Thinking Critically about Information Workshop Series
Information literacy in the disciplines | October 26, 2018

Scholarship as Conversation
Read over this frame and consider the questions below.

Reflection questions
- Where, how, and among whom do the conversations in your field take place?

- How does one identify those conversations?

- What are basic expectations for or barriers to participation in the conversations in your field? (e.g., social/cultural capital, financial, prestige, networks, hidden knowledge, ability to “read” the field well enough to contribute in meaningful ways to current conversations)

Group discussion
- What dispositions and knowledge practices leave an impression on you?

- What does this Frame mean to your discipline? How is that concept expressed?

Adapted from: Miller, S. D. (2018). Diving deep: Reflective questions for identifying tacit disciplinary information literacy knowledge practices, dispositions, and values through the ACRL Framework for Information Literacy. The Journal of Academic Librarianship, 44(3).
https://doi.org/10.1016/j.acalib.2018.02.014
Authority is Constructed and Contextual

Read over this frame and consider the questions below.

Reflection questions

- Who are the authorities or power players in the discipline, either specifically or generally? How do they establish that authority? What are current challenges to that authority?

- How is the information disseminated? How does this process contribute to the construction of authority in your field?

- How does rhetorical style, including visuals, text, styles, conventions, etc. support authority construction through information sources in your field?

Group discussion

- What dispositions and knowledge practices leave an impression on you?

- What does this Frame mean to your discipline? How is that concept expressed?

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Research as Inquiry
Read over this frame and consider the questions below.

Reflection questions
- What are common research methods, theories, or approaches in your discipline? How can you recognize these ideas when looking at materials produced in your field? Do students learn to identify these ideas as well?

- Is there a major difference between library research and field research in your discipline? How do you these types of research interact? Do the questions you ask in field research differ from those you ask of previously created information sources?

- Is there a researcher/practitioner dichotomy in your field? If so, what types of questions which require outside information sources would each of these roles ask in the course of their work?

Group discussion
- What dispositions and knowledge practices leave an impression on you?

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Information Creation as a Process
Read over this frame and consider the questions below.

Reflection questions
- In what types of formats (i.e. journals, conference presentations, popular forums, etc.) can the conversations in your discipline typically be found? Are some formats considered more authoritative? Is there a continuum or hierarchy of formats?

- Are there any unique information formats used in your field (i.e. patents, performances, etc.)? If so, what is their importance to your discipline?

- What “counts” as evidence in your discipline? Where do you find that evidence? How is it normally presented? What would you use it for—or, why is it important to someone in your discipline?

Group discussion
- What dispositions and knowledge practices leave an impression on you?

- What does this Frame mean to your discipline? How is that concept expressed?

Information has Value
Read over this frame and consider the questions below.

Reflection questions
• How is impact determined, measured, or expressed in your field? How do authority, inquiry, format, searching and scholarship affect impact?

• How does open access affect your standing as a scholar?

• Is access to information in your field privileged? How will students access this information once they are working in their field? Are there suitable alternatives for proprietary resources?

Group discussion
• What dispositions and knowledge practices leave an impression on you?

• What does this Frame mean to your discipline? How is that concept expressed?

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Searching as Strategic Exploration

Read over this frame and consider the questions below.

Reflection questions

• What information tools/sources are of primary importance in your field?

• What are typical search behaviors among your disciplinary colleagues?

• How do the concepts of format, conversation, value, authority, and inquiry impact your search processes?

Group discussion

• What dispositions and knowledge practices leave an impression on you?

• What does this Frame mean to your discipline? How is that concept expressed?


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