

CHEP 2020

USING HIGH-IMPACT APPLIED LEARNING FOR INFORMATION LITERACY DEVELOPMENT

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PRESENTATION OUTLINE

Introductions

Overview - information literacy and applied learning

What's the connection?

Overview of our pilot projects

Brainstorming activity and discussion

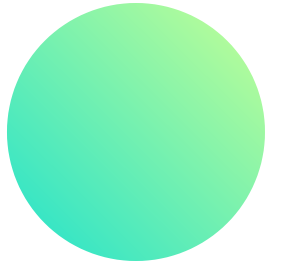
Wrap-up

Introductions

INFORMATION LITERACY

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

(Association of College and Research Libraries 2015)





INFORMATION LITERACY IN HIGHER EDUCATION

2000: Information Literacy Competency Standards

- Concrete; skills-based
- Students as information consumers
- Standard in the field until 2015



INFORMATION LITERACY IN HIGHER EDUCATION

2015: Framework for Information Literacy for Higher Education

- Recognition of changes in information landscape
- Students as information producers too
- Goes beyond skills to involve mindset
- Based on idea of "threshold concepts"

FRAMEWORK FOR INFORMATION LITERACY

Six Main Concepts

Authority is Constructed and Contextual

Information Creation as a Process

Information Has Value

Research as Inquiry

Scholarship as Conversation

Searching as Strategic Exploration



FRAMEWORK FOR INFORMATION LITERACY

Each Frame includes more specific knowledge practices and dispositions. E.g.:

Research as Inquiry.

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

- Use various research methods, based on need, circumstance, and type of inquiry. *(Knowledge Practice)*
- Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process. *(Disposition)*



Central Question:

How do we as educators help
students gain these
dispositions or mindsets?

Enter applied learning...



OVERVIEW OF APPLIED LEARNING

**Experiential, participatory,
explorations beyond the
classroom**





Our working hypothesis:

Applied learning – including an intention, experience, and reflection – helps students with information literacy dispositions.

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

Knowledge Practice

Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)

Disposition

Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews



Sociology of Poverty

Spring 2018

Participatory Photo
Mapping Project



Public Sociology and Criminology

Spring 2020

Affordable Housing
Project



PROMPTS

Intention

One reason we do applied learning working directly in the community is to gather information from different types of sources. We want you to: “question traditional notions of granting authority and recognize the value of diverse ideas and worldviews” (ACRL Framework).

Authority in this context means the information creators’ expertise and credibility. What do you anticipate learning from working directly with Navassa that is different from what you learned from academic sources? Why do you think that will be?

Reflection

Think back to your beginning reflection and one of the goals of applied learning in the community: to gather information from different types of sources. What did you learn from working directly with Navassa that is different from what you learned from academic sources? Why do you think those differences exist? What can different sources of information be good for? For example, when would you use information from academic articles about affordable housing compared with the data you gathered from Navassa?

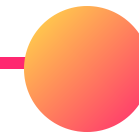
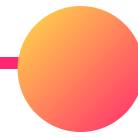
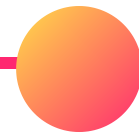
STUDENT EXAMPLES

"The readings seemed to put my interpretations into perspective, because I was able to see firsthand, what they were talking about, and instead of reading examples in a book, I was able to witness those things happening."

"I think a lot of times with readings and educational materials we can get caught up in the negatives of poverty, but this community demonstrated much more than that to me."

"We learned basic facts and statistics from academic sources of authority...[but] the children served as a source of authority in their own community and about poverty in America."

PILOT PROJECTS



Intention

Knowledge of different sources of authority

Applied learning experience

Work in the community

Reflection

Comparing sources of authority based on that experience



Questions at this point?



Activity

1 Individually brainstorm a connection between an applied learning activity and an information literacy disposition.

2 In small groups, elaborate on this integration and assessment.

3 Share your ideas with the large group.

EXAMPLE

Applied learning activity:

Interview stakeholders from local nonprofits about the role of the campus in the local community in a higher education course.

Information literacy disposition:

Seek multiple perspectives during information gathering and assessment.

(Research as Inquiry)

Activity

1 Individually brainstorm a connection between an applied learning activity and an information literacy disposition.

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Small group discussion

How can applied learning be integrated with information literacy dispositions?

Large group discussion



WRAP UP

**Applied learning can
enhance student learning
in information literacy**

Questions? Thoughts?

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