

資訊  
新知

## 館藏 JSTOR 資料庫之 AI 功能介紹

技術服務組 林筑玉組長

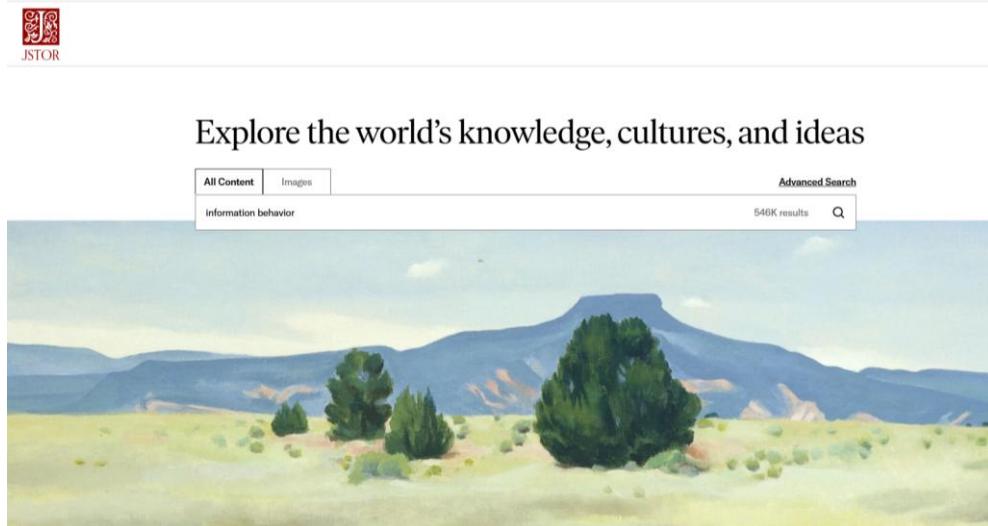
資料蒐集向來是大學生撰寫作業、研究生撰寫論文，以及教師與學者進行研究工作的基礎起點，而所選擇的工具，則直接影響後續研究的效率與品質。JSTOR 資料庫作為學術界的重要平台之一，匯集了大量學術期刊文章與書籍等，提供多元而完整的學術資源，支持研究者深入探索各領域知識。

本館目前已訂購五個 JSTOR 資料庫輯，包括：Arts & Sciences I、Arts & Sciences II、Arts & Sciences IV、Arts & Sciences VI 及 Arts & Sciences VII；是項資料庫簡介請參閱東吳大學圖書館第 57 期電子報（2024 年 5 月出版）。

自 2025 年起，JSTOR 資料庫新增 AI 互動式功能，本文將介紹其操作方式，以期協助讀者更有效率地進行資料搜尋與蒐集工作。

使用 JSTOR 資料庫 AI 功能，須在學校的 IP 範圍內註冊個人化帳號方能登入使用。請在校內 IP 範圍內連線至 JSTOR 網站：<https://www.jstor.org/> 註冊一組帳號，點選右上角「Register」進行註冊，帳號申請完成後即可登入使用。

### （一）輸入查詢關鍵字，進行搜尋



545,977 results

Keyword results

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Sort by: Relevance ▾

JOURNAL ARTICLE

Information Behavior and Information Practice: Reviewing the “Umbrella Concepts” of Information-Seeking Studies

Reijo Savolainen

*The Library Quarterly: Information, Community, Policy*, Vol. 77, No. 2 (April 2007), pp. 109-132

...Introduction in information studies, phrases such as “information behavior” and “information practice” have been used to characterize the ways that people generally “deal with information.” These phrases may be conceived of as “umbrella concepts” drawing on different discourses...

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JOURNAL ARTICLE

Making Sense of an Information World: The Everyday-Life Information Behavior of Preteens

Eric M. Meyers, Karen E. Fisher, Elizabeth Marcoux

*The Library Quarterly: Information, Community, Policy*, Vol. 79, No. 3 (July 2009), pp. 301-341

... What began as an exploratory inquiry of “why tweens turn to other people for everyday information,” that is, interpersonal information-seeking, developed into a deeper investigation of (a) how this age group differs empirically from adjacent populations (children and young adults) regarding its information behavior (IB), particularly...

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在出現的查詢結果頁面上點選  Semantic results 會從原本的查詢結果挑出 25 篇最相關的期刊文章、書籍章節或研究報告。

Top 25 results

Keyword results

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點選其中乙篇文章後，在右方會出現 AI Research Tool 的開關圖案，並會顯示文章的相關說明。

The screenshot shows the AI Research Tool interface on JSTOR. At the top right, there is a red oval highlighting the 'AI Research Tool' button which is set to 'ON'. Below this, a list of points discusses information behavior. A question 'You: How is "information behavior" related to this text?' is shown in a box, followed by five numbered points. Point 1 is about information needs, Point 2 about seeking strategies, Point 3 about barriers, Point 4 about social context, and Point 5 about developmental factors. Below these points, a note states: 'These points illustrate the complexity of information behavior among preteens, emphasizing the interplay of personal, social, and contextual factors in their everyday information-seeking activities.' At the bottom left, there are buttons for 'Show abstract', 'Show related content', and 'Recommend topics'. In the center, there is an 'Ask a question' input field with a 'Send' button and a three-dot menu. At the bottom right, there are links for 'Feedback', 'PDF', and 'Help'.

● Use our AI research tool to assess content relevance and surface key ideas. It can answer questions about what you're reading and recommend related topics and materials, drawing solely from JSTOR's journal articles and books.

You: How is "information behavior" related to this text?

● Information behavior refers to how individuals seek, use, and share information in their everyday lives. In the context of preteens, the study highlights several key aspects of their information behavior:

1. **Information Needs:** Tweens perceive their information needs as arising from their specific situations. They often seek information that is most accessible to them, which typically comes from interpersonal sources, such as friends and family, rather than formal institutions like libraries (p. 301).
2. **Seeking Strategies:** The study indicates that tweens engage in media-rich interpersonal information-seeking behavior, utilizing various forms of communication, including face-to-face interactions, phone calls, emails, and online platforms (p. 301).
3. **Barriers:** Tweens encounter barriers in their information-seeking processes, which can include a lack of access to certain types of information or the complexity of navigating different social norms across various environments, such as home, school, and community (p. 301).
4. **Social Context:** The presence of key individuals in social settings significantly influences tweens' perceptions of where to seek information. Their information behavior is shaped by the social norms and expectations of the different "worlds" they inhabit (p. 301).
5. **Developmental Factors:** The study also notes that developmental factors, such as social, affective, and cognitive maturity, play a crucial role in how tweens navigate their information worlds and engage in information-seeking behavior (p. 301).

These points illustrate the complexity of information behavior among preteens, emphasizing the interplay of personal, social, and contextual factors in their everyday information-seeking activities.

Show abstract Show related content Recommend topics

Ask a question

While responses are based on content on JSTOR, the tool may produce biased or inaccurate results. [Learn more](#).

Feedback PDF Help

可於對話框內使用中文或英文提出想知道的資訊，如：「請簡述此篇文章的內容」或「請詳述此篇文章的結論」。

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Want to know more? You can ask a question about this text and I'll answer based on information I can find in it.



Show abstract Show related content Recommend topics

請簡述此篇文章的內容

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You: 請簡述此篇文章的內容

- 這篇文章探討了青少年（特別是12歲以下的孩子）在日常生活中尋求、使用和分享信息的行為。以下是文章的主要內容：

- 信息需求：青少年認為他們的信息需求源於特定情境，通常會尋求最容易獲得的信息，這些信息通常來自朋友和家人，而非正式機構如圖書館。
- 尋求策略：研究顯示，青少年在尋求信息時會使用多種媒介，包括面對面交流、電話、電子郵件和在線平台。
- 障礙：青少年在信息尋求過程中會遇到障礙，例如缺乏某些信息的獲取途徑或在不同社會環境中導航的複雜性。
- 社會背景：社會環境中關鍵人物的存在顯著影響青少年對信息來源的看法，他們的信息行為受到不同“世界”的社會規範和期望的影響。
- 發展因素：文章還指出，社會、情感和認知成熟度等發展因素在青少年如何導航其信息世界和參與信息尋求行為中起著關鍵作用。

這些要點展示了青少年信息行為的複雜性，強調了個人、社會和情境因素在他們日常信息尋求活動中的相互作用。(p. 1)



Show abstract Show related content Recommend topics

Ask a question

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4. 社會背景：社會環境中關鍵人物的存在顯著影響青少年對信息來源的看法，他們的信息行為受到不同“世界”的社會規範和期望的影響。
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**凸 凹 凸**

You: 請條列出此篇文章的重點

● 這篇文章的重點如下：

1. 信息需求：青少年認為他們的信息需求源於特定情境，通常會尋求最容易獲得的信息，這些信息通常來自朋友和家人，而非正式機構如圖書館。[\(p.1\)](#)
2. 尋求策略：研究顯示，青少年在尋求信息時會使用多種媒介，包括面對面交流、電話、電子郵件和在線平台。[\(p.1\)](#)
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**凸 凹 凸**[Show abstract](#) [Show related content](#) [Recommend topics](#)

請詳述此篇文章的結論

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⋮

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**凸 凹 凸**

You: 請詳述此篇文章的結論

● 這篇文章的結論如下：

1. 青少年信息世界的複雜性：研究顯示，青少年在日常生活中尋求信息的行為受到多種因素的影響，包括社會、情感和認知的成熟度。這些因素在他們如何導航信息世界和參與信息尋求行為中起著關鍵作用。
2. 社會因素的重要性：青少年在尋求信息時，社會環境中的關鍵人物（如同齡人和成人）對他們的信息來源看法有顯著影響。青少年在不同的社會環境中面臨著不同的社會規範和期望，這些都影響了他們的信息行為。
3. 信息尋求的自然性：信息尋求被視為青少年身心發展的自然和必要部分。青少年在探索信息時，會經歷社會化和個性化的過程，這兩者是相互交織的。
4. 信任與社會成本：青少年在信息尋求過程中，信任和社會成本是重要的考量因素。他們在選擇信息來源時，會考慮到來源的可信度和與他們的關係強度。
5. 非正式社交環境的角色：非正式的社交環境（如學校、社區和虛擬空間）為青少年提供了關鍵的信息交流機會，這些環境對他們的日常生活信息需求至關重要。
6. 未來研究的方向：文章建議進一步研究青少年在不同文化、經濟和教育背景下的信息行為，以更好地理解如何為這一代人提供有效的信息服務。

這些結論強調了青少年信息行為的複雜性，並指出了在設計針對青少年的信息服務時需要考慮的多種因素。[\(p.1\)](#)**凸 凹 凸**[Show abstract](#) [Show related content](#) [Recommend topics](#)

Ask a question

[Send](#)

⋮

## (二) 預設的三項功能

分別為 Show abstract (顯示摘要)、Show related content (顯示相關內容) 及 Recommend topics (推薦主題)，點選後呈現的畫面如下：

### 1. Show abstract (顯示摘要)

東吳大學圖書館館訊第 60 期電子報 (2025 年 11 月)

2. 社會因素的重要性：青少年在尋求信息時，社會環境中的關鍵人物（如同齡人和成人）對他們的信息來源看法有顯著影響。青少年在不同的社會環境中面臨着不同的社會規範和期望，這些都影響了他們的信息行為。

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6. 未來研究的方向：文章建議進一步研究青少年在不同文化、經濟和教育背景下的信息行為，以更好地理解如何為這一代人提供有效的信息服務。這些結論強調了青少年信息行為的複雜性，並指出了在設計針對青少年的信息服務時需要考慮的多種因素。(p.1)

由 由 由

You: Show abstract.

Here is the abstract from the document:

This article presents an empirically-grounded framework for mediating the everyday-life information worlds of youth aged 9–13. "Tweens" are a sandwiched population with behaviors, circumstances, and needs distinct from children and young adults. Little research has addressed their information-seeking, especially regarding nonschool contexts. Thus, empirically-based conceptual tools are needed to help professionals in mediating the complex information worlds of tweens. Guided by multiple frameworks (Dervin's sense-making, Fisher's information grounds, and Chatman's normative behavior), data were collected using the "Tween Day" technique, involving scenario-based focus groups and interviews with thirty-four youth in three distinct settings. The study aimed at understanding the situations for which tweens seek everyday information; which sources they use, and why; what social settings foster information-sharing, and how; and what factors (especially affective) promote or hinder information-seeking. Using these findings, the proposed professional service framework contains five descriptive principles for mediating everyday-life information-seeking and information use by tweens.

由 由 由

Show abstract Show related content Recommend topics

Ask a question

## 2. Show related content (顯示相關內容)

You: Show related content.

Here is content related to this text:

JOURNAL ARTICLE  
Teens, Technology, and Libraries An Uncertain Relationship  
Denise E. Agosto, Rachel M. Magee, Michael Dickard, Andrea Forte  
*The Library Quarterly: Information, Community, Policy*, Vol. 86, No. 3 (July 2016), pp. 248-269

JOURNAL ARTICLE  
Studying Young People's New Media Use: Methodological Shifts and Educational Innovations  
C. J. Pascoe  
*Theory Into Practice*, Vol. 51, No. 2, Qualitative Research In the 21st Century (Spring 2012), pp. 76-82

JOURNAL ARTICLE  
Tip of the Iceberg: Meaning, Identity, and Literacy In Preteen Virtual Worlds  
Eric M. Meyers  
*Journal of Education for Library and Information Science*, Vol. 50, No. 4 (Fall 2009), pp. 226-236

JOURNAL ARTICLE  
Information Literacy in the Internet Age: Making Space for Students' Intentional and Incidental Knowledge  
Angela M. Kohnen, E. Wendy Saul  
*Journal of Adolescent & Adult Literacy*, Vol. 61, No. 6 (May/June 2018), pp. 671-679

JOURNAL ARTICLE  
Character Journaling Through Social Networks: EXEMPLIFYING TENETS OF THE NEW LITERACY STUDIES  
John Wesley White, Holly Hungerford-Kresser  
*Journal of Adolescent & Adult Literacy*, Vol. 57, No. 8 (MAY 2014), pp. 642-654

Show abstract Show related content Recommend topics

Ask a question

### 3. Recommend topics (推薦主題),

The screenshot shows the JSTOR AI Research Tool interface. At the top right, there is a green button labeled "ON" with a circular slider. Below the main content area, a box displays a journal article review from "The Library Quarterly: Information, Community, Policy, Vol. 84, No. 3 (July 2014), pp. 402-405". The review is by Jamshid Beheshti and Andrew Large, and it discusses the information behavior of a new generation. To the right of the article box, a message says "You: Recommend topics." Below this, a list of 12 research topics is provided, each preceded by a question mark icon:

- Q youth information behavior
- Q tweens and media consumption
- Q developmental characteristics of tweens
- Q youth services and support
- Q Information seeking in non-school contexts
- Q Millennials and information needs
- Q Impact of digital media on youth
- Q social influences on tweens
- Q complex information environments
- Q enhancing youth services

Below the list, a note states: "These topics are derived from the text. Clicking on any of the topics will run a search on JSTOR. For a comprehensive understanding of this text, read the content fully and explore related materials on JSTOR." At the bottom of the interface, there are buttons for "Show abstract", "Show related content", and "Recommend topics", along with a search bar and a "Send" button.

### 4. 點選所列出的任一項主題，會自動帶出 25 筆此主題的搜尋結果

The screenshot shows the JSTOR search results page for the topic "youth information behavior". The search bar at the top contains "youth information behavior". The results are filtered under "Top 25 results". There are four search results listed, each with a checkbox, a title, a brief abstract, and download/cite options:

- Making Sense of an Information World: The Everyday-Life Information Behavior of Preteens**  
Eduardo M. Moreno, Kristin L. Fisher, Elizabeth M. Marushka  
This Library Quarterly: Information, Community, Policy, Vol. 84, No. 3 (July 2014), pp. 303-324  
Abstract: Model that accounts for their broad social, affective, and physical needs surrounding information. Youth and Everyday Life Information: Seeing What Told [4], p. 324, in the mirror of adolescents' information seeking and use. Identifying three strands of research in the general area of youth information behavior: (1) school students learning...
- Online Communication and Adolescent Relationships**  
Kavita Subrahmanyam, Patterson Gaddis  
Journal of Computer Information Systems, Vol. 48, No. 3 (2008), pp. 199-210  
Abstract: Of their online communication activities, the authors show that adolescents are using these communication tools primarily to reinforce existing relationships, both with friends and romantic partners. More and more they are also giving these tools into their "offline" worlds, using, for example, social networking sites to get more information...
- Drug and Drinking Behavior Among Youth**  
Danae B. Kelder  
Journal of Drug Trends, Vol. 6 (1998), pp. 275-285  
Abstract: Department of Psychiatry and School of Public Health, Columbia University, and New York State Psychiatric Institute  
INTRODUCTION The spread in the use of marijuana and other illicit drugs in the popular. This represents one...
- Interparental Conflict Styles and Youth Problem Behaviors: A Two-Sample Replication Study**  
Cherie Batter, Anurika Krishnakumar, Glynn Stew, Christine Anthony, Sharon Pernickson, Jean Gerard, Brian K. Baker

### (三) 在文件上直接選取範圍

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Eric M. Meyers, Karen E. Fisher, Elizabeth Marcoux

*The Library Quarterly: Information, Community, Policy*, Vol. 79, No. 3 (July 2009), pp. 301-341 (41 pages)

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LIFE INFORMATION BEHAVIOR OF PRETEENS

Eric M. Meyers,<sup>1</sup> Karen E. Fisher,<sup>2</sup> and Elizabeth Marcoux<sup>3</sup>

This article presents an empirically-grounded framework for mediating the everyday-life information worlds of youth aged 9–13. "Tweens" are a sandwiched population between children and young adults. Little research has addressed their information-seeking, especially regarding nonschool contexts. Thus, empirically-based conceptual tools are needed to help professionals in mediating the complex information worlds of tweens. Guided by multiple frameworks (Dervin's sense-making, Fisher's information grounds, and Chapman's normative behavior), data were collected using the "Tween Day" technique, involving scenario-based focus groups and interviews with thirty-four youth in three distinct settings. The study aimed at understanding the situations for which tweens seek everyday information; which sources they use, and why; what social settings foster information-sharing, and how; and what factors (especially affective) promote or hinder information-seeking. Using these findings, the proposed professional service framework contains five descriptive principles for mediating everyday-life information-seeking and information use by tweens.

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Tammy Chaney-Cullen, Thomas M. Duffy

The Journal of the Learning Sciences, Vol. 8, No. 1 (1999), pp. 1-40

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Everard Weber

Review of Educational Research, Vol. 77, No. 3 (Sep., 2007), pp. 279-309

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Leon Pearl

Philosophy, Vol. 65, No. 252 (Apr., 1990), pp. 229-231

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Jay MacLeod

The Journal of Negro Education, Vol. 60, No. 3, Socialization Forces Affecting the Education of African American Youth in the 1990s (Summer, 1991), pp. 260-275

in a quandary: if the problems go beyond the kids, what can we do? In this article I seek to face that question directly. Drawing on my previous ethnographic study, Ain't No Makin' It (1997), I will discuss the educational implications of the street as socializing agent. My research and...

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- Information behavior refers to how individuals seek, use, and share information in their everyday lives. In the context of preteens, the study highlights several key aspects of their information behavior:
  1. **Information Needs:** Tweens perceive various types of everyday information as necessary, influenced by their social environments and personal situations. Their information needs arise from their specific contexts and experiences.
  2. **Seeking Strategies:** Tweens often prefer interpersonal sources for information, such as friends and family, over formal channels like libraries or institutions. They utilize various media, including face-to-face communication, phone calls, and online platforms, to seek information.
  3. **Barriers:** The study identifies barriers that tweens encounter while seeking information, which can include a lack of access to certain information sources or the complexity of navigating different information worlds.
  4. **Social Context:** The presence of key individuals in their social settings significantly affects tweens' views on where to seek information. Their information behavior is shaped by the social norms and expectations of the various "small worlds" they inhabit, such as home, school, and community.
  5. **Developmental Factors:** Factors such as social, affective, and cognitive maturity play a crucial role in how tweens engage with information. Their ability to navigate multiple information worlds and adapt their behavior accordingly is indicative of their developmental stage.

Overall, the study emphasizes that information-seeking is a complex interplay of personal and contextual variables, particularly for preteens who are developing their social networks and cognitive skills.

(p. 301, p. 301, p. 301, p. 301)

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