**Research Design**

**Research Questions:**
- How do information horizons appear in certain specific contexts collectively among college students?
- Are there discernable patterns in information horizons for college students?
- Do specific information behaviors serve as an important factor in information horizons?

**Research Setting:**
- 3 Contexts (with 7 common information items)
  - Academic (writing a term paper): course syllabus, textbooks, lecture notes, class notes, assignments and instructor’s communication
  - Health (visiting a new doctor): immunization records, family medical history, emergency info., surgery info., medication, and health education materials
  - Personal History (getting a new smart phone): photos, video clips, text messages, email messages, reading contents, music, and app data
- 3 specific Information behaviors (Lush, 2014)
  - Collect: Identify, regularly collect
  - Organize: Categorize, Arrange, Label
  - Utilize: Preserve, re-find, Share

- Online survey (March to May 2017)
  - College students from two institutions (UA& Albany, CUA)
  - 233 responses collected, 132 responses analyzed
  - Demographics of participants: 65.15% Females, average 21.25 years old, all years in college in 37 majors.

**Background: Information Horizon Theory**

- People interact with information within a certain context, using information sources available to them depending on information needs. This is called an information source horizon. An information horizon is a densely populated solution space (Sonnenwald, 1993).
- Graphically and verbally described information horizons of individuals: information horizon maps
- Qualitative approaches to observe individuals’ information horizons (Sonnenwald, 1999; Sonnenwald, et al., 2001).
- Information behaviors as for information seeking and selection, but no particular emphasis on other specific types of information behaviors (collect, organize, preserve, etc.) in this theory
- This study looks at specific information behaviors within information horizons.
- This study uses a quantitative approach to find general patterns in information horizons.

**Data Analysis & Findings**

- Radar charts as aggregated information horizon maps (active behaviors—larger radars—in academic and personal history contexts, less active in health context)
- Larger radars for collect (blue) and utilize (grey) than for organize (orange) in all three context
- Best performances by information items (pointy items in radars): utilizing class notes (M=4.35), collecting class notes (4.29), collecting assignments (4.27), collecting photos (4.26), collecting lecture notes (4.16)
- Worst performances by information items: collecting health educational materials (M=3.17), collecting family medical history (3.19), organizing reading contents (3.21), utilizing family medical history (3.23)
- Most cared information items each context: class notes, and lecture notes, assignments; insurance information and emergency information; photos, video clips, and email messages.

**Discussion and Conclusion**

- This study echoes previous studies as information horizons appear differently in different contexts.
- Students are more active in collecting and utilizing than organizing. They care more about academic and personal health resources than health resources.
- Specific behaviors appear significantly differently in active performing contexts.
- As specific behaviors (collect, organize, and utilize) show different patterns, if they are aggregated simply as “information behaviors” in studies, we may overlook important implications.
- Specific information behaviors should be considered as an important variable in information horizon studies.