had to search every single thing about cooking because she had not prepared food for herself or others before. In the exit interview, Sue reaffirmed that her information practices were sometime only for seeking recipes for making food unless she explored new environments outside her home. Sue was interested in learning about homemaking and cooking in Korea, but her current role created practical needs for information to manage her real-world duties.

Sue had several online information resources that she could turn to for this type of information. She subscribed to cooking and recipe pages on Korean social media sites that she occasionally used, and was connected with a blogger who she described as a famous Korean immigrant woman in the homemaking domain. Sue also watched popular Korean television shows for food and cooking. While she watched these shows for entertainment, Sue also searched for online recipes of the food she saw on the shows. Sue found the information from the Korean blogger particularly useful because the blogger used ingredients and groceries that she could buy at American grocery stores. During the first debrief, she compared the Korean blog with other American websites for obtaining information:

May 30, 2015

I realized that there are so many types of bread in America. I just wanted a sandwich bread, but there are a variety of choices from white to multigrain. I am connected with this blogger [blog name] online. I read a posting about different types of sandwich bread she recommended that multigrain bread is good for health and taste. I'm going

to buy this bread at [grocery store name]. She is a Korean immigrant, living in California. Her information is really useful for me because she usually explains groceries I can shop in American stores.

Sue has always used this blog to obtain information, but her marriage and immigration increased her information needs for cooking and the usefulness of the blog. In particular, postings of this Korean immigrant blogger were helpful in learning various American ingredients and in using them in Korean dishes. Sue did not insist on maintaining Korean food and culture in the United States, but both the preferences of her family for Korean food and her familiarity with Korean food kept her looking up Korean recipes. She watched Korean television shows for cooking for fun, and searched this type of information from a popular Korean search engine and blogs of Korean women to prepare meals.

During the exit interview, Sue mentioned that her online information seeking generally increased after marriage and immigration. Prior to this, she did not like using her personal computer at home, because she was tired of using one for work. She had to work on the computer to learn graphic software tools, and her intensive workplace use of the computer caused her to avoid using computer during her free time. However, marriage and immigration required Sue to use online communities to prepare for her wedding ceremony and visa applications. In particular, several online communities were considered as the most important resources for new brides and married women in Korea, so she started using these communities to prepare her wedding. While using these communities, Sue realized that she could get information about American living. She said that many Korean immigrant women use Korean blogs and online

communities, as they are easy to set up and good to interact with many Korean women. So, it was not uncommon to find information from Korean online communities on American living tips and advice. The online community users did not only share information that those women needed, but also shared their life stories about marriage and relationships. During the exit interview, she described how she used the online community for getting emotional support:

“I think, this community gives me a comfort. I used this community since I was preparing my wedding, like one year before. I think this community is useful and will be more useful in the future. Sometimes I have a story I cannot even talk to my friends, but to them. I read postings of how other people are doing, and it helps me soothe by thinking, ‘ah, their lives are no better than mine, theirs are even worse.’ These thoughts bring me comforts. Also I get many ideas from postings, or good articles, so for instance, I read these articles and think ‘ah these people have positive attitudes toward life’ so this is a comfort to me. Some people make postings of food pictures to show off their skills, so I got ideas, ‘hmm, maybe I can make this today’, and other times, I read postings and think, ‘oh, there are all sorts of people and life’.” (SK30187-30195)

Sue said that some of her life troubles were not appropriate to discuss with her social connections in both Korea and America, so she went to the online community. In the member checking process, she added that she did not necessarily seek advice from the users of the online community, but she wanted to “shout in the bamboo forest,” which idiomatically means to open one’s secrets to unknown people. In other words, anonymity in the online communities helped her to discuss private stories that she might not have shared with her friends. She described reading and posting to these

communities as “a real tonic for life” (SK30201) because these activities reduced her loneliness in the U.S. As she built new social connections through her husband, it felt burdensome for her to openly discuss troubles she had with her husband or parents-in-law with these new connections who also knew her husband. In this social context, online communities were valuable outlets for Sue to vent negative emotions with a group of unknown women.

When asked about how she envisioned immigration life, Sue answered, with a high laugh, "I was excited with that I could buy some products in cheaper price! My husband would be shocked" (SK10084-10085). Sue mentioned that foreign brands usually come with a higher price tag in Korea, and expressed her wish of "*Deuk-tem*" (SK10089), which means acquiring the lowest price of a good quality product in Korea. She elaborated about her shopping experiences in the U.S.:

“As I don’t go outside very often these days, I don’t have any place to visit alone, so I rarely buy fashion items, but got interested in kitchen products. (laugh) Because I do kitchen chores, and I always find something that I need. Department stores often carry expensive products, but you can find some products on sale, or clearance items at the hidden corner of department stores. Or stores like [store name], they carry the same brand products, but I don’t know what to call, somewhat cheaper ones of the brand, so I can buy half-priced items there. I can buy comforters and pillows, you want pretty covers but don’t mind about cheap comforters or pillows, so I buy them in those stores. Soaps or flippers, those things that you don’t need fancy ones.” (SK10106-10109)

Her idea of getting cheaper priced products was not limited to her personal purchases. Whereas these information needs on women’s brands and deals were

decreased as she seldom engaged in social events, her new role as a homemaker had influenced shopping interests toward kitchen appliances and small goods for her house. As a new married couple, Sue and her husband were busy with shopping for home furniture and small home appliances to decorate their new rooms. Her husband accompanied Sue on a shopping trip, but Sue was the main person involved in searching for better deals and coupons through online communities and personal networks.

When Sue was participating in this study, her information practice was especially dedicated around shopping. However, these tasks of seeking shopping-related information were not stressful responsibilities for her. When describing information exchange with her friends on shopping, Sue seemed to enjoy the experiences around shopping and this new life stage in the U.S. In the member checking process, she mentioned that she had to buy new products in the earlier stage of immigration, as neither she nor her husband had all the necessary home appliances. She did not shop as frequently as before, but she realized that she kept checking deals related to home-making items such as groceries, cleaning products, dishes, and small home appliances that are related to her domestic duties.

4.1.3 Information seeking through interpersonal resources

In the exit interview, I asked how she typically sought information. Sue said that she preferred “filtered information” (SK30146) that her own social connections provided. Her preference for this type of information was the reaction to the “false” online information that she had observed. She pointed out problems with advertisements that were disguised as information and some paid Korean bloggers who contributed biased

reviews in favor of certain companies. Particularly with product information, she sought information from her friends and acquaintances.

Her perception of online reviewers had changed after reading reviews contributed by Americans. She thought that American reviewers provided more honest and even harsh comments when compared to Korean reviewers. Sue mentioned the reliability of random reviewers in making decisions on purchasing services and products in the United States, although she had not trusted online reviews before. During the exit interview, she illustrated a recent episode of information seeking through both personal connections and Internet search:

“We need a new refrigerator to replace the old one. I asked around people, and they recommended products of [brand A] or [brand B]—which I know, too. Of course, they should be good if they cost thousands dollars? I was looking for the price range around \$1,000, so I should search myself. I found this one, which looks like a box, no aesthetic feature at all, and its name [product name] was awkward, too. Why did someone name a refrigerator as hot something? So I asked my husband to read some reviews, and he found the reviews were really good. So I thought, this is't what I expected (laugh) the reviews were actually good, and I came to think ‘hmm, maybe this refrigerator is a good one?’ If I found good reviews of a product in Korea, I would suspect them and try to search for more. I would ask my friends and acquaintances to get more honest reviews of the product. But in here, reviews are so frank and bold, and they honestly point out aspects that they don’t like, so I think this type of filtered information is useful to me in here.” (SK30158-30167)

Sue discussed different characteristics of American and Korean people in their

reviews of products and services. Her observation that there were many biased reviews among Korean online reviews made her pursue interpersonal information seeking in Korea. However, she felt that American online reviews were honest, and came to think that American online reviewers could provide her with a type of “filtered information” that she preferred. In the example of information seeking for a refrigerator purchase, she found that her social connections gave information that she already knew, whereas the online information provided information previously unknown to her. This is an interesting example that shows how actual information needs influenced Sue to adopt a non-habitual information practice. This new information practice formed positive perceptions toward American online review information, which has potentially changed her future information practices.

However, in other contexts of information seeking, Sue still showed preferences for interpersonal resources. She described several challenges in identifying reliable information online. For instance, she sometimes could not decide if the obtained information suited her socioeconomic status and other life contexts. During the first debriefing session, Sue gave an example of seeking visa-related information. She described that there were a number of people who had diverse backgrounds and different visa status in the United States. As a result of the diversity of life circumstances, she sometimes could not decide if their information was useful to her. She described the usefulness of information from her social connections:

“First of all, information from other immigrants has relatively a low percentage of failure, danger, or falsehood. Because this information is from people who actually have lived here, based on their vivid experiences. Also, they know about my

circumstances, and they filter information for me, and say like, 'you're in this circumstance, so why don't you use do this in that way?' In this way, they give tailored information to me.” (SK20120-125)

Sue also mentioned an incident when she sought career-related information from both online sources and her sister-in-law. She found that online information was more general and less relevant to her skills, because the people who contributed online information did not know who Sue was or her social contexts. On the other hand, her sister-in-law and her friends suggested that she think about running an art class for young students and offered to help advertise the class to their acquaintances. As such, Sue thought that social connections could give her useful information that she could actually act on, beyond a list of possible options. In this way, asking other people was a way of reducing her own effort in evaluating information.

Sue’s sister-in-law was one of the important social connections to her. From the first interview, she constantly mentioned her “*Hyung-nim*”, which refers to the wife of her husband’s older brother. Sue described her sister-in-law as a supportive person who had a good personality, and offered her knowledge on American culture and society. Sue usually used her sister-in-law, who grew up in the United States, as a resource for seeking information about American society, career advice, and also to extend her social connections. They made decisions together on grocery shopping or dinner, went shopping together, and socialized with the similar group of people.

Despite this usefulness, Sue described how their relationship might affect her information seeking through her sister-in-law. In the context of Korean family

relationship, Sue was a younger person who should respect her sister-in-law and should behave “*noon-chi-ggut* (tactfully and carefully)” in helping her sister-in-law with caregiving and homemaking. Also, Sue and her husband were renters, so Sue tried to avoid disturbing the family of her sister-in-law such as cooking in the kitchen or watching television in the living room late in the night. This complicated relationship affected Sue's information seeking through her sister-in-law. For instance, in her diary, Sue commented that she felt uncomfortable discussing finance-related issues with her sister-in-law. While Sue sought informational and emotional support from her sister-in-law, she could not discuss these particular topics with her sister-in-law or other friends to whom she was connected through her sister-in-law.

During the first interview, she mentioned about the inheritance and the estate issue in her husband's family. Sue was afraid of discussing these issues with her sister-in-law because this issue could potentially hurt their relationship and she also felt that this issue was too private to share with her new friends. She was concerned that she might appear shallow and overly worried about her family-in-law's money right after marrying her husband. So, instead of asking people, Sue and her husband looked for information online. However, their information seeking was in vain, because they could not find the information that suited their specific circumstances. Sue said that she might need to discuss these issues with a lawyer even though she did not want to pay them for just discussing the problem. In the member checking process, Sue said that they were still looking for information, but did not take further actions to obtain information offline. She realized that the Korean community in the U.S. was quite small, especially because she was tied to the Korean church community. This was an interesting example

of how Sue's information practices were interrupted due to her relationships with the information resources and the predicted consequences of information seeking through interpersonal connections.

4.1.4 Information seeking for participating in the new society

Although Sue used a cheerful tone in talking about information seeking for shopping and homemaking domains, she expressed anxiety when discussing her career plans in the U.S. Before immigration, she was concerned about working in the U.S, and living abroad as a foreign woman. When asked about her information seeking before immigration, she answered:

“Of course I searched for information, and actually I came to the United States once to see if I can live well in this new environment after getting married to him, if the neighborhood is too-suburban—I was worried about this because I might get disconnected from other people if I move to a suburban area. (...) I also wanted to know about the educational environment of the new place, because I think it's really important. (...) I searched for information on what I can do for a living here. (laugh) I thought I could live doing nothing and waiting for my husband to return home, like for a year or so, but no more than that. So I kept thinking, ‘what can I do in America legally?’” (SK10015-10022)

After she visited her new environment, she found that the new living environment satisfied her criteria. However, she still did not know what she could do to make a living in the new society. In Korea, Sue studied art, and worked as a teacher at a cram school, which is a popular type of private educational institution for children in Korea. She did not wish to live as a housewife, and had thought a lot about her future

career in the U.S.

After emigrating to the U.S., Sue continued to be active in seeking information that could be relevant to her career. She said that her active information seeking in the U.S. was mainly for learning about art education and programs in order to run a private art class for children. However, she encountered challenges in understanding what made a desirable art program in the American educational system. She noted:

“I mainly focus on obtaining information about career. I have a file for scrapping information. Because children in Korea need art programs that are academically focused, and their mothers want it too. But in here, it’s different, in here, art classes are more like fun activities. There are similar programs in Korea, but not that many. So, I want to learn that kind of information, but I mainly obtain information from Korean education programs. Because I don’t go outside that much and I don’t drive, so I don’t know where I can obtain this type of information online, I’m trying but it’s still hard.”
(SK10093-10099)

Sue mostly relied on online resources to learn about art programs in the U.S., because she did not have any proper channels that could help her learn this type of information. She said that her other information needs were mostly resolved through social connections such as her husband, sister-in-law, and a few friends, but this type of information was not easily obtained through social networks. She also encountered challenges in seeking Internet-based information because she did not know about proper online resources, and she was also not familiar with American search engines. She ended up returning to a Korean search engine that she had used while living in Korea to search for information on American living and education system. As a result,

her information was sometimes restricted to the knowledge that was filtered by Korean immigrants.

4.1.5 Summary

As a new immigrant, Sue had been navigating her new environment and expanding her social connections through her family. Every encounter was a new experience and a learning opportunity for her. Conducting her roles in the household and getting adjusted to married life were considered top priorities of her immigration life. This perspective seemed to influence her daily activities and information seeking. In terms of her career, she thought of this time as a preparation period to get used to the education system and children in American society. Interestingly, she mentioned her challenging experiences in information seeking on career-related information, but her diary studies did not contain any types of information practices for understanding art programs in the U.S. She explained that her information seeking on this subject was paused, since she encountered challenges in getting new information resources. As a result of these goals and her stage of immigration, Sue's current information practices have centered on conducting her new roles and making sense of new experiences.

Sue's social connections in the new society were expanded through her family-in-law who already had their social networks in the U.S. These social connections were built with relatively less effort, and Sue could use them to socialize and obtain information. However, she also recognized the limitations of these connections. Since they were friends of her family, she could not open up about her family issues to them. She found online communities useful to discuss these personal topics and to vent her negative emotions with unknown people who had similar life experiences to her. She

received emotional support, asked advice on personal issues, and obtained diverse information from these groups of unknown women.

Unlike some participants, Sue did not seem to be anxious about learning American culture. In the exit interview, she said that learning would take time anyways, and she tried not to be anxious about it. She did not engage with other activities such as attending English classes or watching American media as other participants did. Exploring a new environment was the only strategy of her culture learning, but her exploration of new environment was also limited due to her not driving and lack of social outlets. She once mentioned that she never tried any other Korean grocery stores besides the store that her husband usually used. This example shows how Sue's daily information environments offer bounded opportunities for interpersonal information seeking and new encounters in which she could accidentally exchange information.

4.2 Ara

I was introduced to Ara through a mutual friend who went to the same Catholic Church with Ara and her husband, Seung-il. In May of 2015, I contacted Ara via e-mail with a brief introduction about my research as well as myself. She was initially worried about participating because she "usually stays at home and does not have many stories of adjusting to the United States." Ara eventually invited me to her home for the interviews after exchanging several emails with me. We chose this meeting location because her home was a convenient place as she did not drive.

Ara's home was a town house that was located in a neighborhood that she described as safe and good for raising kids. One of the things she had mentioned was

that there was a highly ranked public high school within a five minute driving distance. From the conversation, I learned that the county was popular among young Korean couples for its prestigious public schools, safe environment, and accessibility to metropolitan cities and government institutions. However, Ara was not involved in the decision making process of purchasing her house, and it was Seung-il who chose the location and the type of the new house.

During the first interview, we talked in the kitchen area over a cup of tea. Her kitchen gave off a slight Korean food smell and Ara explained that her husband preferred Korean meals, so she often tried to prepare '*Bap*' (cooked rice) and '*Banchan*' (side dishes). They usually shopped at a large local Korean grocery store that was located within a 10 minute driving distance from her home.

Two months after the exit interview, I contacted Ara again to ask if she was interested in participating in extended observations of her life contexts. For this extended study, I asked her to plan our meetings so that she could show me her daily routines, her social events, or anything else she wanted to do with other people. During the extended study, we had two additional interviews that were structured as conversations, and participatory observations at a Catholic Church and a Korean grocery market. She wanted to invite me to the English as a Second Language (ESL) program that she was attending, but could not get permission from the teacher, so instead she showed me the booklet and told me details of the class.

4.2.1 Immigration experiences: A new chapter of life

Ara and Seung-il had maintained a long distance relationship in Korea and America

before marriage. While preparing for marriage, they considered living in Korea where Ara was working as a television producer of a broadcasting company. Seung-il was a 1.5-generation immigrant, who was born in Korea and moved to the United States at an elementary school age, and worked at a U.S. government office. He thought that he might be able to get a position that dealt with Korean businesses, or an opportunity to transfer to a branch office in Korea. While Seung-il was figuring out whether it was possible to relocate to Korea, Ara also came to consider possible immigration to the United States. She recollected to me her thoughts around immigration. She noted:

“I worked for about 10 years in Korea. The passionate times, like being ambitious about my work and career, had already passed. I have done what I wanted through work, and I achieved what I wanted. I started thinking about another aspect of life, but I know what it’s like to be a married woman in Korea. Getting married, having a baby, working mother who manages childrearing and working, I saw my friends and colleagues struggling with balancing work and life. I thought like, ‘is this the only story for the rest of my life?’ Coincidentally, I got an option for starting a new life [in America], so I decided to take this adventure.” (RS10021-10026)

Ara explained her desire of living life as a wife and a mother at the same time she was considering marriage and immigration. She did not favor the social roles and norms that were expected of married women in Korea. For Ara, immigration was an opportunity to start a new chapter in her life within a different social environment. Ara described to me that her primary immigration goal was to build her own family.

Ara considered cultural knowledge as important for achieving her immigration goal of building a family in the U.S. In the introductory interview, she expressed some

slight worries about her lack of knowledge of American culture. For instance, she mentioned examples where foreign-born immigrant mothers in Korea could not help their children in doing homework and could not properly communicate with Korean teachers in order to discuss their children's school lives. She imagined even worse scenarios that could happen to her, such as being unable to interact with other parents in parent-teacher associations, or inadvertently showing disrespect to other mothers. Ara told me about her conversations with her aunt who finally returned to Korea after ten years of immigration in the U.S. Based on these conversations, Ara thought that her aunt had struggled in building social relationships with host nationals partly due to her limited cultural knowledge. These stories of her aunt's immigration life were key as Ara formed impressions about how a lack of cultural knowledge could potentially create barriers to in-depth social interactions with host nationals. Also, this perception influenced her aspiration of obtaining cultural knowledge and pursuing relevant information practices.

4.2.2 Information exchange with social connections

Ara's parents-in-law lived in a nearby city, and Ara and Seung-il usually visited them once per week. Ara described Seung-il as "*Hyo-ja*", which means a good son in Korean, as Seung-il regularly checked in with his parents and helped them to deal with daily encounters in the U.S. Ara noted that her parents-in-law were not fluent in English, so Seung-il served as a language broker for both of them. Also, her family-in-law maintained traditional Korean customs such as *Jesa*—performing the ancestral rituals—and *Kimjang*—making a big batch of kimchi for the winter season, both of

which require a lot of women's labor and family gathering. As a result, Ara had to maintain a close relationship with her family-in-law, whether she wanted to or not.

Given this background, Ara's mother-in-law was able to offer information assistance to her, such as providing cooking and shopping tips, or suggestions on childrearing and education. Ara did not think some of her information was very useful to her as they were not novel, and she sometimes perceived it as nitpicking. In the member checking process, she described that her mother-in-law kept stressing healthy foods and homemade meals, referring to Seung-il's health. She expressed appreciation to her mother-in-law for the information by nodding in acknowledgement, which she believed was a way of showing respect to older people in the Korean society. However, at the same time, Ara found herself avoiding interactions with her mother-in-law. Ara said that she would not ask her mother-in-law questions even if she thought that her mother-in-law had good information on the specific topics.

As with other participants who were married to an American national, Ara mostly obtained information on American culture from her husband. Seung-il could help Ara learn about American culture and society within which he grew up, when she had questions about it. However, he did not push Ara to be acculturated into American society. Rather, they maintained Korean cultural customs by eating Korean food, speaking in Korean, watching Korean TV shows, and socializing with other Korean immigrants.

With respect to daily information practices, Ara thought that their knowledge in both cultures helped them search both Korean and American search engines, which

allowed them to obtain better information on a given topic, and make better decisions. Thus, both Korean culture and American culture was considered as a “power”, or a benefit, rather than something that needed to be abandoned. For instance, Ara wrote a diary about planning a one-day trip:

May 22, 2015 (Friday)

We are thinking about going on a trip to a nearby place tomorrow. I don't know where to start to plan our trip, so I searched for several places like [A] Park, [B] city, [C] city, and [D] City that my husband told me. Several Korean bloggers posted their travel experiences in these places, and other tourist attractions near these cities. This helped extend my search.

In the first debriefing session, she explained this search activity and how she used a Korean search engine to do it. She pointed out the usefulness of the information that she found from Korean search engines. The information was easy for her to read since it was written in Korean language, and often contained a detailed review with pictures and personal stories of the contributor as is typical of the writing style of Korean bloggers. However, she sometimes found that the information was limited, for instance, when the city she was searching for was not popular among Korean travelers. In this case, Seung-il could find better information using an American search engine. Through these collaborative search experiences, Ara came to think that their abilities to use both Korean and American search engines created “synergy” (RS10334) in seeking information and making decisions.

While Ara did not enjoy this type of information seeking itself, she also

recognized the potential drawbacks of solely relying on other people's information. While debriefing the above diary entry, she told me that her husband described what Bodem city (Pseudonym) was like to her. She said, "He told me what the place is like, but I wasn't quite satisfied with his information alone. He explained from his own perspective, like 'the Bodem city is a bay', and he might omit things that I might be interested in. We went to the Bodem city next day. The Bodem city was the place where you could walk around and go into the small shops on the street—it was more than a bay!" Ara explained that information obtained from other people was usually filtered through that person's own perspectives, and sometimes did not include information that might be an intriguing to her. She told me another incident of information seeking about trails near her home. Ara wanted to take a walk on the trail, but her husband did not think that there were any trails near their home. Yet, she learned about the trails from a conversation with her friend who also lived in the neighborhood. She realized that Seung-il did not know about the trail simply because he was not interested in them. Through these experiences, Ara learned that she should also seek information on her own rather than only relying on other people who might have limited information and knowledge on the topic.

Other than her immediate family members, Ara had two close friends who were good informants on American culture. They moved to the United States 5 and 7 years before Ara immigrated. She described these friends as knowledgeable in American culture and lifestyle with longer immigration experiences than herself. She interacted with these friends over the phone or in-person almost every day at the time of the first interview. The below diary examples show Ara's interactions with these friends and

information acquisition from them.

June 1, 2015 (Monday)

My friend was searching for a preschool to send her 2-year old child. From the conversation with her, I learned about the American preschool system and competition for the preschool admission. Also, I learned that elementary schools are evaluated and ranked.

June 5, 2015 (Friday)

I talked with my friend living in LA over the phone, and she told me about this frozen *tteokbokki* (hot rice cake stew) that is popular in both Korea and West coast. I did not know about this product because none of my Facebook friends posted about this. I searched [a Korean search engine] and could find many postings recommending this product. I should check out the store next time I go to a grocery shopping.

Ara said that she could not remember exactly what kind of information these friends provided to her, as her information behaviors occurred naturally out of casual conversations with them. Topics of conversation differed from day to day; she might learn about new Korean products, the U.S. education system, a trail for a short walk, or vacation places. However, she also described her information exchange with them as unilateral because she did not have information to give to these friends. This unilateral exchange of information sometimes caused stresses because Ara considered information practice as a “give and take” process, and at the moment she was in the position of a recipient who needed information but did not have much to give. She did not want to be perceived as a person who interacts with other people only to get what

she needs. As a result, she paid attention to everything her friends talked about, even if the topic, such as education-related issues, that her friend discussed was not very interesting to her.

During the interview for member checking process, Ara elaborated her attitudes and perspectives on the role of information in her social relationships. She explained that the new social connections that she built in the new society needed foundations in order to maintain and nurture the relationship. She said, “It’s not like, I’m very funny, or a very handsome looking person like a TV star, so I need something that attracts other people to want to meet me and maintain our relationship. I think that’s information to me.” She compared the characteristics of the social relationships that she had in Korea and in America. In Korea, she had close friends whom she had known for several years and with whom she was not pressured to give information or other benefits in return for their friendships. By contrast, she felt relieved when she could give useful information to her new social connections. This perception did not influence her daily information practices to seek more information that other people might be interested in, but she tried to actively exchange information with people that she met in the U.S.

Ara seemed to have several social connections from whom she could obtain diverse information. However, she regretted not having a friend who had just immigrated like herself. She said that she could obtain information from her current social connections, but she sometimes wanted to explore new places and find new information together. She thought that her friends and family members had lived in the

United States longer than herself, so she could not share the joy of finding and sharing new information on American culture and society.

Despite these wishes, she did not have social outlets where she could naturally expand her social connections. She attended ESL classes and Catholic Church, but she did not engage in interactions with people at these places. Her ESL class ended late in the evening and she needed a ride home from her mother-in-law or her husband. Consequently, she did not have much time to interact with other classmates after the class. In my observation session at the Catholic Church, Ara and Seung-il attended the weekly missal, but they did not participate in any group meetings after the Mass and walked passed people who gathered for lunch and group meetings. Ara explained that Seung-il was a new believer and he started going to the church for her as she was Catholic from birth. She appreciated his effort in attending church with her, and so she did not ask him to be too involved in church communities. Also, she pointed out the problems that church communities create, and worried about situations where they might encounter these problems and create negative impressions on Seung-il. Thus, the church became solely a religious place, rather than also a social place. While she was not very anxious about building new social connections in the U.S., she sometimes felt the need of a companion for exploring U.S. society together.

4.2.3 Information acquisition through education and media use

Ara usually spent her daytime at home alone reading books, listening to podcasts for improving her English, watching Korean television shows, and sometimes communicating with her parents and friends in Korea. In particular, she spent a lot of

time using various media sources to learn about American culture. For instance, newspapers and magazines were important channels for Ara to learn about important issues in the new society. During the introductory and exit interview, I asked about the books and newspapers piled on the coffee table in her living room. She explained that her mother-in-law brought several free newspapers that are distributed at Korean grocery stores and restaurants to her. Although Ara had developed a preference for online information in Korea, she could not keep ignoring her mother-in-law's gesture. Her mother-in-law, who was once an immigrant woman with children, gave scraps of newspaper to Ara and advised how useful the Korean newspaper was to her. Ara started reading the Korean newspapers for immigrants, and realized the benefits of the information sources that were dedicated to immigrants. In her diary study, she wrote about an instance where she encountered new concepts related to personal financial planning while reading one of the newspapers for Korean immigrants.

May 30, 2015 (Saturday)

I read an article about the credit system from *Miju-gyeongjae* (NorthAmerica Economy). I was not an avid reader of [printed] newspapers in Korea, but articles of these newspapers give very essential information for immigrants; I found myself enjoy reading them. Another article was about post-retirement asset allocation, and this new term called 401(K) was appeared without additional explanation. I asked my husband what this 401(K) is, and I guess it is similar to the retirement savings plan in Korea.

She explained that she heard about the credit system before, but the article explained basic knowledge and introduced new terminologies about what was a largely unfamiliar topic for her. She noted the merit of consuming co-ethnic media—which

target immigrants from the same culture—to obtain information for immigrants, which other American media did not give. The ESL program was also another important information channel for her to learn about American culture as an immigrant. One of Ara’s weekly routines was to attend the ESL class that was held in an American church. The role of ESL program in Ara’s information acquisition was well reflected in her daily diaries.

May 26, 2015

We talked about the DMV in the English conversation class. I briefly learned about how to get a driver’s license, points and penalties, and so on. I could exchange my Korean driver’s license to American one without a test, so I was not aware of the test and penalty policy. I realized that I should be more careful to keep my license, than I was in Korea.

I thought that there might be important things that I should learn, other than just improving driving skill. I asked my husband to get a driver’s license practice test.

June 4, 2015 (Thursday)

My ESL teacher gave out the magazine that introduces several activities that the county offers, and taught how to subscribe the magazine. The magazine has a variety of information on activities that the local libraries, parks, public recreation center run. This could be a very useful information source.

A number of her diary entries were about what she learned from the class and curiosities related to a class topic, such as handling emergency situations, the history of holidays, and American wedding customs. In the above diary example, she learned

about the driving rules and regulations from an ESL class, which she did not know before. During the debriefing session, she explained that the class made her realize how the American traffic system could be different from the Korean system, and felt the need to read the preparation test for obtaining a driver's license to increase her knowledge. She asked her husband to find the preparation test using an American search engine as she thought that Korean search engine would not be useful for this type of information.

Ara seldom interacted with teachers outside of the class, but the class itself helped her understand various aspects of American society. She pointed out that the students of the ESL programs were typically immigrants, so teachers tried to figure out topics that might interest immigrants. Despite this, she noted that there were limitations to obtaining information from the ESL program. She said that the teachers were not experts and had not been trained to teach immigrants, so their information was based simply on their perspectives on what immigrants would want in the U.S. Like other filtered information, she thought that teachers also provided information that they believed to be important for immigrants and sometimes tried to give information on free services and programs for underprivileged populations, which Ara did not need. Still, the ESL program was an important channel that pushed relevant information to Ara through which she could learn about the new social system and culture.

4.2.4 Information practices for enhancing cultural knowledge

As interviews progressed, I was able to observe how Ara's acculturation goals had added details and how her information practices evolved. One of the more notable

changes was her heightened interest in Korean history and culture. In the introductory interview, she emphasized cultural knowledge as an important asset in social interactions by saying, “People would think this person is so ignorant, culturally ignorant. Because historical facts are the basic knowledge that you should know. You can’t ask people whenever they talk about histories and cultures.” Also, she mentioned the importance of having knowledge of Korean culture to live as an immigrant in the U.S. This idea of having cultural knowledge on the Korean society had intensified over time. After visiting a historic district in a U.S. city, she wrote:

May 23, 2015

I want my children naturally to learn about history and culture through conversations with me, like I did with my mom. My mom told me many stories on history and culture while we visited historic places and museums. I wonder if I can get enough knowledge on American history by then. I also have to take care of teaching them about Korean history. There're a lot to learn, it's so overwhelming.

In the first debriefing session, Ara expressed her concerns about her current level of knowledge on Korean history and culture, as well as on American culture. She described desirable future roles for herself as an educator at home, and talked about memories that she had of her mother who had explained stories related to the Korean cultural heritage and national treasures. In both the exit interview and the second debriefing session, she said that she started watching YouTube videos to learn about Korean history. As she explained, this active information seeking and learning process was for her future role as a mother educating her children.

This future role as a Korean immigrant mother was a recurring theme that drove Ara's information practice for learning Korean history and American culture. In the exit interview, Ara illustrated several imagined situations where she could not interact with other American parents due to her lack of cultural knowledge, or where her children suffered from minority status in the United States. In the first session of the extended observations with her, we talked about immigrant lives, Korean communities in the U.S., and her religion-related plans in the U.S. She mentioned her husband's experience in order to explain how children of Korean immigrant parents had to live as less-privileged citizens in the U.S. She said that her husband naturally hung out with other Korean immigrants partly because they had similar challenges in integrating into the mainstream society, which she described as a "White American" community. She thought about her own child's life in the U.S., and concluded that her children should be equipped with additional cultural knowledge—i.e., Korean culture so that they could "survive" in an environment where she believed that "non-White races" faced a glass ceiling. She explained that Korean cultural knowledge could be the strength for her child, and would help him or her compete against other American children who might be educated in a second language and culture in order to be specialists in international relations. This perception affected her active information seeking and information environment that she set up for daily practices for culture learning through various channels available, such as listening to podcasts and attending ESL classes.

4.2.5 ICTs for information exchange

The available ICTs were important channels for Ara's information acquisition as well as daily communication tools used for maintaining pre-existing social networks. For

example, Ara used text messaging and Internet phone service to communicate with family members and friends in Korea, and also used text messaging with Korean immigrants. She also used these services for daily interactions with her close friends and her husband during which information was sometimes exchanged.

Like she wrote in the above diary entry regarding Korean frozen food, Facebook was another channel for Ara in monitoring new trends in Korea as well as being connected with friends. However, her Facebook use had changed after moving to the U.S. While she still frequently checked friends' postings on Facebook, she had stopped making postings as she used to before. She also used to write about her work or business trips that took her to religious places, but her postings on those topics had naturally been reduced since she quit her job. Instead, her daily encounters were now mostly about exploration of the nearby parks, travel places, or other new encounters in the U.S. She explained that her decreased Facebook use was related to her worries about how her Facebook friends would perceive her postings. She said, "I am the only person who made postings about travel places, delicious food, or having fun, as my friends' postings are about work stress and those stuff." She felt that "the number of likes was decreasing" on her postings. Ara also felt that her frequent interactions on Facebook, such as commenting and likes to friends' postings, might give them the wrong impression that she did not enjoy her new life in the U.S. Her perception and interaction with her close friends heightened her worries about her interactions on Facebook. During the interview for the member checking process, I asked Ara if she ever stopped making postings and she said that she found a new social media channel for recording her daily life. She started using Instagram, where she felt more comfortable about

posting pictures about her travels and new restaurants she visited, and worried less about her friends' perceptions.

Entertainment and learning were other reasons for using ICTs. Ara did not subscribe to cable television, and instead she used computer devices to watch television shows and movies on Internet video streaming services such as Netflix, HBO, and Youtube during her free time. She said that her enthusiasm for Korean television shows and news had diminished with time, and instead, she started watching American news that required “less cultural backgrounds in understanding the news” to learn about the current social issues in the United States. She expressed somewhat negative attitudes toward Korean people who always watched Korean TV shows, and mentioned that she thought consuming American media was a way for her to learn English and spend “valuable” free time.

4.2.6 Summary

Ara came to the United States four months before she participated in my study. Her initial immigration goals were to focus on family building in the U.S. and explore a new life free from the busy schedule she had while working. Her information needs were mostly related to enhancing knowledge on both Korean and American culture, so that she could conduct her roles of socializing with other American mothers and educating her future children. Taking ESL classes was one of her efforts for improving her language proficiency and cultural knowledge. In addition, she actively used ICTs to learn about the culture and history of both countries. She indicated that Korean immigrants had minority experiences no matter how hard they tried, and being

knowledgeable in both Korean and American culture and uniting a co-ethnic community can be the strength of Korean immigrants for thriving in the United States.

After five months had passed, in the fourth session of her extended study participation, she observed that “one year was enough for spending time at home.” She told me that she contacted a search committee who was seeking Korean language teachers at a Korean church. She felt stressful about the frequent unexpected visits of her mother-in-law, and said that a new career might be an excuse for her to keep some distance from her family duties. It would also be a way to start a new social life in a new social environment. This changing immigration goal did not suddenly govern her daily information practices, but she occasionally paid attention to career information by monitoring the environment and getting advice from close people. Also, her participation in social roles outside of her home could potentially expand her social connections and influence the contents and volume of information that she exchanges with other people.

4.3 Yuna

Yuna contacted me via e-mail in May of 2015 to express her interest in my study. As with Sue, Yuna saw my research advertisement in an online community for Korean women. She introduced herself in her first e-mail by explaining her reasons for coming to the U.S. and her experiences in Germany. She expressed friendliness by mentioning her familiarity with the university that I was attending. I could feel her energy and excitement through her e-mail, but she wanted to learn more about her role in the study before deciding to participate. After several days of communication through emails and

phone calls, she decided to join my research. We decided to meet the next day at the coffee shop located near her house.

I arrived 30 minutes before our meeting time in order to observe the environment and prepare for the interview. The coffee shop is in a shopping center located within a 10 minute drive from Yuna's house. She was living in a county with a number of government institutions and which is well known for its good educational environment. Yuna was familiar with the coffee shop because she often patronized the shop with her husband, Scott. We met at the same coffee shop for the first three interviews.

Yuna arrived on time to the coffee shop by getting a ride from her mother-in-law. She did not have a driver's license because she was used to living in cities that have walk-able environments. She pointed out the driving culture in America as one of the major differences that she experienced when describing the differences in culture of the U.S. from other countries like Korea and Germany. While she preferred walking, she admitted that there was a necessity for driving skills in the U.S. After the first interview, I offered to give her a ride home. However, she politely declined my offer and said that her mother-in-law did not want her to inconvenience other people. Yuna returned home with her mother-in-law, who had been waiting for about two hours near the coffee shop. The mother-in-law offered a ride to Yuna whenever she met with me for interviews or casual hangouts. Yet, Yuna did not feel entirely comfortable asking her mother-in-law for a ride, so she made plans in the evenings or weekends so she could ask her husband for a ride. As the interviews progressed, Yuna became more comfortable asking me for a ride.

I outlined my study and explained the consent form before starting the introductory interview, which lasted about one and a half hours. I asked if we could do the next interview at her house, but she declined and apologized for her inability to invite me over to her house. Since Yuna was living with her in-laws, she did not wish to disturb other family members by inviting an unknown researcher to their shared house. Instead of pushing her, I spent our time conducting interview in order for me to learn more about her information-related context. Our conversations sometimes lasted for more than five hours.

After the exit interview, we maintained our friendship, which had developed during our interview sessions. I asked her to participate in the extended study that required an additional month of observations and interviews, and she happily offered to participate. She became pregnant during her study participation, so I was careful to avoid generating any physical or emotional distress. As with Ara, I asked Yuna to help design the extended study. In her case, the extended study was formatted as conversations at places that she frequently visited with her family as well as a new café located in her neighborhood, which she chose in order to reduce my effort when giving her rides. We also explored a new tea café that she wanted to try in a nearby city.

4.3.1 Acculturation attitude: “My friends asked me why Koreans don't interact with them”

Yuna was born and raised in Korea, where she lived until she completed her college degree. She then moved to Germany to pursue a master's degree and to work as a soloist at a local opera theater, which lasted for 8 years. She was satisfied with her life and

career in Germany, enough to extend her stay even after getting married to her husband, Scott. For an additional one and half years, Yuna lived and worked in Germany alone, only coming over to stay with Scott and his family during summer vacations and holidays. Five months before the first interview, she decided to immigrate to the U.S. in order to stay with Scott.

While talking about her acculturation attitude toward American and Korean culture, Yuna described her negative attitudes toward Korean communities in Germany. She admitted that gossip and drama are “the nature of all small, close-knit communities”, but she could not understand why some immigrants did not try to expand beyond small co-ethnic communities in a non-native country. She stated:

“Well, I think we live in a global society these days. Look at me; I had lived in three different countries. If you stick to Korean values and norms, you would be isolated. If you want to do that, you shouldn’t live here [America]. This is what I think. I am a Christian, but I didn’t go to church in Germany, I mean Korean church. Because you go to Korean church and get used to mingle with Korean people, you don’t make German friends. Some German people don’t understand these people. Even if they are invited to events that German people hold, they are afraid of going there. They’ve attended the schools and lived in Germany for several years, but don’t have any German friends. But they still feel lonely, so they go to the Korean church, meet Korean friends, and make conflicts with them. I have a negative perception toward this. I really, really, really hate it.” (YL10276-10283)

Yuna unhesitatingly expressed her “negative perception” toward people, in particular toward Korean international students in Germany, who exclusively

maintained co-ethnic relationships. She thought that immigrants should try to make connections with host nationals if they decided to live and work in the host society. I later met Scott, and he also strongly advocated the importance of intergroup relationships. Scott described conflicts occurring within the Korean-American student society that he observed in college, and criticized the strong co-ethnic relations among Korean immigrants. He thought that his role was to help Yuna become acculturated to American society, fluently speak English, and socialize with host nationals. Thus, both of their shared beliefs about co-ethnic communities shaped Yuna's immigration goals, acculturation attitudes, and ideal social relations that she pursued in the host society. All of these, in turn, influenced her information practices.

Yuna also thought that her values and beliefs conflicted with those of Korean society. She sometimes discussed current social and political issues in Korea, and commented that her world views and values did not align with those of the Korean society. She did not wish to return to Korea after having left for Germany. During the first interview, Yuna proudly pointed out her "unique" career path, compared to that of most of Korean international students in Germany:

"There is no doctoral degree in music, I mean in music performance, but an alternative course called advanced degree for music performers [Konzertexamen]. It's 2-year program and Korean students mostly enroll in this program after finishing their master's [Kuenstlerische Ausbildung, K.A.]. They have to complete the program at least to get a teaching job in Korea because all the Korean students studying in Germany have that degree. I didn't think about coming back to Korea, never, so I did not enter the program. And professors encouraged me, saying you are good enough to

get a job in an opera theater. I was lucky to get into the theater, and worked there for 8 years.” (YL10188-10196)

Whereas other Korean students aimed to complete their education and quickly return to Korea, Yuna made vastly different decisions around education and career choices. She started her career, built social connections with her colleagues at the theater, and prepared to settle into German society. This positive immigration experience made her confident about living in a non-native culture and interacting with people who have different cultural backgrounds. After immigrating to the U.S., she soon realized that her life would be different from the one she had in Germany. One of the reasons for this is that despite her negative feelings toward small co-ethnic communities, she found herself pursuing co-ethnic networks. She noted:

“But the thing is, I became like them, because I feel more comfortable when meeting and talking with Korean people. When my husband’s American friends invite us to their homes, it’s burdensome. I think, in Germany, I worked with German colleagues, so I had a lot in common with them and things to talk with, like the opera we’re performing or what happened at the theater the other day. Also I was fluent in German. But here in America, I don’t speak English very well, and I have nothing in common with Americans, so it’s hard to engage in conversation.” (YL10311-10316)

Yuna explained that the uneasy feelings she had when interacting with American host nationals were related to her limited English proficiency and lack of cultural knowledge for the purpose of engaging in conversations. She usually met American people through Scott, and felt that they had no common interests with her except that they both knew him. She came to feel more comfortable meeting Korean

people with whom she could talk about Korean society in the Korean language. However, her acculturation goals were still to be involved in mainstream American culture through working and interacting with people from diverse racial and ethnic backgrounds in the U.S. This discrepancy between her current and ideal experience caused her to feel anxiety.

During my final meeting with her for member checking, Yuna told me that her perspective had changed since the first interview. She realized that immigrant life in the U.S. was different because of her own status and the cultural context of the U.S. Yuna learned that diverse immigrant communities maintained their cultural heritages in the U.S., and that American society respected the cultural diversities brought by these groups. Conversely, German society had a relatively small number of immigrants and less diverse immigrant groups, and encouraged newcomers to assimilate to German culture. Yuna still believed the importance of intergroup interactions, but her negative perception toward Korean immigrant communities had decreased. She gave an example of finding a Korean pediatrician for her unborn baby while talking about her reliance on services offered by Korean immigrants. She felt comfortable but she still did not think it was “right”, and attributed her preference for co-ethnic networks to “laziness”.

4.3.2 Daily conversations as a way of culture learning

When asked about her daily interactions with people, she described her parents-in-law as an important information channel for her daily information acquisition. In particular, Yuna repeatedly expressed her respect and affection for her mother-in-law throughout

interviews. During later interviews, she called her mother-in-law “*um-ma*,” which is a term for mother in Korean and shows Yuna’s close relationship with her mother-in-law. During the first session of the extended study, she confessed her complicated relationship with her own parents in Korea, which influenced both her close relationship with her parents-in-law and her decision to settle in a foreign country. Yuna also pointed out that her mother-in-law played a crucial role in Yuna’s culture learning and adjustment. She spent a significant amount of time with her mother-in-law whether going grocery shopping or staying at home, and during this time, she naturally interacted with her mother-in-law to resolve her daily curiosities. One of her diary entries showed her daily interactions with her mother-in-law for culture learning:

May 16, 2015

It was a yard sale day in my neighborhood community. I love vintages, so I was really excited about this whole community yard sale and waiting for this entire week. I was thinking about selling something, but I wasn’t brave enough. So I decided to browse other people’s yard sale this year with my mother-in-law. We headed out early in the morning. Everything was perfect: Houses participating in the yard sale were marked on the map, and we can trust the products that our neighbors used. Some of them were really cheap, so I could not hold myself back. I haven’t seen this many cars in our community, so I came to believe that American people are not afraid of buying used goods.

Some people made me wonder, too. They were selling worn-out towels, a doll missing one eye and a leg... I don’t think no one ever wants to buy those, and they should’ve dumped those instead. I wondered and asked to my mother-in-law, and she thought

that American people use their belongings for a long time and carefully and people believe their neighbors with whom they trade goods. I still wondered, but her explanation made sense somehow. It's still interesting to see that American people still like yard sales even though they can buy a plenty of new products imported from all over the world.

This example shows how Yuna interacted with her mother-in-law on a daily basis and how she obtained information during the interaction. During casual conversations before and after the interviews, she often told to me about what she discussed with her mother-in-law and learned from her. For instance, she learned that it was possible to hire part-time workers to clean up fallen leaves in the yard. This type of information was obtained from daily conversations with her mother-in-law. Yuna asked her mother-in-law questions about what they were watching or doing together, and her mother-in-law gave answers based on her own knowledge and experiences. Then, Yuna could expand her knowledge based on these answers to make sense of any incidents that made her curious.

Yuna said that her mother-in-law was “more helpful than my husband because she knows both Korean and American culture” (YL10453). Scott sometimes could not clearly explain American culture, as he did not have these questions about his own culture. In contrast, her mother-in-law had an immigrant's sensitivity that allowed her to appreciate and compare American culture to Korean culture throughout her years in the U.S. These experiences played a significant role in her mother-in-law's ability to act as a cultural mediator who translated American culture and lifestyle for Yuna.

In a different way, Scott was also a major information source for Yuna in learning American culture. He was the main person with whom Yuna interacted on a daily basis and therefore, she usually discussed with him what she observed during the day. Most of Yuna's diaries described information acquisition from daily interactions with Scott.

May 23, 2015.

My father-in-law subscribes the [A] newspaper to our home. Reading news in Korean is much quicker and easier, and reading English newspaper is still hard for me. I occasionally take a look at the newspaper to check out the art or music section because it has good quality of local news. Whenever I read the newspaper, I find interesting advertisements—birth, death, and marriage.

I heard that American people do not mind talking about their personal lives to strangers, maybe this type of advertisements is related to that culture? Do American people want to celebrate the event with more people? I'm not sure. Actually, I saw similar advertisements from Korean newspapers published in the U.S., and I thought maybe they were influenced by American culture. (It's not common to write an obituary for a non-famous person in Korea)

I asked to my husband about this. He also wondered but he said it used to be just like that since forever. My own conclusion was that newspapers are important to American people's lives.

This diary clearly describes the process of Yuna's information practices from the encounter to the resolution of curiosities. Her daily information needs typically arose when she encountered new American culture, which led her to muse on the topic

until she was able to talk about it with her husband. Like the above example, Scott sometimes could not provide answers for resolving Yuna's curiosities. Sometimes she specifically wanted to get an answer, but her diary entries and the debriefing session showed that she also enjoyed the process of thinking about cultural topics and discussing them with her husband. However, she considered the process of information seeking as a conversation rather than an inquiry, and considered her conversations with her husband as important information practices.

4.3.3 Challenges with participating in the society

During her study participation, she nostalgically told me about several episodes she had with former colleagues. She still received emails from her previous work, which allowed her to see what programs her former colleagues were performing and who was going to take certain roles. Although she wanted to find a job in the U.S., she faced many challenges in seeking career-related information. Yuna's mother-in-law was a church organist and Scott worked in the computer engineering industry, so they were not helpful in providing information about available soloist jobs at an American opera company.

Scott introduced Yuna to a Korean female student, Julie, to help her learn about the American music industry. However, Julie was a student that majored in organ performance, so her information was less relevant to Yuna. These challenges with obtaining career information made Yuna consider enrolling in an American college in order to expand her professional networks and seek career opportunities. This lack of career-related information was one of the main reasons for her Internet use. She sent

me her Internet browsing history at the end of the main study, and the history showed that she actively searched for or browsed Internet resources with keywords like ‘[local] Public Opera’, ‘Paid chorus members’, and ‘Soprano Section Leader Position Available’, in an effort to seek job opportunities.

Another type of information that Yuna felt she could not easily obtain was how to engage with her neighborhood community. Yuna said that her family did not actively participate in community events, so she was not able to learn how American people built neighborhood relationships. However, her current goal was not directly related to community engagement, so this information need was not perceived as urgent or critical.

4.3.4 Using ICTs for entertainment and conducting roles

Except for career-related information seeking, she rarely discussed searching for information online in her diary entries or during interviews. In the introductory interview, she said that she preferred to ask other people rather than seek information on her own, and she typically procrastinated in seeking information until she needed it. For instance, she only searched online for information on the driver’s license test because the test date was approaching.

Yuna pointed out her unfamiliarity with the search results that she obtained from American search engines as a reason for using Korean search engines. She could not think of any problems with her search skills, but she was not able to evaluate the search results and sometimes had to rely on conjecture to assess the credibility of the online information resource. On the other hand, Yuna felt comfortable evaluating the

search results of Korean search engines and the German-version of Google, both of which she had used for more than 10 years. Although she used the same search engine in the U.S., she was less familiar with American information resources and could not confidently identify useful information. So, she usually utilized Korean search engines to seek information, even if she was searching for information on American culture and systems, about which American search engines might yield more abundant information. She explained that she could obtain information on the Motor Vehicle Administration (MVA) thanks to Korean bloggers who “have their fingers in every pie” and recorded all traces of their daily encounters to the online sphere. Despite the fact that Korean search engines were a convenient tool for her, Yuna still felt the need to improve her Internet information literacy to use American search engines and obtain information written by host nationals and in English.

In general, Yuna used ICTs for spending free time and reading news, rather than purposeful information seeking. She described this particular aspect of her Internet use as a habit that she developed while living alone in Germany. In the exit interview, she said:

“When I was in Germany, I told my friend I felt like being addicted to the smartphone. Now I’m with my husband, so it’s better now. But I always read something on my smartphone before going to sleep. Stuffs like news, because it’s updated every second, and sometimes I read whimpering postings online, like *ajumma*, and think like ‘Ugh, what kind of family-in-law is like this?’ (laugh) Those things, or some people wrote like ‘my husband is weird’ and I read it. I watch TV, and clips on YouTube. None of them are useful at all! But I read and watch them til like 1-2 am.” (YL30305-30313)

She routinely read news articles and random online postings for entertainment, which helped her monitor news and issues around Korea. Although Yuna did not think retaining Korean culture and social customs was necessary in her new environment, she nevertheless kept updated with social issues in Korean society. She consumed a significant amount of online content that was written in the Korean language or by Korean people, and maintained her awareness of contemporary issues in Korea.

ICTs helped Yuna stay connected with her old friends, but she did not consider online interactions as critical for nurturing relationships with new friends. In addition, Yuna worried a lot about interrupting her friends during work, even when messaging close friends. Her online interactions were mostly via Korean group messaging services, for communicating with her family members and a few close friends in Korea and America rather than exchanging information. She also used Facebook with “a few close people” but she rarely made postings or interacted with friends on social media sites.

In the introductory interview, Yuna mentioned an online community for Korean immigrants in Germany, which she used for various purposes. She frequently used the online community to sell used products, ask questions, and also read postings that were written by Korean scholars in Germany. Yuna pointed out the practical aspect of the German website, but also positively mentioned the type of people who used the site. She described these users as educated scholars and respected their postings on social issues. However, her tone when describing users of the online community for immigrant women in the U.S. were somewhat unenthusiastic. In the exit interview, she told me about her perceptions of the users of the online community for Korean immigrant women living in America:

“The site does not speak to me. And this is a community for *ajumma* (*married women*). I heard that they bombard rough words! on the site! I don’t want to get involved in, so I don’t use the site. Maybe I’m biased, but many Korean married women come to America following their husbands, and while their husbands work outside, they hang out together, which I, of course, understand, I’m a human, I understand. But Korean immigrants get together and make problems, I saw many people like them, so I know it happens, but I still feel annoyed.” (YL30217-30223)

Yuna put distance between herself and other married female users by describing them as “*ajumma*”, which is often used in pejorative sense to refer to married women who behave aggressively and insensitively in public. She viewed Korean women in the United States as ‘*ajumma*’ if they insisted on co-ethnic relations and who generated gossip. She did not think that their views and behaviors were aligned with hers or that their information was useful. This perception influenced her avoidance of the online community for Korean immigrant women as an information resource. In addition to this perception, Yuna thought that the online community for Koreans in the U.S. required too much personal information. This privacy concern also prevented her use of the site, although she acknowledged its potential usefulness as an information source.

4.3.5 Summary

Yuna had a unique immigration story with her acculturation attitude and former immigration experience, which showed a stark contrast to other participants. She said that “being integrated into the mainstream communities” was the most important for her life in the United States. Yuna’s complicated relationship with Korean society and her own parents also influenced her strong bond with her parents-in-law and husband

as well as her attitude toward adjusting to the United States. For Yuna, daily information practices were not only for seeking accurate information to resolve her curiosities, but also a way of making sense of the new cultural environment and learning about the worldviews and values of her new family members, who represented exemplary immigrants. Although new immigrant women in this study were usually influenced by a few people, who have substantial knowledge in American culture, Yuna cohabited with her parents-in-law and profoundly interacted with her information monitoring environments and the knowledge that her new family had established throughout decades of living as immigrants.

4.4 Heejin

I met Heejin for the first time at the Thanksgiving party held by the International Spouse Organization (ISO) in the fall of 2014. The ISO is a community for spouses or partners of international students attending the university, and is mostly comprised of female wives of graduate students and visiting scholars. I attended their events and maintained connections with several ISO members, who participated in my previous research. At the Thanksgiving party, I briefly introduced myself to Heejin, but at the same time, we did not engage in a long conversation. However, when I was seeking participants for this study, one of the participants in my previous study told me to contact Heejin. Heejin did not regularly attend ISO events, but I was able to find her through the ISO group page on Facebook. I sent her a Facebook message with a brief introduction of my research and asked if she would be interested in participating. While she was interested in the study, Heejin wanted to talk with me in person before deciding on her participation.

We decided to meet on campus because Heejin lived within a 15 minute driving distance and she was familiar with the campus. Her husband gave her a ride on his way to come to the campus since she did not drive. From this initial conversation, I learned that Heejin's husband had started his doctoral degree one semester before our meeting, and she had only arrived to the U.S. one month before the Thanksgiving party. She talked about her new life in an unfamiliar neighborhood environment, and her plan on applying to a doctoral program. After a few weeks, I asked her if she would participate in the study and she quickly replied with an offer to participate. We set up a convenient time and place for our first interview. Heejin chose a tea café near the campus. As with the previous meeting, her husband drove her to the café on his way to his office. Heejin said that she sometimes came to the downtown cafes to study for the TOEFL (Test of English as a Foreign Language) or to have a cup of tea with her husband.

After the introductory interview, we walked back to the campus together because Heejin had to meet her husband. While walking toward campus, Heejin called her husband to inform him that our meeting was finished and I could hear that they communicated both in Korean, and sometimes English over the phone. Heejin explained to me that her husband learned basic Korean communication skills, so they could use Korean and English interchangeably. Her husband, Brian, had worked in Korea for a few years and developed a deep interest in Korean culture. I later had a chance to meet Brian at a Korean alphabet day event that I attended with Heejin. From this and subsequent meetings, it was clear that Brian was highly interested in learning about Korean culture and history, and he tried to communicate in Korean with Heejin and other Korean people.

After the main study, I had a chance to meet with her and her husband for casual hangouts with a mutual friend. She returned to Korea for the summer, and I maintained connections with her by messaging her to ask the trip as well as her well-being given the respiratory disease epidemic occurring at the time in Korea. She returned to the U.S. around the time when the fall semester began and I invited her to join the extended study for a month, and she kindly offered to participate. As with other participants, I asked her to help plan sessions for the extended study. During the extended study, we went to a cultural event on the campus and the Korean Catholic Church that she was attending for the two sessions, and the other two sessions were designed as casual conversations at her home.

4.4.1 Immigration and acculturation: “It was not just an immigration. Multiple changes came at once”

Heejin was writing a thesis to complete her master’s degree in Korea when she heard the news that her husband, who was her boyfriend at the time, had been admitted to a doctoral program at an American university. Brian had been teaching English at a Korean college prior to enrolling in the graduate school. At this time, Heejin was undecided on her future plans, and was unsure if she was going to move to the U.S. with Brian or if she was going to apply for jobs in Korea. After they decided to get married, coming to the United States was a natural decision for Heejin. Once she decided to move to the U.S., she had to prepare immigration-related documents to apply for permanent resident status in the U.S.. Initially, the idea of immigration did not feel real to her. When we were talking about the word, “*imin*” (immigration), she vividly recollected the moment when she realized that she was going to immigrate:

“I was not sure about using this word, immigration, but a registration staff at a Korean hospital corrected me that it’s an immigration, not just a relocation. I was filling in the form to undergo an immigration medical exam at the [hospital name], and it was when I realized that ‘Ah! This is an immigration’.” (HC10003-10006)

Heejin used to think of immigrants as a group fundamentally different from herself. However, this incident made her more cognizant of the significance of her decision; that she would have left behind the familiar environment in which she was born and had grown up, and she would become disconnected from the culture and people in Korea. In particular, her strong bond with her own family made her worried about leaving them. She delayed her departure so she could spend two more months with her family in Korea after her husband had left for the U.S. to join the doctoral program.

Heejin had previously lived in an American city for one year, so she was not worried about living in America. However, her immigration entailed a number of different changes in her life such as getting married, separating from her family, living with an American man who does not speak Korean fluently, and settling in an unfamiliar environment. A series of these life changes occurred within just a couple of months, and such a quick and big shift overwhelmed her. She recalled that her adjustment to life in America had also been the process of adjusting to marriage life. With respect to her perception regarding her adjustment to a new life, Heejin noted:

“Feeling at ease with, I’d say? Now I feel more comfortable, but it’s nothing to do with American culture. It’s about how much I get used to my marriage life and living in this place. I’m currently living in the United States, but I seldom have chances to encounter

something that I would feel like ‘oh, this is so American culture’ or meet many American people. I don’t face much challenges in my life here. I think a person becomes more adjusted when she faces challenge and overcomes it. I’d rather say, there has been nothing much to adjust for me, except for transportation. I had few, or zero chances to adjust, so far.” (HC10269-HC10277)

Heejin explained that her new house and new neighborhood were totally different from the ones that she had lived in while in Korea. Heejin and Brian rented the second floor of an American house, and she said that even the small corridor to the second floor and the squeaky wooden floor were strange to her at first. She also did not feel comfortable being so dependent on her husband given the inconvenient public transportation systems, since she required his help for everything from grocery shopping to simply meeting a friend. Getting married and living together with her husband also required an adjustment period. These examples were the types of life changes that she had to quickly adapt to, whereas other immigration experiences like culture learning were perceived as less salient to her because of her limited exposure to American culture or people.

Heejin said that she did not worry about living in America, but her immigration decision also created anxiety and fear in adjusting to her new life stage. Among other things, she worried that the loss of her job and her free schedule would eventually leave her feeling empty in the U.S. The below remark highlights Heejin’s perceptions toward her future social roles and social participation in the new society:

“I wish I have a job either at school or at work or else. I want something that I can feel that I am a part of this social system. For me, housewife is just a housewife. Working

outside or studying at school makes me more feel a sense of belonging, I guess. In America, I feel losing a sense of belonging for the first time. That I do not belong to a community anymore was a tough experience than I ever expected. I've been a part of something, but now I'm up in the air here. I want to return where I was, where I should be, my work or something like that. But I lost my confidence, too. Now I am anxious, worried, and doubtful.” (HC10239-HC10243)

Heejin used to develop social networks and realize her social participation through her school, but she did not have any social institutions in the U.S. where she could meet new people and discover her social roles. Immigration forced Heejin to take an indefinite hiatus from her career whether she wanted to or not, and this situation influenced her immigration experiences. She recalled that the previous several months in the U.S. were no great because of the absence of social groups with which she could feel a sense of belonging. She thought that her social participation could be achieved through enrollment in school, and she prepared for the graduate school exams and searched for doctoral programs in the local area. However, she was not sure if she really wanted the doctoral degree, or if she just wanted to find where she could feel a sense of belonging.

4.4.2 Use of ICTs for information seeking

Heejin actively utilized ICTs to acquire information and consume media as well as to communicate with her family members and friends. Media consumption was one of the most important leisure time activities for Heejin and Brian. For instance, they watched episodes of a Korean travel television series online, watched American television

shows on an Internet video streaming service, or read Korean web comics together. These activities were not only for fun, but were also sometimes used for increasing their knowledge on each other's culture.

In the introductory interview, I asked Heejin about how she typically sought information. Heejin identified herself as an active information seeker who never stopped searching. She enjoyed looking for information whenever she encountered interesting articles and pictures on the Internet as well as things that she saw offline that made her curious. To illustrate her active information seeking, she told me an example of her recent information seeking activity, which involved the usual browsing of her Facebook newsfeed where she found a nice picture of an Asian city. She started searching about the place depicted in the picture in order to learn more about it, but she soon found herself looking at random pictures that were not relevant to the initial topic. She explained that this example represented the typical trajectory of her Internet search during which she got easily distracted during her search activities, by clicking or further searching whatever topics caught her attention. As a result, she usually ended up reading numerous articles that were not related to her first query. Despite straying from her initial inquiry, she enjoyed encountering new information throughout her search trail.

This information seeking habit was not a new one for Heejin. The only difference between this and her old habits was that in the U.S., she had a smartphone and also had more free time that she could spend on searching things online. In contrast, she spent most of her daytime at work on a computer while living in Korea, so she tended to use her personal computer for browsing interesting topics on the Internet.

After immigrating to the U.S. she carried her smartphone with her all day long, even in the bathroom, to check out Internet news and to browse newsfeeds of her social media accounts.

In particular, Facebook was an important channel for Heejin's daily information practices. Heejin used her Facebook newsfeed as a personalized newspaper that gave her information on daily news and social events as well as postings of people with whom she was connected. She also subscribed to several pages such as American newspapers, a university performance center, a local Korean culture institute, and a pregnancy center. These pages posted various pieces of information that was important for Heejin, so she constantly checked for new postings on her newsfeed. The below diary entry highlights her information encountering through Facebook.

May 10, 2015

The 8th of May was parent's day in Korea. I was wondering how Americans celebrate mother's day because my mother-in-law is American. (1) I read an article from Fortune Magazine that people take their mothers out for a dinner, and the number of restaurant visitors in Mother's day exceeds that in Valentine's Day. (2) My sister-in-law visited us yesterday, and she celebrated pre-mother's day and gave me a present. (3) She said that she has visited my mother-in-law in Mother's day. (4) (Today) My mother-in-law sent me a text saying 'Happy mother's day'. (5) (Today) I realized that Americans celebrate mother's day much more than I expected. I've read a lot of postings celebrating mother's day all day long. Some people posted a picture of her own mother, and park associations updated with pictures of mother bird or mother deer. My mother-in-law and my husband put pictures of their own mothers. All of these observations

make me conclude that Americans celebrate each other for being a mother or having a mother. This is quite different from parent's day in Korea that emphasizes parental sacrifice and love toward their children.

This diary entry was an example that shows how Heejin's Facebook use was related to learning American culture beyond interpersonal interactions. More specifically, her daily routine of reading news articles on Facebook made her aware of Mother's Day, which was celebrated in the U.S. but not in Korea. Heejin learned about the meaning of Mother's Day for Americans through the postings of her Facebook friends. As Heejin connected with her family-in-law through Facebook and Instagram, she could benefit from her social media use in terms of culture learning.

In the first session of her extended study, we attended a Korean character (*Hangul*) day event that was hosted by the university. Heejin learned about the event through her Facebook newsfeed, and decided to attend along with Brian. She explained that her daily schedule usually involved reading her newsfeed and searching for related information. It was during such a time that she accidentally found out about the event through the university's Facebook page. As shown in these examples, ICTs played an important role in Heejin's daily life in such a way that allowed her to learn about news in both Korea and the U.S. At the same time, ICTs allowed her to observe how other American people thought about certain topics even without directly interacting with them.

4.4.3 Information practices for learning Korean culture

Culture learning was one of the main reasons that Heejin set out information seeking.

She reported that she naturally gravitated towards reading Korean news articles on social issues, or appreciating pictures of Korean cities to ease her homesickness. Intercultural marriage also influenced her active information seeking. Since Brian was highly interested in learning about Korean culture and history, Heejin sometimes had to seek information on these topics in order to help him better understand the contexts around Korean culture. For instance, she gave me an example of looking for video clips on YouTube so that she could explain the concept of ‘*do-kae-bi* (Korean hobgoblin)’ to Brian. She made this effort because of the difficulties she had in describing this concept to Brian, while discussing hobgoblins in Korean folklore. Heejin searched for Korean animation on YouTube that she used to watch during her preschool days so that she could show him a simple example of Korean hobgoblins. While doing this, she ended up also searching for several other Korean animations for children and eventually watched several different episodes with her husband. She said that this helped her explain an abstract concept to a non-native Korean, and she was also delighted to share Korean culture she had known as a child.

While it was clear that Brian was the main person to whom Heejin taught Korean culture, she also mentioned that other people, such as her family-in-law or Brian’s friends, sometimes asked her about Korean culture. She felt that she should be able to answer their questions properly, and did not wish to be thought of as a person who was ignorant of her own culture. These interactions functioned as social pressure that motivated Heejin to learn about Korean culture.

In addition to this, her new life stage increased her information needs for learning Korean culture. Immigration made Heejin think about Korean culture more

than she had before because Korean culture became “special” to her since having left Korea. Also, her pregnancy made her and Brian think about how to raise their child and what they would have to do in preparation. In the first interview, she discussed what Korean culture would mean to her family.

“Brian wants to raise our kid bicultural—who fully understands both American culture and Korean culture. But I don’t know that much about Korean culture. I realized how ignorant I was of Korean culture. Now I came to think about how to raise my child and how to teach [him/her] in the future as a Korean mother. And this made me want to learn more about my own culture. I hadn’t thought about Korean culture as something I should learn before—I’m Korean so I simply thought that what I’d experienced was Korean culture. But I sometimes had to search about Korean culture in here. People asked me about Korean culture because I’m Korean. I should’ve learned something like a Korean musical instrument! (Laugh) It was something trivial, never special, but now I’m trying to participate events about Korean culture, I went to the *Samul-Nori* (Korean traditional percussion quartet) performance last week!” (HC10259-10266)

Heejin said that Brian was an important influencer on her perceptions toward Korean culture. Brian had an extremely positive attitude toward Korean culture and he emphasized that his child should be able to speak Korean and know about Korean culture. When I visited her home for the member checking process, she pointed out an old Korean book originally written in 13th century that Brian was reading so that he could think about his dissertation topic in relation to Korean culture. She noted, “I was not a person who is highly interested in Korean history or culture, so I might not search about this type of information—Korean culture stuff, if Brian was not like this much interested in Korean culture.” Brian’s positive attitude toward Korean culture made her

seek more information about Korea, and she sometimes also learned from him. Through these interactions, Heejin came to think about her role as an educator of Korean culture in the household. They both thought that the child would be able to learn American culture through natural interactions at schools, but someone would need to teach and continually remind their children about Korean language and culture. She explained that she saw several second-generation children at her church who could not or did not want to use Korean, and both Brian and Heejin did not want their child to lose his or her Korean identity nor be unable to communicate with her in Korean. These perceptions influenced Heejin's information practices for seeking and learning about Korean culture, such as by subscribing to Facebook pages, reading books on Korean culture, and attending cultural events with her husband.

4.4.4 Information practices for adjusting to the new environment

Interactions with her husband, his friends, and her family-in-law became important sources that helped Heejin learn about American culture. She described Brian as a social person, who actively sought social opportunities and suggested social events that they could attend in order to meet new people. When we went to the Korean character day event on campus, Brian joined us near the end of the event. We discussed the different lives of graduate students between U.S. and Korea. Brian favored the close relationships among graduate students usually found at Korean colleges, so he tried to create similar weekly social events with his friends. Heejin usually went to these events with Brian, and was able to become friends with one member of Brian's cohort.

Like in the example above, Heejin typically increased her social opportunities

through Brian. She said that her shyness sometimes prevented her from meeting new people on her own, so Brian took her to social events in order to introduce her to his friends. One of her diary entries was about her participation in a book club with Brian's old friends. While she did not read the book, she told me that she could learn how other Americans thought about a particular topic just by listening to their discussion. Since most of Brian's friends were American, these social events became culture-learning opportunities for Heejin where she could observe how other Americans behaved, talked, and thought.

As mentioned before, Brian's family members were essential social connections who influenced Heejin's daily life and culture learning. Heejin said that both Brian and Heejin had a large family and close relationships with them; Brian was homeschooled as a child and was now living nearby his siblings. In the U.S., Heejin spent time with her brother- or sister-in-law during the weekends and was also connected with her family-in-law on social media. When I visited her home for the last session of the extended study, she had several Korean books piled on the dinner table including a Bible, a Korean pregnancy book, and *The Chronicles of Narnia*. She said that religion was an important part of her family-in-law's lives, and she sometimes experienced situations where she could not understand discussions with her family-in-law. This was particularly true in regards to *The Chronicles of Narnia* since it is a work that had incorporated numerous Christian themes. So she brought a Korean-translated version from her recent trip to Korea to read and better understand about conversations with her family-in-law.

Examples such as this illustrate how Brian and his social connections play important roles for Heejin when learning about American culture and adjusting to the new society. She observed these people in order to understand social customs in the U.S. as well as social issues that interested everyday Americans. Interactions with these people were also an important part of Heejin's social life, and also motivated her to seek related information to understand her new family and friends better.

4.4.5 Seeking social connections of similar experiences

The mixing of two cultures in a single household was another topic for Heejin's information seeking. She said that intercultural marriage was not normative in Korea, where the marriage between two co-ethnic adults prevailed. She did not have any close friends, except for her older sister, who had similar experiences regarding this matter, so she sometimes imagined what it would be like to have friends that were also in an inter-ethnic relationship when she saw such people on the street. Heejin also wanted to take a closer look at multiethnic babies. These social contexts led to Heejin's self-motivated information seeking on intercultural marriage. She searched about what her multiethnic baby might look like, and read blogs of other Korean women who married to foreign men. Also, she read a web comic about the daily lives of a married couple that included a Korean woman and an English man. Heejin mentioned that she sometimes felt like she was sneaking a look into the lives of other people's lives when she read the blogs of other couples. However, these information practices still helped her learn about the lives of other intercultural couples, a population that was not prevalent around her, and this helped her to resolve her loneliness.

Heejin told me she and Brian were trying different Catholic churches in order to find young couples with whom they could be friends. She wanted to have friends with whom she could discuss common experiences that occur during pregnancy and childrearing. However, she was slightly disappointed that she could not find young married couples of her age at these churches. During the extended study, I accompanied Heejin and Brian to the Korean Catholic Churches that they started attending on a regular basis. After the mass, they ate lunch at a table with random group of people from the Church. During the lunch, several middle-aged Korean churchgoers asked about Heejin's pregnancy and Brian's proficiency of Korean language. Later, one man, whom Heejin and Brian met weeks before, approached our table to inform them about a retreat program for daily praying that he described as a good practice for pregnant couples. Heejin said that she enjoyed talking with the adults in the Church, and appreciated their attention to her family. In the Korean ethnic church, Brian's White American phenotype drew the attention of other Korean churchgoers, and sometimes people approached to Brian and Heejin to greet them, inform them about the church program, and invite them to events. Heejin thought that it was one of the merits of attending a Korean church that they got to meet other churchgoers who were paying attention to her family and willing to provide informational assistance.

4.4.6 Summary

Heejin was an active information seeker, who enjoyed the information seeking process and was also confident in her search skills for seeking online information. She sometimes learned new information from other people, but Internet searches were her main information channel. She set up her own information environment by subscribing

to several different pages and browsing her newsfeed of whatever social media platform that she was using, and also by installing mobile applications for checking pregnancy-related information, book reading, and attending daily mass at home. She searched about topics related to intercultural marriage, doctoral programs, Korean culture, and anything else about which she was curious. While she monitored and looked for information of things that interested her, Heejin primarily learned about American culture through interactions with her husband, Brian, and his social connections. She thought that Brian was the most convenient channel through which she could ask questions about American culture. Although she had limited social opportunities in the U.S., she had tried to participate in as many social events as possible. Meeting Brian's friends was also important social events for her, during which she could learn about American culture by asking questions and observing them.

4.5 Eunji

In July of 2015, I received Eunji's contact information through the brief online survey that I attached to my advertisement on Korean online communities. I created this online survey form to reduce potential participants' effort by allowing them to simply leave their e-mail information as an expression of their interest to the researcher. To prepare for the introductory interview, I sent an e-mail to Eunji asking about the purpose of her immigration as well as the residential area in which she was living. She works as a postdoctoral researcher at a nearby government research institution. After several e-mail exchanges, we decided to meet at a donut shop next to her apartment. Before the interview, we briefly discussed changes in her neighborhood like a bagel shop that was shut down three months ago, and the crime that occurred in her apartment complex a

few months before she moved in. She chose the apartment based on commuting distance and housing affordability, and did not hear about the incident until after she had moved.

Eunji said that the donut shop was the place where she usually picked up a cup of coffee on her way to work. She was such a frequent customer that the staff members knew what she would order. The place was quite busy on a Saturday morning with several college-aged people who were studying with friends, as well as some people with children who were having donuts and coffee. During the interview, her mobile phone was consistently buzzing with message alerts. Eunji explained that these were messages from friends in Korea who stayed up late. There is a 13-hour time difference between Korea and the United States, and so it was roughly 11 pm in Korea at the time of our interview. As the interview went on, I realized that communicating with her friends both in Korea and in the U.S. over the phone was one of her daily routines.

For the first debriefing interview, we met at a coffee shop that was located within 20 minutes driving distance from her place of residence to debrief the weekly diary. For this meeting, Eunji kindly asked me to choose a location that was convenient for me by saying that she would be nearby where I was living. For the debriefing interview, she came to the interview place after helping the family of one of her school alumni move out of their house. She later explained that there is a close alumni and colleague relationship environment in her department, so she was familiar with this tight relationship within which she exchanges support with other alumni. During our meetings, she mentioned several colleagues who visited her, as well as a meeting that

she had with a Korean faculty member at my university. She was active in maintaining relationships with people that she was connected to through school and work.

4.5.1 Immigration experience and acculturation goals

Eunji had visited a government research institution for a business trip one year before, and it was then that she interviewed with her current boss. She was working as a postdoctoral researcher at a Korean university at that time, and her advisor recommended that she seek opportunities during her trip. Eunji wished to gain work experience abroad, so she accepted the job offer and decided to come to the U.S. She mentioned that living abroad was considered a common experience among her colleagues and friends. Eunji went to a high school that specialized in foreign languages, and some of her friends moved to the United States to enroll in universities for undergraduate or graduate degrees. Some colleagues at her graduate school also tried to get a postdoctoral job abroad after receiving their doctoral degrees because such an experience, especially postdocs completed in the U.S., was considered a requirement for obtaining faculty positions at Korean universities. This social environment helped Eunji understand how international researchers live in the U.S., and allowed her to envision what her life in America would be like even before she actually moved to the U.S. Eunji said that she had neither worries nor excitements about living in the U.S.

Eunji noted that living in the U.S. and working in the U.S. were two different tasks for her. She did not feel difficulties in adjusting to the new work environment in part because her colleagues were used to working with foreign scholars. Her colleagues usually communicated in formal business English that she could understand well, and

also, she felt comfortable interacting with people who knew her intellectual and socioeconomic backgrounds. Conversely, interactions with unknown people were much harder for Eunji. In particular, she felt that the language barrier created challenges for freely interacting with random Americans at restaurants or on the street. She sometimes felt that she was being treated as “a migrant worker” when she could not properly communicate with restaurant servers to place an order. While Eunji felt additional difficulties, she considered interacting with unknown people and adjusting to daily life in the U.S. as secondary goals. She wished to improve her English enough to be able to order food properly, but this was not related to her primary goal, which is to advance her career and participate in cutting-edge research.

4.5.2 Information seeking through interpersonal networks

During the interviews, Eunji described her interpersonal network as the most essential information channel for her daily information practices. The introductory interview was conducted only a few months after she started working at the institution, so her interactions were limited to some of her former colleagues and friends who had already been working at American universities and research institutions. These social connections functioned as important resources for acquiring information on shopping, restaurants, and living in the U.S. While the geographical distance between them prevented the exchange of instrumental support, Eunji could receive informational and emotional support through frequent online interactions even though she just arrived to the U.S.

Having started her life in the U.S., Eunji's interpersonal resources changed with time. As she started establishing social connections at work, her social interactions and interpersonal information exchange started involving her new colleagues. In the introductory interview, she mostly talked about the former colleagues and friends living across the U.S., but in the exit interview three months later, she mostly discussed how her current colleagues helped her deal with daily problems. At work, she was surrounded by a number of colleagues who provided practical information and instrumental assistance. Their daily interactions sometimes led to conversations on topics about which Eunji was curious. In this way, she could accidentally obtain information or ask her colleagues about the things that made her curious. She explained how she had usually acquired information on American culture:

“I think I've asked people. I usually forget what I was curious about if it's not something really important. And then I remember it when people at work discuss a related topic during lunch or something. So I'll just ask them 'oh, speaking of which, I was curious about [A] the other day. Why is [A] so?' There was nothing that prompted my active search so far, I guess. I usually remember things that I was curious about while I'm talking with people, so I just ask people that I was talking to.” (ES10298-10304)

Eunji commented that she used to ask people around her to seek information on non-work-related topics while she was still in Korea. This information practice through interpersonal channels had persisted after immigration because she had colleagues at her workplace as well as friends in the United States whom she could rely on to obtain information. Her workplace was an important information place for learning diverse

information from daily news to relevant social issues. She could also meet colleagues from diverse ethnic backgrounds and of different ages, who provided various types of information from Korean restaurants to spring seasonal events in the local area as well as instrumental support like how to fix a car or lending her classic English books.

In particular, her boss, Frank, actively provided information for Eunji to help her get adjusted to her new life. He kept checking in with Eunji to make sure that she was adjusting to her new life and job well. Eunji mentioned her first meeting with Frank and his handwritten note of to-do-lists that included things like how to open a bank account, housing information, different driving rules, and installing a home Internet network.

“He really worries if I do something really strange, like doing something unpredictable or going somewhere strange, so he sometimes comes by my desk and asks about what I’m up to. When I just arrived here, he thought that he should take care of me from A to Z, because I didn’t have any friends or something here. He called me in for the first meeting, so I thought we’re talking about the work, but he said ‘I’m going to write down what you have to do for the next two weeks. The first thing is getting a house, and the second is opening a bank account, there are A, B, C banks located X, Y, Z. B bank is good for foreigners to open a bank account for the first time. The list included housing info, bank account, sending documents, register to the immigration office, and other similar stuffs. The list saved me.” (ES20056-20066)

Frank himself immigrated to the U.S. many years ago and he had worked with other foreign-born colleagues who were not familiar with the U.S. culture. So he knew what Eunji might need to know to adjust the new environment. During the diary study,

she wrote about her first car inspection and told me about an episode of acquiring information on this task from her boss.

“I simply thought that I should go to the MVA for car inspection. And my boss came by and asked ‘what’re you doing today?’ so I said, ‘I need to go to the inspection’ and he asked ‘do you know where you’re going?’ so I was like ‘yeah, the letter says I should come to the MVA’. He told me that ‘oh, you’re not going to the MVA, the MVA is not a place for inspection. You should go the other place...’. He explained me everything, like you go A for this type of works, and the place you went for your driver’s license is for those stuffs, and you go another place for inspection. I almost did something really stupid!” (ES20029-20036)

Like these examples, Frank provided informational support for Eunji that allowed her to take care of daily encounters, and to understand different social systems and the culture of the new society. Rather than giving simple information, he gave her a set of relevant knowledge that can be useful for her someday. Frank was Eunji’s mentor, who kept encouraging her to think about her role in both America and Korea as a foreign researcher. In the member checking process, Eunji commented that she did not interact with Frank as frequently as with her colleagues, but he still played an important role in providing information and advice to her and her colleagues. She described that Frank was a 70 year-old wise scholar, who prioritizes life and relationships, and tries to help his younger employees maintain their health and well-being in the U.S., as well as develop a career plan. Eunji and her colleagues naturally discussed their personal and work-related issues with Frank, and he provided informational and emotional support to them.

Eunji's employment essentially allowed her to obtain information from her colleagues and boss when needed. Interpersonal resources were available to her, and she preferred seeking information through people. She mentioned that obtaining tailored information and efficiency were among the many merits of seeking information from interpersonal resources. Eunji shared an episode where she spent two hours searching for information in vain, and then managed to obtain information that she needed from her colleagues within 10 minutes. She said that this experience had changed her information seeking style such that she now first turns to people for obtaining information. Even when she sought information online on her own, she conducted a very brief search and then asked people before setting out on a more thorough search. One of her diary entries showed how she postponed her search of dinnerware and kitchen tools until she had talked with her friends. In the second debriefing session, she explained this process during which she thought that her friends might be able to help narrow down her search so she could find the good dinnerware brands that suit her taste and budget, as well as reduce her search efforts.

Eunji identified herself as an unenthusiastic information seeker, who easily let go of what she was curious about rather than actively searching for information. This information style was also related to her feeling of ineptness in dealing with unstructured information in domains with which she was not familiar. She said that she preferred "understanding an overview of the set of knowledge before learning specific information" (ES30211), and having a sense of control in the process of information seeking. In this sense, Eunji found interpersonal resources very helpful. She told me

about an episode where she needed some medication and how helpful it was when her friends walked her through all the over-the-counter medicines in the convenience store.

“Asking to people is always the fastest. There are so many drugs in the pharmacy, so I was confused. I came to the pharmacy with a friend, who has been living in here for 5 years, for buying something else. And she explained all the drugs. It’s really confusing because they use [generic] names. Especially, American products, Korean people sometimes made postings about American products, but they use jargons or acronyms, I guess. I don’t understand them, and I don’t know what the product that they’re talking about looks like. My friend explained everything, and I was like ‘aha! I wanted this.’ She explained ‘you take this for stomach problem, that for cold, this for sore throat, and take this way’. She went over all the drug section, well, taking 75mg or whatever is not important now.” (ES30155-30164)

She had searched for online information before this, but gave up trying to understand the information due to her unfamiliarity with American medical terminology. She liked to learn the “big picture” first and her friend’s guided tour of the available over-the-counter medicine helped her conceptualize a variety of drug information in her mind. She said that she might need to ask her friend again when actually purchasing drugs in the future. Still, she felt more confident about searching online with the new knowledge that she possessed.

Eunji also mentioned her habit of watching news video clips and subscribing to online newsletters for similar reasons. An overview of daily news helped her make sense of the new society and initiate search on several topics that caught her interest. For instance, news clips on the presidential election campaign helped her understand

the current political agenda and start her own search in order to learn other related news. This information practice influenced her avoidance of using online communities as an information resource. She acknowledged the potential benefits of the enormous amount of information available on the online community for Korean immigrant women, but she did not think she would prefer the process of browsing and filtering voluminous data to find useful information. The huge database of information just made her feel overwhelmed.

4.5.3 Using ICTs for daily information practice

Eunji seemed to have many social connections at her workplace with whom she could socialize and exchange information. However, she said that she still felt deprived of information in general after moving to the United States. One of the reasons was that there were fewer chances for her to encounter information accidentally. In Seoul, she happened to obtain information through overhearing strangers sitting next to her at the café or reading free newspapers and electronic billboards on the metro.

“In Korea, I felt there was abundant information, but here, information is quite limited. That’s how I feel. Maybe because I have limited social networks, information that I can capture from my listening is limited. Because I should process English information that I listen to, and check with other information resource to find out if I listened it correctly, but sometimes I forget about that. Like, someone did something, but I’m not sure if I heard it correctly. (laugh) Did you hear about A? A is like that. And then the person who was listening to me would ask, ‘really? Are you sure?’ and then I’d be like ‘uhm, well, maybe, I guess so?’ I become small. (laugh) Because I’m still mixing up

with English names of people, location or product, and forgot the exact name quickly.”
(ES30318-30329)

For Eunji, Seoul was filled with abundant information that crowds and media produced everyday since it was an urban city. At home, she could pick up pieces of information from television news programs that her parents unwittingly left on or from a newspaper to which her parents subscribed. However, this type of information encounter was not available after she moved to the U.S. and started living alone in the new cultural environment. She did not subscribe to either cable television or a daily newspaper, and so information practices became a task that she had to put more effort into compared to simply turning on the television. Conversations at nearby tables did not turn into information sources, but instead became like noise since she was not proficient in English enough to pick up information from other people’s conversations that she overheard.

Since the new environment and the unfamiliar language restricted her information monitoring practices in the United States, she created her own setting to monitor information. One of her strategies was to use YouTube channels as a substitute for cable television shows. She adopted this strategy after she saw her friends playing YouTube videos during their leisure time. At work, the first thing Eunji did was to open YouTube and play short news clips until she covered the entire news of the day. She felt that the 5-minute long English news was a reasonable length for her to digest, and also a good trigger for her further search on a specific topic that she found interesting.

These information practices became routine in her daily life, and ICTs became an important tool for her in monitoring daily issues in the new cultural environment.

Communication and entertainment were the main reasons for Eunji's use of ICTs, which was similar to other participants in this study. Eunji shared an account for Internet video streaming service with one of her friends, so that she could spend her free time watching American television shows. Talking with her parents and friends over the phone was also an important daily activity. Eunji said that she seldom used either her mobile phone or laptop at home, unless she was talking to someone through Internet call. The distinguishing characteristic of Eunji's ICT use was her active online map use. She was an ardent explorer who enjoyed visiting and experiencing new places. Eunji said that she visited several grocery stores and libraries in a nearby city as well as in her local area in order to compare them. Also, she tried to experience American culture and lifestyle as much as she could, and exploring different restaurants and interesting places was one of her important leisure time activities to fulfill this purpose. For this process, she used an online map to mark restaurants and popular parks that her colleagues recommended to her, and checked out the map when she planned to travel to new areas to see if she wanted to visit some places along the way.

Interestingly, she adopted both strategies of watching YouTube clips and marking online maps from her friends. She did not develop new information practices by herself, but was often inspired by her friends. Exploring new applications or features of the ICT platforms were not her hobby and she simply used her mobile devices for media consumption and communication purposes, rather than other more complex

usage. Thus, interpersonal connections were an important source for Eunji to obtain tips about collecting and managing information, as well as to acquire information itself.

4.5.4 Challenges with living in a culturally alien environment

Living in a culturally alien environment created several challenges for Eunji in understanding the boundary of appropriate behaviors in the United States. She was not familiar with American culture, and worried about situations where she might ignorantly conduct activities that were not considered appropriate or legal in the new society. For instance, she mentioned that she had never heard of renters insurance prior to coming to the U.S. Although she learned about the renter's insurance system through her apartment's leasing office since they required her to get the insurance, this incident magnified Eunji's concerns about her ignorance and potential transgression against the law or the social custom.

Even in cases where she was aware of certain different social customs in American culture, she still sometimes encountered problems because she did not know how to handle the situation properly. One of the examples was related to the traffic rules. The scribbled note that her boss gave her included traffic rules in the U.S., highlighting the strict stop sign law. While other information was somewhat obvious, Eunji was confused how she should apply the information in a specific situation. In one diary entry, she wrote:

July 28, 2015 (Tuesday)

I was told that drivers should stop when a school bus near them stops. Since then, I stopped whenever I saw a school bus on the road, but it seemed like that drivers should

stop when students get off of the bus. I've carefully observed how other drivers behave when the school buses, ambulances, and fire trucks passed. But I'm still not sure if I should stop at the exact place where I was driving, or if I should move aside so those emergency cars can make their way out. It could be better to drive fast than just stop and block the road. I am wondering what I should do if an accident occurs ahead of me or ambulances pass by. I should ask my colleagues.

During the first debriefing session, Eunji explained that she used to stop her car every time she saw a school bus. She used to drive in Seoul, but things such as stopping at a stop sign and making way for an ambulance were different driving practices that she learned in America. In this case, she managed these situations by observing how other drivers behaved, but she was still unsure about how she should drive under other circumstances. She learned about stop signs from the note that Frank wrote for her, but its application in real life was different from just knowing about it because she had little background knowledge and experience.

Sometimes the language barrier made Eunji less confident about whether or not she comprehended information correctly. In cases where she obtained information on her own, she wanted to talk with other people to make sure about what she had listened to or read. She felt that she might miss hidden meanings of the information or could not properly evaluate the authenticity of the information that might be obvious to other people. Eunji told me that she sometimes brought print-outs of e-mails or items she received in the mail to her colleagues to ask if the message was important or not. As a result of her limited information literacy in America, her use of interpersonal resources was intensified to supplement her information evaluation skills.

4.5.5 Summary

Eunji said that she rarely experienced struggles due to information seeking. She did not feel information needs frequently, and in most cases, she could easily obtain information through interpersonal channels around her. Eunji usually sought information when her social groups discussed relevant topics about which she was curious. These behaviors might indicate that her information practice was more of a social process rather than a self-driven process to resolve her curiosities and expand her own knowledge. Even in cases when she searched information online, she double-checked or asked the advice of her personal connections that knew about Eunji's life circumstances and preferences.

4.6 Young-ah

Young-ah first contacted me in July of 2015 by sending me an e-mail that mentioned that she saw my research recruitment page on the online community site for Korean immigrant women. She said that she did not personally use the online community, but rather her friend who told Young-ah to check my posting on the community. She joked that her friend was '*bba*' of the online community—that is this friend was addicted to the online community. After a brief introduction over the phone, we decided to meet at a coffee shop that was located within a walking distance from her apartment. She was living in a city where many shops and restaurants were located and she usually came to the coffee shop alone to have a cup of coffee and read a book since the place was usually quiet and less crowded. When I arrived, there were only three customers, who were all working on their computers, and it was easy to find a quiet spot for our

interview. The place started getting busier due to office workers at lunchtime, but except for the lunch hour, there were only a few people either working on their laptops or reading books. The introductory interview lasted 2 hours, including the introduction of the study as well as some small talk before and after the interview.

She hesitated to invite me to her apartment because she and her husband were packing their belongings to move to a new home in another state. I made sure not to push her to do anything with which she felt uncomfortable. The debrief interview was conducted over the phone, since she was busy preparing for her move. Despite her busy schedule, she was also interested in exploring other areas with me, so I agreed to go to the coffee shop that had newly opened in a nearby city for the exit interview. She liked exploring new places, and she came to the coffee shop with her friends to have Korean-style bread and coffee. Young-ah did not particularly like coffee shops when she was living in Seoul, but the coffee shop reminded her of Korean cities and old memories with friends in the U.S.

In her first e-mail, Young-ah introduced herself as '*beak-soo*,' which is used as a derogatory word referring to an unemployed person in Korea. During our chat before the interview, she showed unsettled feelings associated with her current social role as a full-time housewife. She had worked for 10 years at a big company, and was adjusting to her new role as a homemaker in the U.S. Young-ah enjoyed her new free schedule, but at the same time, she sometimes missed her previous role as a senior engineer, as well as her former colleagues with whom she was still interacting online.

4.6.1 Immigration experience: “It’s not a trip anymore”

Young-ah married a Korean-American man, who had immigrated to the U.S. with his parents 20 years ago. Young-ah, on the other hand, said that her immigration decision was made about 10 years after she started working, at which point she felt tired of the work experience. The enthusiasm for immigration among young Korean people was another factor that influenced her decision. She mentioned the social issue in the Korean society where younger people who graduated from top colleges were saving money in order to get out of Korea in the hope of a better life and improved work environments. She also had negative attitudes toward the political and social problems in the Korean society. Within this personal and social context, she considered immigration as a chance to escape her daily routines in Korea.

During the introductory interview, Young-ah explained that she had experience travelling to many different foreign countries. Given this, she expected that living in the U.S. would be less stressful and more fun just as she felt in the Western countries to which she had travelled. She recollected the pleasant interactions she had had with host nationals of those countries. The people there greeted her and looked like they enjoyed their lives, but the reality that she faced in the U.S. was far from what she had imagined. She noted:

“I love traveling abroad, like European countries, and people [I met] on the street were very nice. Why would they be cruel to me when I was there spending money? They also looked carefree, well yeah, who would be walking on the street in the weekday morning? We both spoke in English, which are not our native language—I guess that’s related to their hospitality? Those experience created some sort of fantasy about living

outside of Korea. A couple months after arriving in the U.S., I felt that these people started treating me as a neighbor who lives in the United States, not a foreign traveler. I don't feel that kind of generosity toward travelers anymore. A staff at the restaurant was very rude to me—it hurts, and a person doesn't understand my English—it hurts. (YJ10030-039)”

After arriving to the United States, Young-ah realized that living abroad could be very different from simply traveling abroad. She felt frightened when interacting with unfriendly people in the U.S., which she felt was related to her English communication proficiency. She described her changed perception toward her English skill; her miscommunications were not fun episodes anymore because she had to deal with daily encounters in the U.S. As a result, she felt the need to improve her language skills in order to fully settle into American society. Her daily interactions with non-Korean people mostly occurred at restaurants and shops, but these short interactions with service personnel sometimes made her “feel nervous” and “lose self-esteem” due to anxiety that her interactions might fail. These experiences influenced Young-ah to worry about her successful acculturation to the U.S. She wondered if she could be integrated into “their society” (YJ10042). Despite the negative narratives, Young-ah described these experiences in a cheerful tone of voice. She did not expect to be able to communicate in fluent English just in one day, and “felt great joy” in every small achievement that she makes even if it is “just ordering food”. In the member checking process, Young-ah told me that she was still struggling with English conversations, but she decided to embrace the fact that she was an immigrant and it was natural for her to find difficulty with communicating in a non-native language. She said, “I learned that

I don't need to feel afraid of talking with Americans. There are so many people living here and still learning English, because this society is the country of immigrants from diverse culture. People sometimes assume that I might not understand them right away.”

Young-ah considered the acquisition of a job as one of her goals in the U.S. She thought of herself as a strong potential employee who had a relatively transferrable skillset when compared to other people who were trained in region specific skills such as social science and business, which requires high verbal and written communication skills in the local language. As a former senior computer programmer, she thought that her programming skills would help in overcoming her limited language proficiency at workplace. For Young-ah, the workplace was not only a place for working and making a living, but also a place for exchanging information with colleagues. She described a workplace as “a place where people are gathered together, whether they like or not, and exchange information from useful to unnecessary” (YJ10363-364) and regretted that she did not currently have this type of community in the new environment to exchange information spontaneously and establish relationships through these interactions. In the member checking process, she mentioned that her limited social connections shape the types of conversations that she had with those people. She said that her new social connections in the U.S. were interested in discussing new Korean drama, shopping, and gossiping about issues in the Korean society, none of which interested her. She thought that she might be able to find a few people who had similar interests and perspectives on the social and political issues if she was working.

4.6.2 Changing social roles and information practices

During her study participation, Young-ah and her husband purchased a new house. She had not been involved in this type of household decision-making before, so this incident made her feel like she had entered adulthood. As with most participants in this study, Young-ah had lived with her parents while in Korea. Cohabitation of unmarried children with their parents is considered as a normative living arrangement in the Korean society. Young-ah and the other participants perceived these new living arrangements as entailing diverse life changes, which required an adjustment period. In Korea, Young-ah's parents made the big decisions around the household such as budget planning and home purchasing. In this respect, her marriage changed her life dramatically and made her think about her new role as a wife. In the exit interview, I asked about her perceived roles in the new environment, and she said:

“My current role is mostly being a wife. My parents-in-law live far away in Korea, and so I don't have uncomfortable relationships with them like '*sjib-sali*' (troubles due to parents-in-law). We keep in touch with them every holiday, but other than that, I don't suffer from those kind of roles that are expected to daughter-in-law. But, I have to assist my husband to do his work well, which is '*nae-jo*' in Korean. I don't know if I am really doing well this '*nae-jo*' but I try to help him focus on his own work.”
(YJ30140-30144)

She described her current role as a wife who does '*nae-jo*', which is used to refer to women's responsibility of devoting herself to her husband's success. She realized that she needed to start navigating her new roles within new social contexts and figure out if she could enjoy the new role as a wife. This was very different from

the recent past, where her work-related roles as a colleague and a senior employee were dominant in her life in Korea. She thought that she lost these roles since she quit her job, and the absence of these social roles made her “feel empty” (YJ30152).

Young-ah said that living in an unfamiliar environment became a chance for her to deeply think about who she was as a person. She realized that she felt intimidated by the new social and cultural environment in the U.S. In particular, she was not able to acclimate to unfamiliar situations, and she was getting afraid of dealing with new incidents. Young-ah thought of herself as an outgoing and friendly person in social settings, but she found her introverted aspect while living in the U.S. As she did not want to be embarrassed in a new circumstance, she tried to imagine upcoming interactions beforehand. She noted:

“I guess that’s why I prepare things beforehand, like seeking information beforehand if I’m worried about upcoming events. If I go to a restaurant next day, I go to Yelp to learn about the menu. It’s not only because I’m worried, but it’s also effective, I mean I want to get the best dish in the restaurant. So I browse information and read reviews, and simulate in my head. That also helps me avoid embarrassing situations.”
(AK10227-10234)

This example highlights how affective factors forced Young-ah to develop new information behaviors in the U.S. In the introductory interview, she described herself as a well-educated person in Korea, and did not want to be treated as an ignorant immigrant woman. She expressed her fear of losing face due to her limited English skill. This need to save face encouraged Young-ah to envision upcoming events and obtain relevant information beforehand.

4.6.3 Affective factors associated with information resources

Young-ah had several information resources that she could utilize for daily information practices, from co-ethnic networks that she incidentally met in her apartment complex to an online community for Korean immigrant women. Young-ah preferred meeting with her social connections in person for obtaining information, rather than using mediated channels like text messaging. She told me that she used to seek information from her colleagues in Korea, and she treated them with small gifts or snacks as a token of her appreciation of their informational and instrumental help. For Young-ah, information acquisition from interpersonal resources was a reciprocal process and usually occurred within social contexts.

However, information exchange with interpersonal resources sometimes caused her to experience negative feelings. For instance, while Young-ah was searching for real estate information on websites, her friends living in the same apartment offered assistance to Young-ah in finding and evaluating potential homes. Young-ah appreciated their assistance in seeking information, but she also experienced unpleasant moments during this interaction. She noted:

“I didn’t know about these real-estate websites. I don’t care how much people pay for their houses, but this website broadcasts the price of the house. It’s weird to me. Buying a house is a personal thing to me, and I don’t want others to know about my household budget. But people ask like, ‘how much do you pay for down payment on your house?’ or say like, ‘Oh, you’re rich!’ Because they wanted to help me out in finding all the information, I couldn’t help but answering those questions. Maybe I’m too sensitive. (YJ01040-045) They try to help, but sometimes I think they are too nosy. They looked

up the price of the house we were trying to buy, and this was just awkward.” (YJ10050-051)

Young-ah repeatedly expressed her uncomfortable feelings of being probed by some of her new friends about her personal life. Despite her negative feelings, she felt obliged to answer questions on personal topics in return for their assistance in searching for information. As with the example of her gifting small snacks and other gifts, she thought that she had to answer these personal questions in return for their information. She did not think that she could avoid revealing her private stories, so she decided to stop interacting with her new friends.

In one of her diary entries, Young-ah described another situation where she got annoyed while seeking information from an online community. She was looking for information on behalf of her mother in the online community that one of her friends had recommended. While browsing postings, she felt upset that it was full of reproaching comments of various anonymous users in the online community. She explained:

“My mom wanted to bring dried squid and kimchi from Korea. I wasn’t sure if it’s okay, and worried if my parents, because they can’t speak English that well, they might have a nasty situation due to those things. (...) My friend, she uses the site so well (laugh) so she sometimes talks about what she read from the site the other day, like people arguing about gay marriage. She told me that she read postings about U.S. customs and told me to search the site. I searched for it, but soon closed the browser. They were arguing each other based on their own experiences and opinions, like ‘you

can buy ramen in here, so don't disgrace the rest of Koreans'. I brought ramen once, I felt offended, why do they even characterize me like that?" (YJ20190-204)

Although the postings were not specifically targeting Young-ah, she did not feel comfortable with users attacking the behavior of other users to whom she could relate. As a non-regular user, this observation formed a negative impression of the site such that she no longer wanted to use the site as information resource. Interactions with other people, whether mediated or not, shaped her impressions on the counterparts, which influenced Young-ah's willingness to utilize the particular information channels in the future.

In the member checking process, she sighed while recollecting the above episodes. She described her relationships with her new friends and the online community with feelings of both love and hate. She felt that her friends were good people to hang out, but at the same time, she did not think their worldviews and interests were in accordance with hers. As with the online community, she said that she sometimes found very useful information, such as how to negotiate with the house seller, but she was sometimes surprised by the bigoted users that she encountered. She explained that both her new social connections and online community users had different worldviews and perspectives, so she would not have interacted with them to seek information or advice if she was in Korea. However, since she did not have many social connections who could help her and her husband deal with various experiences in the U.S., Young-ah sometimes had to rely on information from these people, whether she wanted to or not.

4.6.4 Challenges with obtaining information

Young-ah pointed out the cultural difference in handling information that she had observed while living in the U.S. She used catalogues found in the two countries as an example of why she began to think about cultural difference and how this influenced her interpretation of information. She noted:

“I feel like information is more open here in America than in Korea, or maybe cultural differences of people’s perception toward information? If price is not publicized, Korean people consider the products as good and valuable. But in here, most of the price information is open. I guess it’s because they want customers to buy their product anyways. Look at the shopping catalogue, Korean catalogues show cool and luxury images, but American catalogues give practical information. Product name, price, and so on, so I sometimes got confused if this product is cheap or not just by looking at the images.” (YJ20166-174)

Young-ah thought that the catalogues convey information about the product in American society whereas the catalogues convey images of the product in the Korean society. While she did not expand her observation to describe other types of information, she saw that this might be linked to how people consider public information in different cultural societies. Her familiarity with a particular information presentation style might be related to her ability to evaluate a different information presentation style.

Young-ah also experienced challenges in learning information because of her ignorance regarding social customs and concepts of the new society. For instance, when

Young-ah was looking for a new home, she was not able to understand the information that she obtained from other people until she learn about the different types of houses—i.e., single house, condo, and town house—available in the U.S. She described that learning superordinate concepts should come before obtaining detailed information, and until this was accomplished, random information acquisition was not very useful for her. Also, her limited knowledge on the new society sometimes made information seeking a challenge. For Young-ah, figuring out if a particular concept existed in American culture was not an easy task, and without this knowledge, information seeking was like filling a bottomless vessel with random keywords. In her diaries, she wrote about her lack of foundational knowledge on American politics and social systems:

August 15, 2015

I was talking about Korean independent day with my husband, and then our discussion extended to Korean politics and history. I'm not very knowledgeable about some topics, so I sometimes look up to teach him and I can learn new things, too. He has a bit of knowledge on social issues and history of Korea that he learned from his parents, so he asked me questions based on what he learned. But I don't have any fundamental knowledge about American culture and history. I don't even know where to start and what to ask.

In this diary example, Young-ah noted that her husband, who had some basic knowledge on the social and historical issues of Korea, could ask questions and expand his knowledge on the topic. In contrast, Young-ah did not even feel like she knew “where to start and what to ask” because she did not have fundamental knowledge on

the American social system. Due to these differences, Young-ah expressed frustrations with culture learning due to her limited knowledge on American culture and history. This example shows the challenges in seeking information when a person is not aware of what she does not know. In the introductory interview, she mentioned that she could learn about women's clothing brands through catalogues that were delivered to the previous apartment renter. She could perform online searches to learn about diverse brands selling similar types of products. This accidentally acquired information worked as clues when she did not know what brands exist. On the other hand, she felt that cultural knowledge was more extensive than brand names, and information seeking for vast cultural knowledge was more challenging without a lead.

4.6.5 Information practices using ICTs

As with other participants, maintaining connections with Korean culture was an important reason of her ICT use. Young-ah used a group messaging service, Internet phone service, and an online site for streaming Korean TV in order to keep in touch with her family and friends, as well as to consume Korean media content. She also compared how she used different search engines; American search engines for seeking local information, and Korean search engines for seeking general information, reading magazines, or exploring other content. As Korean search engines had more of a magazine-style layout and carried diverse content, many participants including Young-ah responded that they used Korean search engines to browse articles, news, and other user-created content that is displayed on the main page of the search engine in their free time, in addition to conducting online searches. As a result, the time that Young-ah spent on consuming Korean contents grew longer along with her increased free time.

Young-ah reported that her social media use had changed since she moved to the U.S. She said that immigration and a new life stage had influenced how she used social media. She felt that the “rhythm of life (YJ10338)” of the people on her social media became different from hers. She noted:

“I used to check out my friends and colleagues on Facebook in Korea. But I don’t use it that much as before. My Facebook friends are mostly Koreans, and the speed or the rhythm of their lives do not relate to me anymore. For instance, Korean holidays, like ‘*Chuseok* (Thanksgiving)’, they would write like they go to their parents’ home, or they work on holidays. But for me, it’s not a holiday, just another regular weekday. So I became feeling separated from them or their experiences on Facebook. Also, my friends are at the peak of their career, this made me think ‘am I wasting my time?’ and feel depressed. I’m not the part of that busy rhythm anymore, but I’m happy and enjoy my life here.” (YJ10337-10343)

Young-ah continued to maintain her connections with people in Korea and watch Korean news and television shows for entertainment, but she less frequently read up on the daily lives of her former colleagues and friends. She explained that the postings on social media reminded her of her former social role as an active career woman, and made her feel doubt about her new life. Since she was trying to navigate her new environment and new social roles, she decided to opt out of social media to avoid these self-doubting experiences.

4.6.6 Summary

Due to her immigration and career change, Young-ah had experienced self-discoveries in the area of her personality and social roles. Her values were deeply rooted in Korean

social norms that emphasize career and achievement. Given her short acculturation time, she was still confused between her new role and former role as she tried to navigate her new social roles. As a former female senior worker in a big social system, she developed an identity where she was outgoing and giving directions to other colleagues. In the new society, however, she was a recent immigrant with limited English proficiency and a newcomer with limited knowledge of the society. This dramatic change influenced her commitment to self-discovery.

Embarrassment in social situations was an important theme that was emerged in Young-ah's interviews and diaries. Her fear of losing face influenced how Young-ah perceives herself in the society and how she seeks information. Young-ah was "an educated woman" in Korea who led a group of people at work, but these qualities do not translate well in the new society. She was afraid of being "perceived as dumb" in public due to her limited communication skill and cultural knowledge. Information seeking was her way of dealing with the unknown circumstances and maintaining self-esteem in social situations.

4.7 Mihee

I met Mihee at a large Korean church that is located in a city where a large number of Korean immigrants live. While we were scheduling the first interview, she repeatedly mentioned that she was busy with childcare responsibilities during the week. We settled on a Sunday morning in May of 2015 as the best time for the introductory interview because she had several hours to spare while her children were attending a Korean language program at their church. The church was composed of several large buildings,

and we went to a huge cafeteria in the main building of the church, where several groups of Korean middle-aged women were talking or praying together. She offered me a cup of coffee that was provided by the church. We first sat near the entrance, and moved inside the cafeteria to avoid noise that other groups inside and outside of the cafeteria were producing.

Mihee asked me to remind her “frequently” of the diary writing, and I had sent several e-mails and text messages to encourage her diary submission. At this time, summer break was approaching and her family was planning to move, so she asked to be excused from diary writing for a few weeks. By the end of July, Mihee completed 11 days of diary writing, but she did not wish to continue diary writing due to her busy schedule taking care of her 9- and 11-year-old children. In the meantime, she briefly met with me while she was visiting the university campus for the one-day workshop that her children were attending. She was exhausted having taken care of her children and wished that summer break would end soon. She was searching for activity programs for her children, and asked me to recommend other activity programs. Mihee and her husband left the campus to have a cup of coffee together while their children were participating in the half-day workshop. She later said that the workshop was a typical summer activity and she was busy with driving her children to diverse summer activities.

Our exit interview was held at her new house in mid-August. She introduced me to the new neighborhood, which had a large Korean immigrant population, and due to this, she felt more comfortable and relaxed in her new neighborhood than she had before. Their new home was chosen because of the programs offered at the local school

(i.e., Korean immersion program of an elementary school) and the school's ranking. Extracurricular activities (e.g., tutoring program, swimming pool) were also close to her home, so that she could save time when picking up and dropping off her children. Moving to a new place lengthened her husband's commute to work, but he agreed to move to the new place for Mihee and their two children.

4.7.1 Immigration experience

Mihee came to the United States two years ago with her children and her husband, Junho, who got a job offer from a Korean company with offices in the United States. She recalled that her life in Korea was satisfactory; her husband worked in a senior manager position at a well-regarded Korean company, and she also had a good career as a stage artist in a Korean television broadcasting company. At that time, she had never imagined that she would be living in another country. While life in America did not seem to hold any opportunities for her, she finally decided to move to the United States for her two children.

“You know how competitive the Korean education system is, right? (...) I couldn't stand it anymore, and I didn't want my children to suffer from this crazy competitive education environment in Korea. Living in America is no good for me, I had to quit my job, I don't speak English, I live far away from my own parents. I was very hesitant when my husband first talked me about this opportunity to go to the United States. Why should we leave the place we were born and grew up for a long time? But I became more skeptical about Korean education system and the future of my children.”

(MP10109-1010117)

Mihee said that her decision to immigrate was almost entirely for her young children, who were 9 and 11 years old. So Mihee had to quit her career, and Jun-ho had to adjust to the new work environment and colleagues in the United States. With the hopes of getting a better educational environment for their children, her family finally decided to move to the United States, which they only knew about from the media. It took six months for Mihee's family to arrange everything for the immigration processes, and this made her so busy that she did not have time to learn about American culture or living before immigration. Mihee was not very interested in American culture, and the old American television drama 'Little House on the Prairie' was how she imagined American life. She vaguely expected that she might live in a large house and have a less busy lifestyle, like those she saw in the TV dramas. She also expected that her kids might perform better than other American students in school and might not suffer from an overly competitive environment.

4.7.2 Acculturation goals and information needs

During the interviews and in the diary study, Mihee's interest was mostly related to raising her two children in the new educational environment with which she was not familiar. Before and after the interview, Mihee and I usually talked about how to raise her children in the United States. She sometimes asked me about if I knew someone who was a bilingual and if I knew any summer camps that might interest her son. She knew that I was born and raised in Korea, but she still wanted to discuss the challenges she experienced with raising children in the U.S. with me. Thus, her descriptions of her immigration experiences and acculturation were also mainly related to educating her children in the United States. As the educational environment pulled her to the United

States and her current daily schedule was centered on the lives of her children, education-related experiences were the most salient to her.

Neither Mihee or Jun-ho had much knowledge about the American school system. Mihee felt particularly responsible for this, since she played the main role as a caregiver and an educator of their children in the household, while Jun-ho's primary role was to make a living although he would take part in making the big decisions of how to raise their children. This division of roles did not have an impact on Jun-ho's mostly work-centered life in the United States. However, Mihee encountered numerous challenges in conducting her new roles, which she had delegated to private institutions and extended family members while living in Korea. Most of all, her lack of knowledge on the American school system became an obstacle for her when acting in the diverse roles that are expected of the parents of elementary school students. Her information needs mainly arose from American school life and culture, which she had never experienced before. She told me about an incident when she sent her daughter in Korean winter underclothes to a Pajama party. Mihee explained that she interpreted the Pajama party literally, and packed an inappropriate long underwear for her daughter.

“I feel deprived of information, so much. I didn't know about Pajama day? right? I didn't know about that. So I thought simply, and sent my daughter in a Korean pajama, and her friends made fun of her. There's a big difference between Korean pajama and their pajama. So... I sent her in a '*nae-bok*' (laugh) but it's not the right one, she said. I'm getting smaller, smaller. It's okay if I'm the person who makes mistakes, doesn't know about things, or pays for my own mistakes. But my daughter is in 5th grade, so

she's becoming so sensitive. So sensitive, so it's difficult because my daughter and son get hurt because of my mistake." (MP10015-10021)

"There's a crazy hair day or something at school? You should have a crazy hair, how do I know that? I couldn't even imagine it. So I was like what's this, and ignored it. My daughter had a plain hair that day, and she came back and said, "Mom, I should've have done my hair like this. My friends all were like this." It's fun because you have one of those crazy hairs, among kids. How could I know about that?" (MP10485-10488)

Her daughter was the only person who wore Korean-style winter underwear among the girls who wore cute pajamas. Similar experiences happened repeatedly; Mihee sent her daughter in a normal hairstyle for a bad hair day at school, and she struggled in figuring out how to celebrate teacher appreciation day. She worried that there would be further situations where her ignorance of American school culture would make her children feel hurt or be mocked. Like in these examples, she oftentimes felt that she lacked knowledge in how to raise children in a culturally alien environment. She said that she was able to manage raising kids in Korea, because she knew what the classroom is like, what the school expects from the parents, what the relationship between parents and teachers should be like, and what is required for children to be successful. In America, however, this knowledge that she had accumulated through her experiences in Korea was not useful.

This lack of knowledge in the American school system and culture drove Mihee to seek information. However, she found difficulties in obtaining information, which

she attributed to her limited communication skills. She recalled being frustrated when dealing with school-related responsibilities:

“It’s always challenging for me to talk with school (officials or teachers). Let’s say, my daughter is sick and cannot go to the school today. I have to talk to the school officials over the phone, but I cannot speak well. So, even making a simple call to the school becomes a difficult task for me. In other times, I have questions to the school. Then, I have to save all of my questions and schedule with the school translator. I go to the school only when she (the translator) is available. It’s frustrating. (MP10408-104411) Sometimes I receive the event notice one day before. The event has already occurred while I am still seeking information and asking around people.” (MP10490)

Mihee thought that the school was responsible for providing translators to her and other immigrant parents and so she decided to move to a school district that accommodated immigrant students and their parents. This is comparable to other participants of this study who encountered daily challenges due to their limited communication skills, which they all have identified as a problem that they needed to overcome as immigrants. However, Mihee had a different attitude and goals for acculturation since she and her husband wanted to return to Korea as soon as their children entered college. Their immigration goals were not to fully adjust to their new environment, but rather to avoid social pressure exerted by other Korean parents and to raise their children in a less competitive educational environment. Thus, her concern had less to do with improving her communication skills for better adjustment to the new society, but rather with obtaining school-related information to prevent situations where her children could lose face.

4.7.3 Strategies for information acquisition

To obtain information for the sake of her children was the most important task for Mihee, whose immigration goal was tightly linked to her children. Mihee was responsible for taking care of her children in everything from healthcare to education, and so she felt that most of her time was spent preparing her children for school and managing their extracurricular activities. One way of increasing her understanding of American schools was to observe school events and student activities at the schools where she worked part-time. She started working in the cafeterias of several schools to make her free time more valuable and to obtain health insurance benefits in the future. In addition, working inside of the school allowed her to learn about school culture and young people's culture. Mihee used to participate in her children's school activities, but her daughter, Lily, who was embarrassed by Mihee's English, asked her to stop volunteering in the classroom. After this incident, Mihee did not have many chances to see the school activities of her children but by working at another school, she was still able to observe school lives of the students at her workplaces.

Her part-time work at school cafeterias also helped her obtain information through interactions with her coworkers. These were mainly women who had older children than Mihee, so she could ask her female colleagues for advice on how to educate her children. She could also learn about local high schools, their specialty programs and college acceptance rates, as well as private colleges with which she was not familiar. While these interpersonal resources provided valuable information on what other parents did for their children, Mihee felt that these interactions sometimes pressured her, especially when several Korean immigrant mothers chastised Mihee for

not sending her children to more after-school activities. She commented that these people had very different socioeconomic backgrounds and values than her:

“These Korean coworkers at the cafeteria are very rich, I can’t even imagine how rich they are. After the cafeteria works, they all drove Benz or other luxury cars back home. Their lifestyles are different from me, and their advice doesn’t always suit my needs or my principle of child rearing. I just listen and nod. (...) My husband’s colleagues and their wives came from India, China, Philippine, Korea. We talk about living in a different country, different culture, and children’s education in here, but it’s not always useful for me. They are all serious about their children’s academic achievement. Rumor has it that parents from these countries spank their children to make them study harder. I don’t like the education fever. That’s not my thing.” (MP20246-20251)

Mihee felt that her colleagues had different values and attitudes toward education, and the information that she obtained from these people did not match her own principles on childrearing and education. She relied on other people’s advice and information to understand how the other mothers educated their children. However, she admitted that these interactions sometimes threw her mind into a commotion because she wanted her kids to be successful in the future and she knew that her children would need to compete with the children of these enthusiastic mothers. Thus, her information exchange with other mothers sometimes created social pressure that impacted Mihee’s worldview and beliefs about her roles in managing her children’s education.

While living in Korea, interpersonal resources were one of the most important information channels for Mihee, and she continued to utilize interpersonal resources to obtain information in the United States. She showed confidence in her ability to seek

information from interpersonal resources, explaining that she would be able to acquire information from people if she needed to. She also emphasized the process of checking multiple resources before making decisions. She thought it was ultimately her and her family who had to deal with the consequences of their decisions, and so she had to make her own choices after thoroughly searching for information on her own and combining all the available information together. Below diary entries highlight her habits of checking multiple information resources.

July 17, 2015

I want to throw away my ripped sofa, but don't know where to dump it. ㄊㄊ [crying face emoji] Someone said I should call some center, but my English is poor, I am worried if it costs too much, I also don't know if people come into my house and pick it up. I am googling it now, and also asking to my church friends and realtor.

July 23, 2015

I asked to church people, children's tutor, searched Internet—but I didn't get useful information from the Internet, and also asked my neighbor; they all said I could just put it out in front of my house. So I put a small drawer and desk outside and left a 'free' note. They were all gone within 10 minutes! I will put my sofa out!

In this example, Mihee acquired information from the diverse set of interpersonal resources available to her as well as from online sources. This diary entry was a typical example of how she made a decision only after having consulted both available interpersonal resources and searching on her own. This was the case even in the seemingly simple act of throwing out a sofa. In a diary entry about HPV (Human

Papilloma virus) vaccination for her daughter, she put much more effort into getting advice from a diverse set of resources about this issue since it was related to her daughter's health. Mihee asked school officials, doctors, other mothers, and people she thought might know about this in both Korea and America.

“My older one. The school recommended taking the shot. You know kids in here are matured faster than Korean kids. The school recommended it. I asked to the pediatric hospital, and she said ‘you don’t need to’. I called to my pediatrician, and the doctor said let’s wait for one more year, he mentioned about suggestions in academic papers. I know this is quite controversial one. I didn’t get one. I think it’s all about marketing. Also I heard that you can get the shot at the county health center, but I don’t want to waste my time on waiting at the health center. So I was hesitant about going to the health center, and I was thinking about delaying it by one year. I know someone at Johns Hopkins, I asked him and he said that the shot is very dangerous and he did not understand why this was getting so popular. So I don’t know to whose tune I should dance? I know this professor from [a university], and he got his daughter take this shot. I don’t know, I’m confused.” (MP20112-20123)

In this last case, her habit of checking multiple resources caused a problem when she encountered conflicting information from various resources. This particular example of the HPV vaccine is an example of how multiple resources provided conflicting ideas and confused Mihee. During her research, she found out that a school official and a well-known doctor in Korea recommended the vaccine, but her children’s pediatrician and another doctor in Korea were not as positive about the vaccine and discussed the cultural differences in sexual maturity and behavior of American teenagers. She was “very confused” and “did not know what to do” with the conflicting

sets of information that came from these various people. Despite the confusion, Mihee still wanted to feel assured that had she examined all the potential solutions available before making her own decisions based on the accumulated information.

4.7.4 Learning by doing

Mihee shared diverse set of experiences she had while living in the United States, which were mainly related to how she handled problems with limited knowledge about interacting with American systems such as hospital and school. As she explained, she sometimes had limited time for searching either because the event was going to occur soon or it required a prompt response. For instance, she described how she learned about an aspect of the hospital system of the U.S.:

“When I was living in the Southern part, my little one had this weird pandemic disease. I don’t know what it was, but I don’t believe the doctor. He said that my boy got this virus that is spread through kiss, which is popular among teenagers. He had a high fever, and a part of his rib was descended a bit. He is not a teenager then, he never kissed anyone but me. I didn’t kiss a teenager! (laugh) I didn’t know what to do, so I just walked in to the hospital, near my house, without appointment. So, ‘why did you take him in without making an appointment’ ‘do I have to? he has had a fever for three days.’ And the nurse said I should go to the ER, and asked why I was there. Oh well, it’s a hospital? The hospital is opened, so I can walk in there, why should I go to the ER? And she said, no, no. How could I know about that?’ (MP10650-10658)

This emergency case with her son’s health made her seek medical treatment, but she did not clearly recognize the differences in the hospital systems between those in Korea and the U.S. She did not have any chance to obtain this type of information,

since she lacked the social interactions, primary education, or accumulated experiences where someone might naturally learn this information. Thus, foreign-born immigrants like Mihee are only able to learn this knowledge through their own experiences, and therefore, sometimes had to make decisions without proper information. She gave an example of how she was asked to volunteer for something that she did not know about:

“I still don’t know. This afterschool program, I got a letter that I need to register it, so I did. My younger one wished to do Chess, so okay. And then I got another letter, volunteering for SACC? What I need to do is to give them a ride to there. What’s SACC? I later learned that my role was to give a ride to kids whose parents are working. How can I know what that is without one word of explanation? What that is, how it works, or nothing. And then they keep asking me volunteering, about what I know nothing.” (MP10472-10479)

Mihee tried to accept requests for volunteers and donations to avoid branding immigrants with negative stereotypes. However, she sometimes had to volunteer for events and activities about which she was not well-informed, which caused her difficulties regarding taking care of school activities. When Mihee was not able to understand the system and culture of the American school, she delegated some responsibility to her daughter, such as reading and replying to school letters, and sometimes relied on information that her daughter obtained from immigrant children at their church.

4.7.5 ICT use for entertainment and information seeking

Mihee had described interpersonal resources as major channels for daily information

behavior, but her diaries and subsequent debriefing session showed that Internet search was also an important information practice. She said that she oftentimes used search engines and online communities to occupy her time between dropping off and picking up their children at schools or activities, as well as before sleeping. She used an online community for Korean immigrant women to learn of good deals on clothes, home appliances, cosmetics, and so on. Mihee said that while she habitually checked the online community, she seldom read or contributed to the free-board that is dedicated to communication between members. However, she was not ignorant of the issues that are communicated on the free board. She mentioned that she was not happy with people who take advantage of WIC (Women, Infants, and Children) program, and she often saw discussion threads around WIC program at the online community. Despite this, Mihee later said that she sometimes checked out the free board if she was getting bored and did not find any good deals while waiting for her children.

As described above, comparing multiple sources was a characteristic of Mihee's information behavior, and Internet search was another channel for obtaining alternative or supporting perspectives on her topic of interest. She used both American and Korean search engines in a complementary way; an American search engine was used for getting information to resolve problems related to American lifestyle (e.g., throwing out bulk trash, appropriate gifts for a teacher), and a Korean search engine was used to look up English words, and see how Korean people raise their children. For example, she recently searched about a robotics competition and learning program for her son, as well as cooking program for her daughter, using the American search engine. When the topic comes to general issues like social and physical development

of children or education, she also used the Korean search engine to seek opinions of Korean mothers who were raising Korean children like herself.

4.7.6 Summary: Living in two cultures

Mihee's acculturation goal was to raise her kids and educate them well, so her current information behaviors and concerns were mainly about how her kids should be prepared for their future success. Moving to a Korean community also helped her maintain her Korean lifestyle in the U.S. by allowing her to go to the Korean supermarket, build relationships with Korean women, and send her son to a school running a Korean immersion program.

When I visited her home for the exit interview, there were numerous books for learning Korean words on the table where we sat together. She said that her older sister sent those books from Korea for her son. Whereas her daughter can speak Korean and communicate with old Korean friends via e-mail, and she like Korean singers, her son (Kevin) has nearly forgotten the Korean language and only uses English words. "We've told him that 'you were born in Korea', but he still believes that he was born in here [U.S.]. He speaks English, and almost forgot Korean words and expressions. Especially, my husband is very strict about this. We want him to be able to talk in Korean with us, and can understand Chinese characters and Korean proverbs." She kept asking people how to raise their children to be bilingual to the extent that she and her husband wished, even though she felt that she rarely obtained good advice on this issue.

She repeatedly mentioned her unfamiliarity with the American school system and her children's school lives as well as how hard it is to be an immigrant parent. As

a result of lacking experience and information about American school system, she felt that she could not properly play her role as an advisor to her children about their school lives. Her daughter (Lily) was ultimately the decision maker on school-related issues and played an advisor role for her younger brother rather than Mihee. Mihee talked proudly about her daughter's ability to communicate fluently with American adults, but at the same time, showed sympathy for her daughter by telling that Lily should ask older children at the church to help her handle her own school-related questions given Mihee's ignorance.

Friends of hers who were also mothers told Mihee that they had similar experiences in terms of their advising roles. Although she talked with groups of mother friends to discuss how their children are doing at school and how they should raise their kids, these friends also had limited experiences with their children's school lives. She expressed her frustration by comparing Korean mothers' information exchange with "blind men touching an elephant". She said that she wanted to learn what other American mothers do for their children and she wanted to be a part of that community in order to acquire "insiders' information", but she did not know what communities there are and how she could join such a group. She felt comfortable within the Korean community, but she also felt that her information was limited because of the community.

4.8 Juyoung

Juyoung contacted me via e-mail with a question about her eligibility of participating in the study. She learned about study from an online community for Korean immigrant women. In the online advertisement posting, I specified that the study required

participants who had been in the United States for less than two years. She wrote that she had been in the United States for three years, and asked if she could still participate in the study. Juyoung explained that she spent the first year mostly at home to take care of her two children, and recently started interacting and exchanging information with others. As she had a unique story of immigration and adjustment to the United States, I asked her to participate in my study and we decided to meet at her home one weekday in July of 2015.

On the day of the introductory interview, I arrived at the meeting place somewhat earlier and drove around the neighborhood of Juyoung's house. While I was exploring the neighborhood, she called me to ask if we could delay the interview by 30 minutes since she had to pick up her children from an activity. I went to Juyoung's 2-bedroom apartment at the new agreed upon time, and she greeted me alone. Juyoung said that her two sons were watching television in a bedroom. We sat at the rectangular dinner table/desk that was located in her living room and started the interview. Her 6-year-old son came out to the living room several times asking for snacks during the interview, but the interview was not otherwise interrupted.

I later visited her at home again in order to conduct the debriefing interview and the exit interview. When I visited her for the exit interview, I saw that someone had handwritten 'Roy' on a whiteboard hanging on the wall facing the entrance. Since summer break for preschool and elementary school students was over by this point, her two sons had gone back to school and this allowed her to spend the morning alone. She seemed to be more relaxed than during previous interviews, enough to offer me a cup of tea, and said that it was because she had some free time before her younger son came

home. After the exit interview, she showed me around the house and said that she had changed the layout of the living room to be more like a library so that her children could access books easily. Some of the books were borrowed from local libraries and spread on the top of the shorter bookcases.

4.8.1 Unexpected immigration

When asked about why she had not actively engaged in information practices for the first year, she told me about the circumstances of her own immigration story. Juyoung had come to the United States with her husband, Minsu, who got offered a postdoctoral researcher position with a U.S. government organization after completing his doctoral degree in Korea. He persuaded Juyoung to move to the United States just for two years while he was working at the organization. Juyoung and her parents-in-law were not very excited about his plan, but they decided to support his decision. Under the impression that she would only be here temporarily, she moved to the United States with her husband and two young sons, who were 1 and 3 years old at that time. She noted:

“So, I was really thinking about returning, especially during the first year. My babies were so young back then, and the new environment was so unfamiliar to me. I was like, ‘oh my gosh! what can I do here’ and the first year passed like that. So I was like, ‘now one more year of patience, I can return to Korea!’ That’s what I was thinking.”
(JN10049-10051)

She said that she even crossed off the days that passed on the calendar and endured the first year in the hope of returning to Korea soon after. Her young sons

needed parental care, so she spent most of this time alone at home, taking care of her sons. After the first year, Juyoung's husband, Minsu, confessed to her that he had actually been thinking about permanently immigrating from the beginning and that he was going to apply for a permanent job in the United States. Minsu did his master's degree in the U.S. before getting married to Juyoung, and he had planned to return to the U.S. with his family. However, he kept his plan secret to avoid conflicts with his parents and Juyoung. This was not good news for Juyoung who was eagerly anticipating their return to Korea. During this time, Juyoung said that she "almost gave up returning to Korea" because her husband insisted on and also because her older son was scared of going back to Korea due to an unpleasant experience he had while attending kindergarten. Once she learned about Minsu's determination to stay in the U.S., she became active in seeking and exchanging information in order to settle down in the United States.

4.8.2 Changes of acculturation goals: "What kind of mother am I going to be?"

Juyoung had initially anticipated returning to Korea within a few years, and so she had not been deeply concerned about adjusting or acculturating to the new society. When asked about if she had any goals for herself while living in the U.S., she responded that she had not thought of anything in particular. She said that she began thinking about learning English and bringing her children to diverse events since her family "had to stay anyways" (JN10066) in the U.S. In addition, she felt a practical need to learn English as she found difficulties in communicating with American mothers and seeking information from outside of the Korean community.

“I may not have any desires for learning or needs for education if I were in Korea. I graduated from college and then worked for a few years. That was it, no more education. But I need to communicate in English here, and I would feel very uncomfortable if I don’t learn English. So I thought I should learn more, and also got to think learning has no age limit, I should keep learning, so my perspective has changed, I guess. (...) I don’t know. So kids in here learn a lot, from swimming to playing instruments. My kids may not do all the things in the world, but it would be good if my kids can experience as much as possible. I can’t hire tutors for those things, dad is a post doc, so we have budget limit. So, mom should know better so as to help kids to learn those things, and mom should be better educated to seek opportunities for learning for kids. So mom and kids learn together, I think” (JN10079-10091)

For Juyoung, English proficiency and better education were tools to help her teach her sons. She described that parents need to be active and knowledgeable in the American educational environment when compared to Korean environment, where parents mostly delegate children’s education to private educational institutions. Also, she felt that private educational institutions were too expensive in the U.S., and she should search for free local activities for children to save money. Both the different child education norms in America and her limited household budget kept Juyoung busy with childrearing duties at home and increased her need to learn English and seek information. Before the exit interview, her main interest was related to her role as a mother and her children’s educator, and how she was reluctant to stay in the United States.

In the exit interview, her attitude toward immigration had changed to a somewhat positive tone. Although she had been concerned about having a “lonely life”

and “minority status” in the new society, she tried to consider positive aspects of living in America, such as the better environment for raising her sons. Her husband was looking for jobs in both Korea and America, but her attitude had changed to being in “favor living in the U.S. more than living in Korea (JN30030)”. She described what she had learned from American living:

“I guess, My view has widened, I mean, my worldview. If I were in Korea, I’m not that old, but still I did not pursue my career. Especially you’re going to school and finish the degree, and restart your life with a new career in 40s or in late 30s? It’s a very difficult decision in Korea, and the Korean social system is not ready for embracing a job seeker who is older than 40. But this society is different, I think. People change their career, and there are people who start new career at older ages, if you are determined, you have opportunities. And, also I think, my sons are growing up, I quit my career since I started devoting myself to raise kids. Now, my younger one goes to kinder, and it’s just a start, but I have more free time than before, and get to look back my own life. They are growing up soon, and would they like their mother focusing on their life and sacrificing her own life for them?” (JN30033-30043)

Juyoung said that her perspectives on women’s lives had changed as she encountered the diverse lifestyles of American people and women’s career development at older ages. Interactions with volunteers at the church and the local library influenced her perspective. She could meet senior volunteers in these places, and became to think that lifelong learning and social participation of middle-aged or older women was a part of American culture. This observation of American women’s

lives as well as her increased free time made Juyoung think about her own life and how her sons would consider her in the future.

Since Juyoung considered her family and children as the center of her life ever since she got married, this change in perspective was a huge shift for her. She wanted to build networks and start a new career in the U.S., so she began to volunteer for a Korean language program at a Korean church. Her social participation was possible through Juyoung's co-ethnic friends who kept asking her about volunteering for the Korean class at this church. She said that she felt "useful" again even though she thought that the job itself was still only a small step. She considered this opportunity as a chance to work and establish connections for a future career.

In relation to acculturation attitude, Juyoung wished to enjoy the culture with other American people and be able to explain the meaning of the culture (e.g., holiday) to her children beyond "just participating in" those events. She was naturally attracted to the Korean news, but was not stubborn about maintaining Korean cultural traditions and interacting with Korean people in the United States. While this would be easy since she had many chances to socialize with Korean people through the Korean church, Juyoung also wanted to interact and be a part of a bigger American society.

4.8.3 Searching information online: "You can get as much as you dig into"

Juyoung discussed the importance of a mother's role in her children's emotional development when she talked about her role at home. Education and extracurricular activities were the main domains of her information practices and daily activities. Daily information practices for seeking these types of education-related information

intensified during the summer break and she spent a significant portion of her daytime searching for programs for young children, giving her children a ride, and waiting for the program to conclude at the end of the day.

While talking about how she obtained information in the introductory interview, Juyoung pulled a small desk calendar out of her bag. The calendar was filled with handwritten notes on daily activities including names, times, and places, as well as play date schedules. She explained that children's activities had increased during summer vacation, which had started a month before interview. Her June calendar was filled with roughly 1~2 events each week, while her July calendar was filled with 1~3 events each day. For obtaining information on these activities, she searched online and then put the obtained information in the calendar so that she would remember to go to the event as scheduled. Due to her limited household budget, Juyoung tried to find free local programs and events for children on her own, instead of sending them to summer camps or tutoring programs like others. She also showed me a big binder that contained several booklets about extracurricular activities offered through county institutions. She collected these booklets from local libraries and children's activity centers, read carefully each page, and then put the information on her desk calendar.

When being asked about her habitual information practice, Juyoung said that she became more active in searching for information compared to how she used to be in Korea. She did not necessarily enjoy information seeking itself and she sometimes felt "bothered looking for information (JN10288-10289)". However, Juyoung said that information was particularly important for her life in the U.S.:

“I think it’s really important to obtain information in America. Because it’s such a big country, and the length of one’s stay in here doesn’t guarantee her knowledge on the American culture. You should try hard to seek information, and if you start seeking, there is so much information out there. (laugh) For instance, activities for children, there are so many activities that you can do with your children. Some people who never learned about them, other people get to learn about them, but yeah, there is enormous information here, maybe because it’s a big country. I saw people who came to here long before me, but knew less than me. I sometimes give information to people who have lived longer in America than me. You should be active and also be interested in seeking information.” (JN10267-10278)

“I think I try to seek information. At first, after just arriving here, I felt bothered, oh~ so bothered, but in here, I mean using coupons and buying products are so much different from those in Korea. You can get some products much cheaper at the end of the year. (...) Some people buy \$100 product for \$20, so I became to think ‘what I need is information’, and it’s pretty important here in America. If you don’t use the information, it’s gonna cost you, economically or in other ways, like in raising your kids, too. So I feel the need for information, more strongly.” (JN10288-10296)

She emphasized the importance of active information seeking to increase her knowledge on the new society. This perspective developed as she saw people who were less knowledgeable about American culture than her even though they had spent much more time in the U.S. Juyoung also realized insufficient information could lead to economic and opportunity loss. She expressed confidence in looking for information on search engines, and usually could get the information she needed. She also felt that people did not share “some exclusive information” (JN10283), and used this type of

information as currency for expressing friendship or obtaining new information. She defined exclusive information as something that a person would need to spend a lot of time and energy to find, and respected their reluctance toward sharing painfully acquired information. These perceptions influenced her to become an active information seeker.

Another major topic for Juyoung's information seeking was related to leisure. Her family enjoyed camping and other outdoor activities, so she usually took care of information seeking on these topics while her husband worked on packing and preparing camping equipment. When the travel dates were approaching, she searched online resources such as online communities and search engines to find relevant information on their destination. In particular, she found an online community for Korean immigrant women that was useful because she could get information written in Korean and browse other travel information to get ideas for other trips. For instance, one of her diary entries was about information seeking for planning an activity.

September 12

I heard that it's blue crab season. Yeah, I remember that it was around this time of the year. Some of my friends said that they went for fishing or catching blue crabs. My children remembered something longer when they experienced it. We might go for fishing or catching blue crabs. I found several entries on [a site name] related to Maryland camping and blue crab, and read them.

In this incident, Juyoung had a vague idea of the activity so she searched the online community to discover potential travel places. She explained that the

information was not always up-to-date, but still useful because other Korean immigrant women provided detailed reviews in their postings. She read and picked up several keywords from the postings and then put them into the search engine. Juyoung explained that she usually tried to search diligently in order not to miss any interesting events and activities, and researching travel sites online was one of the best ways to obtain information.

4.8.4 Social interactions and information exchange

Juyoung actively expanded social connections with other Korean mothers through churches, neighborhood, and libraries. She attended an American church, but joined the bible community of a Korean church in order to build social connections. She participated in a community called women's bible study where mothers gather together to pray for their children and discuss their children's school lives as well as child-rearing techniques. She described her interactions with other mothers as being important for exchanging child-related information:

“So I joined this community in the church, and once in a week, I meet these women and converse, learn bible, and get information. This bible club, ehm, bible itself is important in this community, but I selected this particular club among numerous ones like bible book club, prayers for children, and so on. So I chose the prayers for children community. So we gather together and converse about tips for childrearing, and there are mothers whose children are all grown up, and they share their own experiences with childrearing, what would be good or bad for children based on their experiences.

Those are that you can learn from experiences, right? How can I raise my children to be good? So I go there and ask questions and get answers, too.” (JN10195-10204)

Juyoung said that she joined the Korean women’s community as she found it difficult to discuss and share information with American mothers at her church. Some of these mothers in the bible study community had children that were older than Juyoung’s sons, so she could ask them for childrearing tips and advice. Juyoung considered these Korean mothers as playing an important role in her information acquisition, compared to pre-existing networks in Korea who lived in a different life stage and a different cultural environment. She said that these Korean mothers had “similar life experiences” to her as an immigrant woman and as a parent, and therefore provided more practical information that she needed.

Juyoung placed an emphasis on social interactions with other people. She could exchange a variety of information from household appliances to dental health care with other mothers in her neighborhood. Also, she was not hesitant about joining groups or engaging in social interactions with unknown people for the purpose of exchanging information. For instance, her increased need to learn about the American school system made her participate in the Korean parents’ association to acquire information from other Korean immigrant parents. In this context, she also thought about her role in the community:

“It was so unfamiliar to me to living in America—I was newly arrived, I didn’t know that much, and I was way behind on information. My husband works in here, and there are Korean people who come to this place for working at the company. My husband is the leader of a Korean community, and I also feel the responsibility. I want to share

the source or provide assistances for settling in American for newcomers. It can be really small things, but I want to help them.” (JN10315-10321)

Her husband’s active social participation inspired Juyoung to be more active and think more about her role in the community in which she took part. She thought that she could provide informational and other types of assistance to newcomers using the accumulated information that she had gained through her experiences over the last three years.

4.8.5 Using ICTs for learning and searching

Learning and searching were two major purposes for Juyoung in using the Internet-equipped devices. She spent a significant time outside of her home since she gave rides, and waited for and picked up her sons while they participated in their activities, so mobile devices were important tools for Juyoung. For instance, she usually brought an iPad with her to the library in order to memorize English words and learn English expressions while her son was participating in a library program. She showed me several applications that she installed on her tablet and mobile phone for English learning, such as a dictionary, CNN news, and an ESL app. She could not take English courses due to her limited free time, so used her spare time while waiting for her child to learn English.

The most important reasons for using ICTs were to obtain information using search engines, online communities and social media. Juyoung showed confidence in looking for information using search engines. As described above, her information

seeking mostly centered around looking for extracurricular activities for her children. Fortunately, she could find this type of information easily online. She noted:

“So much information in here [America], so I feel the need to search on my own. Of course, I sometimes learn from other people. But, I searched enthusiastically in the summer break, and I could get more information as I dig into, so I get to search more. If I heard something from people, this helps me search better than search something from scratch. Like, there’s something like this, and then even though it’s just a word or something, I can search on Google or whatever, adding in [state name], or [city name]. You can find anything! (laugh)” (JN30186-JN30192)

Juyoung mentioned that the information she learned from her social connections became an important guide for her internet searches. She was enthusiastic about seeking information regarding children’s education both online and offline. The typical pattern was that she used the Internet for seeking relevant information on things she learned from other people, libraries, or other local institutions for children.

Juyoung also used social media and online communities to exchange information. She said that she seldom made original postings on social media or online communities, but regularly read and replied to other people’s postings. For example, she described the process of how she sought information on social media:

“KaS [KakaoStory] for children, I mean mothers usually made postings of the places, saying ‘I went to these places’ or this type of information. Yeah, Korean mothers in America, and also in Korea, but postings made by Korean mothers in America are way more useful information to me. So, they went some places and liked this particular spot, or they found good restaurants serving delicious food. This information, too.

Also, this is crab season, and they found good crab restaurants, or they went for blue crab fishing, and it was like what. I read those information, too. Also, my sons are at home during the summer break. Mothers made a lot of postings with pictures of what they did with their children. And that's really good information, I got inspired by those postings for having art or drawing time with my children once in a week at home. So they also post about boardgames, and I think 'what would be good for my kids practicing concentration', 'my older one would like this one', and then buy some of them for my children." (JN10420-JN10432)

Juyoung enumerated the diverse types of information that she could obtain from the social media that she was using. This information was mostly about the leisure and extracurricular activities that other mother friends posted. Sometimes, she asked the mothers who made postings for details on the posted information. Korean immigrant mothers made postings about where they dined out or where they went for the holidays, and since Juyoung got ideas from their postings she replied to show her appreciation. Juyoung also regularly checked the online community for Korean immigrant women to obtain tips regarding shopping, homemaking, leisure, or recipes. For example, she had been satisfied with other recipes that were posted on this community, so she often used this online community to make food for potluck parties or when she wanted to get dinner ideas. Thus, both the online community and social media helped her browse and seek information for particular topics that are related to her household roles such as homemaking, family care, and leisure ideas.

Juyoung utilized diverse sources for somewhat different reasons, but could not specify why she used different resources when seeking for information. She pointed

out the effectiveness of the online channels when she “does not know who knows what”. For instance, she used these online channels to find medicine for children. Instead of asking a specific person, she asked a group of mothers using a group-messaging service to quickly get information.

4.8.6 Summary

Juyoung did not enjoy the information seeking activity itself, but she thought of information as an important asset in modern times. In particular, she perceived that she would end up paying more or losing opportunities if she did not have the proper information in the U.S., and that people do not always readily share information with others. These perceptions influenced her increased need for seeking information. Socioeconomic status also influenced her active information seeking. Her family of four was living on just her husband’s postdoctoral researcher income, and her information search mostly involved finding free programs for her children in order to save on education-related expenses. She collected information online and offline in order to provide her two sons with as many various experiences as possible. She said that she was particularly exhausted with finding summer activities for her sons because of all the free time they had over the break. However, she could not help but search because she knew that there was more information for her to find.

Her information seeking was mostly related to her household duties such as learning about educational opportunities, purchasing household products, cleaning her house, making food, and preparing leisure activities. While she conducted daily searches for her role as both a mother and a wife, she also came to think about her roles

in the broader community. She put emphasis on social relations and her information practices occurred through social interactions in many cases. She thought about her potential role of helping newcomers with her information and experiences. She also obtained job information relating to teaching at a church through her social connections.

Chapter 5: Discussion

In this chapter, I discuss the findings of my study, which are guided by the three research questions. I revisit these research questions and then discuss how the findings from the narrative analytic chapter provide answers to these questions. In the following sections, the characteristics of information needs and information channels are discussed with regards to both the commonalities and differences of these information practices across participants and cases. Also, I examine the impacts of life transition on one's information practices by investigating if and how the participants describe the relationship between these contextual factors and continuity and changes in the characteristics of their information practices. The first section presents the types of information practices used by the participants and focuses on information needs and information channels (RQ1). The second section presents how changing life contexts influence immigrant women's social roles and their relationships with diverse information resources (RQ2). Finally, the last section presents the role of ICTs in the lives of immigrant (RQ3).

5.1 Information Practices of Immigrant Women

In the literature review section, I suggested that diverse levels of contexts influence immigrant women's daily information practices. In this section, I first examine the types of information needs and information sources that Korean immigrant women utilize on a daily basis. Then, I discuss how one's individual contexts drive her diverse

information practices.

5.1.1 Types of information practices

In Chapter 4, I introduced critical incidents that were collected during as well as several diary entries that exemplify the participants' information practices in the host society. In this section, I conduct an analysis of each diary to understand the daily contexts within which the participants engage in information practices (see Table 4 and Table 5). It should be noted that this study does not intend to provide quantitative knowledge of information practices, but the analysis helped highlight the trends of information needs and information channel selection across participants. I examined why each participant had varied information needs and channel selections by combining these diary study data and participants' narrative accounts of their personal and social contexts.

Table 4. Daily Information Practices: Information sources

| | Sue (20) | Ara (37) | Yuna (25) | Heejin (60) | Eunji (23) | Young-ah (21) | Mihee (11) | Juyoung (21) |
|----------------------------|-------------|-------------|--------------|----------------|---------------|------------------|---------------|-----------------|
| Interpersonal resources | 12 | 26 | 19 | 25 | 18 | 3 | 8 | 11 |
| Internet search | 8 | 5 | 0 | 17 | 1 | 6 | 1 | 6 |
| Observation and Conjecture | 0 | 2 | 13 | 23 | 0 | 0 | 0 | 0 |
| Learning by doing | 0 | 1 | 2 | 4 | 2 | 3 | 1 | 0 |
| Media (on-/offline) | 0 | 3 | 0 | 0 | 5 | 6 | 3 | 5 |
| Wondering | 0 | 4 | 1 | 5 | 0 | 1 | 0 | 4 |

Note: A few diary cases fall into multiple categories.

Table 5. Daily Information Practices: Information channels

| | Sue (20) | Ara (37) | Yuna (25) | Heejin (60) | Eunji (23) | Young-ah (21) | Mihee (11) | Juyoung (21) |
|----------------------|-------------|-------------|--------------|----------------|---------------|------------------|---------------|-----------------|
| American culture | 2 | 13 | 22 | 20 | 5 | 5 | 0 | 3 |
| American system | 2 | 9 | 1 | 5 | 0 | 1 | 2 | 0 |
| Dealing unexpected | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 0 |
| Transportation | 0 | 3 | 0 | 1 | 8 | 2 | 0 | 2 |
| Education | 1 | 2 | 0 | 3 | 0 | 0 | 1 | 2 |
| English learning | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 |
| Finance | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Food/recipes | 9 | 6 | 0 | 7 | 0 | 2 | 0 | 1 |
| Health care | 1 | 1 | 1 | 10 | 0 | 0 | 3 | 2 |
| Housing | 0 | 0 | 0 | 0 | 2 | 3 | 2 | 4 |
| Job information | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Korean culture | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 |
| Leisure | 0 | 4 | 0 | 6 | 3 | 1 | 0 | 4 |
| Local info | 3 | 4 | 0 | 4 | 3 | 0 | 0 | 0 |
| New info resources | 2 | 5 | 0 | 0 | 4 | 1 | 0 | 0 |
| Personal maintenance | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 1 |
| Shopping | 1 | 0 | 0 | 7 | 1 | 2 | 0 | 4 |
| Social interaction | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |

Note: A few diary cases fall into multiple categories.

The analysis showed that the interpersonal channel was one of the important information resource for all participants, which is in agreement with previous findings (Case, 2007; Fisher, Durrance, & Hinton, 2004; Harris, 1999). More specifically, participants mentioned family, close friends in the U.S., and colleagues as their major information resources for their daily information practices. The participants pointed to availability and accessibility as principal reasons for interacting with a particular interpersonal resource to obtain information, which seems to exemplify the principle of least effort (Harris & Dewdney, 1994; Zipf, 1949). For instance, Sue and Yuna turned to their husbands and family members when they either wanted to discuss daily encounters or had questions on cultural topics. In Yuna's cases, she discussed these topics with either her husband or her mother-in-law in all 20-diary cases in which she utilized interpersonal resources. Meanwhile, Sue talked with her husband or sister-in-

law in seven out of 14 cases in which she used interpersonal resources. Both of these participants were living with their family-in-law at the time of the study, and this arrangement naturally led to daily information exchange with family members. In contrast, since Eunji did not have family members in the U.S., she obtained information from her colleagues at work—nine out of 16 cases. Another participant, Ara, also frequently used interpersonal resources, although her major resources were friends living in the U.S. and ESL teachers, rather than her husband or mother-in-law. These interpersonal information-seeking patterns reflect their social boundaries and daily social opportunities in the U.S. I will provide additional discussion on the participants' perceptions of their interpersonal resources in the section 5.2

In addition to the interpersonal information resources, participants also utilized diverse information seeking strategies such as Internet search, observation and conjecture, and monitoring. In these cases, it is notable that the participants' daily use of Internet search was relatively low when compared to the reports of other studies that emphasized the role of online information in the context of immigration (e.g., Khoir, Du, & Koronios, 2014; Komito, 2011). This might be related to the fact that the nature of one's information needs influences one's channel selection decisions (Khoir, Du, & Koronios, 2014), and the daily information needs of the participants in this study did not call for much Internet searching. For instance, the participants utilized other information channels such as interpersonal resources and observation to obtain information on topics such as American culture and social systems, which make up a large number of information needs of the participants in this study. The participants made use of the online resources when their information needs required comparisons

of alternatives whether it was for purchasing products or services (shopping), deciding travel places (leisure), seeking cooking recipes (food/recipes), or selecting educational programs for their children (education). Yuna is an unusual example of this in that she did not submit any diary entries involving online search activities. However, her interviews and search history data showed that she used the Internet to obtain job-related information. Since Yuna was seeking information regarding a specialized field, she could not easily acquire this type of information through her existing interpersonal resources. Like in this example, Internet search can be a useful channel especially when immigrant women's interpersonal networks are limited in terms of providing diverse information in a particular field.

Both interpersonal information seeking and Internet search tended to be purposeful and involved participants' interactions with either human or computer interfaces. In contrast, observations were likely to be accidental and situation-dependent as seen in the episodes of some participants, where they learned new information through watching other people. For instance, Young-ah learned about baby shower culture in the U.S. by attending a shower and observing the guests and the atmosphere. In regards to this particular case, her diary entries showed that she engaged in diverse information practices including Internet search, interpersonal information seeking, and observation in order to resolve her curiosity. In the debriefing session, Young-ah said that she could obtain some types of information through observation better than other channels, and the baby shower was one such example. Heejin also discussed how living near a college campus allowed her to observe the diverse aspects of American culture such as prom and house parties. Like in these cases, the

participants' observations tended to be accidental information seeking that involved interactions with the available information resources within a given situation.

Observations sometimes triggered other information practices, such as conjecture, and allowed participants to use their previous knowledge or imagination to make sense of what they observed. For instance, Yuna used previous knowledge that she possessed on American, Korean, and German culture in order to resolve curiosities that were initiated by her observations. Heejin's diary entries also showed how observation prompted her own contemplation on American culture. She combined her observation with prior knowledge to make sense of a given situation and to help her understand the new culture that she encountered. Similar to information seeking through observation, using conjecture does not involve active interactions with information resources.

In other cases, several participants dynamically set up their own information environment to routinely monitor the news of both host and heritage societies. For example, Heejin utilized her Facebook newsfeed as a subscription platform to monitor several domains in which she was interested. She also had connection with her American family and friends through this platform, and therefore, monitoring her Facebook newsfeed facilitated accidental information acquisition for culture learning. Ara, on the other hand, utilized a local newspaper for Korean immigrants to monitor contemporary social issues and information for immigrants in the U.S. For example, she learned about pension policy after her accidental encounter of this information in the newspaper.

Both observation and monitoring allowed accidental information acquisition of immigrant women. Heejin and Yuna were more likely to experience information encounters—meaning “an unexpected discovery of useful or interesting information” (Erdelez, 1999)—than other participants because they either enjoyed exploring information or were interested in learning about various aspects of American culture. In the context of immigration, information encountering can be especially useful for new immigrants because they do not know that they do not know—which can be called a state of incognizance (St. Jean, 2012). As cultural knowledge is extensive, these information practices helped immigrant women be aware of the gaps in their knowledge base.

In some cases, participants did not engage in any information practices to resolve their curiosities. Diary entries, which I classified as wondering, were the instances when participants described their information needs, but did not take further actions to obtain relevant information. This information non-seeking behavior was sometimes associated with negative affective states such as the emotional burden of information seeking. For example, Young-ah expressed frustration with learning about American politics when describing her reasons for not searching for information on this particular topic. Ara also mentioned that she “didn’t dare start learning” about Korean culture and history because of the enormous volume of the knowledge that she would have had to acquire to become knowledgeable on the subject. In both cases, the participants felt overwhelmed by the amount of available knowledge and their own ignorance of the domain, and these types of negative feelings made them suspend information seeking.

The analysis of the diary entries revealed an overall trend in the information practices that my participants engaged in on a daily basis. There were commonalities across participants in selecting information channels and dealing with information-related situations (e.g., the frequent use of interpersonal information seeking, Internet search for information unavailable through social connections, establishing an information environment for daily monitoring). However, the particular methods of dealing with information-related situations are also affected by the participants' own perceptions of the problem, which are dynamically built from their previous and current experiences, personal preferences, problem-solving ability, and social connections. In the next section, I discuss several individual factors that led to individual differences in information practices among participants and how life transitions influence these individual factors.

5.1.2 Individual differences in information practices

From the analysis of the collected data, several individual characteristics related to one's information practices emerged: affective factors, attitudes toward information, cognitive style, perceived effectiveness using a particular information channel, the meaning of information practices, immigration purposes, life circumstances, and acculturation attitudes. These characteristics shaped one's habitual information practices and individual goals in the U.S.

Information style

How a person considers both information and information seeking behavior differentiated her daily information practices. As Savolainen (1995) suggested, people

develop habitualized patterns of adopting certain strategies to take care of information-related situations—which is relate to mastery of life. When asked to describe the characteristics of their habitual information practices, participants spoke about their typical approach to information-related situations and what information behaviors mean in their daily lives. I further asked about how and why they came to have certain attitudes toward particular information channels, which shows the process of how a person develops her information style—meaning "a way of dealing with information, depending on individual personality and cognitive traits" (Bawden & Robinson, 2011, p. 128).

The participants showed different information styles in terms of the activeness and openness to information practices. For instance, some participants were more active in seeking information through original resources, whereas other participants did not actively seek information for themselves and preferred filtered information. Similarly, some participants enjoyed the process of information seeking, while others were less enthusiastic about information seeking. These dissimilar information styles resulted in different perceptions toward similar information-related situations, and different strategies of resolving the perceived situations.

Accumulated experiences with various information situations made the participants recognize their own information seeking ability, form impressions of diverse information channels, and learn about the effectiveness of particular information channels with respect to their information seeking. These perceptions shaped their cognitive and affective preferences for particular methods of information seeking when encountering situations that engendered information needs. For instance,

two participants, Eunji and Heejin, took different approaches when searching for product information because of the variations in their perceived usefulness of information channels and their attitudes toward information seeking. Eunji came to believe that interpersonal information seeking could reduce her effort of information seeking based on her previous experiences. Her cognitive style of learning holistic concepts before the details also made her turn to interpersonal information seeking before setting out to search information on products. In contrast, Heejin enjoyed online information search, so she did not hesitate to perform online searches in order to find information on products and this allowed her to learn relevant knowledge through reading diverse information.

Previous researchers explained the different information styles of individuals with either their personality, cognitive style or learning style (Bawden & Robinson, 2011), and focused on the identification of types of information styles. However, this study showed that information style is a dynamic attribute, which interacts with the environment of the person, rather than being something that is fixed. One such interaction involves changes in the participants' sociocultural environment. Sometimes, the previous information style that a person had established and used in a different society did not work well in their new environment. For instance, Young-ah explained how her immigration to the U.S. had changed her habit of interpersonal information seeking. Her interpersonal information seeking was inhibited by the reduction in social connections, and also by the characteristics of the people with whom she interacted. While she was working in Korea, Young-ah could exchange information with people with whom she shared common interests or had common social

backgrounds. However, her new social connections in the U.S. had different worldviews and social backgrounds from herself. This social context created interpersonal tension between them, which affected Young-ah's interpersonal information seeking in the U.S. In addition, her interpersonal information seeking in Korea sometimes was also a means of building and nurturing her relationships with social partners. However, she did not expect this type of tangential benefit of information exchange in her new environment because she did not have many social opportunities where she could meet new people and nurture social relationships. After several negative experiences of interpersonal information seeking, she decided to avoid seeking information through this channel. This example shows how the limited social opportunities of immigrant women thwart their ability to build new social connections in the host society, and how this social context can influence the types of new social connections they pursue in the new society, which consequently change their habitual information practices involving interpersonal resources.

This study clearly shows how one's life transition leads to changes in his or her social and cognitive capital and attitudes toward information, which in turn, influences her to adopt information style in the new society. People established their own information styles through prior experiences with information channels and based on their self-efficacy, their perceptions on usefulness, and potential benefits. In addition, information styles changed as participants' relationships with information resources altered during life transition. Changes in the sociocultural environment influence the availability of, and participants' interactions with, information resources in the new society. Language proficiency and reduced social networks affected their capability

and confidence when engaging in former information practices. Some participants recognized the absence of or their incapability to use their familiar information resources in these new situations, and therefore, adjusted their habitual information style.

Individual goals

As discussed in Chapter 2, one's information needs are the result of interactions between diverse contextual layers, which include personal, social, and environmental factors. In the context of immigration, changes in social and environmental factors forced the participants to reconsider their attitudes and goals regarding their lives in the host society, and this, in turn, affected their daily information needs. For instance, the acculturation attitudes toward both cultures (i.e., Korean and American culture) were similar across participants. Except one participant, Yuna, who wished to assimilate to the new culture, participants wished to maintain their culture of origin as well as to interact with diverse communities in the host society—integration attitude. Despite the commonality of acculturation attitudes, the participants had different life experiences prior to and after immigration, and these experiences influenced their varied immigration goals. The differences in goals also influenced participants' everyday information practices.

Two participants, Juyoung and Mihee, had the same acculturation attitudes, and their immigration goals were tightly related to educating their children in the U.S. Juyoung's immigration goals also involved her own social participation in the host society in addition to being prepared as a parent of school-aged children, whereas

Mihee's immigration goals were just focused on conducting her parenting role. As a result, their information practices showed a stark difference. Juyoung felt she needed to improve her English proficiency in order to acquire information on education programs and the American educational system for her children. As a result, she put effort into learning English in the hope of improving her information seeking through American mothers. Mihee, on the other hand, decided to move to a neighborhood with a dense population of other Korean immigrants, where she could build and utilize co-ethnic networks to achieve her goals and deal with daily issues.

Participants Ara and Heejin also had the same integration attitude toward acculturataion as Juyoung and Mihee. Ara and Heejin put emphasis on improving their knowledge on both American and Korean culture in preparation to be foreign-born immigrant mothers, who had to raise their children in a non-native culture. Ara's immigration experiences and interactions made her believe that knowledge about Korean culture could benefit her child in the future, while knowledge on American culture would be essential for building meaningful social connections with host nationals. On the other hand, Heejin's interactions with her husband and family-in-law made her think that she should be able to teach Korean culture to her household family members, and that she should also be able to understand American culture in order to properly interact with her family-in-law and new friends in the U.S. These perceptions drove them to utilize diverse information resources to increase their knowledge on both American and Korean culture. Heejin, who liked searching for online information, utilized ICT platforms such as Facebook for daily monitoring of diverse cultural events and improving cultural knowledge while Ara used media and ESL classes to expose

herself to more diverse cultural knowledge. Thus, Ara and Heejin had developed their immigration goals through the interactions with their new environment, and these similar types of information needs were resolved differently as each participant had different perceptions toward the usefulness and efficacy of various information channels.

As seen in the above examples, participants' experiences shaped the specific goals that they sought through immigration (Berry, 2005). As Savolainen (1995) pointed out, values, conceptions, and the current phase of life affect how an individual arranges things and makes diverse choices in everyday life—i.e., way of life. In the context of immigration, the participants interacted with new family members and friends, observed unknown host nationals, and reconsidered the values, attitudes, and interests that they had established in previous sociocultural contexts. For instance, Juyoung started to think more about her own life in the U.S. after interactions with Korean mothers as well as observations of unknown American women. Her changed perceptions influenced the way she scheduled her time, her interests, and her preferences regarding information channels. Also, this change in her long-term goal altered her information seeking goals and the specific search tasks in which she engaged (Xie, 2000). Therefore, immigrant women's information practices and acculturation cannot be fully examined when taken out of the person's contexts, such as their life goals and experiences. This study showed that each participant had different goals that they wished to achieve through immigration, and these goals evolved over time through interactions in the new society. These goals sometimes informed daily information needs and seeking behaviors, and also affected the everyday monitoring

practices of the participants, which allowed for both planned and accidental information acquisition.

5.1.3 Summary

The analysis of information practices showed that there exist commonalities and individual differences in the information practices among immigrant women. Due to accessibility and availability, interpersonal information seeking and search engine were the most popular information channels of the participants in this study. All participants considered their language proficiency and social networks to be limited in the U.S. These factors interrupted participants' utilization of their previously established information styles in the U.S. Each participant modified her information style within the new information environment after considering their changed status as information seeker and their changed relationships with information resources. Acculturation attitudes and specific immigration goals were also factors that influenced immigrants' perceptions, attitudes, and interests in the host society as well as how they set up their monitoring environment for information acquisition.

In this section, I focused on the relationship between individual aspects and information practices in order to explain different information practices among participants. Participants' information practices were not free from the social worlds in which the participants identified themselves and where they interacted. In the next section, I will discuss the social contexts in which the participants lived and how their social roles influenced their information practices as immigrant women.

5.2 Social Roles, Social Worlds, and Information Practices of Immigrant Women

This section presents findings on how the life transition of immigration influence participants' social contexts and information practices. I first discuss how their life contexts influenced the roles that they assumed in the host society and the information needs required to conduct those roles. I then discuss how the new life contexts influenced information worlds within which participants interact to exchange information, and how these information worlds shaped their perceived values and norms related to their social roles in the new society.

5.2.1 Changing social roles and information needs of immigrant women

Immigration had similar impacts on all of the participants' social lives, such as separation from family and friends, reduced social connections, and loss of employment. In addition to these changes, participants' immigration experiences interlinked with social role changes that were brought on by their life transition such as marriage, pregnancy, and childrearing. These changes in life contexts had a strong influence on the social worlds in which the participants interacted, which in turn affected how they decided on their goals in relation to their social roles, and resolved relevant information needs. Daily information needs of participants in this study were tightly related to the social roles that they assumed in the new sociocultural environment.

In this study, five participants made their immigration decision based on their marriages. This immigration decision affected their roles in the society, as they quit their jobs in the heritage society, moved to the host society, and started their new roles

in their households. For instance, Sue emphasized the role of her and her husband in building a strong family relationship, and her daily information seeking was closely related to her new role as a homemaker. Yuna also recognized that she had new roles as a wife and a daughter-in-law, but these social roles did not entail new household responsibilities because of the help provided by her husband and mother-in-law. Individuals who experienced similar life transitions might take on the same social roles such as a homemaker, but the actual responsibilities and information practices required to fulfill these responsibilities were different, just as their attitudes toward the roles, their family dynamics, and socioeconomic status or other social contexts varied across participants.

Some participants did not experience dramatic changes in their social roles, but their new sociocultural environment required them to acquire new information in order to handle their roles in the U.S. For instance, Mihee's parenting role had been continuous during her transition to becoming an immigrant, but immigration caused her to become the primary family caregiver and educator, and this led her to put more effort into conducting these latter two roles. In this position, she had to learn about the American school culture and social system with which she was not familiar in order to successfully conduct her roles. To obtain relevant information, she developed new social connections in the U.S., compared the information that she obtained from diverse resources, and evaluated the information resources for her future information seeking.

The above examples show how participants' changing social roles and sociocultural contexts influenced their information needs. These changes also affected the participants' relationships with information resources based on the type of

information needs and the groups to which the participants belonged. For instance, Juyoung's parenting role led her to seek interactions with other Korean immigrant mothers in order to obtain educational information. Her previous social connections in Korea were less helpful in acquiring this type of information as she now had to deal with a different social and cultural environment. Another participant, Ara, found usefulness in the printed newspapers for Korean immigrants in the U.S. because she needed information with relevance for immigrants that was not circulated in the mainstream media such as television news or radio. She also felt more comfortable consuming Korean newspapers written in Korean. She found the newspaper for Korean immigrants useful because it provided her basic knowledge that a newcomer might need in order to know how to lead her new life in the U.S. This information, which other non-immigrant Americans or young immigrants might be able to naturally learn through schools or other social institutions, was not readily available to Ara.

The participants' social roles and social status in the host society also influenced how they perceived the usefulness of certain information resources. For instance, immigration influenced Ara's perceived usefulness of information resources. In the past, she used to prefer online resources because online resources were easy to manage and online information practices were normative among her colleagues who searched for and exchanged information online. As she quit her job and her information needs changed due to immigration, she built new information style of browsing magazines, newspapers, and other printed materials during her increased free time at home. Her new information practices allowed her to accidentally discover new information about

American society whether it was about hidden travel places or the financial system in the U.S.

The participants tried to build new social connections from whom they could acquire relevant information to conduct their perceived social roles. Participants sought information from new groups that they joined or wished to join. For instance, participants identified themselves with several groups such as Korean immigrants, Korean married women, intercultural couple, pregnant women, mothers of school-aged children, computer programmers, or international researchers. However, these social connections were not always available. For instance, Heejin wished to meet couples of her own age or who were in an intercultural marriage, but she could not find these type of couples with whom she wished to share both informational and emotional support. As a result, she felt deprived of social connections in the real world and utilized online resources.

5.2.2 Social influences on information practices of immigrant women

Interpersonal resources were a major channel that the participants used for information seeking and other types of support in the process of adjusting to the new society. In particular, co-ethnic networks were one of the most important information resources because they shared similar life experiences as immigrants in the U.S. and they could meet through social institutions such as Korean churches and in their workplaces. In particular, several participants utilized their churches and workplaces as information grounds—meaning “social settings in which people share everyday information while attending to a focal activity” (Fisher, Landry, & Naumer, 2007), where they engaged

in information practices as well as religious practices with other believers. Juyoung met other Korean mothers through a bible study community where she could exchange education-related information as well as cultivate belief in herself. Eunji and Mihee could socialize with both Korean and American people and exchange information with them, as well as become employed and earn income.

Cultural Brokers

One of the interesting findings related to social influences was the role of cultural brokers or culture brokers in immigrant women's daily information practices. The term *brokering* refers to mediated communication activities between the immigrant family and aspects of the new culture (Jones & Trickett, 2005; Tse & McQuillan, 1996). Cultural brokering is a broader term that refers to the activities involving "transmission of cultural knowledge" as much as instrumental activities of language translation (Jones & Trickett, 2005).

All of the participants had at least one or more interpersonal resources on whom they could rely for resolving culture-related curiosities. Those participants who immigrated due to marriage, considered their husbands and new family members as important information resources that could be utilized for increasing their knowledge on American culture. These people were equipped with cultural skillsets such as bilingual verbal ability and bicultural knowledge through immigration experiences, with which they could help new immigrants. Participants felt that these former immigrants had strong commonality with themselves in that they both had intercultural experiences. These shared experiences made former immigrants a good informant for

new immigrants. For instance, Yuna described her mother-in-law as an important information channel who helped Yuna better understand the new culture, drawing on her decades of immigration experiences. Yuna's husband also played a cultural broker role with his cultural knowledge as a host national, so she was satisfied with this new environment where her new family helped her learn the host culture. The other participants could not seek this type of assistance from family members since none of their family members were very familiar with American culture or society. Consequently, these participants sought new social relationships with people who had similar life experiences as them. Juyoung had several mother friends who had longer experience in terms of both immigrant life and childrearing. These social networks provided her with information on American culture and educational system as well as information on educating her children. Another participant, Eunji, pointed to her boss, who had been a new immigrant several decades ago, as being an important cultural broker. In this way, the participants were connected with cultural brokers through social institutions like family, churches, or workplaces, and thus, were able to acquire information assistance on a daily basis.

As Burnett and Jaeger (2010) suggest, the information world in which a person lives influences the importance of information in one's social groups and the person's information needs in the first place. Cultural brokers not only helped the participants understand the new sociocultural environment, but they also influenced the participants' information needs and channel selection. For instance, Mihee found that her interactions with other Korean immigrant mothers affected her perceptions regarding her children's education. She decided to emigrate to the U.S. in order to avoid

the high education fever of the Korean society, but she realized that her new social connections who were other Korean immigrant mothers, also had enthusiasm for their children's education. Despite being contrary to her goals, Mihee had to deal with this social pressure since she obtained information mainly through interpersonal connections. Mihee felt that these interactions made her wonder if she was not conducting her role as a mother properly as her perspectives and behaviors were different from the norms of the groups with which she usually interacted. While these social influences did not ultimately change Mihee's information practices, it affected her attitudes on this particular domain by forcing on her the norms and values of these groups. Another participant, Heejin, became active in culture learning of both Korea and the U.S. because of her new family and husband. Her husband's interest toward Korean culture and society made her reconsider her own perspective on Korean culture, and at the same time, her frequent interactions with husband's family in the U.S. encouraged her to learn more about both cultures in order to better understand and interact with her new family. In this way, cultural brokers affected participants' information needs and behaviors to conform to the group's norms and values.

Like in above examples, cultural brokers played important roles for new immigrants in making sense of their new sociocultural environment and building social connections in the new society. Social institutions were important for some participants in building connections with cultural brokers. Other than their family and friends, participants met their cultural brokers through their workplaces, churches, and ESL classes. However, the participants also recognized limitations of these cultural brokers. For instance, these cultural brokers were not trained professionals to transmit cultural

knowledge and might not have proper information on certain topics. Also, cultural brokers had limited life experiences, and the participants sometimes had difficulties in obtaining information on particular topics such as career development and education systems.

Psychological and social costs associated with interpersonal information seeking

Adult immigrants have to separate from the societies within which they had engaged in diverse social interactions throughout their lives. The participants did not have prior connections or social institutions where they could naturally build new social networks in their new society. While several participants had some friends in the U.S. that they had known before immigrating, new connections were mostly built through their husbands or family-in-law. This social context resulted in limited social connections for the participants, and influenced their interpersonal information seeking.

Seeking information through social connections could be convenient, but the participants' limited and relatively new social connections complicated this process by producing psychological costs. This can be seen in several participants who expressed negative feelings associated with interpersonal information seeking. Both Yuna and Juyoung mentioned that these types of situations occurred when they felt like they needed to rely on their husbands for acquiring information. Yuna "felt embarrassed to ask" to her husband whenever she encountered novel situations, so she "at least pretended to search" for information before asking for help. Juyoung also commented that she could ask her husband, who studied in the U.S. in the past, for help but she did not wish to turn to him to handle everyday incidents with regard to her children. This

unwanted loss of independence motivated them to learn skills related to information seeking such as Internet search skills and communication skills. For some other participants, they experienced unwanted interactions with information providers in the process of information seeking. For instance, Ara avoided seeking information from her mother-in-law because their uncomfortable relationship. Young-ah felt pressured to disclose her personal life in return for the information that she received from her new friends. In both cases, these unwanted interactions made the participants feel burdened when trying to obtain information from these resources, and sometimes led them to avoid information seeking.

Interactions with host nationals

Participants expressed difficulties in building connections with host nationals due to their limited social opportunities as well as their limited language proficiency and cultural knowledge. Despite the limited opportunities, several participants were still influenced by people of the society within which they lived. Juyoung was an interesting example of how one's perceptions and practices had been influenced by the norms and values of the host society. Although she did not actively engage in interactions with American people, her observations of American women in the local library and other public places made her consider women's social participation in the U.S. and her future plan. This changing perception affected Juyoung's social interactions with Korean mothers who had similar minds and exchanged information on job opportunities. Juyoung's case exemplifies how indirect interactions with a larger society can influence the community members' perspectives and information practices.

5.2.3 Summary

In this section, I discussed the social aspects of information practices of immigrant women. Immigration entailed changes in participants' social roles and social status in the new society, both of which influenced their information needs and seeking behaviors. The participants had common information needs regarding culture learning. However, daily duties and responsibilities associated with social roles drove immigrant women's information needs, which explains differing daily information practices across participants.

Just as with the findings of previous research, this study suggests that interpersonal resources are the primary information channels for immigrant women. Co-ethnic networks were essential interpersonal resources for the Korean immigrant women in this study because of their limited opportunities for interacting with non-Korean people and their perceived lack of cultural skills. A few cultural brokers played critical roles in new immigrants' culture learning, social networks, and other information acquisition activities. These cultural brokers also influenced the use of information channels and information needs of new immigrants. However, the social networks of immigrant women were limited to their families and a few social institutions, which influenced their ability to access diverse information resources. The use of interpersonal channels for information acquisition sometimes involved considerable psychological costs due to diverse social factors surrounding their social networks and interpersonal relationships. Social relationships between the information seeker and the source complicated the process of information seeking, and

interpersonal information seeking sometimes incurred psychological costs such as risk of social embarrassment and loss of face (Ashford, 1986).

5.3 ICTs and Immigrant Women

The last research question is to examine the role of ICTs in immigrant women's lives and information practices. This section first explores how immigrant women utilized diverse ICT platforms in the U.S. I also discuss how their ICT use changed with immigration.

5.3.1 ICTs for communication and information seeking in the context of immigration

ICTs played a critical role in participants' immigration decision. This is because the geographical distance between the U.S. and Korea required the use of ICTs in order for the participants to communicate with their husbands before immigration or with their family in Korea after immigration. For instance, Ara mentioned that ICTs allowed her to maintain her relationship with her husband and influenced her decision to move to the U.S. Despite the 13-hour time difference between Korea and the American city in which she now lives, she could connect with her parents when she wanted. Heejin, who had a close family relationship, made video calls every week to her family in both Korea and the U.S.; to talk with her mother, to show her support for her young brother who was preparing for college entrance exams, or to hear about stresses and achievements of her older sister who was studying in a different state. In this way, ICTs also allowed participants to stay in touch with their family members and to manage their roles in a remote city. For instance, Mihee was able to purchase a gift for her parents via a Korean online shop, as part of a Korean Thanksgiving Day celebration.

At the same time, she could use ICTs to conduct her role as a daughter-in-law while staying far away from her family-in-law. She commented that she could make excuses for her not attending *Jesa*—performing the ancestral rituals, and instead, she was able to call her parents-in-law during the holidays and family celebration to remind them that she did not forget her responsibility as a daughter-in-law.

ICTs also allowed participants to monitor news of the host society and accidentally encounter new information. This online information encountering was observed among several participants, who actively set up their online information environment. For instance, Heejin and Eunji utilized Facebook newsfeed and online news subscription, which functioned as settings for encountering information on American culture. These participants utilized online communities and social media, where they could learn about a range of topics about which other users had posted.

As both countries had achieved similar levels of advancement in terms of Internet connectivity and the prevalence of ICT devices and platforms, the participants did not experience sudden changes in how they used ICTs. ICTs were already deeply integrated into the lives of the participants, and they could not imagine their immigration lives without these technologies. The participants continued to use Korean search engines that they had used for many years while living in Korea, even for seeking information on American living. There were many reasons why they used Korean search engines in the U.S. For instance, several participants mentioned searching for familiar culture within which they raised. Searching for Korean recipes through Korean search engines was such an example. Mihee said that her husband liked the Korean summer dish *Nogak* (old cucumber) salad, so she searched for Korean

grocery stores and a Korean recipe for him. Sue also used Korean search engines and particular websites to learn Korean recipes that she and her family wanted to eat. Thus, the familiarity with Korean culture held by both immigrant women and their family members influenced their use of Korean search engines, and during the searching process, immigrant women sometimes could find information that other Korean immigrants contributed in the Korean language or browse news articles that were popular in Korean society.

Limited English proficiency also made the participants turn to Korean search engines for information. In addition, they also faced diverse challenges in utilizing American online resources. For instance, Yuna had difficulty in choosing valuable information resources, and sometimes even in determining if a webpage that she found from American search engine was a personal blog or a consumer website. This example shows that successful information acquisition of immigrant women is not only related to how well a person can locate information, but also related to how well the person can understand and evaluate the given information. This is because evaluation of the obtained information sometimes requires cultural knowledge. For instance, Yuna said that she had no difficulties in using a search engine in Germany (i.e., Google.de), although she felt difficulties in using the American version (i.e., Google.com). When considering that search engines provide nearly identical layouts and interfaces, this example shows how one's cultural knowledge is tightly related to her abilities to utilize online resources of the host culture.

5.3.2 Social media and online communities for immigrant women

The participants used several online communities and social media before immigration, but the purpose of using these platforms was influenced by the new information environment. In particular, ICTs allowed participants to connect with people who had similar life experiences, a group of people that they often could not find with in their real world social networks. For instance, Sue and Yuna sought emotional support by reading stories about marriage troubles and women's lives that Korean women posted on online communities. As they had limited social connections in the U.S., the online communities became an important channel for them to learn about the lives of other married Korean women and to share their own experiences with the users of the online communities. Similarly, Heejin used Korean search engines to learn about the lives of other couples in intercultural marriages as well as the lives of their children. Intercultural marriage is not popular in the Korean society and so she did not have close social connections who were in intercultural marriages. These social contexts motivated Heejin's usage of ICTs to lurk on personal blogs or online communities—reading or looking at blogs and communities without directly participating.

In a similar way, some participants used social media such as Facebook, KakaoStory, or Instagram to obtain informational and emotional support from their social connections as well as to maintain their social networks. For instance, Juyoung used her newsfeed on KakaoStory to learn about what other Korean immigrant mothers did with their children on the weekend and to get ideas on leisure activities for her own children. She could acquire more filtered information through the social media, by connecting with people who had similar life experiences and lived within close

geographic proximity. As discussed in the previous section (5.2.1), participants' social roles changed as they immigrated and experienced life transitions. However, their social connections on social media did not change significantly, and this context influenced their enactment of new roles in social media. For instance, Ara was connected via social media with colleagues and friends that she met through work and school while living in Korea, so she would enact her identities associated with her social roles such as a student, Catholic believer, and television producer through social media practices. However, she did not feel that her pre-existing social connections on social media encouraged her to present her new identity associated with her new social roles such as a housewife and immigrant woman. Ara perceived the decreased number of likes and comments on her posts as a signal of disaffirmation, so she decided to utilize a different social media outlet in order to share photos and postings that are associated with her new social roles. In contrast, Heejin's social connections on social media affected her adjustment to her new roles and life in the U.S. As with Ara, Heejin was connected with former colleagues that she met through school, and their postings kept reminding her of the norms and values of the social groups to which she had belonged. Heejin sometimes judged her current roles as satisfactory and normative by comparing them to those of people in her previous social groups.

5.3.3 Summary

In this section, I discussed how immigrant women utilized ICTs for seeking information, communicating with people in both Korea and the U.S., as well as exchanging informational and emotional support with networked people. Participants' limited language proficiency and unfamiliarity with American search engines created

challenges in obtaining online information. Moreover, participants sometimes faced challenges with evaluating the obtained information due to the lack of familiarity with the host culture.

Immigrant women also utilized diverse social media and online communities to exchange informational and emotional support with a group of people beyond their limited social connections in the real world. While previous studies reported that immigrants actively used social media to connect or exchange information with pre-existing connections as well as new social connections in the host society (Dekker & Engbersen, 2014; Mao & Qian, 2015), this study also shows different aspects of social media interactions. Immigrant women sometimes could not expand their social connections to people with similar life experiences, which influenced their active online interactions. At the same time, they sometimes felt stressed with the social interactions with previous social connections, because they could no longer identify themselves with these networked people anymore and they did not benefit from interactions with these social connections as much as before.

Chapter 6: Conclusions and Implications

This chapter concludes the dissertation with a summary of the study and its key findings. I review the theoretical contributions of this study to information behavior research, and the implications of this study regarding information systems for immigrants. I also describe several limitations of this study, suggesting opportunities for future research in this area.

6.1 Summary of Results

In this study, I investigated lived experiences of immigrant women and their information practices during the process of adjustment. The study contributes to existing research on information behavior by providing an understanding of women's information practices during the life transition of immigration. Previous studies on information seeking and information worlds revealed contextual factors that can affect one's information practices (Jaeger & Burnett, 2010; Savolainen, 1995; Wilson, 2000). This study shows how one's life transition changes these individual and social contexts, and how these changes affect one's relationship with information resources and one's daily information practices while adjusting to the new life stage.

The first research question explored information practices that immigrant women engage in to learn about and adjust to the host society. The results of this study supported the findings of the previous studies that showed interpersonal information seeking and Internet search as major information practices. The type of information needs influenced channel selection of immigrant women, and participants sometimes

devised strategies such as conjecturing and observation to resolve their curiosities and obtain information. In particular, these non-active information practices were not uncommonly observed among the participants in this study. Some participants found the value of non-active information practices as a means of culture learning that allowed them to accidentally encounter new information of which they might not otherwise be aware. This information encountering sometimes motivated their active information seeking. Several participants strategically set up their information monitoring environment online and offline to increase opportunities of information encounter. Given that psychological burdens associated with information acquisition for culture learning led to participants' avoidance of information seeking, information encountering can play an important role in new immigrants' culture learning while reducing their psychological distress due to learning extensive cultural knowledge.

An immigrant woman's previous and current life experiences influenced her immigration goals, and types of information needs that she perceived every day. Daily information needs and information encountering of the participants varied in terms of frequency and type because of their different goals, attitudes, and perceptions related to dealing with information-related situations. These affective and cognitive characteristics shaped one's information style, which means the habitual attitudes and strategies of dealing with information-related situations. One's information style changed depending on her relationship with information resources in new sociocultural contexts. These findings suggest that an individual's information practices are dynamically established by her changing life goals and relationships with information resources.

The second research question investigated how immigrant women's social roles had changed along with immigration, and how these changing social roles influenced their information practices in the host society. Previous studies often focused on the immigration-related information needs and investigated the relationship between immigrants' information practices and adjustment (e.g., Khoir, Du, & Koronios, 2015; Kommito & Bates, 2009). However, immigrant women in this study had to adjust to their new social roles as well as to their host society. Immigrant women's new social roles were more likely to drive daily information seeking than their immigration-related goals such as culture learning and social adjustment to the host society. Also, their new social roles determined the types of social groups with which immigrant women identified themselves or from whom they obtained information. Interestingly, cultural difference between the host and the heritage society affected their management of social roles. The participants reconsidered the norms and values associated with their perceived roles in the host society through both indirect and direct interactions with diverse communities. These interactions changed participants' perceptions toward her social roles, and motivated their information practices to conduct the roles accordingly.

For culture learning, immigrant women had several cultural brokers among their strong tie, who could help them make sense of their daily encounters in the host society. These cultural brokers played critical roles for immigrant women in making sense of the host society and learning information resources. Still, the participants of this study were cautious about blindly relying on information obtained from these cultural brokers. As the limited availability of these cultural brokers, several participants used online communities to find potential cultural brokers with whom they

were virtually connected and could exchange informational support as well as emotional support.

The last research question addressed the role of ICTs, specifically search engines and social media, in immigrant women's information practices and adjustment to the host society. Given its ubiquitous nature in some countries, the participants were already familiar with the ICTs allowed immigrant women to connect with non-immigrant family members in Korea, and to conduct their roles as daughters, daughters-in-law, or siblings in remote places. The participants also utilized ICTs for information seeking, spending free time, and seeking emotional support. Immigrant women in this study utilized the search engines that they had used prior to immigration because of their familiarity in obtaining information through search engines. The participants sometimes tried to use new search engines, but they encountered challenges in evaluating the search results due to their lack of cultural knowledge as well as their limited language proficiency. The fact that participants' new social connections in the host society are limited motivated their seeking of informational and emotional supports through online communities and social media. However, participants also experienced psychological conflicts due to prior social connections they had through social media as these social networks kept persisting norms and values of the social groups to which the participants no longer belonged.

Figure 6 summarizes the key findings in this study. The extant literature on immigrants' information behavior leads us to conclude that life transition due to immigration can entail similar life experiences and information practices across immigrants (e.g., Caidi, Allard, & Quirke, 2010; George & Chaze, 2009; Khoir, Du, &

Koronios, 2014). The findings of this study, however, suggest that immigrants develop different immigration goals, which are strongly related to their information practices as well as their perceived challenges and acculturation in the new environment. Different individual experiences with information-related situations and unique social contexts contribute one's unique interactions with diverse information resources.

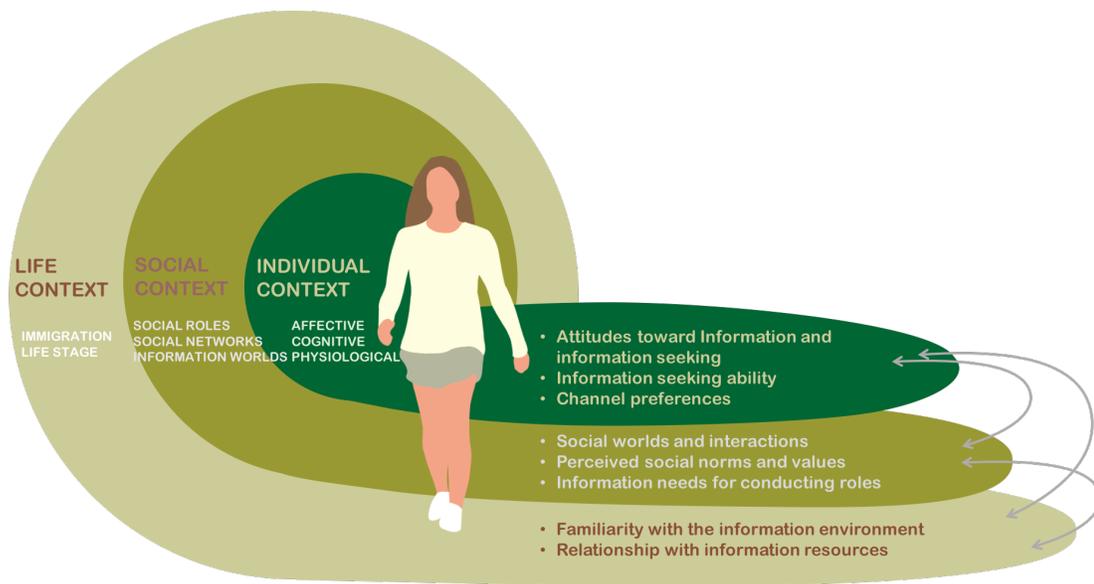


Figure 6. Suggested Model for Information Practices during Life Transition

It is important to note that these diverse levels of contexts interact with each other. Life transition dismantles one's individual, social, and life contexts, all of which influence her or his interactions in a new environment. As one's interactions with information-related situations and social situations in a new environment increase, her or his perceived social norms and relationships with information resources change. Thus, one's information practices during life transition may be better perceived as a dynamic and evolving activity, and not as one that remains static.

The results of this study support previous studies that suggest various dimensions of acculturation (Mwarigha, 2002). Social responsibilities motivate

everyday information seeking of immigrant women, while culture learning shape one's information monitoring environment and long-term information practices. However, different dimensions of acculturation may concurrently occur, not necessarily occur at different stages of immigration or take a step-wise process.

6.2 Implications

The findings of my study have several implications for both information behavior researchers and designers of information systems. This study makes several theoretical contributions to existing literature on information behavior.

Theoretical implications

On a general level, the findings from this study increased our knowledge about Korean women's information practices during immigration. Information practices of Korean immigrant women in the U.S. are driven by their changing social roles as well as their immigration to the new society, and are complicated by cultural factors that influence characteristics of family dynamics and co-ethnic relations. During this process, they modified their previous information styles to work in the new information environment. These findings suggest that one's life transition can bring various changes in his or her information environment, such as one's ability to seek and use information, availability of information resources, and relationships with information resources, all of which influence one's information practices. Thus, information behavior researchers need to understand that various life transitions entail changes a person's information environment facilitate or hinder the ways in which the person adjusts to the new information environment.

The current study investigated Korean immigrant women living in the U.S. in order to reveal the relationship between the extreme shift in information environment and their challenges and adjustment processes. However, it should be noted that immigrants are not the only population who experiences life transitions; non-immigrants also experience diverse forms of transitions throughout their life span. Relocation to a different part of the country, their first year at college, new employment, entrance to parenthood, and physical changes with aging are a few examples of such life transitions. Thus, studies of people's information practices during a time of life transition forms an important research area that can provide understandings on human adaptation to new sociocultural environments and inform the design of information systems in order to support these adjustment processes. Several studies have focused on online behaviors, especially on social media, during transitions to college, new employment, and postpartum (e.g., De Choudhury, Counts, and Horvitz, 2013; Kim, Ahn, and Vitak, 2015; Mao & Qian, 2015). These studies can be improved by considering unique contextual factors surrounding the particular life transition, and people's online and offline information practices during life transitions.

Practical implications

This study also has several practical implications. Korean immigrant women who participated in this study experienced limited social opportunities where they might be able to obtain information or build new social connections. For instance, several participants utilized institutions such as churches, ESL programs, or immigrant parents' associations for information acquisition. However, these private social institutions were not available to all participants, and in some cases, the instructors of these

institutions were not properly trained to deliver knowledge that fits immigrants' needs. Although local library systems have provided several programs, seminars, legal services, and social events for immigrants, these services are not well publicized to immigrants (U.S. Citizenship and Immigration Services, 2007). Consequently, participants in this study seldom utilized or mentioned local library systems as potential information resources. The library systems could improve these programs by targeting the demographics of the immigrant populations in their local communities and understanding their information needs when reaching out to the immigrant populations. For instance, some counties are more popular for immigrant parents, and the local library systems may consider providing seminars for learning American school systems and working with local schools to reach out to these immigrant parents.

Participants also mentioned how their lack of cultural knowledge influenced their Internet use for information seeking. While they were familiar with online information seeking, using information resources of a non-native culture created challenges. Obtaining and evaluating proper information involved cultural knowledge of the host society, so these were not easy tasks for immigrant women and this was not only related to their language proficiency. As one participant described, even using the same system interface was challenging in the new society since she could not evaluate the legitimacy or usefulness of the retrieved information. As a result, participants sometimes turned to the online channels with which they felt comfortable and were familiar, even when the online resources provided less information. Their entrance to new life stages, such as adulthood and parenthood also resulted in the lack of proper information and drove their information seeking. Thus, any information seekers who

search for information in non-familiar domains would face similar difficulties in evaluating the obtained information. Information system designers need to take into account how the lack of sufficient knowledge within a particular domain might interrupt one's online search activities, and devise ways to support these information seekers.

6.3 Limitations and Future Research

There are several limitations of this study that can be addressed through future research. First, I recruited a small number of Korean immigrant women who volunteered to participate in this study. The participants in this study are not representative because of the limitations of the sampling techniques—i.e., snowball sampling and convenience sampling. This recruiting process resulted in excluding those who did not wish to share their life experiences to researchers or simply were not aware of this study. Thus, it is important to note that there might be more complicated life experiences that this study could not capture. For instance, either older immigrant women or undocumented immigrant women might be a potential population that have different immigration experiences and engage in different information practices. Also, this study relies on self-report which may not be completely accurate or comprehensive. Thus, the findings of this study cannot be generalized beyond these eight Korean immigrant women who participated in this study.

Second, this study focused on immigrant women of a particular culture, and consequently, some of the study results might not be useful for understanding immigration experiences of women who originated from different cultures. For

instance, the gap in the ICT advancements between host and heritage society could be an important contextual factor that can influence women's immigration experiences and daily information practices. Cross-cultural studies would provide valuable understanding on how immigration experiences with different cultural backgrounds vary and how we can support different information needs and practices.

Third, a longitudinal study that further investigates the evolving immigration goals and information practices would be valuable. In this study, I could observe selected participants for a few months, but still focused on the initial stage of immigration according to the goal of this study. A longitudinal study would provide a better understanding on the evolution of immigrants' information needs, their relationships with information resources, and their immigration goals in their host society, which can be helpful for designing information institutions for immigrant women.

Appendices

Appendix A. Advertisement for Recruitment

Hello. My name is Jinyoung Kim, and I am a Doctoral Student of College of Information Studies, University of Maryland-College Park. I am currently conducting a study that investigates Korean immigrant women's information behaviors in the United States, and looking for participants who are interested in my study.

I am specifically looking for Korean women who had lived in the United States for less than 2 years and are currently living in DC/MD/VA area. Active online users (ex. online communities, social networking sites, Internet search) are welcomed.

I am going to interview you for several times--there will be at least 3 interviews, including introductory, exit, and in-between.

Also, you will be asked to submit diaries for 3 weeks. But, don't worry! I am not asking you to submit a one-page long diary everyday--I will ask you to let me know if there is new information you learned about American culture and life.

You are going to be paid 'up to \$77' for your participation.

Please contact me at [deleted] at umd.edu if you want to participate in, or want to learn more about my current study.

안녕하세요. 저는 University of Maryland, College Park 의 College of Information Studies 에 재학중인 김진영이라고 합니다.

현재 한국 이민 여성들의 정보 활동에 대한 연구를 진행하고 있는데, 이 연구에 참여하실 분들을 찾는 중입니다.

참여자 는 미국에 사신지 2년 이내이고, 18세 이상, 한국 여성 분이여야 하며, DC/MD/VA 에 거주하시는 분을 대상으로 합니다.

온라인 커뮤니티나 소셜 네트워킹 사이트, 인터넷 검색 등을 많이 사용하시는 분들은 더욱 환영합니다.

참여하게 되시면 총 3번 정도의 인터뷰를 할 예정입니다.

인터뷰는 대면(Face-to-face)으로 진행할 예정이고, 최종 인터뷰는 가정 방문 인터뷰가 되기 때문에 DC/MA/VA 등 제가 직접 방문할 수 있는 거리의 이민 여성분들을 찾고 있습니다. 인터뷰는 영어나 한국어 중 참여자분이 선택하신 언어로 진행됩니다.

인터뷰 이외에 다이어리 스터디를 할 것인데요, 전혀 어려운 것이 아닙니다!
(해당 하루 동안 미국 문화나 생활에 대해 새롭게 알게 된 정보가 있는지를 짧게 적어주시면 됩니다--다이어리 스터디에 대해서는 참여하시는 분들께 더 자세히 말씀드릴게요.)

참여자에게는 감사의 뜻으로 \$77 정도의 사례비를 드릴 예정입니다. (사례비는 다이어리 응답 등에 따라 참여자마다 상이할 수 있고, 모든 과정을 마치시는 분은 \$77을 받게 되십니다. 이 역시 참여하시는 분들께 자세히 말씀드릴게요.)

이 연구에 참여하고자 하시거나, 더 들어보고 싶다! 하시는 분은 아래에 연락처를 남겨주시거나 제게 연락주시기 바랍니다.
제 연락처는 [deleted] at umd.edu 입니다.

Appendix B. Background Questionnaire

[SURVEY] Immigrant Women's Information Behavior

Please answer below questions. (Please leave any questions blank if you do not wish to answer)
질문에 답하기 어려운 경우에는 리서처에게 물어보시기 바랍니다. 원치않는 질문이 있다면 답하지 않으셔도 됩니다.

1. 1. How long have you stayed in the United States?

1. 미국에 얼마나 거주하셨습니다?
.....

2. 2. What is your occupation?

2. 현재 직업이 무엇입니까?
.....

3. 3. Please indicate your perceived socioeconomic status

3. 본인의 사회경제적 위치는 어디에 가깝다고 생각하십니까?

Mark only one oval.

- Upper (상)
 Upper Middle (중상)
 Middle (중)
 Lower Middle (중하)
 Lower (하)
 Other:

Following questions are about communication skills and your attitudes toward acculturation.

다음은 의사소통 및 미국 생활에 대한 질문입니다. 5점 척도로 답해주세요.

4. 4.1. I can understand English very well.

4.1. 나는 영어를 잘 이해할 수 있다.

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Strongly Disagree (전혀 아니다) | <input type="radio"/> | Strongly Agree (매우 그렇다) |

5. 4.2. I can communicate in English very well.

4.2. 나는 영어로 의사소통을 잘 할 수 있다.

Mark only one oval.

| | 1 | 2 | 3 | 4 | 5 | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Strongly Disagree (전혀 아니다) | <input type="radio"/> | Strongly Agree (매우 그렇다) |

6. 5.1. Is it considered to be of value to maintain relationships with other groups in the United States?

5.1. 미국에 살면서 다른 그룹의 사람들 (즉 한국인 이외)과 관계를 유지하며 지내는 것이 중요하다고 생각하십니까?

Mark only one oval.

- Yes
 No

7. 5.2. Is it considered to be of value to maintain cultural identity and characteristics?

5.2. 미국에 살면서 한국인으로서의 문화적 정체성과 특성을 잘 지켜가는 것이 중요하다고 생각하십니까?

Mark only one oval.

- Yes
 No

Appendix C. Introductory Interview Protocol

Revised-Interview protocol: Introductory

Immigration experiences

- 1) Can you tell me a little bit about your immigration story?
 - a. Why did you decide to come to the United States?
 - b. What did you expect before migrating to the United States?
 - c. What was your plan?
- 2) Can you describe your typical working/week days?
 - a. With whom do you interact?
 - b. How do you use online platforms for social interactions?
- 3) Can you tell me about your current life?
 - a. How would you describe your roles in your household?
 - b. How would you describe your roles in your community?

Meaning of Acculturation/Adjustment

- 1) What is your ideal image of your relationship with the US society?
 - a. How does it similar/different from your current relationship with the US society?
- 2) What is your ideal image of your relationship with the Korean society?
 - a. How does it similar/different from your current relationship with the Korean society?
- 3) What does ‘adjusting to the United States’ mean to you?

Information Behaviors

- 1) (Talking about her definition of adjustment to the US) How do you think you can achieve the goal?
 - a. Does information play a role?
- 2) If you get to learn something new about American culture better, where do you think you get that information?
 - a. How do you describe your relationship with the information source?

- 3) Can you tell me about when you find it hard to understand American culture or lifestyle?
- 4) Can you tell me about when you find it hard to find information?
 - a. Why did you think it was hard to find information?
 - b. How do you resolve the problem?

[if time allows] Online Interactions

- 1) In your own words, what is the primary purpose of using computer?
- 2) Do you use computers to interact with other people?
 - a. Who are they?
- 3) Do you use computers to seek information?
 - a. How do you seek information using online platforms?
- 4) How do you use online communities or social media?

Appendix D. Diary Study Guideline (Korean version)

1. How long

Up to three weeks

2. How to

More than 1 diary entry per day

About your curiosities or what you learned.

Through e-mail (or note)

** Don't worry if you don't think you have anything to write down. You can skip your diary writing/submission those days.

3. About what

Through diary study, we want to learn about what you learn or what you are curious every day. Sometimes people seek information to resolve their curiosities, and accidentally learn new information. You can write about these cases if you think you learned something new that you did not know or you were curious about.

1) I was curious about X:

- What were you curious about?
- What made you curious about this?
- If you searched for information, what did you do to resolve your curiosity?
- Example (1): Last night, the old woman who lives below me showed up at my door to complain about noises. Just myself and my husband live in this apartment, and we rarely spend time at home. She complained that my footsteps were loud, and she could hear noises from the ceiling of her kitchen area. This was not the first time that she showed up at my door in the late night. Maybe she is very sensitive to noise. I thought that American people report to the front desk so they don't need to be involved in unpleasant interactions with their neighbors. This old woman always knock on my door in the night. I don't know what would be the best way to deal with her. Am I too sensitive? It's hard to understand and adjust to American customs.
- Example (2): I went to the grocery shopping with a friend. I was looking for baby formula, but did not know what brands I want to buy. My friend called her friend to ask about brands.
- Example (3): I moved to my new house, and still receive the mails of the previous home owner delivered here. I received a couple letters today, and it is getting burdensome. I wanted to talk to the postman to tell him that the person does not live here anymore, but the postman already left the mails while I'm

out. I typed in 'how to return to sender' on Google, and learned that I can note 'return to sender' on the envelop and put it to a mail box.

2) I accidentally learned something:

- What did you learn about?
- What were you doing at that time, with whom, where?
- How did you obtain this information?
- Example (1) April 1, lunch, restaurant. With my husband.
What I learned: I ordered food and was waiting for it in the table. The server brought dishes to my table and cleaned them after I finished it. I was not quite sure if I should tip her or not. I looked around to see how other customers did, and realized that other people don't pay tip. I am a bit confused. I don't need to pay when I paid for the food on the counter, even if someone serves me? I didn't tip.
- Example (2) I saw a big cart that was full of cans in the lobby of my apartment. I did not know what they were, and wondered if I could pick up on. In the elevator, I saw a note about Thanksgiving food collection and a picture of a cart. Maybe they are collecting food cans to give them out to other poor neighbors.

Revised-Interview protocol: Exit Interview

- 1) Can you show me the social media you use?
 - a. How long have you used this social media?
 - b. With whom do you interact?
 - c. With whom are you connected?
 - d. How often do you use this social media?
- 2) Can you show me online communities that you go to?
 - a. How long have you used this online community & how did you find it?
 - b. What is the meaning of this community to you?
 - c. How often do you use this online community?
- 3) Do you think people you are connected on social media or online communities influence your perceptions? If so, how?
- 4) Can you tell me how your social media or online community use has changed after you come to the United States?
- 5) How do you use search engines in the US? Compared to how you did in Korea?
- 6) Computer Use
 - a. How long do you use computer every day?
 - b. What's your favorite thing to do on the computer?
- 7) Decision for being immigrants
- 8) Review the weblogs together.

Appendix F. Examples of supporting materials

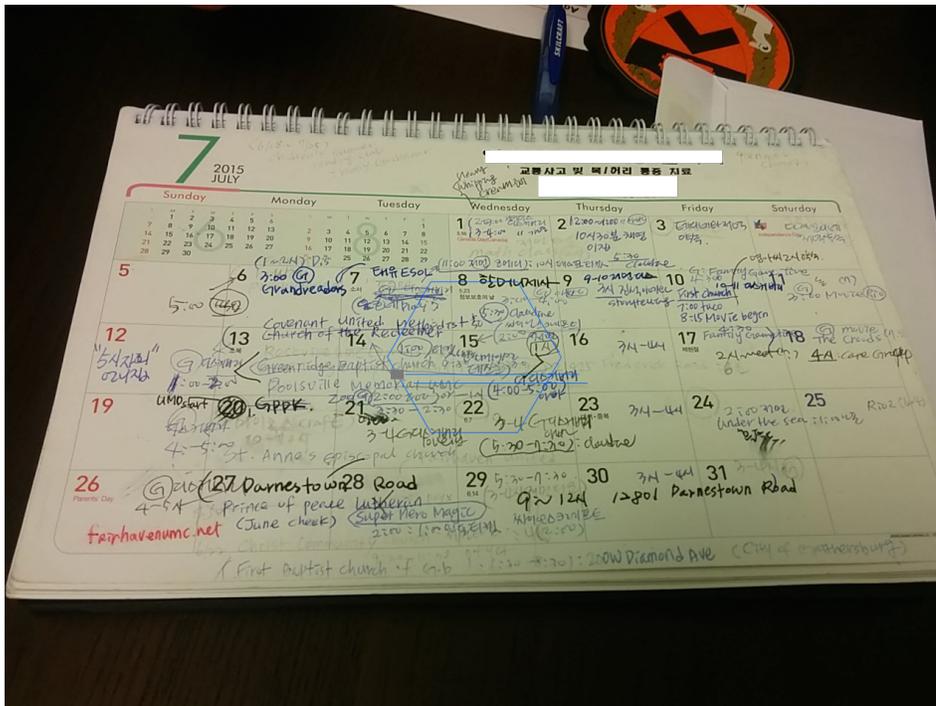


Ara read several newspapers, magazines, and books both written in Korean and English to monitor the new environment and maintain her relationship with Korean culture.

- Upper (from left): The Wall Street Journal, Korean short stories, and two American books
- Bottom (from left): Magazines delivered to her home, Korean newspaper for Korean immigrants and yellow page, and magazines that her husband subscribes



Yuna picks up free newspapers for Korean immigrants that are distributed at local Korean grocery stores.



Juyoung notes down daily schedules related to her children (e.g., pick-up schedule, play dates) and some extracurricular activities (e.g., library story time, local culture events) that she searched for online on this desk calendar. She keeps this calendar in her purse, so she can check out and update her schedules whenever she wants to.

Appendix G. Initial Coding Scheme

1. Immigration decisions
2. Pre-existing knowledge on the host culture
3. Language proficiency
4. Socio-economic status
5. Career decision
6. Family influences
7. Social influences
8. Life stage
9. Personal gain
10. Family gain
11. Familiarity with information seeking
12. Perception toward information
13. Active level (information seeking)
14. Preferred sources
15. Attitude toward the host society
16. Attitude toward the heritage society
17. Interpersonal information seeking
18. Online search
19. Other Passive information practices (observation, guess, monitoring)
20. Challenges in seeking information
21. Challenges in understanding the new society
22. Challenges in adjusting oneself to the new society
23. Interactions with Pre-existing social connections
24. Interactions with New social connections
25. Evidence of social influence in information seeking
26. Evidence of social avoidance in information seeking
27. ICT use for Culture learning
28. ICT use for Communication
29. ICT use for Daily information seeking
30. Social media/Online community
31. Message service/Phone call
32. Search engine
33. Mobile Applications
34. Reasons of using ICTs
35. Good quotes
36. Other

Appendix H. Coding Scheme (iteration process 1)

RQ1.

1. Factors related to immigration contexts
 - 1) Immigration decisions
 - 2) Pre-existing knowledge on the host culture
 - 3) Language proficiency
 - 4) Socio-economic status
 - 5) Career decision
 - 6) Family influences
 - 7) Social influences
 - 8) Life stage
2. Goals of immigration
 - 1) Personal gain
 - 2) Family gain
3. Factors related to Information seeking habits
 - 1) Familiarity with information seeking
 - 2) Perception toward information
 - 3) Active level
 - 4) Preferred sources
4. Acculturation attitude
 - 1) Attitude toward the host society
 - 2) Attitude toward the heritage society
5. Types of information practices
 - 1) Interpersonal information seeking
 - 2) Online search
 - 3) Monitoring
 - 4) Observing
 - 5) Guessing
6. Challenges
 - 1) In seeking information
 - 2) In understanding the new society
 - 3) In adjusting oneself to the new society

RQ2.

7. The influencers
 - 1) Family
 - 2) Pre-existing social connections

- 3) New social connections
8. Social worlds
 - 1) Social institutions for culture learning
 - 2) Employment
 - 3) Neighborhood
 - 4) Peer groups
 9. Social Influences in information seeking
 - 1) Evidence of social influence in information seeking
 - 2) Evidence of social avoidance in information seeking

RQ3.

10. ICTs in the Immigration context
 - 1) Culture learning
 - 2) Communication
 - 3) Daily information seeking
11. Types of ICTs
 - 1) Social media
 - 2) Online community
 - 3) Message service
 - 4) Phone call
 - 5) Search engine
 - 6) Mobile Applications
12. Reasons of using ICTs
 - 1) Reduce cost
 - 2) Avoid social cost
 - 3) Feel the sense of belonging
 - 4) Keep in touch with people
 - 5) Keep updated with news
13. Changes of using ICTs
 - 1) Search engine use
 - 2) Online communities/social media use

Appendix I. Coding Scheme (iteration process 2)

Note: Throughout the iterative coding process, codes have been merged and divided, and definition of each code and relative examples have been revised. I intentionally left words crossed out to show this process below.

1. 1. Immigration Experiences

- **Reasons of Immigration:** Participants discuss ~~what motivated them to move to the United States~~ personal, social, or situational motivations around their decisions on immigration.
 - *Examples:* “I married to him, so I should be with him,” or “I did not want to, but my husband insisted that we’re living here,” or “Immigration became a popular idea among young people in Korea.”
- **Impacts of Immigration:** Participants discuss gains and losses that immigration brought, or potentially bring to their affective, economic, or social status in the United States
 - *Examples:* “I have to leave my own parents and my friends behind,” or “He’s a postdoc, so we have limited budget in here,” or “The education fever in Korea is crazy, I don’t want my kids to live in the environment,” or, “I think my perspective has widened as I see various lifestyle in here,” or, “But my life would be lonely here.”
- **Changes in perceptions:** Participants discuss the changes in their perceptions on immigration across time of stay in the United States
 - *Examples:* “I started thinking, ‘maybe I can live here’,” or, “Living in here is totally different experience that I first expected,” or, “I just thought about those friendly people that I’ve met in my trip to other countries, but living in other country was different from travelling.”
- ~~**Affective factors related to immigration:** Participants discuss how or why they get to have negative or positive feelings toward living in the United States.~~
 - ~~*Examples:* “But my life would be lonely here.”~~

2. Challenges and Easiness in achieving diverse goals

- **Challenges in achieving immigration/acculturation goals:** Participants discuss cases when they ~~felt difficulties~~ encountered both internal and external obstacles in the process of achieving goals of immigration and acculturation.
 - *Examples:* “I feel like I became one of who socialize only with Koreans. My English is limited and I don’t have common interests with Americans that I meet,” or, “I don’t know from where I should start to get job information,” or, “I want to learn both American and Korean culture, but it’s really broad, I don’t know how to tackle.”
- **Challenges in obtaining or evaluating information:** Participants discuss cases when they ~~felt difficulties~~ encountered both internal and external obstacles in acquiring information or interpreting the obtained information.
 - *Examples:* “Reading English articles is not easy, so I ask my husband to find something for me,” or, “I can’t evaluate if this information is

legitimate or not, because it's quite different from the way information is presented in Korea," or, "

- **Challenges in conducting social roles:** Participants discuss cases when they ~~felt difficulties~~ encountered both internal and external obstacles in undertaking their roles that are expected.
 - *Examples: "I can't help my daughter do her school-related works because I don't know what it's like."*
- **Challenges in daily interactions:** Participants discuss cases when they ~~felt difficulties~~ encountered both internal and external obstacles in interacting with other people.
 - *Examples: "They don't understand me, that's depressing," or, "These mothers don't understand me, and I don't understand them."*

3. Daily Information Practices

- ~~**Daily interactions with host nationals the host society:** Participants discuss cases when they interacted with people or social groups in the United States that are relevant to their information needs, seeking, or use, whether they are known or unknown, or direct or indirect or via online or offline, or co-ethnic or not.~~
 - *Examples: "I meet Korean mothers in my neighborhood," or, "I have colleagues who I work with at the school cafeterias," or, "I saw people at libraries who helped other people, and I got inspired by them."*
- **Information practices through networked people:** Participants discuss how or why they interacted with people or a group of people, who they do not have personal connections in the real world, to exchange information via mediated online channels.
 - *Examples: "I'd go to the online community to ask people," or, "I have a mobile chatting room that I use with a group of friends. I put a question like 'do you know any medicines for this?' and then, they'll tell me."*
- **Information practices through search engines:** Participants discuss how or why they use online search engines to seek information.
 - *Examples: "I used Naver to find recipes that I saw on TV the other day," or, "I read blogs about place using Naver."*
- **Information practices through interpersonal resources:** Participants discuss how or why they interact with other people either in-person or via online channels to exchange information. Not include family members or professionals.
 - *Examples: "It's always people, because they know me, they can give information that suit to me," or, "My boss gave me this to-do list on the first day of my work," or, "I have a mobile chatting room that I use with a group of friends. I put a question like 'do you know any medicines for this?' and then, they'll tell me," or, "My pediatrician said that he'd wait for few more months,"*

- **Information practices through family members:** Participants discuss how or why they interact with their family members both in America and in Korea.
 - *Examples: “My husband knows well about American culture, so why’d I ask other people?,” or, “My mother-in-law knows very well, and she understands both Korean and American culture, so she’s very helpful, very,” or, “My sister-in-law was grown up in here, so I ask her about different things that I am getting curious.”*
- ~~**Information practices through professionals:** Participants discuss how or why they interact with their professionals in specific domains (e.g., doctors, teachers, immigration officials) to seek information.~~
 - ~~*Examples: “My pediatrician said that he’d wait for few more months,” or, “The teacher at the ELS program gave a lot of information that can be useful for immigrants.”*~~
- **Information practices using documents and media:** Participants discuss how or why they use written documents and ~~traditional~~ non-interactive media (e.g., radio, television, newspaper) to seek information.
 - *Examples: “I read Washington post in the morning,” or, “I listen to the radio on my way to work,” or, “I read magazines and catalogues that the previous home owners subscribed,” or, “I listen to the podcast to learn Korean culture.”*
- **Information practices through observation:** Participants discuss how or why they obtain information by watching or listening to how other people ~~do~~ behave or talk. The observed people do not have intentions to teach the participant.
 - *Examples: “I can pick a lady who seems sophisticated, and follow her to see what she’s buying,” or, “I just watched how other drivers drive when a school bus is passing.”*

~~4. Contexts around Information practices~~ **Contexts related to individual factors:** Individual factors refer to any affective, ~~behavioral, and~~ cognitive, and any other situational elements that influence one’s information practices ~~and shape immigration experiences~~. This is related to how the participant’s own attitudes and behavioral characteristics in dealing with ~~immigration and~~ information. Solely related to the self-imposed influences which can be developed through the prior experience. Not include social influences.

- Affective element toward information seeking: Participants discuss their attitudes toward information practices itself, about how or why like or dislike seeking 5. information, ~~OR how or why like or dislike using particular information channels~~
 - *Examples: “I don’t stop searching information because I like getting new information,” or, “I usually just ignore what I was curious about,” or, “I just search if I feel the need.”*
- Affective element toward information practices: Participants discuss their attitudes toward information practices how or why like or dislike using particular information channels

- *Examples: “I prefer filtered information,” or, “I think I usually searching information online,” or, “I’d ask people, because I had this experience, spending several hours in vain, and one of my friends told me at once.”*
- Cognitive element: Participants discuss about their cognitive ability that are related to information seeking, about how or why their cognitive ability drives or thwarts their information seeking
 - *Examples: “I don’t understand English conversation very well, so I’d not ask people,” or, “I am not good at searching, usually other people search better than me,” or “I like filtered information, it’s really hard to figure out which one is a scam.”*
- Other element: Participants discuss how or why their personality, originated from her psychological or situational condition influence their information practices
 - *Examples: “I am more like an introvert, so I like searching information on my own,” or “I am not a social person, and I don’t go to other people to just ask for information,”*

5. Contexts related to social factors: Social factors refer to the participant’s relations with family, friends, social groups, or the bigger social community that they were connected either offline or online, and how these social relations influence the content and interactions of participants for information seeking. These social factors are related to social roles that the participants play in the social relation (e.g., friends, wife, mother, daughter-in-law)

- Social roles: Participants discuss her current or future roles in the family, friends, works, and communities that they are part of, OR how her roles influence her daily information practices.
 - *Examples: “I usually search about free activities for my children,” or, “I prepare dinner for my family, and sometimes, recipes are the only information that I search for,” or “I’m trying to learn about Korean culture to be prepared as a Korean immigrant mother.”*
- Social influence: Participants discuss how other people’s information practices influence their own information practices
 - *Examples: “My friends told me to go to the online community for that,” or “I saw they use YouTube for like background noises, and I started using YouTube,” or “My mother-in-law told me to check out the Korean newspaper, she said it has a lot of useful information for immigrants,” or “My family subscribes the Washington Post and watches Television news, so I read and watch the news and discuss them with my parents-in-law,” or “My family discusses The Narnia chronicles on the dinner table, so I started reading the book to join the conversation.”*
- Perceived differences in the social contexts: Participants discuss the sociocultural differences in the communities between Korea and America, which influences her information practices.

- *Examples: “In Korea, mothers are expected to take care of their children, but in here, middle-aged women work outside and start new career, I also started thinking about my life differently,” or “I don’t know other Korean women had to take care of her*

6. Contexts related to life contexts: Life contexts refer to the participants’ Immigration, other life stages how their new life stage influences their individual and social factors surround their information needs and practices.

- Contexts around immigration: Participants discuss how their immigration shaped their information needs, seeking, and use.
 - *Examples: “I searched about the city,” or, “I came to this city to learn about what the city is like, if I can live in here in the future,” or, “I had an aunt who had lived in the U.S. for several decades, so I asked her.”*
- Contexts around life stage: Participants discuss their particular life stages (e.g., being married, motherhood, adulthood, unemployment) shaped information needs, seeking, and use.
 - *Examples: “I’m thinking about being a Korean mother in America, and this makes me search about Korean culture,” or, “I want to find a job in here, so I search about soloist jobs in nearby opera theaters,” or, “I never lived alone myself, so this type of work is new to me.”*

7. Types of information

- **Seeking information for learning heritage culture:** Participants discuss how or why they obtain information on heritage culture.
 - *Examples: “I was getting interested in Korean culture because I live here,” or, “I started listening to this Podcast that I can learn about Korean history and culture,” or, “I am reading this book about Korean culture.”*
- **Seeking information for learning the new culture:** Participants discuss how or why they obtain information on American culture.
 - *Examples: “I should know about American culture to talk with other American mothers because cultural knowledge is quite important in social interaction,” or, “I need to learn a bit about American culture, because I live here.”*
- **Seeking for tips and practical information:** Participants discuss how or why they obtain information for daily encounters other than culture learning.
 - *Examples: “I need to fix this faucet, so I asked my neighbor,” or, “I wanted to know how to dump the big sofa, so I asked around,” or, “I usually take care of searching camping activities, while my husband is packing camping stuffs.”*
- **Seeking information on behalf of others:** Participants discuss cases when they obtain information for other people’s sake (e.g., husband, friends, children). Can be related to her social roles, such as a supporter, assistance, and caregiver.

- *Examples: “I spent most time searching for extracurricular activities for my children,” or, “I asked around about this HPV shot if my daughter needs it,” or, “I should search for this robotics program for my son, he’s really into it.”*

• ~~Seeking information for leisure time~~

8. Preferences of Specific Information Channels

- **Commonalities in attitudes and life experiences:** Participants discuss the shared experiences with the specific information resources (usually interpersonal sources) as reasons of using the particular information channel. (or vice versa)
 - *Examples: “They are immigrants like me, so they have information that I need,” or, “They know my life circumstances, and give information that suit to my context,” or, “They are also interested in childrearing and stuff, so we interact with each other naturally.”*
- **Ease of access:** Participants discuss the accessibility of the resources as reasons of using the particular information channel. (or vice versa)
 - *Examples: “I don’t need to bother other people, what I need to do is to type in my question to it,” or, “I can just text to my husband,” or, “I can quickly check out the new postings when I check my mailbox.”*
- **Familiarity with the interface:** Participants discuss cases when their familiarity with the interface of the information resources is reasons of using the particular information source. (or vice versa)
 - *Examples: “I have used the search engines for almost 10 years, so I know how to use it,” or, “I don’t understand the search results of the American search engine. It’s somewhat different that I usually use.”*

9. Changes in Information Practices

- **Changes in their information needs:** Participants discuss how or why their information needs have transformed across time. Not necessarily related to their immigration.
 - *Examples: “I get to be curious about Korean culture since I moved to here, because people kept asking me about Korean culture,” or, “Korean culture was not unique or something, but it became unique because I’m not there anymore,” or, “I know what Korean schools are like from my own experiences, but I don’t know much about the American schools. I want to attend each school, from elementary to high school for one year.”*
- **Changes in their information seeking:** Participants discuss how or why the way they seek or obtain has transformed across time **OR** how or why they think they want to change their information seeking. Not necessarily related to their immigration.
 - *Examples: “He can use American search engine better and I can use Korean search engine, so we can compare search results from each search engine,” or, “That made me sick, offensive replies by random*

people, so I decided not to use the online community,” or, “I found that Korean search engines are not useful to retrieve local information for an American society.”

10. Types of Social groups

- **Co-ethnic networks:** Participants discuss how or why they interact with other Korean immigrants in the United States.
- **Family members:** Participants discuss how or why they interact with their family members both in the United States and in Korea.
- **Interactions with non-Koreans in the U.S.:** Participants discuss how or why they interact with non-Koreans in the United States.
- **Interactions with Koreans in Korea:** Participants discuss how or why they interact with non-immigrant Koreans in Korea.

11. Information places/worlds

- **Religious places:** Participants discuss cases when they exchange information at the churches, synagogues, temples, or some places that were originally designed for religious purposes **OR** Participants discuss how or why they interact with people that they meet under the same religion.
 - *Examples: “I join in the lunch time after the missal, and then, we naturally engage in conversations with other people about my pregnancy,” or, “I join this bible study group, this is a group of believers who pray for children, and we are all interested in education and childrearing.”*
- **Neighborhood:** Participants discuss cases when they exchange information at playgrounds, shops, apartments, or other public places in their neighborhoods **OR** Participants discuss how or why they interact with people that they meet at the public places in the neighborhood.
 - *Examples: “I met a Korean woman who is living in the same apartment, so I got to expand my social networks through her,” or, “I get to know Korean mothers in this apartment, and we invite each other for a cup of coffee of something.”*
- **Education-related programs:** Participants discuss cases when they exchange information at schools, ESL programs, libraries, or other places that were originally designed for educational purposes.
 - *Examples: “The teachers try their best to give information that immigrants might need,” or, “I could learn about different expressions that are useful in real conversation.”*
- **Workplaces:** Participants discuss cases when they exchange information at their regular workplaces **OR** Participants discuss how or why they interact with people that they meet at the workplaces.
 - *Examples: “A lot of Korean mothers among workers at the cafeterias, so I ask them about how they raised their children,” or, “We just talk about something, and I then remember that I was curious about, and I’d ask, ‘speaking of which, why is A so?’”*

- **Mediated connections:** Participants discuss cases when they exchange information with person or a group of people who they were connected through their social connections (e.g., family members, friends) **OR** Participants discuss how or why they interact with these people.
 - *Examples: “I have some friends who my husband introduced,” or, “I should be careful in discussing some sensitive topics, because they are friends of my husband’s,” or, “I don’t want to discuss with others, because they are friends of my sister-in-law.”*

12. Use of ICTs

- ~~Search engines: Participants discuss how or why they use online search engines to obtain information.~~
- ~~Benefits of ICTs: Participants discuss benefits of using ICTs in obtaining information.~~
- ~~Social media and online communities: Participants discuss how or why they use online platforms to interact with other people.~~
- **ICTs for information search:** Participants discuss how or why they use search engines or other online platforms for obtaining information.
 - *Examples: “If no one is around, I just open my mobile phone to search Naver,” or, “I like searching new information on the search engine,” or, “You can type in the keyword to the online community, it gives you a lot of information,” or, “I typed in the store name to Google, and it gave me similar stores.”*
- **ICTs for social connections:** Participants discuss how or why they use online platforms for keeping touch with people.
 - *Examples: “It would not be possible to get married to my husband without KakaoTalk,” or, “I talk with my parents once a week over the Internet phone,” or, I sometimes check in with my friends in Korea like once in a while.”*
- **Types of ICTs:** Participants discuss what ICT platforms they utilize on a daily basis.
 - *Examples: Social media, online communities, group messaging services, search engines, blogs, mail, Internet phone services, etc.*
- **Attitudes toward ICTs:** Participants discuss what the ICTs mean to their lives.
 - *Examples: “I am addicted to my smart phone,” or, “I do some silly stuffs like reading postings of other married women or online cartoons like until 2am,” or, “It’s a comfort to me, people make postings about their family-in-law, and I think theirs are worse than mine.”*

1. Immigration Experiences

- **Reasons of Immigration:** Participants discuss personal, social, or situational motivations around their decisions on immigration.
 - *Examples: “I married to him, so I should be with him,” or “I did not want to, but my husband insisted that we’re living here,” or “Immigration became a popular idea among young people in Korea.”*
- **Impacts of Immigration:** Participants discuss gains and losses that immigration brought, or potentially bring to their affective, economic, or social status in the United States
 - *Examples: “I have to leave my own parents and my friends behind,” or “He’s a postdoc, so we have limited budget in here,” or “The education fever in Korea is crazy, I don’t want my kids to live in the environment,” or, “I think my perspective has widened as I see various lifestyle in here,” or, “But my life would be lonely here.”*
- **Changes in perceptions:** Participants discuss the changes in their perceptions on immigration across time of stay in the United States
 - *Examples: “I started thinking, ‘maybe I can live here,’” or, “Living in here is totally different experience that I first expected,” or, “I just thought about those friendly people that I’ve met in my trip to other countries, but living in other country was different from travelling.”*
- **Acculturation attitudes:** Participants discuss their own or immigrants’ ideal relationships, interactions, and knowledge on the host society and the heritage society.
 - *Examples: “I think I should learn about American culture if I am going to live here,” or, “I vaguely think that I am going to return to Korea after my children go to college,” or, “I want to be a person who bridges the Korean culture and American culture,” or, “I should learn about Korean culture, because I’m Korean.”*

2. Challenges (or lack thereof) in achieving diverse goals

- **Challenges in achieving immigration/acculturation goals:** Participants discuss cases when they encountered both internal and external obstacles **OR** did not encounter any obstacles in the process of achieving goals of immigration and acculturation.
 - *Examples: “I feel like I became one of who socialize only with Koreans. My English is limited and I don’t have common interests with Americans that I meet,” or, “I don’t know from where I should start to get job information,” or, “I want to learn both American and Korean culture, but it’s really broad, I don’t know how to tackle.”*
- **Challenges in obtaining or evaluating information:** Participants discuss cases when they encountered both internal and external obstacles **OR** did not encounter any obstacles in acquiring information or interpreting the obtained information.

- *Examples: “Reading English articles is not easy, so I ask my husband to find something for me,” or, “I can’t evaluate if this information is legitimate or not, because it’s quite different from the way information is presented in Korea.”*
- **Challenges in conducting social roles:** Participants discuss cases when they encountered both internal and external obstacles **OR** did not encounter any obstacles in undertaking their roles that are expected.
 - *Examples: “I can’t help my daughter do her school-related works because I don’t know what it’s like.”*
- **Challenges/Easiness in daily interactions:** Participants discuss cases when they encountered both internal and external obstacles **OR** did not encounter any obstacles in interacting with other people.
 - *Examples: “They don’t understand me, that’s depressing,” or, “These mothers don’t understand me, and I don’t understand them.”*

3. Daily Information Channels

- **Information practices through networked people:** Participants discuss how or why they interacted with people or a group of people, who they do not have personal connections in the real world, to exchange information via mediated online channels.
 - *Examples: “I’d go to the online community to ask people,” or, “I was connected with her through her blog, I get some recipes from her blogs.”*
- **Information practices through search engines:** Participants discuss how or why they use online search engines to seek information.
 - *Examples: “I used Naver to find recipes that I saw on TV the other day,” or, “I read blogs about place using Naver.”*
- **Information practices through interpersonal resources:** Participants discuss how or why they interact with other people either in-person or via online channels to exchange information. Not include family members.
 - *Examples: “It’s always people, because they know me, they can give information that suit to me,” or, “My boss gave me this to-do list on the first day of my work,” or, “I have a mobile chatting room that I use with a group of friends. I put a question like ‘do you know any medicines for this?’ and then, they’ll tell me,” or, “My pediatrician said that he’d wait for few more months,”*
- **Information practices through family members:** Participants discuss how or why they interact with their family members both in America and in Korea.
 - *Examples: “My husband knows well about American culture, so why’d I ask other people?,” or, “My mother-in-law knows very well, and she understands both Korean and American culture, so she’s very helpful, very,” or, “My sister-in-law was grown up in here, so I ask her about different things that I am getting curious.”*
- **Information practices using documents and media:** Participants discuss how or why they use written documents and non-interactive media (e.g., radio, television, newspaper) to seek information.

- *Examples: “I read Washington post in the morning,” or, “I listen to the radio on my way to work,” or, “I read magazines and catalogues that the previous home owners subscribed,” or, “I listen to the podcast to learn Korean culture.”*
- **Information Non-seeking:** Participants discuss how or why they did not seek information.
 - *Examples: “It’s not about life or death, so I just skipped searching.”*
- **Other Information practices:** Participants discuss how or why they learned new information by observing, actually doing something, or accidentally browsing, or any other strategies that were not specified above.
 - *Examples: “I got several parking tickets, so I learned the rules where not to park,” or, “I just sent her in winter underwear, but it turned out to be a wrong choice,” or, “I don’t have time for asking around people, so I just did what I wanted to do,” or, “I can pick a lady who seems sophisticated, and follow her to see what she’s buying,” or, “I just watched how other drivers drive when a school bus is passing.”*

4. Contexts related to individual factors: Individual factors refer to any affective, cognitive, and any other situational elements that influence one’s information practices. This is related to how the participant’s own attitudes and behavioral characteristics in dealing with information.

- **Affective element:** Participants discuss their attitudes toward information practices itself, about how or why like or dislike seeking information OR how or why they like or dislike using particular information channels. Also, participants discuss their affective state in general.
 - *Examples: “I don’t stop searching information because I like getting new information,” or, “I usually just ignore what I was curious about,” or, “I just search if I feel the need,” or, “I prefer filtered information,” or, “I think I usually searching information online,” or, “I’d ask people, because I had this experience, spending several hours in vain, and one of my friends told me at once.”*
- **Cognitive element:** Participants discuss about their cognitive ability that are related to information seeking, about how or why their cognitive ability drives or thwarts their information seeking **OR** participants discuss their cognitive ability in general.
 - *Examples: “I don’t understand English conversation very well, so I’d not ask people,” or, “I am not good at searching, usually other people search better than me,” or “I like filtered information, it’s really hard to figure out which one is a scam,” or, “I used to pick up some words from the table next to me, not intentionally, but I accidentally overhear them. It does not happen here, I cannot understand English conversations that well.”*
- **Previous knowledge:** Participants discuss their previous knowledge on certain topics.
 - *Examples: “I lived in the U.S. about 1.5 years before, so it was not very difficult to understand the culture.”*

- **Other elements:** Participants discuss diverse other personal factors. e.g., how or why their personality, originated from her psychological or situational condition influence their information practices.
 - *Examples: “I am more like an introvert, so I like searching information on my own,” or “I am not a social person, and I don’t go to other people to just ask for information,” or, “I’m tied up with taking care of my children, so I don’t have much time to socialize with people or obtain information from them.”*

5. Contexts related to social factors: Social factors refer to the participant’s relations with family, friends, social groups, or the bigger social community that they were connected either offline or online, and how these social relations influence the content and interactions of participants for information seeking. These social factors are related to social roles that the participants play in the social relation (e.g., friends, wife, mother, daughter-in-law)

- **Social roles:** Participants discuss her current or future roles in the family, friends, works, and communities that they are part of, OR how her roles influence her daily information practices.
 - *Examples: “I usually search about free activities for my children,” or, “I prepare dinner for my family, and sometimes, recipes are the only information that I search for,” or “I’m trying to learn about Korean culture to be prepared as a Korean immigrant mother.”*
- **Social influence:** Participants discuss how other people’s perceptions and behaviors influence theirs **OR** how other people’s information practices influence their own information practices
 - *Examples: “My friends told me to go to the online community for that,” or “I saw they use YouTube for like background noises, and I started using YouTube,” or “My mother-in-law told me to check out the Korean newspaper, she said it has a lot of useful information for immigrants,” or “My family subscribes the Washington Post and watches Television news, so I read and watch the news and discuss them with my parents-in-law,” or “My family discusses The Narnia chronicles on the dinner table, so I started reading the book to join the conversation.”*
- **Perceived differences in the social contexts:** Participants discuss the sociocultural differences in the communities between Korea and America, which influences her information practices.
 - *Examples: “In Korea, mothers are expected to take care of their children, but in here, middle-aged women work outside and start new career, I also started thinking about my life differently,” or “I just nod to what they talked to me, because they are elders.”*

6. Contexts related to life contexts: Life contexts refer to the participants’ Immigration, other life stages how their new life stage influences their individual and social factors surround their information needs and practices.

- **Contexts around immigration:** Participants discuss how their immigration shaped their information environment such as information needs, seeking, and use OR how their immigration influenced their affective or cognitive factors or social relationships in the U.S.
 - *Examples: “I searched about the city,” or, “I came to this city to learn about what the city is like, if I can live in here in the future,” or, “I had an aunt who had lived in the U.S. for several decades, so I asked her.”*
- **Contexts around life stage:** Participants discuss their particular life stages (e.g., being married, motherhood, adulthood, unemployment) shaped information needs, seeking, and use OR how their life stages influenced their affective or cognitive factors or social relationships in the U.S.
 - *Examples: “I’m thinking about being a Korean mother in America, and this makes me search about Korean culture,” or, “I want to find a job in here, so I search about soloist jobs in nearby opera theaters,” or, “I never lived alone myself, so this type of work is new to me.”*

7. Daily Information Needs

- **Seeking information for learning heritage culture:** Participants discuss how or why they obtain information on heritage culture.
 - *Examples: “I was getting interested in Korean culture because I live here, so I searched this type of information sometimes,” or, “I started listening to this Podcast that I can learn about Korean history and culture,” or, “I am reading this book about Korean culture because I found it interesting to learn about how foreign people view Korean culture and history.”*
- **Seeking information for learning the new culture:** Participants discuss how or why they obtain information on American culture.
 - *Examples: “I should know about American culture to talk with other American mothers because cultural knowledge is quite important in social interaction,” or, “I need to learn a bit about American culture, because I live here.”*
- **Seeking for tips and practical information:** Participants discuss how or why they obtain information for daily encounters other than culture learning.
 - *Examples: “I need to fix this faucet, so I asked my neighbor,” or, “I wanted to know how to dump the big sofa, so I asked around,” or, “I usually take care of searching camping activities, while my husband is packing camping stuffs.”*
- **Seeking information on behalf of others:** Participants discuss cases when they obtain information for other people’s sake (e.g., husband, friends, children). Can be related to her social roles, such as a supporter, assistance, and caregiver.
 - *Examples: “I spent most time searching for extracurricular activities for my children,” or, “I asked around about this HPV shot if my daughter needs it,” or, “I should search for this robotics program for my son, he’s really into it.”*

8. Preferences of Specific Information Channels

- **Commonalities in attitudes and life experiences:** Participants discuss how the shared experiences with the specific information resources (or lack thereof) influence their use of particular information channels. Usually related to interpersonal sources.
 - *Examples: “They are immigrants like me, so they have information that I need,” or, “They know my life circumstances, and give information that suit to my context,” or, “They are also interested in childrearing and stuff, so we interact with each other naturally.”*
- **Ease of access:** Participants discuss the accessibility to the resources (or lack thereof) influence their use of particular information channels.
 - *Examples: “I don’t need to bother other people, what I need to do is to type in my question to it,” or, “I can just text to my husband,” or, “I can quickly check out the new postings when I check my mailbox.”*
- **Familiarity with the interface:** Participants discuss how the familiarity with the interface of the information resources (or lack thereof) influences their use of particular information channels.
 - *Examples: “I have used the search engines for almost 10 years, so I know how to use it,” or, “I don’t understand the search results of the American search engine. It’s somewhat different that I usually use.”*

9. Changes in Information Practices

- **Changes in their information needs:** Participants discuss how or why their information needs have transformed across time. Not necessarily related to their immigration.
 - *Examples: “I get to be curious about Korean culture since I moved to here, because people kept asking me about Korean culture,” or, “Korean culture was not unique or something, but it became unique because I’m not there anymore,” or, “I know what Korean schools are like from my own experiences, but I don’t know much about the American schools. I want to attend each school, from elementary to high school for one year.”*
- **Changes in their information seeking:** Participants discuss how or why the way they seek or obtain has transformed across time **OR** how or why they think they want to change their information seeking. Not necessarily related to their immigration.
 - *Examples: “He can use American search engine better and I can use Korean search engine, so we can compare search results from each search engine,” or, “That made me sick, offensive replies by random people, so I decided not to use the online community,” or, “I found that Korean search engines are not useful to retrieve local information for an American society.”*

10. Types of Social groups

- **Co-ethnic networks:** Participants discuss how or why they interact with other Korean immigrants in the United States.
- **Family members:** Participants discuss how or why they interact with their family members both in the United States and in Korea.
- **Non-Koreans in the U.S.:** Participants discuss how or why they interact with non-Koreans in the United States.
- **Koreans in Korea:** Participants discuss how or why they interact with non-immigrant Koreans in Korea.

11. Information places/worlds

- **Religious places:** Participants discuss cases when they exchange information at the churches, synagogues, temples, or some places that were originally designed for religious purposes **OR** Participants discuss how or why they interact with people that they meet under the same religion.
 - *Examples: “I join in the lunch time after the missal, and then, we naturally engage in conversations with other people about my pregnancy,” or, “I join this bible study group, this is a group of believers who pray for children, and we are all interested in education and childrearing.”*
- **Neighborhood:** Participants discuss cases when they exchange information at playgrounds, shops, apartments, or other public places in their neighborhoods **OR** Participants discuss how or why they interact with people that they meet at the public places in the neighborhood.
 - *Examples: “I met a Korean woman who is living in the same apartment, so I got to expand my social networks through her,” or, “I get to know Korean mothers in this apartment, and we invite each other for a cup of coffee of something.”*
- **Education-related programs:** Participants discuss cases when they exchange information at schools, ESL programs, libraries, or other places that were originally designed for educational purposes.
 - *Examples: “The teachers try their best to give information that immigrants might need,” or, “I could learn about different expressions that are useful in real conversation.”*
- **Workplaces:** Participants discuss cases when they exchange information at their regular workplaces **OR** Participants discuss how or why they interact with people that they meet at the workplaces.
 - *Examples: “A lot of Korean mothers among workers at the cafeterias, so I ask them about how they raised their children,” or, “We just talk about something, and I then remember that I was curious about, and I’d ask, ‘speaking of which, why is A so?’”*
- **Mediated connections:** Participants discuss cases when they exchange information with person or a group of people who they were connected through their social connections (e.g., family members, friends) **OR** Participants discuss how or why they interact with these people.
 - *Examples: “I have some friends who my husband introduced,” or, “I should be careful in discussing some sensitive topics, because they are*

friends of my husband's," or, "I don't want to discuss with others, because they are friends of my sister-in-law."

12. Use of ICTs

- **ICTs for information search:** Participants discuss how or why they use search engines or other online platforms for obtaining information.
 - *Examples: "If no one is around, I just open my mobile phone to search Naver," or, "I like searching new information on the search engine," or, "You can type in the keyword to the online community, it gives you a lot of information," or, "I typed in the store name to Google, and it gave me similar stores."*
- **ICTs for social connections:** Participants discuss how or why they use online platforms for keeping touch with people.
 - *Examples: "It would not be possible to get married to my husband without KakaoTalk," or, "I talk with my parents once a week over the Internet phone," or, I sometimes check in with my friends in Korea like once in a while."*
- **Types of ICTs:** Participants discuss what ICT platforms they utilize on a daily basis.
 - *Examples: Social media, online communities, group messaging services, search engines, blogs, mail, Internet phone services, etc.*
- **Attitudes toward ICTs:** Participants discuss what the ICTs mean to their lives.
 - *Examples: "I am addicted to my smart phone," or, "I do some silly stuffs like reading postings of other married women or online cartoons like until 2am," or, "It's a comfort to me, people make postings about their family-in-law, and I think theirs are worse than mine."*
- **ICTs for entertainment:** Participants discuss how or why they use online platforms for their free time or consume media
 - *Examples: "I do some silly stuffs like reading postings of other married women or online cartoons like until 2am," or, "I like watching television shows, but I'm not subscribed cable television, so I just use an online site," or, "I even bring my phone to the bathroom and check out my Facebook newsfeed."*

Appendix K. Selective Coding

RQ1. Individual contexts

- Immigration Goal
 - Immigration context
 - Acculturation goal
- Information Style
 - Familiarity/Preferences of Information Channels
- Why? Information practice as a way of
 - Exploring the host culture
 - Making sense of the new encounters
 - Navigating Identity in the new society
 - Conducting social roles

RQ2. Social contexts

- Social roles in the new society
 - Life transitions (life stage, immigration)
 - Acculturation goals
 - Types of Information needs
- Cultural brokering
 - Information practices through family members
 - Commonalities in life experiences

RQ3. Role of ICTs

- Communicating with family members and friends, and Media consumption
 - Gravitated toward Korean culture and news
 - Low cost (free websites for watching Korean contents, no cost involved in messaging with other people-no mobile, online news)
- Information seeking in the host society
 - Seeking for tips and practical information
 - Seeking information for learning heritage culture
- Information acquisition and evaluation
 - Challenging in evaluating information
 - Utilization of search engines
 - Cognitive elements

Appendix L. Examples of Diary Entries

| Participants | Examples of Diary entries |
|--------------|---|
| Sue | <p>May 26, 2015 (4pm)</p> <p>I bought pork steaks at a discount, so I searched for recipe. I remembered the [restaurant name] that I went to several times in Korea, so searched ‘[restaurant name] pork steak’ on Naver. Among several recipes, I chose a recipe information that had pictures. I usually like recipes of bloggers because bloggers post recipe information with pictures. I found the similar dish that I had at the restaurant, and used a recipe by [blog name]. It tasted okay, and my family also liked it.</p> <p>May 31, 2015</p> <p>One of a mother in my church community was pregnant. We shared what we pray for with each other, and her prayer was for her worries about preschool tuition and quality of education. I don’t have a child yet, but we are planning to have one next year. I got curious about how expensive tuition is. (I might ask my sister-in-law, but I’m still cautious with discussing money with her) I learned that tuitions for preschoolers (8 am- 6 pm) ranged from \$1700 to a high of over \$2000 per month. So, many mothers tend to decide to stay at home when they have to send their second children to preschools. Tuition is so expensive, I’m a bit burdened.</p> |
| Ara | <p>May 17, 2015</p> <p>New information: My husband told me that we can use the pool in our town from May 23rd, so I just thought that this date was a town schedule. My husband’s friends came over to my home today and we talked about walking around town. One of the friends told me that the swimming pools usually open around the Memorial Day weekend in the U.S. I became curious about the Memorial Day, because I only knew that it’s similar to Korean <i>Hyun-Chung-Il</i>. I searched for the Memorial Day on Internet, and learned about its origin and it’s also called Decoration Day.</p> <p>May 28, 2015</p> <p>While reading a newspaper called <i>Mi-ju-Kyung-Je</i>, which is for Korean immigrants, I found an article about free school lunch in the U.S. which was compared to Korean one. I could read from newspapers about campaigns advocating or opposing the free school lunch policy in Korea, rather than information. But this article explains what this policy is about and why this policy is controversial, so I could learn about the policy and its background.</p> |
| Yuna | <p>May 8, 2015</p> <p>I could see that older adults as well as college students wore university shirts very often—which was very weird to me. I asked my husband, but</p> |

| | |
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| | <p>he just answered, “what’s so weird? It’s very comfortable~ I have that too I always wear my university shirts when I go to sports games to support my team~.” As time passes, I begin to think that I want one! I met a couple who went to the same college the other day, they showed up in the same university shirts. I envied them... maybe I’m becoming Americanized(?).</p> <p>May 11, 2015 I also could recognize cultural differences when I went to coffee shop. In Germany, I need to tell the staff if I want to have a cup in a paper cup, otherwise, they would give my coffee in a mug or glass cup. In the U.S., I should request for a mug, because they would give my coffee in a paper cup. I thought that maybe hiring someone for washing mugs and glass cups costs more than using paper cups. I did not ask coffee shop staffs about this because this could be an impolite question.</p> |
| Heejin | <p>May 7, 2015</p> <p>(Afternoon) My mother-in-law sent me a KakaoTalk message to ask if I was doing okay. I told her that my morning sickness got worse, and she recommended me to have Ginger Ale. She told me about this before, but I have not tried it because I also heard that soda drinks would cause intestinal gas. As she told me for the second time and I also heard that ginger helps relieve morning sickness, so I searched on Google with keywords ‘morning sick, ginger ale’. I found an article on a website that recommends ginger products including ginger ale.</p> <p>(Night) My husband bought some ginger ale for me. It was my first time to have ginger ale, and it just tastes like sprite with a hint of ginger. I was surprised that I felt better and my morning sickness relieved.</p> <p>May 8, 2015 When having a dinner at the table outside, I saw a group of young guys in tuxedos and girls in elegant ballroom dance dresses who walked past us toward a restaurant across the street. My husband told me that they were going to a prom. A prom usually beings with a dinner in early evening. Girls wore peach dresses, but my husband told me that prom dresses are usually more colorful. We also saw a girl in a green dress. In addition to the prom goers, we also saw a group of people who all dressed up. I thought American people do not care about fashion that much, but I was wrong. My husband told me that people often wear dresses in particular in urban area.</p> |
| Eunji | <p>July 21, 2015</p> <p>1) new information I need to complete car emission inspection by tomorrow. I was planning to go to the MVA for inspection, but my boss told me that I can’t do car emission inspection at the MVA. I checked out the MVA website and found that not all MVAs did the emission inspection. I also found that an inspection is valid for 2 years.</p> <p>July 24, 2015</p> |

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| | <p>During a lunch with Korean scholar, we talked about president Obama's speech on Korean education, "Korean teachers earn as much as Korean doctors." I asked about if American teachers can have extra jobs. The doctors told me that American teachers do not get paid, so the teachers can do private tutor within the county that they teach.</p> |
| Young-ah | <p>July 31, 2015</p> <p>My husband has this friend whose wife recently got pregnant. I was invited to her baby shower. As I am not very close to her, so I worried about what I should buy her for a gift. I searched for baby shower gift with my neighborhood friend, and decided to buy a baby pacifier and a set of baby products. I learned that people sometimes give the list of gifts that they want, but I was not sure if people don't do that for a baby shower. I also realized that my friends who had been staying in the U.S. longer than me haven't experienced this type of American culture, and I have much more diverse experience than them ^^</p> <p>August 12, 2015</p> <p>I went to the home of my husband's friend to discuss about purchasing a house. This friend lives in [state], so the couple told us that the housing rules and fees might be different. They told us about information on the location, yard, deck, and so on, and they considered the number of rooms and education environment because of their child. I thought they would love the huge backyard where they could plant vegetables and Korean herb, but they told me that maintaining the yard costs a lot. Their information was particularly useful because they were Korean who could advise use about how the American house is different from Korean, such as <i>on-dol</i> in Korea and air conditioning system in America.</p> |
| Mihee | <p>May 16, 2015</p> <p>My neighbor is from Colombia, I liked them at first. They were nice and their children were so cute. They did a yard sale every Saturday in Spring--it's good to recycle used products. ㅏㅏ</p> <p>However, they begin yard sale around 5 am on every Saturday, they wake me up and ruin my weekend. ㅏㅏ Around 8 am, they ask me to move my car, all the time. I want to sleep until late during weekends ㅏㅏ I am not sure where I can talk about this problem, community office? Police? I don't think I want to report to police, I don't want it to be serious.</p> <p>They throw a party every Friday. We can hear them in our town home. They invite friends, eat, drink even after 11 pm. ㅏㅏ I reported this to police and they told me that it's Friday. I don't know why I should just understand them on Friday, is this some kind of rule? I am not sure where I should tell this.</p> <p>July 15, 2015</p> <p>I am completely speechless. I drove with my daughter back from [shopping mall]. The mall was so crowded and we became tired. A</p> |

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| | <p>dump truck before me picked up speed, and out of sudden, a small piece of gravel(?) broke the windshield glass of my car. The dump truck disappeared while I was figuring out what happened.</p> <p>I called my insurance company and get covered, but I still have to pay \$500. I called to my friends with whom I went to a ESL together, and she told me that she knows someone working at an insurance company and told me that I should pay \$600 regardless of types of insurance. I don't know why I have to get insurance if I have to pay \$600 anyways.</p> <p>—, —</p> |
| Juyoung | <p>July 23, 2015</p> <p>I want my children to have a nice vacation, so I was searching for information. My older one wanted to watch a movie, so I searched Google for information on movie and theater and etc. While doing this, I found a \$1 movie program for children. I was so happy that my kids can watch movies with just \$1. I will bring them next week.</p> <p>July 27, 2015</p> <p>Sunblock is a necessity during summer, but I am worried if sunblock damages my children's skin. I was searching for this information and accidentally found a relevant video clip. I learned that I should check about methyl paraben in the sunblock that my children use.</p> |

Appendix M. Codes for Diary entries

| | Codes | Examples |
|--|-----------------------------------|---|
| | American culture/society | school culture; clothing; holidays; |
| | American system | Juristic system; Postal system; Education system; Hospital system; Bank system |
| | dealing with unexpected situation | emergency |
| | driving/transportation | gas; flight rules; car maintenance; vehicle exam; |
| | education | Education facilities; education-related cost; childrearing; dealing with teachers; how to raise kids; college information; extracurricular activities |
| | English learning | new expression; desire for learning |
| | finance | household budget; bank information; pension; cost; credit |
| | food/recipes | recipes; food information; grocery shopping; natural remedies |
| | health care | insurance; health concerns; hospital system; hospital; talking with doctors |
| | housing | home maintenance; finding a new house; |
| | Job information | career information; job application |
| | Korean news/culture | gossip; social news; information on Korean society or history |
| | leisure activities and hobbies | travel; family activities |
| | local information | local restaurants; neighborhood information |
| | new information sources | new information channel for information; |
| | Other | |
| | personal maintenance | grooming; hair cut; weight control |
| | shopping | deals; products; product information; service information; tips |
| | social interaction | how to interact with people in the U.S. |
| | interpersonal resource | when participants interacted with people, mediated or in-person to obtain information |
| | search engine/website/application | when participants used search engines to access to the information |
| | observation | when participants looked/heard environment or people around them to obtain information |
| | wondering | when participants were curious about, but did not engage in any activities |
| | conjecture | when participants concluded about a phenomenon by combining her previous knowledge, or by guessing |
| | learning by doing | when participants learned about something through experiences |
| | Other | online media / mass media |
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Appendix N. IRB Approval Letter



1204 Marie Mount Hall
College Park, MD 20742-5125
TEL 301.405.4212
FAX 301.314.1475
irb@umd.edu
www.umresearch.umd.edu/IRB

DATE: July 17, 2015

TO: Jinyoung Kim
FROM: University of Maryland College Park (UMCP) IRB

PROJECT TITLE: [624060-4] Immigrant women's information behavior on- and offline and its impact on the social inclusion

REFERENCE #:
SUBMISSION TYPE: Continuing Review/Progress Report

ACTION: APPROVED
APPROVAL DATE: July 17, 2015
EXPIRATION DATE: August 7, 2016
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 6 & 7

Thank you for your submission of Continuing Review/Progress Report materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Prior to submission to the IRB Office, this project received scientific review from the departmental IRB Liaison.

This submission has received Expedited Review based on the applicable federal regulations.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of August 7, 2016.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Unless a consent waiver or alteration has been approved, Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Appendix O. Consent Form

University of Maryland College Park

Page 1 of 4

Initials _____ Date _____

| | |
|-----------------------------|--|
| Project Title | 한국 이민 여성들의 정보 활동 및 정보 습득에 있어서의 정보통신기술 활용 특성 |
| Purpose of the Study | <p>본 프로젝트는 메릴랜드 대학의 김진영 박사 과정 연구원과 안 준 박사가 수행하는 연구입니다. 귀하는 18 세 이상의 성인 여성으로, 한국에서 태어나 현재 미국에 거주 중이시므로 해당 연구에 참여해 주시기를 요청드리고자 합니다. 본 프로젝트는 메릴랜드 대학의 김진영 박사 과정 연구원과 안 준 박사가 수행하는 연구입니다. 본 연구의 목적은 한국 이민 여성들이 미국 생활에 적응하기 위해 어떠한 정보를 필요로 하는지, 어떻게 정보를 획득하고 공유/사용하는지에 대해 알아보고, 이 과정에서 어떠한 정보통신 플랫폼들 (특히 온라인 커뮤니티, 소셜 네트워크 서비스 등)이 활용되는지를 알아보는 데 있습니다.</p> |
| Procedures | <p>본 연구는 사전 인터뷰, 3 주간의 다이어리 스터디 (이메일이나 종이 노트 이용), 주간 디브리핑 세션 (전화), 참여자 관찰과 최종 인터뷰로 이루어져 있습니다. 본 연구에 참여자로서 귀하는 이민 과정에서의 정보 활동, 주요 정보 채널 및 일상에서의 정보 니즈와 정보 추구 활동에 대해서 말씀해주시기를 요청받으실 것입니다. 추가적으로 인터넷을 사용한 정보 활용에 대해서 알아보기 위해, 구글 Chrome 애드온이나 웹 히스토리에 기록된 서치 기록을 인터뷰 동안 보여주고, 설명해주길 요청드릴 수도 있습니다.</p> <ul style="list-style-type: none"> - 모든 인터뷰 세션은 음성 녹취될 것입니다. 음성 녹취를 원치 않으시는 경우에는 본 연구에 참여하실 수 없습니다. 사전 인터뷰와 최종 인터뷰는 각 1 시간 정도(최대) 소요될 것이고, 주간 디브리핑 세션은 (최대) 30 분 정도 소요될 것입니다. - 인터뷰 세션에서는 이민 생활 중에 필요한 일반적인 정보 활동에 대해서, 주간 디브리핑 세션에서는 작성한 다이어리에 대해 질문을 드릴 것입니다. - 다이어리 스터디는 3 주 동안 진행됩니다. 매일 본인의 정보 활동 (예: 새로운 정보를 얻었다, 궁금한 점이 생겼다 등)에 대해서 3 개 정도의 다이어리를 적어주시길 바랍니다. 그러나, 3 개를 반드시 쓰셔야 하는 것은 아닙니다. 다이어리의 예시는 문서로 전달드릴 것입니다. - 참여자 관찰은 본인이 자주 가는 social place 나 social group 에 연구자와 동행해서, 그 장소나 그룹이 본인에게 어떤 의미인지를 설명해주시는 것입니다. - 최종 인터뷰는 home-visit 을 하고자 합니다. 상황이 여의치 않은 경우 home-visit 이 불가능하신 경우, 본인이 사용하시는 휴대용 컴퓨터나 태블릿 등을 가지고 연구자를 만나 인터뷰에 참여하실 수도 있습니다. - 본 연구에 참여하고 연구 참여비를 받기 위해서는 적어도 10 일 이상 다이어리를 작성하셔야 합니다. <p>최종 인터뷰가 끝나면 참여의 정도에 따라 최대 \$77 의 연구 참여비를 받으실 수 있습니다. 다이어리 스터디는 \$1/일, 18 일 동안 참여한 경우</p> |

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| | <p>추가로 \$10 를 받으실 수 있습니다. <u>(20 일 참여한 경우 = \$1*20 일 + \$10 (18 일 참여 보너스))</u> 사전 인터뷰와 최종 인터뷰 참여에 대해서 \$40 를, 주간 디브리핑은 회당 \$3 로 정산합니다.</p> <p>인터뷰의 질문 예시는 다음과 같습니다: 1) 매일 사용하는 대중 매체나 소셜 미디어에는 어떤 것들이 있습니까? 2) 미국 문화나 생활에 대한 정보가 필요한 경우 어디에서 혹은 누구에게서 정보를 얻으십니까? (예: 음식이나 건강 관련된 정보는 어떤 경로를 통해 찾으십니까?) 3) 자주 사용하는 소셜 미디어에서는 누구와 연결되어 있으십니까? 그들과는 어떤 정보를 공유하십니까?</p> <p>디브리핑 인터뷰 질문의 예시는 다음과 같습니다: 1) 지난 월요일에 이런 다이어리를 작성하셨습니다. 왜 이런 정보에 대해서 궁금해하셨는지 좀 더 구체적으로 들어볼 수 있을까요?</p> |
| <p>Potential Risks and Discomforts</p> | <p>본 연구에 참여하시는데 다소 간의 개인정보 공개와 관련된 위험 요소가 있을 수 있습니다. 예를 들어, 음성 녹취되는 인터뷰 세션을 통해 본인의 정보가 공개될 수 있습니다. 그러나 본 연구는 귀하의 자율적인 참여로 이루어지며; 건강이나 윤리관, 고용과 관련된 질문은 하지 않을 것입니다; 대답하기 곤란한 질문은 답하지 않을 수 있습니다; 녹취된 내용이나 참여자의 정보는 귀하의 서면 동의 없이 누설되지 않을 것입니다.</p> |
| <p>Potential Benefits</p> | <p>본 연구에 참여하는데 있어 참여자에게 직접적인 혜택이 있지는 않을 것입니다. 저희는 본 연구가 이민 여성들의 정보 행동과 사회 적용에 어떤 관련이 있는지, 정보 통신 기술이 이 과정에서 어떤 영향을 미치는지 살펴봄으로써, 추후의 관련 연구자들에게 도움이 되기를 기대하고 있습니다</p> |
| <p>Confidentiality</p> | <p>다음과 같은 절차를 통해 비밀이 누설되는 상황을 최소화할 것입니다.</p> <ul style="list-style-type: none"> - 귀하의 이메일을 제외한 개인 정보를 수집하지 않습니다. - 이메일은 추첨에 당첨된 분들께 연락하는 용도로만 사용될 것입니다. - 설문 참여자들은 모두 고유 번호가 주어질 것이며, 이메일 주소는 정보 수집 문서에 해당 고유 번호로 대체됩니다. - 이메일과 고유 번호 간의 마스터 링크 및 정보 수집 문서는 비밀번호를 입력해야 하는 데이터 수집 장소와 비밀번호를 입력해야 하는 이메일에 저장될 것이며, 명시된 연구원들 외에는 접근하지 못할 것입니다. - 설문 결과는 연구원의 연구실에 안전하게 보관될 것이며, 실험이 끝난 후 5년 이내에 폐기될 것입니다. <p>인터뷰 내용 중 일부가 저널이나 페이퍼 등의 출판물에 게재될 수도 있습니다. 본 연구를 출판하게 되는 경우 가명 사용 등, 귀하의 개인 정보가 최대한으로 보호될 것입니다.</p> <p>설문 참가자나 관련인이 위협에 처한 경우나 법적 요청을 받는 경우,</p> |

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| | <p>혹은 귀하의 정보에 대해 메릴랜드 대학이나 정부로부터 요청이 있는 경우에는 귀하의 정보를 해당 기관과 공유하게 될 수도 있습니다.</p> |
| <p>Compensation</p> | <p>본 연구에 참여함으로써 최대한 \$77의 연구 참여비를 받게 될 것입니다. 연구 참여비 관련한 세금이 발생하는 경우에는 연구 참여자 본인에게 세금에 대한 의무가 있습니다.</p> <p>□ 메릴랜드 대학(University of Maryland College Park)의 연구에 참여함으로써 올 해 \$600 이상의 연구 참여비를 받게 되는 경우 표시하여 주십시오. 이 경우에는 이름, 주소, SSN (소셜 시큐리티 번호)를 연구자에게 남기셔야 합니다.</p> <p>□ 메릴랜드 대학(University of Maryland College Park)의 연구에 참여함으로써 올 해 \$600 미만의 연구 참여비를 받게 되는 경우 표시하여 주십시오. 이 경우에는 이름, 주소, SSN (소셜 시큐리티 번호)를 연구자에게 남길 필요가 없습니다.</p> |
| <p>Right to Withdraw and Questions</p> | <p>본 연구는 자발적인 참여로 이루어집니다. 처음부터 참여를 하지 않으셔도 무방하고, 참여하기로 하였다가 사정에 의해 참여하지 않으실 수도 있습니다. 참여하지 않거나 참여를 그만두어도 어떤 불이익이 있지 않을 것입니다.</p> <p>본 연구에 참여를 그만두시거나, 질문/우려/불만 사항이 있는 경우, 본 연구로 인한 상해를 연구자에게 알리고자 하시면 다음 연락처로 연락주시기 바랍니다:</p> <p align="center"> 학생 연구자: 김진영 jkim0204@umd.edu +1-240-695-8291 2nd floor Hornbake Building, South Wing University of Maryland College Park, MD 20742-4325 </p> <p align="center"> 주 연구자: 안 준 박사 juneahn@umd.edu 2nd floor Hornbake Building, South Wing University of Maryland College Park, MD 20742-4325 </p> |
| <p>Participant Rights</p> | <p>연구 참여자로 자신의 권리에 대해 질문이 있으시거나, 연구와 관련하여 상해를 입은 사실을 알리고 싶으신 경우에는 다음 연락처로 연락해주시십시오:</p> <p align="center"> University of Maryland College Park Institutional Review Board Office </p> |

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| | <p>1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p>해당 연구는 메릴랜드 대학의 사람을 대상으로 하는 연구를 위한 IRB 과정의 검토를 거쳤습니다.</p> | |
| <p>Statement of Consent</p> | <p>이 동의서는 귀하가 18 세 이상이며; 위의 동의서를 직접 읽었거나 누군가 읽어주었으며; 동의서에 관련한 질문에 대해 충분히 설명을 들었으며; 자발적으로 본 연구에 참여한다는 것을 인정하는 것입니다.</p> <p><input type="checkbox"/> 네, 저는 인터뷰 음성 녹취에 동의합니다. <input type="checkbox"/> 아니오, 저는 인터뷰 음성 녹취에 동의하지 않습니다.</p> <p><input type="checkbox"/> 네, 저는 18 세 이상이고; 동의서를 직접 읽었거나 누군가 읽어주었으며; 관련한 질문에 대해 충분히 설명을 들었고; 자발적으로 연구에 참여하고자 합니다. <input type="checkbox"/> 위의 사항에 대해 동의하지 않습니다.</p> | |
| <p>Signature and Date</p> | <p>NAME OF PARTICIPANT [Please Print]</p> | |
| | <p>SIGNATURE OF PARTICIPANT</p> | |
| | <p>DATE</p> | |

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