

May 2012

Transforming Information Literacy: Engaging Stakeholders.

Rob Morrison
National-Louis University

Deana Greenfield
National-Louis University

Follow this and additional works at: https://digitalcommons.nl.edu/faculty_publications

Part of the [Library and Information Science Commons](#), and the [Other Education Commons](#)

Recommended Citation

Morrison, Rob and Greenfield, Deana, "Transforming Information Literacy: Engaging Stakeholders." (2012). *Faculty Publications*. 13.
https://digitalcommons.nl.edu/faculty_publications/13

This Presentation is brought to you for free and open access by Digital Commons@NLU. It has been accepted for inclusion in Faculty Publications by an authorized administrator of Digital Commons@NLU. For more information, please contact digitalcommons@nl.edu.

Transforming Information Literacy: Engaging Stakeholders

Information Literacy Summit

May 4, 2012

Moraine Valley Community College

Deana Greenfield, Assistant Professor

Rob Morrison, Assistant Professor

National Louis University



NATIONAL
LOUIS
UNIVERSITY

Our situation

- NLU Librarians are faculty and participate in all forms of governance
- Library on the forefront of using technology to deliver services and enhance teaching
- Recognition that NLU needed to more effectively and pervasively use technology
- Library dean assigned to Provosts office
 - promoted librarians and technology
- "Digital information literacy"
 - made IL more concrete and relevant for technology & teaching initiatives
 - Library credit courses established



Where Does
Information Come
From?

Information Literacy - assumptions

Information literacy \neq Orientation to the library

Information literacy is a postscript or prelude to subject/content knowledge

"My students are tech-savvy, they already know this"

Information Literacy - more assumptions

Information Literacy is:

a common sense skill students need to learn

"is common to all disciplines, to all learning environments, and to all levels of education." (ALA, 2000).

is neutral and objective

reflects universal values and multicultural voices

Strategies for conversations with stakeholders.

Ask:

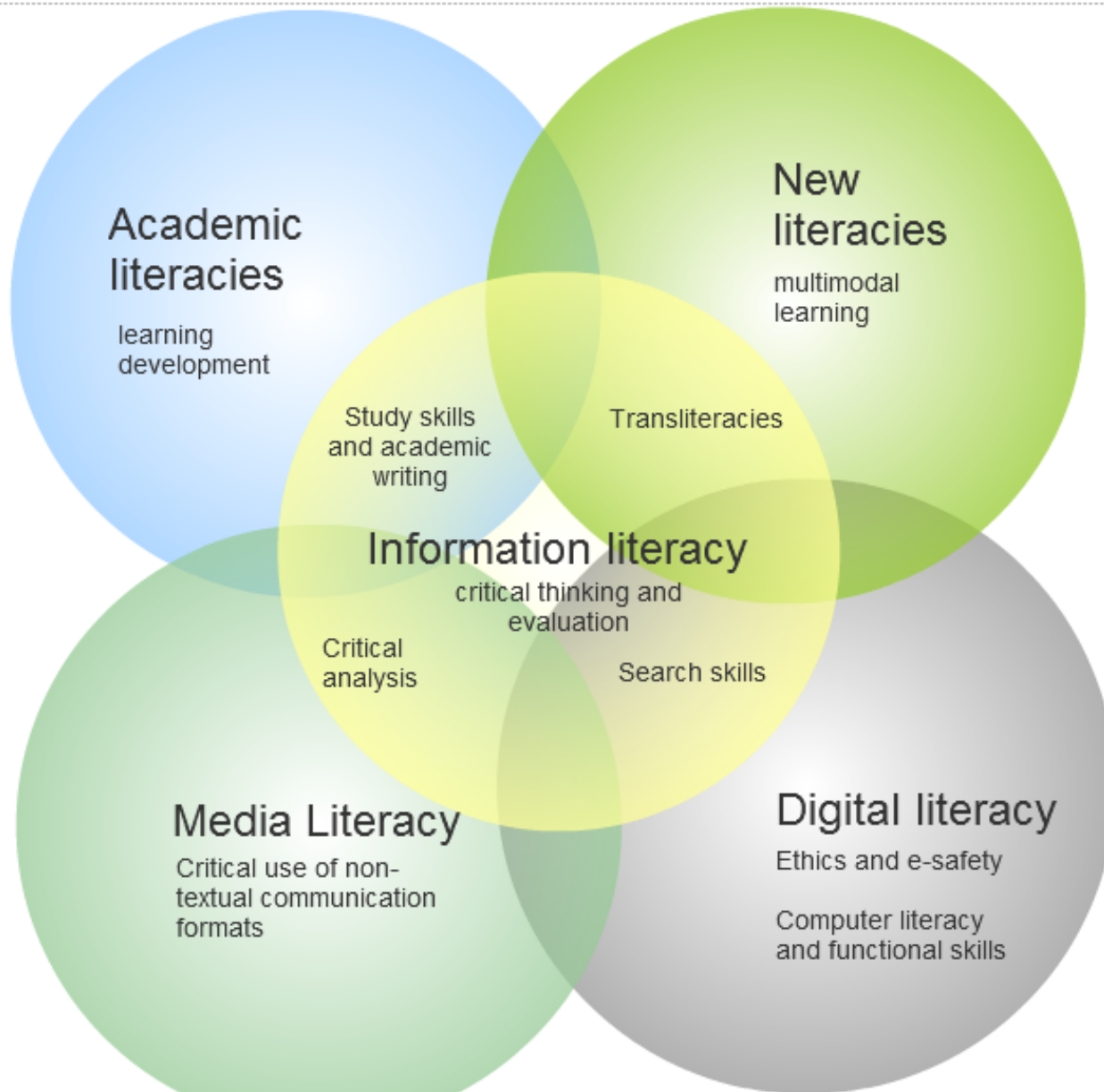
How do your students learn?

What is Information Literacy?

What literacies are important at your institution?

What assumptions are made at your institution about learning and information literacy?

Information Literacy Landscape



New models and theories for Information Literacy

Ethical use of information

Evaluation is a never ending process

Critical Pedagogy

Critical Thinking & Reflection

Information is personal (Swanson)

Power, ideology, & interests

New models and theories for Information Literacy

Information is socially constructed

- knowledge is a social and cultural product
- lives, experiences, emotions
- cultural differences (indigenous / western)

Information is not:

- neutral
- objective
- always "fixed"

"We receive [information] steadily through the senses and through intuition. We process it individually and collectively, subjectively, objectively, emotionally, and analytically."

(Ward, 2006, p. 396)

Contact Information



Deana Greenfield, MA, MSLIS
Assistant Professor
deana.greenfield@nl.edu



Rob Morrison, Ed.D.
Assistant Professor
rob.morrison@nl.edu
http://works.bepress.com/rob_morrison/

Presentation slides available at <http://bit.ly/JWOzmC>

References

Swanson, T. A. (2004). Applying a critical pedagogical perspective to information literacy standards. *Community & Junior College Libraries*, 12(4), 65-78. doi:10.1300/J107v12n04_08

Ward, Dane. (2006). Revisioning information literacy for lifelong meaning. *Journal of Academic Librarianship*, 32(4), 396-402.

Selected Sources

- Accardi, Maria T., Drabinski, Emily, & Kumbier, Alana. (2010). *Critical Library Instruction: Theories & Methods*. Duluth, MN: Library Juice Press.
- Brookfield, Stephen. (2000). "The Concept of Critically Reflective Practice." In A. Wilson & E. Hayes (eds.). *Handbook of Adult and Continuing Education*. (pp. 33-50). San Francisco, CA: Jossey-Bass.
- Doherty, John J. (2007). "No Shhing: Giving Voice to the Silenced: An Essay in Support of Critical Information Literacy." *Library Philosophy and Practice*, June: 1-14.
- Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *Journal Of Academic Librarianship*, 32(2), 192-199.
- Simmons, M. (2005). Librarians as disciplinary discourse mediators: Using genre theory to move toward critical information literacy. *portal: Libraries & The Academy*, 5(3), 297-311.