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Situating Information Literacy in the Disciplines: New Opportunities for Sustainable Instruction

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Part One: William Badke
Higher education is under stress

Society demands skills that are not being found to the expected level in university graduates.

- Critical thinking
- Problem solving
- The able use of information
“[Students] need to be exposed to the use of a domain's conceptual tools in authentic activity—to teachers acting as practitioners and using these tools in wrestling with problems of the world.”

“The most important task of an undergraduate student is to learn to be a member of the discipline community, to tap into the knowledge and practice embodied in that community.”

The Nature of Disciplines

- Epistemology: What is our knowledge base? Why do we value it?
- Metanarrative: What is our story? How do we view ourselves?
- Method: How do we advance our discipline through research?
Student Alienation

- Knowledge is a cheap commodity
- The professor’s expertise creates a barrier
- Students need less information dissemination and more invitation to join the academy as participants
Student Alienation

“To produce graduates filled with facts but inept at solving problems and advancing knowledge is increasingly a ludicrous proposition.”

Situated Information Literacy

- Students are invited into disciplines
- Students learn how to do the work of disciplinarians
Situated Information Literacy

- Students acquire research ability in an environment of planned, deliberate mentoring
- Content and process get equal billing
- Professor’s expertise is more important than professor’s mere knowledge
Situated Information Literacy

- Formative assessment becomes virtually universal
- Close reading of existing research, discussion of the nature of the discipline, and faceted research take equal billing with content
- Librarians and faculty work together in designing curriculum, wording assignments, and determining rubrics
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Part Two: Robert Farrell

Which Brings us to the CUNY Model
Threshold Concept Model is Useful

...But Only Opens the Door to Further Disciplinary Learning

“Miyako opening a door.” https://www.flickr.com/photos/htakashi/8393574815/
We Need to Paint a Disciplinary Picture

Of the Information Literate Student

Through Focus Group Conversations

With Disciplinary Faculty
(facilitated by us)
Then Work With Disciplinary Faculty

To Design Learning Opportunities

(scaffolded experiences over the disciplinary curriculum
...many may already be in place)

That Allow Students to Become

Participants in New Worlds

Disciplinary Expertise

...is put to work in various landscapes.

Three landscapes important to us

Academic
Workplace
Everyday
Life

(See the Guidelines; See also the work of Anne Lloyd)
Surely You GeST!

Three windows through which to look at and describe what, as a whole, comprises information literate behavior.

Lupton and Bruce
“Windows on Information Literacy Worlds” (2010)

Allows us to See “Information Literacy” as...

- theoretical construct for isolating certain behaviors from an integrated skilled performance;
- something that can only be learned, not “taught;”
- only existing in abstraction from actual practice;
- a heuristic or tool for discovery in instructional design.
...And not separate from situated, embodied, socio-cultural practice
Initial Data from Sociology Department Interviews
Initial Data from Sociology Department Interviews
Advantages of the CUNY Model
Challenges using the CUNY Model
More details and bibliography at:

http://articulation.commons.gc.cuny.edu