

Breastfeeding women: Are they information seekers or society pleasers?

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Abstract

The purpose of this study is to determine what information sources are used by millennial mothers in learning how to breastfeed their newborns. In addition, this study aims to determine whether there is a preference to certain information sources and whether there is a specific order in which these sources are used. For the purpose of this study, three semi-structured interviews were conducted with millennial women aged between 30 and 33. The interviews were conducted based on Dr. Sonnenwald's *Information Horizon Interview*, which included both verbal, textual, as well as visual representations. According to many studies, the internet is one of the primary points of contact for information gathering. This has been found to be especially true with the millennial generation (Connaway et al., 2008). However, this study has found that the internet is considered a highly unreliable source when it comes to gathering information on learning to breastfeed. In fact, the first information source to be used by the respondents in this study was the family. Moreover, the family is also considered the most important information source, despite the fact that women may not fully trust the information obtained from their families. In order to protect the good mother identity, women sought medical professionals and books to validate information they obtained from information sources they considered less reliable, including their families.

INTRODUCTION

Becoming a parent, whether planned or unplanned, can be an exciting, but also a stressful milestone for both parents. This is especially true for a first-time mother, as she must embark on a new information-seeking journey to discover answers to questions she may have about motherhood. Finding the answers, may give the female a sense of confidence and may ease some of the stress she endures. Therefore, many "mothers may consider actively seeking information as an important part of becoming prepared for motherhood" (Loudon et al., 2016). For many mothers, they may feel pressured into gathering a plethora of information, for not doing so may cause them to feel like their reputation has been endangered or that they will not become a "good mom" (Mckenzie, 2003).

This paper will report the findings of three semi-structured interviews held with millennial mothers, who were asked about the information resources they used to learn to breastfeed their newborns. Two of the three women interviewed have lived in Canada for more than 20 years, speak English fluently, and have family members who live in close proximity. The third participant has lived in Canada for about 12 years, English is her second language, and has no family living in Canada. All three women realized the importance of their families in gathering information on breastfeeding. However, depending on the proximity of their families, they decided to turn to alternative sources of

information. All three women also felt the importance of gathering information from reliable sources, not only to keep the baby healthy, but also to protect their reputation of a good mother.

LITERATURE REVIEW

In a study conducted by Sheih et al., (2009), the millennial women surveyed, were more inclined to seek information from medical professionals, family, and friends before seeking information elsewhere. Similar findings were found in a study conducted by Berkule-Silberman et al., (2010), except that it also found that the internet ranked as being less important as a parenting information source. The study conducted for this paper, found that the proximity of family had a significant impact on the order of information sources used when seeking information on breastfeeding. This phenomenon may be explained by Devon Greyson, who claims that "individuals' information seeking, sharing, and use may change over time as new needs emerge, source availability changes, and their cognitive and affective capacities for information processing, assessment, and application shift" (Greyson, 2016).

In fact, pregnancy is an event that triggers the emergence of new needs and causes the women's cognitive and affective capacities to change (Carolan, 2005). In her studies, Carolan (2005) found that pregnancy can spark a greater craving for information seeking and gathering on a variety of topics regarding the mother's pregnancy. This craving for

gathering as much information as possible may also stem from the cultural pressures of passing the good mother test, as found by McKenzie (2003). In fact, Hausman (2003) has found that often times mothers decide to initiate breastfeeding and to continue it for as long as possible in fear of losing their “good mother” title, despite complications or their lack of desire to breastfeed. In this study, all of the participants felt that it was crucial to begin gathering information at an early stage of their pregnancy from reliable sources, to preserve their reputation of a good mother.

According to a study conducted by Connaway et al., (2008), both the millennial and baby boomer generations identify the internet as being one of the first sources for information seeking. In the context of information seeking for learning to breastfeed, as seen in the study conducted with the three millennial women, the internet ranked very low in importance. This may be explained by mothers feeling information overload on the internet and finding that the information is unreliable. Thus, they turn to their family members to gather information on their information-seeking journey. However, such is not found to be true in cases where mothers do not have the support of their family members and friends (Plantin & Daneback, 2009). In this case, mothers turn to the internet to “find information and support, obtain experiential advice, and make up for the diminished support from family members and friends” (Plantin & Daneback, 2009).

Further research needs to be conducted on finding the reasons why individuals still turn to information sources that they consider unreliable and untrustworthy. Moreover, further research should be conducted on whether the relationship with the family has an effect on the participant considering family an important information source. It would also be worthwhile to conduct further research on information seeking behaviour of learning to breastfeed of first time mothers versus mothers who have carried out multiple pregnancies.

RESEARCH METHODS

The approach taken for this research was that of a quantitative and thematic analysis. This study was conducted based on Dr. Sonnenwald’s *Information Horizon Interview* (Sonnenwald, Wildemuth, & Harmon, 2001). Three semi-structured interviews with three mothers belonging to the millennial generation (ages range from 30 to 33) were carried out. At the end of the interview, participants were requested to draw an information horizon map, indicating the information sources they encountered and used on their information seeking path. Prior to conducting the interviews, questions had been devised that would help answer the following research question: What information resources are used in learning how to breastfeed your newborn? The

questions posed to the participants were structured in an inverted pyramid style, where general questions were first asked, followed by questions increasing in the degree of specificity. Please see Appendix 1 for the complete interview guide used during the interviews.

Convenience sampling was used to recruit the three millennial women who were interviewed. Below is a profile of the participants, which have been anonymized:

Interviewee 1: 30 years old; born in Canada; speaks English fluently; one child, pregnant with second; entire family lives in Canada, with close proximity.

Interviewee 2: 31 years old; born in Eastern Europe; English is not her first language; speaks English at a moderate level; has lived in Canada for the past 12 years; two children aged 2 and 5 months; family in Canada includes her husband, children, and uncle

Interviewee 3: 33 years old; born in Europe; Speaks English fluently; Immigrated to Canada at the age 6; one child aged 3; entire family lives in Canada, with close proximity

Ethics

Upon commencing the interviews, the participants were read a consent statement which gave a detailed explanation of the scope and purpose of the study, as well as the contact information of both the researcher and of the researcher’s supervisor. In addition, a technical explanation was given in regards to the use of the audio recording and the transcription of the interview. Participants were also assured that they would be anonymized. Lastly, the participants provided a verbal consent to participate in this study.

FINDINGS

As mentioned earlier, the approach taken for this research is that of a quantitative and thematic analysis nature. The aim of this study is not to compare the differences between regular day-to-day information seeking behaviour of individuals to the information seeking behaviour of individuals going through a critical life event. The thematic analysis approach was taken to determine whether pregnancy, as a critical life event, impacted the types of and order of information sources used by the participant.

Each participant differed from others in terms of their economic status, their level of familial support, and their personal views. Therefore, in order to solidify the discovery of common themes, data obtained were organized in tables. Three tables were used to determine what types of resources each participant used on her information-seeking journey, the order of importance of those resources, and lastly, the order in which the resources were used. The latter two were necessary criteria to be used, in order to be able to determine

whether there was a pattern regarding what the most reliable resources were and what order they are used in. With the help of tables, three themes were discovered for the information seeking behaviour and information sources used to learn to breastfeed: family first, validity and reliability of information, and the presence of a social performance.

All three participants used friends, doctors, and the internet as information sources for learning to breastfeed. However, as seen in the table below, each resource ranked differently in terms of importance. For example, for two of the three participants, the internet ranked the lowest in importance, while it ranked number one for the second participant. Medical practitioners played a critical role as being one of the most important resources used by all three participants. For two of the three participants, medical practitioners were ranked the most important and second most important for the remaining participant. Please see Appendix 4 for tables showing a complete list of resources used by the participants, the order of importance, and the order in which the resources were used.

ORDER OF IMPORTANCE (scale of 1-3)

Respondant	1	2	3
Mom	1	-	2
Aunt	1	-	2
Cousins	-	-	2
Friends	2	2	2
Doctor	1	2	1
Nurse	2	2	1
Books	-	-	1
Strangers	-	-	3
Prenatal Classes	-	-	3
Internet/ Youtube	3	1	3
Community Centre	-	3	-

Table 1: Order of Importance

Family First

Throughout the interviews, all three women expressed the importance of their families as an information source for

learning to breastfeed. In fact, family was the first source to be used by two of the three participants. The participant who did not use her family first was unable to do so, since she had no immediate family living in Canada. However, she did mention that had she had family, she would have gone to them first. Another key finding was that the order in which each woman used family as an information source was dependant on the proximity of their families. They all felt “that it was the right thing to do” to seek information from their families, even though not all felt that the information they obtained was fully reliable.

Validity and Reliability of Information

Questioning the reliability of the family as an information source, the participants sought out other information sources, which they considered to be more reliable. Reliability and validity of an information source stemmed from being backed up by having scientific expertise, rather than from traditional customs. In participant one’s IHI digram, the participant made bullet points under mom and internet that stated her concerns about the validity of the information. This trend could also be witnessed in the tables, as family was one of the first sources used by participants in gathering information, yet medical practitioners ranked the highest in terms of importance. However, all three women did gather information from a variety of sources, with the goal of protecting their good mother reputation.

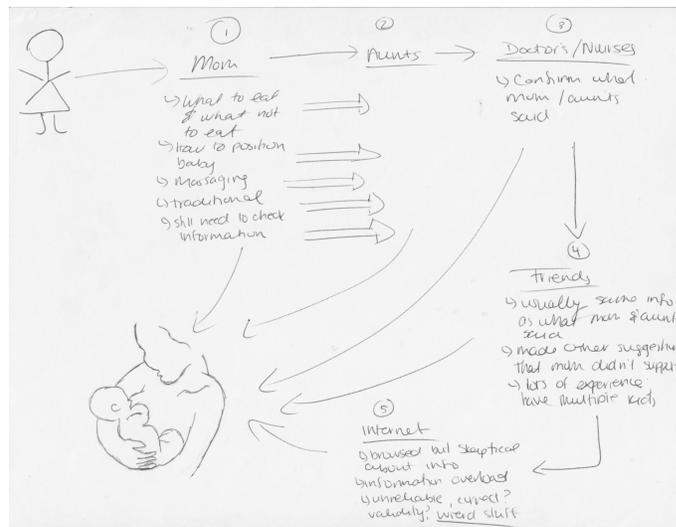


Figure 1: Participant 1’s Information Horizon Diagram

In one particular Information horizon diagram, the participant organized the information sources in a particular way. The first source she used was her mom, and stemming from her mom were her aunts, cousins, and friends. She enclosed these sources in a box, which she titled “Family”. Next, the participant wrote doctors and books in a box she titled “ ‘Correct’ or ‘Proven’ info”. Finally, in a box she

titled “Other”, she included pre-natal classes, pregnant women, and the internet. When asked whether this order that she sought her information in also coincided with what she considered to be an important information source, the participant answered “no”. She proceeded by rating the boxes, similarly to how hotels are rated. She gave the “ ‘Correct’ or ‘Proven’ info” box a 5 star rating, her “Family” box a 4 star, and the “Other” box a 3 star. According to the participant, “the stars rate how good the info is. So for me, I found the doctors and books to have the best quality of information, while the pregnant women had the lowest quality of information” (Participant 3). As can be seen in this comment made by one of the participants, reliability and validity of information are important factors considered by information seekers learning to breastfeed.

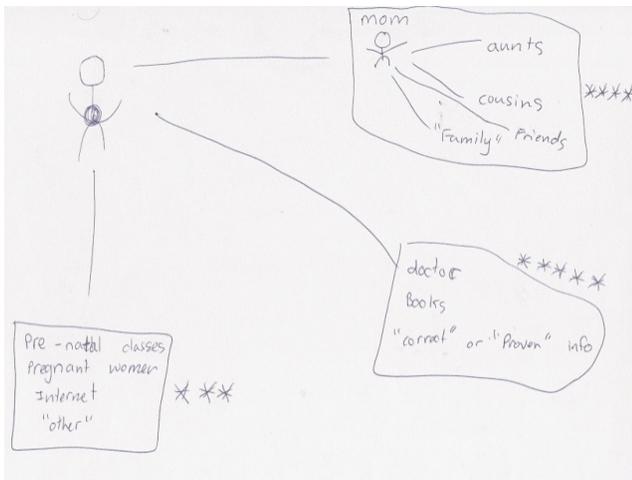


Figure 2: Participant 3’s Information Horizon Diagram

A Social Performance

This study has uncovered the presence of a “social performance”. In other words, although the information seeker does not trust the information source, they still use it to gather information. This is because they worry about being judged by peers and they feel the need to become experts in breastfeeding. Even prior to obtaining information from resources, such as family and friends, the participants questioned the validity and reliability of the resource, yet they still used the source. In fact, the second participant said, “I know that maybe the internet is not the most reliable thing, and I knew that before I started going to internet, but I had no family to go to. But I did double check some stuff I learned on the internet and the community centre with the doctor and nurses. I just wanted to make sure that I was doing the right thing all the time. I did not want to make any mistakes, I want to be good mom and I was so scared” (Participant 2). With this comment, one could see the fear of making a mistake and of being a disappointment when it comes to being a good mother.

However, curiosity is another driving factor that caused the participants to gather information from sources they knew were not reliable. In fact, the first participant said, “The internet was probably the last resource I used. I don’t really trust the internet. I don’t know how reliable and accurate a lot of the information is, and besides, there’s information overload, but I was curious, so I still went” (Participant 1). Therefore, pregnant women put on an act, which for the purpose of this study will be called a social performance, when seeking information and using certain information resources for learning to breastfeed.

DISCUSSION

Comparable to Dervin’s sensemaking theory, Wilson’s information seeking behaviour model illustrates the three components of information seeking: 1) why certain needs prompt the initiation of information seeking, 2) the reasons for the more frequent use of certain resources over others, 3) the reasons for the information seeker’s success in satisfying information needs (Wilson, 1999). As mentioned earlier, “individuals’ information seeking, sharing, and use may change over time as new needs emerge, source availability changes, and their cognitive and affective capacities for information processing, assessment, and application shift” (Greyson, 2016).

Carolan (2005) found that pregnancy is a critical life event that triggers the desire to learn and to gather an abundant amount of information. This statement could be exemplified by the following comment made by a participant: “as soon as I became pregnant, I felt that knowing as much information as possible, but not just any information, it had to be reliable, was what I needed”. In a study conducted by McKenzie (2003), the cultural pressures of being a good mother caused the women to begin her information seeking process at an early stage of pregnancy and to continue until she was already breastfeeding. In other words, women were afraid of encountering information poverty, thus they gathered information from a variety of sources. However, the participants were careful to validate their gathered information from more reliable sources, such as medical professionals and books. This could be exemplified by the third participant who said, “I went to my mom and cousins first, because they’re my family. I wanted to see what they told me first, and then I went to go seek validation from other “more correct” sources, like my doctor and the books. But the same thing happened when I went to the prenatal classes and talked to the pregnant ladies. I went later to verify the info they gave me. I guess I just wanted to make sure that I was getting the best answers” (Participant 3).

Unlike Marcia Bates’ Berrypicking model (Bates, 1989), pregnant women and new mothers do not necessarily go from resource to resource, in hopes of getting certain queries

answered from the given resource. Instead, they expect that the information sources they utilize will provide them with the answers to all of their queries. Despite not receiving the answers to all of their queries, information seekers want to verify this information with other sources. Thus, they use other sources to ask the exact same questions, in order to determine consistency in the answers and to test the validity and reliability of the previously obtained answers.

Studies conducted by Sheih et al., (2009) and Berkule-Silberman et al., (2010), found that the millennial women surveyed were more likely to seek information from family, friends, and medical professionals, before searching information from other sources, such as the internet. This study also showed the prominence of the family and medical professionals as an information source and the lesser importance of the internet. However, unlike the two studies just mentioned, the immediacy of the family had a significant impact on the order in which the information sources were used. Those participants who had family living in Canada, sought information from them first before seeking information elsewhere, however, the participant that did not have family living in Canada had to opt out to resources, such as the internet, that would replace her family, in terms of both information-providing, as well as emotional support. This latter fact was also discovered by Plantin & Daneback (2009), who explained that mothers turned to the internet to “find information and support, obtain experiential advice, and make up for the diminished support from family members and friends” (Plantin & Daneback, 2009).

This study showed how important of a role family plays in the information seeking behaviour of women learning to breastfeed. The information gathered from this source may not always be reliable, hence, it is important that medical practitioners dedicate the time to answer all questions a woman learning to breastfeed may have. It is also important that sessions are held for women learning to breastfeed by medical professionals, where they demonstrate the proper way to breastfeed, the type of diet needed while breastfeeding, and what help is available to them in the event that they may need some. With these types of resources, women from all socioeconomic backgrounds could have equal access to the information. Perhaps further research could be done on the information seeking behavior of women from different generations and/or of women who have multiple children. In this study, the participants who had family in close proximity, had good relationships with their families. Research should be conducted on whether the type of relationship a parents has with their families would impact the level of importance given to family as an information source.

METHODOLOGICAL REFLECTIONS

One of the biggest advantages of using the information horizon interview method is that the researcher has both

textual and visual data to his/her disposition to capture the true information behaviour of the participant. Moreover, while conducting the interview, the researcher could use the information horizon diagram to try to extract more information from the participant, to ask for further explanations, and to make any clarifications. Sonnenwald’s usage of the word “map” for these visual representations is a perfect word to describe what type of information the researcher is trying to extract. Similarly to a road map, the researcher hopes for the participant to draw his/her information seeking quest and all of the sources used along the way.

However, on many occasions the participants were confused when asked to draw an information horizon diagram, as they were unsure of what was being asked of them. After further clarification, the participant began his/her information horizon diagram. It is crucial that when the participant is unsure of what he/she is to do, that the researcher does not go into great detail, as that poses the risk of engraving certain methods of drawing the diagrams. This in turn would not capture the participant’s true information seeking behaviour. In order to reduce the confusion, perhaps changing the name of the diagram or structuring the instructions in a different way would suffice.

CONCLUSION

Becoming a parent is a monumental moment in a person’s life. However, the changing environment and the emergence of new needs may add additional stress and challenges equally to both parents. This study found three prominent themes and patterns amongst the three participants. The first is that family was the first information source used on the participant’s information seeking journey, depending on the family’s proximity to the pregnant woman. In the one case where the respondent did not have family living in Canada, she turned to the internet for informational and emotional support. Despite the fact that the findings in the study conducted by Connaway et al., (2008) indicated that the internet was one of the first information sources to be used by millennials, two of the three participants ranked the internet either last or second-last to be used. All three women doubted the reliability and validity of the information found on the internet.

Reliability and validity is the second common theme found in this study. All three participants reported that despite not believing in the reliability and validity of certain sources, they still went to those sources to gather information. This study has found that the woman’s curiosity may lead her to continue seeking unreliable information sources, as well as the fact that she may be perceived as strange for not doing so. However, the participants sought other information sources to verify the information they previously gathered

from the sources they considered unreliable. The participants felt that seeking more reliable data was justifiable for their usage of the unreliable sources.

The cultural pressures and expectations of being a good mother adds to the stress sensed by the mother, which causes her to begin her information seeking journey at an early stage of her pregnancy. Afraid of losing her reputation of being a good mother, the woman often puts on a social performance, seeking information from a variety of sources, despite believing in its lack of validity and reliability. This social performance is the last theme discovered in this study.

Revisiting the research question, “What information resources are used in learning how to breastfeed a newborn”, one could see the prominence of family (depending on their proximity to the participant), medical professionals, friends, and the internet. However, ranked the most important is family and medical professionals. Becoming a parent is a milestone where the entire family would like to celebrate and share their happiness with the parents-to-be. Naturally, family would also like to be there during the pregnancy, birth, and postpartum, sharing their input and passing on the different skills.

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AUTHOR'S BIO

Weronika Waszewski is a Master of Information candidate at the Faculty of Information at the University of Toronto. At the iSchool, her concentrations are Library and Information Science and Information Systems and Design. She works at DG Ivey Library as a Library Assistant and at the Bank of Montreal as a Customer Service Representative. She enjoys assisting others, especially those who have a language barrier.

APPENDIX 1

RQ: What information resources are used in learning how to breastfeed your newborn?

Opening:

Friendly greeting (rapport building)-

Hi. How are you? My name is Weronika. I appreciate you taking the time for me to ask you a couple of questions.

Introductory scripts & ethics-

I am a graduate student under the direction of Professor Jenna Hartel in the Faculty of Information, University of Toronto. For a course on information behaviour, I am conducting a research study to better understand what information resources new mothers use to learn to take care of their newborns.

I have recruited subjects to participate in an "information horizon interview" which will take approximately 30 minutes.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty.

During the research process, your responses will be audio recorded. The audio recording will be transcribed within one week and then destroyed. Your name and all identifying information will be removed from the transcript, which will be kept indefinitely and used for the purposes of a class assignment. The results of the research may be published, but your name will not be used.

If you have any questions concerning this research study, you may email weronika.waszewski@mail.utoronto.ca or Professor Hartel at jenna.hartel@utoronto.ca.

Technical explanation-

This is a semi-structured interview, which means that I have a set of predetermined questions, but I will also be asking questions that emerge during our discussion. There are no wrong answers, so please answer as honestly as possible. As mentioned earlier, I will also be recording this interview, which I will transcribe as soon as we finish, and then I will delete the recording. I will also be note-taking. At the very end of the interview, we will be doing a drawing activity. Do you agree to participate?

Questions:

1) Grand Tour question (context)-

a) Do you have any family members that live close to you? If yes, how close do they live to you and what relationship do you have to them?

b) Growing up, did you have any siblings? Younger? Older?
c) What made you decide to have a child/children?
d) More of your own? How many would you like to have?

2) Mini Tour question (episode/event)-

a) Can you take me through some of the activities you do on an ordinary day?
b) Is there anything different you would do in terms of nurturing your child if you had another one?
c) You mentioned that you breastfed, when did you decide you were going to breastfeed?
d) how long did you breastfeed for?

3) information/red thread question-

a) You mentioned earlier that you spoke to your mom, doctor, and women at the prenatal classes, are there any other information resources you used to learn to breastfeed?
b) What was your level of satisfaction with the information sources you used?
c) What was your level of knowledge when it came to breastfeeding for the first time?
e) When did you start looking for this information? Early on in your pregnancy, late, when the baby was born?

Information Horizon/red thread elicitation:

With our study, we are asking that participants draw what's called an information horizon map. Here is a blank piece of paper and I would like you to put yourself somewhere on the paper. Next, I am going to ask you to draw the information sources you used when you were seeking information while pregnant/ when you gave birth regarding how to take care of your baby. I'm also going to ask you to mark the order in which you used these information sources. If you used them simultaneously, please mark that down as well. Please talk about the information sources you used as you are drawing them.

a) Why are you calling that box that? *pointing at the doctor and books box*
b) Any other information sources you wanted to add?
c) Is there a specific order of importance or sources you went to first?
d) Do these stars also indicate that you went to these sources first?

Closing:

Ethics (privacy) & thanks:

As mentioned earlier, the recording of today's interview will be transcribed and then deleted. Your name will not be used in my analysis. This interview will be used strictly for the purpose of the assignment for my Information Experience class. I would like to sincerely thank you for taking the time to have this interview with me. Do you have any other questions?

APPENDIX 2

Interviewee 1:

What information resources did you use to learn to breastfeed? "...The internet was probably the last resource I used. I don't really trust the internet. I don't know how reliable and accurate a lot of the information is, and besides, there's information overload, but I was curious, so I still went.

The internet was probably the last resource I used. I don't really trust the internet. I don't know how reliable and accurate a lot of the information is, and besides, there's information overload, but I was curious, so I still went."

You said that you didn't find the internet reliable, did you try using the internet for finding answers, or did were you firm on not using it at all? "I mean, I did do some looking. But I didn't take the information seriously. Like I didn't read something and be like "Oh yea that's a good one! I'm so going to use that tip". No... I read the internet and like the different blogs mothers had, but that was just to see whats out there. I guess you could say I was testing the waters."

Are you dissatisfied with it [the internet] in general or just for the purpose of gathering info about breastfeeding? "Oh no!!! Don't get me wrong, I love the internet. I mean, come on, I'm a millennial. But there are boundaries. This is my baby we're talking about. I need to make sure my information sources are 1000% reliable, valid, and correct. When it comes to health stuff I'd rather talk to a doctor or my mom. You don't know who these people are writing that stuff on the internet."

Interviewee 2:

What was your level of satisfaction with the information sources you used? "Given my situation, where I had no mom, aunts, or other close female family members to assist me, I am very satisfied with the information I was able to get, especially from the internet. It could be odd getting such personal information from total strangers. Like I said, back home your family helps you out, they are with you during this important time. But I wasn't in that situation. So I had to deal the best I could, and the internet helped me a lot. Especially the videos and the support I received."

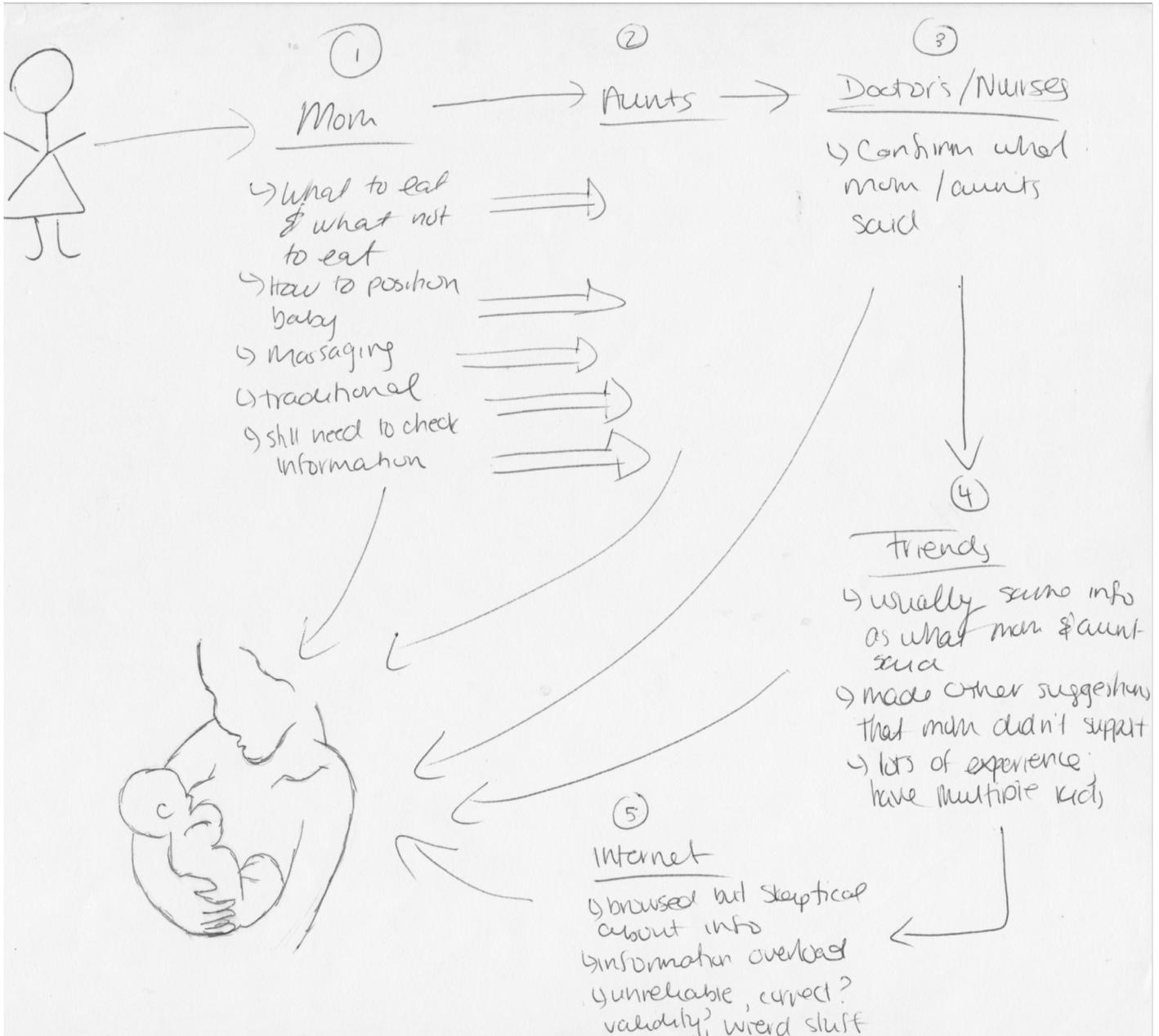
Tell me more about your visits to the doctor during your pregnancy. "I know that maybe the internet is not the most reliable thing, and I knew that before I started going to internet, but I had no family to go to. But I did double check some stuff I learned on the internet and the community centre with the doctor and nurses. I just wanted to make sure that I was doing the right thing all the time. I did not want to make any mistakes, I want to be good mom and I was so scared."

Interviewee 3:

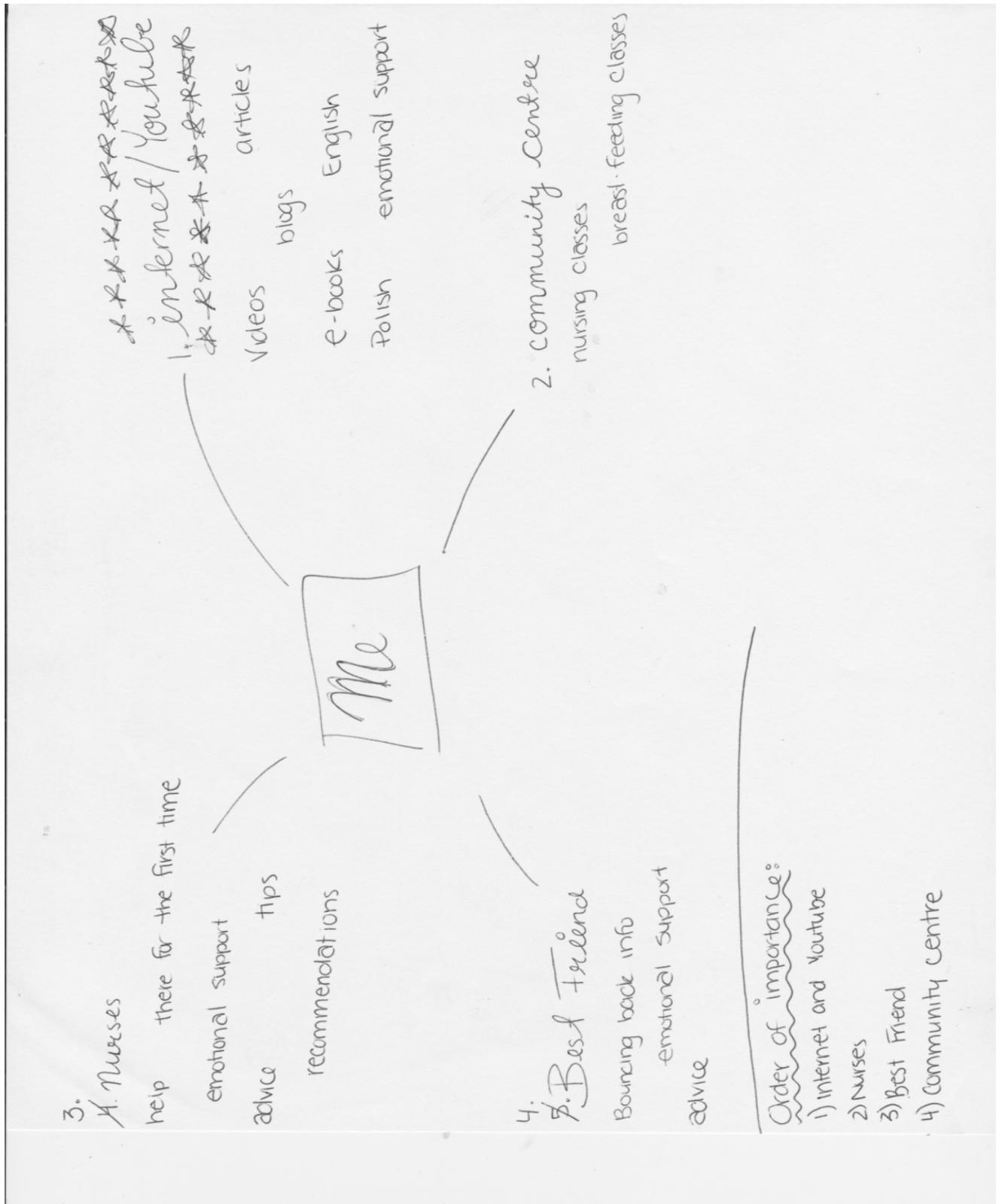
What was your level of satisfaction with the information sources you used? "...But my family also said stuff that sounded ridiculous.... I guess it's a cultural thing. That's why I turned to my doctor and books because I wanted to get more professional advice and suggestions. So going back to your question, my level of satisfaction depended on how "true" the information sounded and if I could find the same information in another source, which preferably was a professional and scholarly one.

Do these stars also indicate that you went to these sources first? "Not necessarily. I went to my mom and cousins first, because they're my family. I wanted to see what they told me first, and then I went to go seek validation from other "more correct" sources, like my doctor and the books. But the same thing happened when I went to the prenatal classes and talked to the pregnant ladies. I went later to verify the info they gave me. I guess I just wanted to make sure that I was getting the best answers."

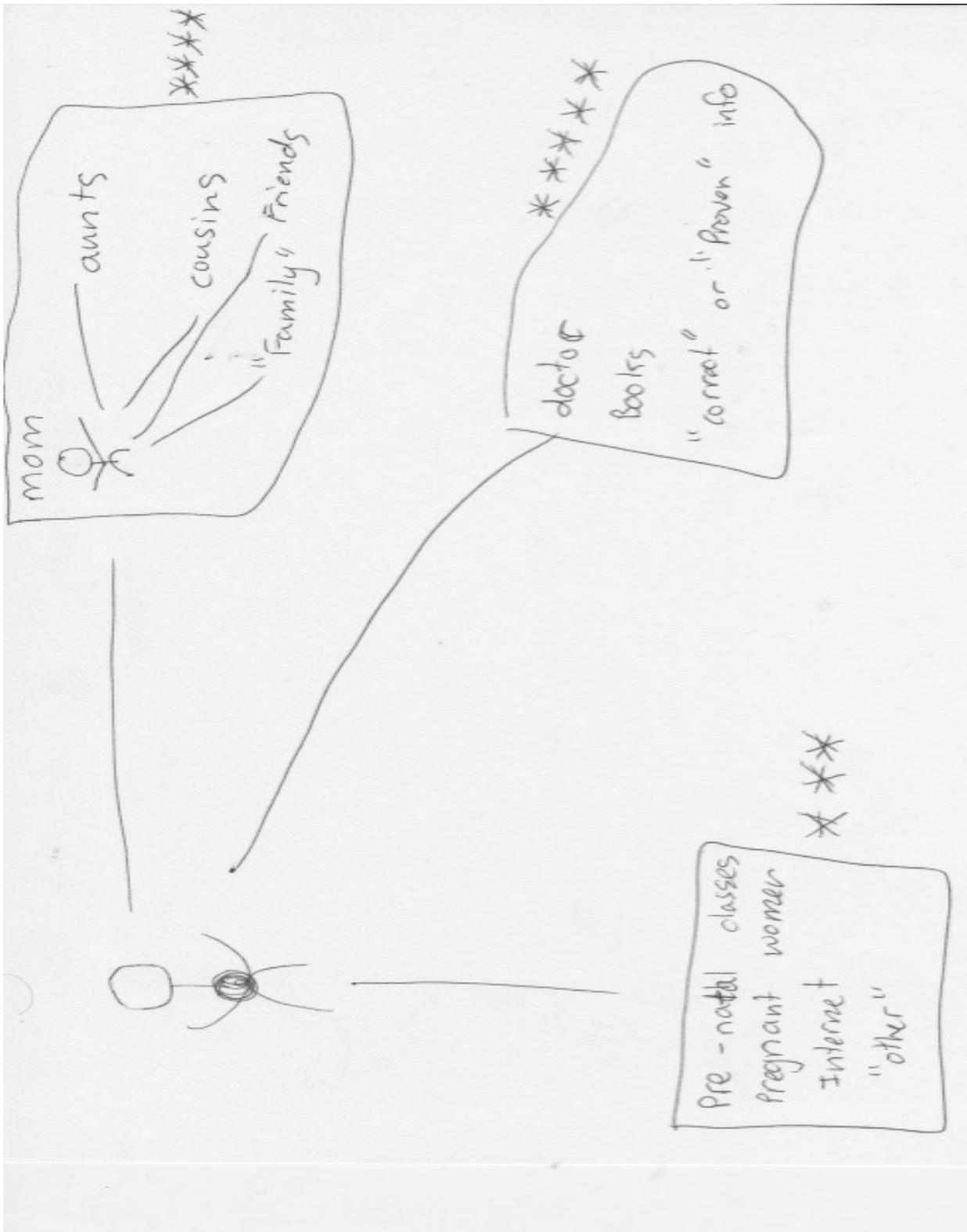
APPENDIX 3



Participant 1's Information Horizon Interview Diagram



Participant 2's Information Horizon Interview Diagram



Participant 3's Information Horizon Interview Diagram

APPENDIX 4

INFORMATION SOURCES

<i>Respondant</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Percentage used</i>
<i>Mom</i>	Y	-	Y	66.66667%
<i>Aunt</i>	Y	-	Y	66.66667%
<i>Cousins</i>	-	-	Y	33.33333%
<i>Friends</i>	Y	Y	Y	100%
<i>Doctor</i>	Y	Y	Y	100%
<i>Nurse</i>	Y	Y	-	66.66667%
<i>Books</i>	-	-	Y	33.33333%
<i>Strangers</i>	-	-	Y	33.33333%
<i>Prenatal Classes</i>	-	-	Y	33.33333%
<i>Internet/ Youtube</i>	Y	Y	Y	100%
<i>Community Centre</i>	-	Y	-	33.33333%

Questioned Validity of the Information

<i>Respondant</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>No</i>			

ORDER OF IMPORTANCE (scale of 1-3)

<i>Respondant</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Mom</i>	1	-	2
<i>Aunt</i>	1	-	2
<i>Cousins</i>	-	-	2
<i>Friends</i>	2	2	2
<i>Doctor</i>	1	2	1
<i>Nurse</i>	2	2	1
<i>Books</i>	-	-	1
<i>Strangers</i>	-	-	3
<i>Prenatal Classes</i>	-	-	3
<i>Internet/ Youtube</i>	3	1	3
<i>Community Centre</i>	-	3	-

ORDER RESOURCES USED IN

<i>Respondant</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Mom</i>	1	-	1
<i>Aunt</i>	2	-	2
<i>Cousins</i>	-	-	2
<i>Friends</i>	4	3	2
<i>Doctor</i>	3	2	3
<i>Nurse</i>	3	4	3
<i>Books</i>	-	-	3
<i>Strangers</i>	-	-	4
<i>Prenatal Classes</i>	-	-	4
<i>Internet/ Youtube</i>	5	1	4
<i>Community Centre</i>	-	2	-