

UBC School of Information

# INSIGHTS

Vol. 3

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THE UNIVERSITY OF BRITISH COLUMBIA





## Update from the Director

COVID-Emergency. It would be strange to start this “Update from the Director” with any other words. As the emergency deeply influenced our lives in BC, so, too, did it impact all aspects of our school. In last year’s update, I wrote that the emergency “forces us to rethink how to do what we do, as administrators, researchers, and teachers”. That turned out to be an understatement. Much of the energy of staff and faculty was spent on providing the best possible learning experience; the remaining energy was used to help alleviate the many COVID-related challenges in our students’ lives (our Graduate Advisor and academic “frontline worker” Dr. Lisa Nathan deserves special mention here). Frequent town hall meetings and surveys helped school leadership to keep a tab on students’ online learning experience and finetune pedagogy.

Thanks to a Safety Plan that was put in place early on, six faculty offices could be opened, which were subsequently occupied, on a rotating basis, by faculty who experienced challenges teaching from home. What a strange place the school became. The empty hallways eerily silent and devoid of the usual laughs and excited voices of students. Our virtual classes tried to compensate for this absence: while online interaction could not replace normal routines, some comfort was found in chatting to classmates through Zoom. There was a strong sense of “We are all in this together”; and out of this realization, a community with a new purpose and new ways of interacting emerged. LASSA did crucial work here.

As you will have heard, UBC campus plans to be fully open again in September 2021. I am eagerly anticipating wandering the crowded halls again through waves of laughter and excitement. I hope and trust that in next year’s update I will be able to enthusiastically report how well we are doing, what a relief it has been for us all to be back in our school, and how healing it has been to share stories of personal challenges and obstacles, and even triumphs, during our shared “COVID year”.

## Zoom classes and virtual coffees

Supporting faculty and students through the pandemic

September 2020 marked the beginning of the first full online academic year in the history of UBC and the School of Information. Back in Summer 2020, faculty and staff were advised to start preparing for this virtual year. After a few months of online classes, our faculty had some experience navigating the new virtual learning environment. But some courses still presented challenges when trying to adapt to the online world.

From the beginning of the pandemic and the switch to online learning in March 2020, the school was determined to provide the needed support to faculty and students and provide the best learning experience possible during the most unusual and challenging year at UBC. Therefore, to smooth the transition to online teaching, the school created the **IOTA team (iSchool Online Teaching Assistance)**.

Formed by students and led by faculty members **Dr. Hannah Turner** and **Dr. Rick Kopak**, the IOTA team has played a pivotal role in supporting online learning since last summer. Their goal has been to provide guidance, resources and tools to convert in-person courses into an online format. The team also supports faculty in adapting specific in-person learning scenarios to the virtual environment, and providing technical support when needed. At the same time, this initiative has become an opportunity for iSchool students to gain professional experience and develop valuable professional digital skills.

In May and November 2020, the school hosted virtual graduation ceremonies – our first. In the Spring ceremony, we had the honour to listen to **Dr. Susan Parker**, University Librarian; **Chris Middlemass**, President at BC Library Association; and **Victoria Gomez** and **Nathalie McClintock**, 2019-2020 LASSA Co-Presidents. **Sarah Dupont**, Head Librarian of the Xwi7xwa Library, and **Genevieve Weber**, Archivist at BC Archives, delighted us with inspiring speeches during the Fall graduation ceremony.

As much as graduation is an important and celebratory academic milestone, our 2020 graduates entered a job market that looked very different from what they thought when they began their programs.

With the kind support of our alumni, the school started an ongoing networking opportunity for graduating students, connecting them with former students, through the online platform **Ten Thousand Coffees**. Thanks to all the volunteers that signed up for this initiative, new graduates had the opportunity to connect with experienced alumni to share professional advice, and help them better navigate their career path.

As we enter the summer session and last terms of this academic year, we are excited to share that the iSchool will be offering undergraduate education starting September 2021, through our new interdisciplinary Minor in Informatics. This Minor provides a deep analysis of the role that information plays in our lives and culture, including critical social and ethical issues that arise from the use of digital technologies. “I am thrilled to see this program get off the ground, as it brings a valuable new dimension to the BA program at UBC and the chance for us at the iSchool to engage with undergraduate education”, says **Dr. Luanne Sinnamon**, Associate Professor. “The BA Minor in Informatics is the first of its kind in Canada, and part of a growing trend towards a sociotechnical approach to analyzing and designing complex information systems”, explains **Dr. Eric Meyers**, Associate Professor.

### Join the UBC iSchool Ten Thousand Coffees Networking Group!

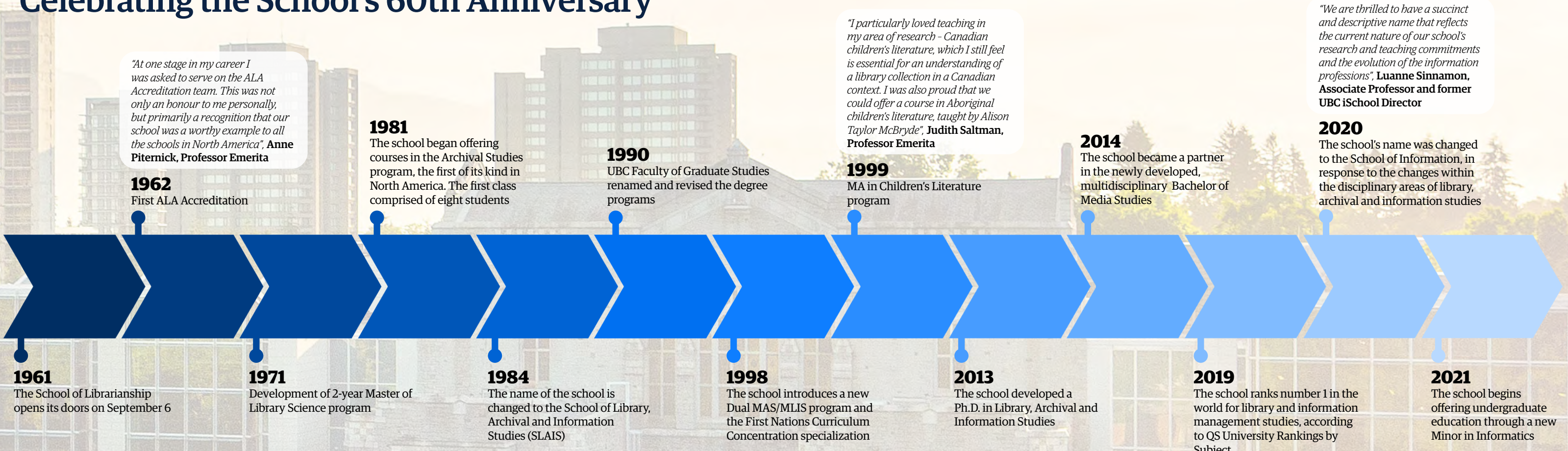
Hearing from an experienced alum like you can help new grads feel more confident as they enter a very different job market under unprecedented circumstances.

Create your profile today (in less than 10 minutes) and start connecting with our grads to share your experience and tips.

**SIGN UP HERE**



# Celebrating the School's 60th Anniversary



The school welcomed its first cohort of 30 students on September 6, 1961. It was known then as the **School of Librarianship**, and it was one of the very few schools offering a graduate-level librarianship program in Canada at that time. The one-year Bachelor of Library Science program received its **first ALA accreditation** in February 1963 (being re-accredited several times after and until today).

In order to incorporate new technologies into the program and prepare students for their careers, the program became a two-year Master of Library Science degree a few years later in 1971, expanding the training offered with more specialized courses.

The **Master of Archival Studies** was introduced 10 years later as the first graduate program in archival studies in North America. Eight students were admitted in the first year, and Professor Terence Eastwood was the only full time faculty member. *"The archival field is today unrecognizable from the state it was in 1981 when I joined the faculty. Many universities worldwide have taken up teaching archival subjects, the research in the field has grown in breadth and depth beyond anything anyone in it envisaged in 1981. Archivists now have their own intellectual moorings. That is a huge change."*, **Terence Eastwood**, Professor Emeritus.

In 1984, the school was renamed as the **School of Library, Archival and Information Studies**. The new denomination aimed to better recognize the school's programs and the growing nature of the field. In the 90s, the Faculty of Graduate Studies renamed and revised the degree programs. In 1995, the first students to receive the newly named Master of Library and Information Studies degree graduated. The **dual MAS/MLIS** program and the **First Nations Curriculum Concentration (FNCC)** were both introduced in 1998.

One year after, the **Master in Children's Literature** enrolled its first students. *"In the late 90s, Director Ken Haycock and I worked on developing a program that would bring together the strengths in four different departments and disciplines in different areas congruent to children's literature (English, Creative Writing, Language and Literacy Education and the School)". The program has, from the outset, been unique in its interdisciplinary and multi-departmental structure and content"*, **Judith Saltman**, Professor Emerita.

The school introduced its fifth and most recent degree in 2013. The **PhD program** is a reflection of the interdisciplinary nature of our award-winning faculty, recognized provincially, nationally and internationally for their contributions and leadership in information studies

research. Graduates of this program are now teaching and conducting research in universities and other institutions across the world.

The name of the school changed again in January 2020, when it officially became the **School of Information**. This name change is the logical conclusion of more than a decade of evolution of the school's scope and orientation, and it reflects the changing nature of its research and teaching commitments.

In the past 60 years, the school has developed a strong presence within the library community, becoming one of the top-ranked schools for graduate studies in library and information management in North America. The school looks at the future with optimism and excitement. With new opportunities to expand our teaching offerings, like the newly developed **Minor in Informatics** and highly-funded research projects, the school will continue to be a reference in the library, archival and information studies field in Canada and around the globe.

**KEEPING UP WITH THE FAST CHANGING FIELD OF INFORMATION**

*"The information field has never stopped changing and likely never will. I didn't know that in the 1960's. While at the Library of Congress, we moved from punch cards to punched paper tape. Huge achievement, we all thought. Now we can encode upper and lower case we can settle down and convert the Library's card catalogues to paper tape!"*, **Peter Simmons**, Professor Emeritus

*"Attempting to keep up with the rapidly evolving technology was the biggest challenge I faced. I was teaching reference services, which increasingly involved online searching of established reference sources, as well as becoming familiar with search engines as they came on-stream. I remember when a student in one of my classes introduced us to an 'amazing new search engine with a crazy name: Google.'"*, **Sylvia Crooks**, Senior Instructor Emerita

*"When I joined the school in 1987, it was the days of 3.5-inch floppy disks and classroom digital projectors the shape and size of cannons. The expectation was that virtually all graduates would take on traditional library and archival roles and that it was likely those roles would remain fairly constant throughout careers. The whole idea of encompassing 'information' fields was just beginning to emerge."*, **Susie Stephenson**, Professor Emerita



# Re-envisioning the First Nations Curriculum Concentration

The First Nations Curriculum Concentration (FNCC) was formed in 1998 to prepare students to work with and within Indigenous communities and cultural heritage organizations. It still one of only two graduate specializations in North America that enables students to focus on Indigenous information initiatives and systems, including language preservation, digitization, research and governance. **Over 120 students** from widely varied backgrounds have completed this specialization, and since 2012, the number of students registered in this concentration has dramatically increased. There are currently over 50 Indigenous and non-Indigenous students enrolled in this specialization.

**Amy Perreault** (MLIS '14), FNCC Coordinator and Senior Strategist at the UBC Centre for Teaching and Learning Technology, participated in the FNCC during her studies at UBC iSchool. She is also part of the team leading the renewal project of this specialization. *“Re-envisioning the First Nations Curriculum Concentration”* is an inquiry into the current vision and structure of this concentration, re-conceptualizing it to develop a more reciprocal orientation to the specialization while building stronger, meaningful partnerships with Indigenous-facing programs and units across UBC.

*“One of the highlights for me as a student in the FNCC was to be able to align my learning in support of Indigenous initiatives. As an Indigenous person, this is very important to me and one of the reasons I pursued my studies in LIS. In the future, I would like to see Indigenous initiatives centred throughout the iSchool and not only in the FNCC. I see this changing, and I am excited at the new possibilities that are emerging. I am also hoping that through this project we will be able to develop ongoing relationships that will inform the curriculum and multi-year projects done in partnership with Indigenous community partners”,* says Amy.

With more students joining the concentration, the FNCC is responding to increasing demands for more FNCC-related resources, courses, and project opportunities. The project’s team, completed by **Dr. Lisa Nathan**, doctoral candidate **Michelle Kaczmarek**, and MLIS students **Xaanja Free** and **Estelle Frank**, will lead a series of consultations and dialogue sessions with FNCC students, alumni and UBC partners. *“The most important goal is to develop and sustain ongoing and reciprocal relationships with on-campus and community partners, FNCC alumni and current FNCC students. We hope that reconnecting in this way will inform and shape the future of the FNCC. As a specialization, there is a built-in community feeling into the way the learning is situated and shared. It has been really nice to remain connected with those who have gone through the FNCC and have this build new bridges for new and future FNCC students”,* explains Amy Perreault.

In addition, the project will identify opportunities for longer-term projects that FNCC students could join, fostering collaboration with and support of Indigenous communities’ information-related initiatives. This will mean new professional and learning opportunities for students, leading them to gain valuable professional experience, which we hope will bring tangible benefits Indigenous-led information initiatives.

The school is excited about the many prospects that this project presents. We are grateful for the opportunity to build ongoing and reciprocal relationships between the iSchool, Indigenous-led organizations, and Indigenous communities. The FNCC aspires to help our students learn to steward (and care for) Indigenous information in an ethical way and become a model for other Canadian and International institutions seeking to integrate Indigenous perspectives into their library, archival, and information studies programs.



**Amy Perreault (MLIS '14)**  
FNCC Coordinator  
Senior Strategist at the Centre  
for Teaching and Learning  
Technology, UBC

# Protecting Vietnamese communities against COVID-19 misinformation



Y Vy Truong (she/her) is a second-generation Vietnamese settler working on the lands of the three title holding nations: xʷməθkʷəy̓əm (Musqueam), skwxwú7mesh (Squamish), səliłwataʔ/səlilwitulh (Tsleil-Waututh), and residing on the lands of the Qiqéyt (Qayqyat) First Nations. She completed a double-major in English Literature and History, minor in Asian Canadian Asian Migration Studies at UBC, and is currently a MLIS student at UBC iSchool.

As the Co-Founder and Community and Public Engagement Coordinator at Bảo Vệ Collective, her work focuses on community-centred approaches to systemic injustices and working with public bodies to improve health equity for immigrant communities.

As she continues her work in community organizing spaces, cultural production, and research, she hopes to develop her work on issues such as digital literacy, information and communications technology, and its impact on marginalized communities.

Since the beginning of the global pandemic, COVID-19 has created considerable disparities amongst different communities in Vancouver and across Canada. Many people in these communities have faced continuous obstacles such as unemployment, layoffs and ongoing financial instability, along with a lack of access to accurate information. This is mainly due to both language and cultural barriers and the significant absence of official government resources offered in their primary languages.

Last year, **MLIS student Y Vy Truong**, together with her friends Mimi Nguyen and Kathy Thai, decided to start **Bảo Vệ Collective**. This online site aims to increase language access for Vietnamese communities by sharing official information about government programs and COVID-19 resources in both English and Vietnamese. Supported by volunteers and community members, this project began translating the application process for programs such as the Employment Insurance and the Canadian Emergency Recovery Benefit (CERB), federal aid updates, and provincial health guidelines.

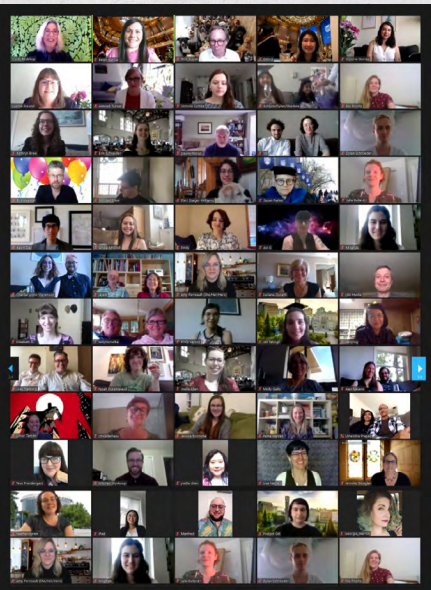
In June 2020, Bảo Vệ Collective joined the **C19 Response Coalition**, a project that focuses on equipping communities marginalized through race, language, and income with multilingual and credible resources to navigate the abundance of COVID-19 information. Y Vy and her team have collaborated with this coalition to provide more language and culturally appropriate resources, including best practices for health and hygiene, digital literacy, small businesses support and information about vaccination clinics in Chinatown, Vancouver. *“With the help of many community organizations across Vancouver, the Bảo Vệ Collective team has been able to expand our services to address systemic barriers to health equity through language support services and language justice advocacy”,* says Y Vy.

One of the most valuable resources on the Bảo Vệ Collective site is the **Digital Literacy guide**. All communities have diverse ways of sharing information, often through word-of-mouth and community circles, in both in-person and digital spaces. While these knowledge-sharing methods are not inherently bad, the lack of resources available in Vietnamese can contribute to the vulnerability of many in this community, resulting in members often receiving misinformation. In addition, some people lack the digital literacy skills to differentiate between accurate and false information when navigating online spaces, causing them to feel overwhelmed. *“The COVID-19 pandemic has really shown us that the need to push for language access is essential for many communities. By providing people with the most up-to-date and accurate information, we can be reassured that people can make better and healthier decisions”.*

Bảo Vệ Collective and its literacy guide are an exciting example of **community-focused research** that includes principles and learnings of language justice, information literacy, and digital communications. *“As an emerging researcher in LIS, I hope that this work allows myself and others to feel inspired to invest more time and attention to the pressing issues that different communities face in concerns to information equity in a dynamic and changing digital landscape”,* explains Y Vy.



# Events and students initiatives



## ONLINE GRADUATION

In 2020, the school hosted two online graduation ceremonies in May and November. In the Spring ceremony, we had the honour to be joined by speakers **Dr. Susan Parker**, UBC University Librarian; **Chris Middlemass**, President at BC Library Association; and **Victoria Gomez** and **Nathalie McClintock**, 2019-20 LASSA Co-Presidents. **Sarah Dupont**, Head Librarian of the Xwi7xwa Library, and **Genevieve Weber**, Archivist at BC Archives, delighted us with inspiring speeches during the Fall graduation ceremony. A huge thank you to all these wonderful speakers for taking the time to join us at these celebratory ceremonies!



## THREADS SPEAKER SERIES

The **Doctoral Students Association** and **LASSA Student Association** hosted this student-run, supported speakers series, where MA and PhD students had the opportunity to share their research interests with other UBC iSchool students. Presenters were able to choose any presentation style (15-minute talk, a comedy standup, a petcha kucha, etc.) to share their interests in a low-pressure and fun way.



## IDEAS@UBC: IBPOC VOICES

IDEAS@UBC is a student group that provides a safe and productive community for IBPOC (Indigenous, Black, and People of Colour) students, to amplify their voices and encourage dialogue on anti-racism, Indigenous knowledge, information practices, and systemic barriers in library, archival and information studies.

This year, we hosted the IBPOC Voices Speaker series, offering a platform for IBPOC information professionals to share their valuable experience and research on a range of related topics. The series invited three guest speakers: **Patrice R. Green**, Research and Instruction Librarian at the University of Georgia; **Ebony Magnus**, Head of the Belzberg Library, SFU; and **Kayla Lar-Son**, Indigenous Programs and Services Librarian at the UBC Xwi7xwa Library.



## STORYTIME WORKSHOP SERIES

In March 2021, **Dr. Tess Prendergast**, UBC iSchool Lecturer, facilitated a five-day workshop series for students interested in learning more about one of the most fundamental aspects of Children's Librarianship. The series covered different topics such as Storytime during COVID-19, opening and closing activities, picture books, songs and rhymes.

## CAREER DEVELOPMENT SPEAKER PANELS

UBC iSchool Peer Advisors, **Marina Botnaru** and **Nanxi Liu**, organized two career development events last year. The first one took place on March 5, and it focused on tech, data, and systems career paths, featuring a panel including UBC iSchool alumni: **Cynthia Ng** (MLIS' 12), **Ariel Deardorff** (MLIS' 14) and **Danielle Westbrook** (MLIS' 12)

The second panel took place on April 16, and it presented a discussion around records, knowledge, and information management career paths. Alumni panellists **Michelle Spelay** (MAS/MLIS' 17), **Teresa Lee** (MLIS' 01) and **Yau Min Chong** (MAS' 02) spoke about their positions, the challenges they face and offered advice for students interested in getting into these fields.

# Community news

## STUDENTS

**Neah Ingram-Monteiro (MLIS)** received the 2020 WLA Marian E. Reynolds Scholarship for her demonstration of potential leadership in the profession and commitment to library service.

**Y Vy Truong (MLIS)** was selected as one of the 2020-2022 ARL Kaleidoscope Diversity Scholars. As a writer, researcher, and librarian, her work is centered towards creating ethical research practices, information justice, and grassroots community organizing.

**Saguna Shankar (PhD)** received the 2020 ASIS&T Doctoral Dissertation Proposal Scholarship Award for her dissertation proposal titled, *"Caring for Information Practices: An Inquiry into Visions of Data, Digital Technologies, and Migration"*.

**Xaanja Free (MLIS)**, **Matthew Hetu (MAS/MLIS)** and **Caleigh Matheson (MAS/MLIS)** received the Aboriginal Graduate Fellowship Bridge Funding for the 2020-2021 academic year.

**Winnie Ak Wai Li (MLIS)** received the 2020 Lucille M. Wert Student Scholarship. The award is designed to help applicants with an interest in the fields of chemistry and information to pursue graduate study in library, information, or computer science.

In November 2020, **Millicent Mabi (PhD)** successfully defended her dissertation *"Viewing immigrant labour integration through an intersectional lens: Information and identity in the settlement of African immigrants to Metro Vancouver, British Columbia"*.

**Amelia Cole (PhD)** and **Vanessa Figueiredo (PhD)** received the 2020-2021 Anne and George Piternick Student Research Award for supporting doctoral research activities.

In April 2021, **Caleigh Matheson (MAS/MLIS)** received the Aboriginal Graduate Fellowship, a merit-based fellowship that is awarded to current Indigenous students who are engaged in a thesis-based full-time graduate degree program.

**Isabel Carlin (MAS/MLIS)** received a 2021-2022 SSHRC Canada Graduate Scholarship (Master's) for their proposal titled *"Imagined Resistance: Imagined Records and Indigenous Intergenerational Memory"*.

In July 2021, **Samuel Dodson (PhD)** successfully defended his dissertation *"Becoming Engineers: How Students Leverage Relationships between Documents and Learning Activities"*.

## FACULTY AND STAFF



**Dr. Elizabeth Shaffer** joined the iSchool in September 2020 as Assistant Professor. Dr. Shaffer is crossed-appointed with the UBC Indian Residential School History and Dialogue Centre, where she is the Executive Director. She holds a MAS degree and a PhD from the UBC iSchool. Her current

research focuses on how information policy, practices and systems emerge and evolve in contemporary digital spaces, with particular attention to social justice issues, impacts of colonialism, and collections that document traumatic human events.

**Charlene McCombs** has been Acting Administrator since September 2020. Originally from Ireland, Charlene moved to Vancouver in 2013 and has worked at UBC since 2014 in various roles. She has worked within the Faculty of Arts since 2016. Charlene oversees HR, Finances, Facilities and Strategic planning at the iSchool.

## ALUMNI

**Chris Stephenson (MLIS '15)** received the 2020 BCLA Intellectual Freedom Award in November 2020.

**Rhiannon Wallace (MAS/MLIS '20)** published her first picture book titled 'Leopold's Leotard' in April 2021.

**Kate Longley (MLIS '13)** and **Danielle Wing (MLIS '14)** received the 2021 BC Summer Reading Club Community Story Award Winner.

**Camille Callison (MLIS '05)** was appointed University Librarian at UFV in June 2021. Her appointment started on July 1, 2021.

**Dr. Darra Hofman** received the ALISE Eugene Garfield Doctoral Dissertation Competition Award.

**Rina Hadziev (MLIS '00)** is the new BCLA Executive Director. Her appointment will start on July 19, 2021.



# Research spotlight

## Subject Description from the Margins; Indigenous and Canadian Scholarship

In Summer 2020, **Dr. Julia Bullard** received a **SSHRC Insight Development Grant** for her proposal “*Subject Description from the Margins; Indigenous and Canadian Scholarship*”. This project foregrounds Indigenous and Canadian scholarship and research topics in how we understand subject description in information studies.

Together with **Sarah Dupont** (Head of Xwi7xwa Library) and three graduate students, the team has created an extensive catalogue of recently published works labelled with contentious subject headings and recruited the authors of those works for an interview study. Several of those interviews have been completed, and many more will be taking place this summer.

*“We’re hopeful that our findings are going to be useful for ongoing efforts by Canadian librarians to address longstanding issues with subject description for Indigenous topics.”* – Dr. Julia Bullard.

## Data Sovereignty for Indigenous Sovereignty

**Dr. Victoria Lemieux** is the Research Team Lead of a new initiative called **Data Sovereignty for Indigenous Sovereignty**. The project will facilitate the development of a sovereign data resource management platform for First Nation communities in BC. The collaborative network will use **Attaverse** (a data sovereignty framework) to build out trees of knowledge to foster better cross-cultural understanding and communication and serve as a holder for the research. Dr. Lemieux will be advised by **James Delorme**, Former Chief of the Klahoose First Nation and Indigenous Tech Entrepreneur.

## My Personal Health Wallet Project

In addition to project above, **Dr. Lemieux** is also part of the **My Personal Health Wallet project**, a research partnership with Molecular You, Stonepaper, and Canada’s Digital Technology Supercluster. The long-term goal of this platform is a personal health wallet for every interested Canadian to confidently (and securely) upload and share their health information with approved parties and a reward system that encourages usage and positive behavioural changes – contributing to improved health and wellness.

## Our Own Labels: LGBT2QIA+ Representation in Catalogue Records

“**Our Own Labels: LGBT2QIA+ Representation in Catalogue Records**”, a research project led by **Dr. Julia Bullard** and **Out On The Shelves Library**, received a **SSHRC Partnership Engage Grant** in June 2021. This proposal exposes how searching for information about people like you and by people like you is an urgent and challenging task when you are part of the LGBT2QIA+ community and how standardized approaches used by libraries to make worldwide catalogues efficient and interoperable can be a barrier.

This project will explore terminology more appropriate to describe and identify works by and about LGBT2QIA+ people and to create catalogue records that support users who wish to find works by and about people like themselves.

## Archives 4.0: Artificial Intelligence for Trust in Records and Archives

**Dr. Luciana Duranti** and **Dr. Muhammad Abdul-Mageed** are co-Directors of the new **SSHRC Partnership Grant** ‘*Archives 4.0: Artificial Intelligence for Trust in Records and Archives*’ (2.5 millions dollars over five years). **Dr. Richard Arias Hernandez**, **Dr. Jennifer Douglas** and **Dr. Victoria Lemieux** are UBC iSchool co-applicants.

This project, commonly referred to as “**I Trust AI**”, is the fifth phase of the **InterPARES project**. Its goal is to leverage the capabilities of Artificial Intelligence to support the continuing availability and accessibility of trustworthy public records. The project aims to build a sustainable research partnership to produce original research and train students and other highly qualified personnel. It will also create a virtuous circle among public agencies, academia, archival institutions, records professionals, and industry to provide feedback and reinforce the knowledge and capabilities of each of these parties.

## Mega-COV: A Billion-Scale Dataset

In 2020, **Dr. Muhammad Abdul-Mageed** and his team developed **Mega-COV**, a longitudinal, publicly available dataset of 1.5 billion tweets in 104 languages posted between 2007 and 2020. Early analysis showed people flocked to social media to talk about the pandemic and the way it was impacting their lives. In March 2020, there was a 40% increase in social posting compared to the same month the previous year. Based on a sample of one million people, they found that the number of posts during the first five months of 2020 exceeded the whole of 2019. For the first time in 15 years, people were talking to one another (through replies and direct messages) more than they were directly posting.

This dataset can be accessed on the team’s **lab GitHub**. Researchers from all disciplines where human communication, behaviour, and well-being are the focus have now access to sufficient data to investigate important research questions and make discoveries about the pandemic.

*“Regardless of demographics, the pandemic has affected everyone. However, different groups and places have been affected more than others and hence may be reacting differently. Questions about the extent to which the pandemic has impacted the lives of different communities, how it affects their hopes, relationships, careers, health and more, are all open for investigation.”* – Dr. Muhammad Abdul-Mageed.





## Stay in touch!

Do you want to learn more about research projects at the School? Want to hear from more students? Curious about other UBC iSchool alumni? Let us know!

We want to hear from you and how you think we can improve our communication with the iSchool community. Alumni can submit their news using our [online form](#).

Feedback can be submitted via email to [ischool.comms@ubc.ca](mailto:ischool.comms@ubc.ca).



## Stay connected with us



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Faculty of Arts