# REIMAGINING THE ROLE OF IL:
## SUSTAINING INFORMATION LITERACY FUTURES

Keynote Panel: Professor Christine Bruce and Susan Gasson, James Cook University,

Professor Clarence Maybee, Purdue University

**8 December, 2022**

**Western Balkan Information and Media Literacy Conference and 11th International Summit of the Book**

# TODAY'S PANEL

Professor Christine Bruce

Susan Gasson

Professor Clarence Maybee

# INTRODUCTION

We embrace and commend to you the conference theme: *Information Literacy: combatting disinformation, working for truth in a Digital World*

IL, irrespective of the stance or paradigms we adopt, is intrinsically associated with critical thinking and the ability to discern wisely in the information universe

There will be many examples of this in action as this conference progresses over the next two days

Bosnian 'Marasca' Cherry Tree, 2017

The need to empower the community leads us to the important question: How we maximise the impact of the IL endeavour?

Since its inception, and labelling by Paul Zurkowski in 1974, this has been achieved through contextualising IL to make it meaningful to the widest possible range of stakeholders

Today we will

a)    Provide a recent example of contextualization in the form of 'Informed Research'

b)    Explore the recent re-emergence of the concept of Information Literacy as a discipline, which has been made possible as a consequence of the ongoing contextualisation of IL over its 50 year life

# STRUCTURE OF PRESENTATION

*Informed research: a example of contextualization*

- *The story (Christine)*
- *The concept (Clarence)*

*Information Literacy is a Discipline (ILIAD)*

- *The story (Christine)*
- *The concept (Clarence)*
- *The experience (Susan)*

*Please put your questions or comments in the chat*

# THE INFORMED RESEARCH STORY (CHRISTINE)



- Realising the potential of IL in the research context has remained  difficult to realise

- In 2019 the challenge was recognised by Susan Gasson as she worked to explore and contextualise IL in the research and research education space. Her early thoughts on Informed Research were workshopped at JCU with Clarence, librarians, advisors, students and in collaborations and publications with others

- and so the Faces of Informed Research were born…and eventually brought to the wider community by Clarence, Susan, Mary Somerville and me

# INFORMED RESEARCH: THE CONCEPT (CLARENCE)

| Faces | Descriptions |
|---|---|
| Field Awareness and Communication | Communicating appropriately within professional networks in research communities |
| Information Sources | Appropriating relevant information from a range of formal and informal sources to inform research |
| Information Processes | Adapting information processes to inform personal and collaborative research needs |
| Information Organization | Organizing information to establish connections between research and information sources |
| Knowledge Base Construction | Engaging critically with information to understand areas of research |
| Knowledge Creation | Generating innovations and creating new knowledge through research, including approaches and solutions |
| Research Gifts | Making wise use of research for the benefit of society |

# THE STORY OF INFORMATION LITERACY IS A DISCIPLINE (ILIAD) (CHRISTINE)

- This need for contextualization has driven ongoing research, scholarship, policy formation and training since the inception of the idea; and has also driven the ongoing reimagining of a response to the question – how do we communicate the relevance and import of IL?

- These matters have also been the underpinning drivers of renewed conversations proposing that  IL is a Discipline. (ILIAD)

- The story begins with the naming of information literacy (Zurkowski, 1974), the ALA Presidential Report (1989), extensive policy and educational developments, the construction of research territory (Bruce, 2000),  the seed discussion about IL as a discipline (Johnston and Webber, 2017)  - together with ongoing contextualization and reimagining around the IL space

# THE STORY OF INFORMATION LITERACY IS A DISCIPLINE (ILIAD)(CHRISTINE)



- The story took a new turn when Dr Karen Kaufmann reached out to some colleagues and mentors with a desire to re-interrogate the ongoing problem – how to communicate the relevance of IL across many disciplines in the education of many scholars and professional practitioners

- In the ensuing conversation over a couple of years - many hours across multiple time zones – with colleagues from difference places and spaces- the resurgence of the need to consider IL as a discipline became clear, and the need to propose that IL is a Discipline (ILIAD) was born. Karen and Clarence are now co-chairing an ILIAD team….

# INFORMATION LITERACY IS A DISCIPLINE (ILIAD): THE CONCEPT (CLARENCE)

Each blue box describes a characteristic of a discipline

**Community**

- Groups & organizations that focus on information literacy advocacy, research, education and practice

**Communication**

- Journals, conferences, academic publishers, reports, social media and so forth

**Ethical Values**

- Ethical and equitable information literacy professionals programs research, education and practice

# THE CONCEPT OF INFORMATION LITERACY IS A DISCIPLINE (ILIAD)(CLARENCE)

**Traditions**
- Traditions and historical events of the research, education and practice communities

**Modes of Inquiry**
- Major theories and methodologies used by researchers

**Knowledge & Curricula**
- Aspects of the body of knowledge, skills, and values that comprise the transdisciplinary space

# MY EXPERIENCE OF INFORMATION LITERACY IS A DISCIPLINE (ILIAD) (SUSAN)

**Big Issues**

**Digital Advances**

**Metrics**

**Social Benefit**

Bachelor of Arts
Bachelor Business
Master of Business (Research)
PhD (Education)

Research Administrator
Senior Lecturer
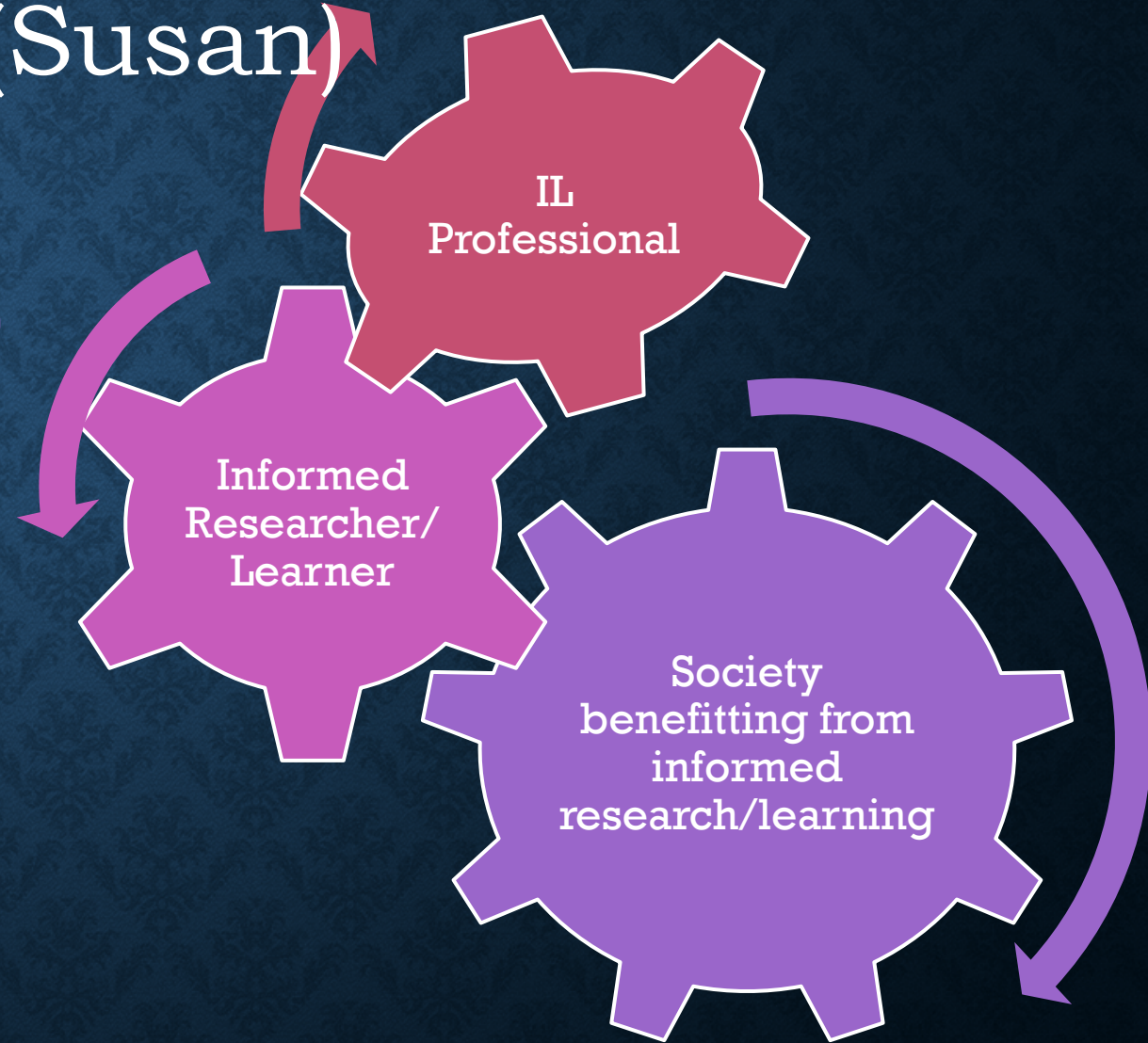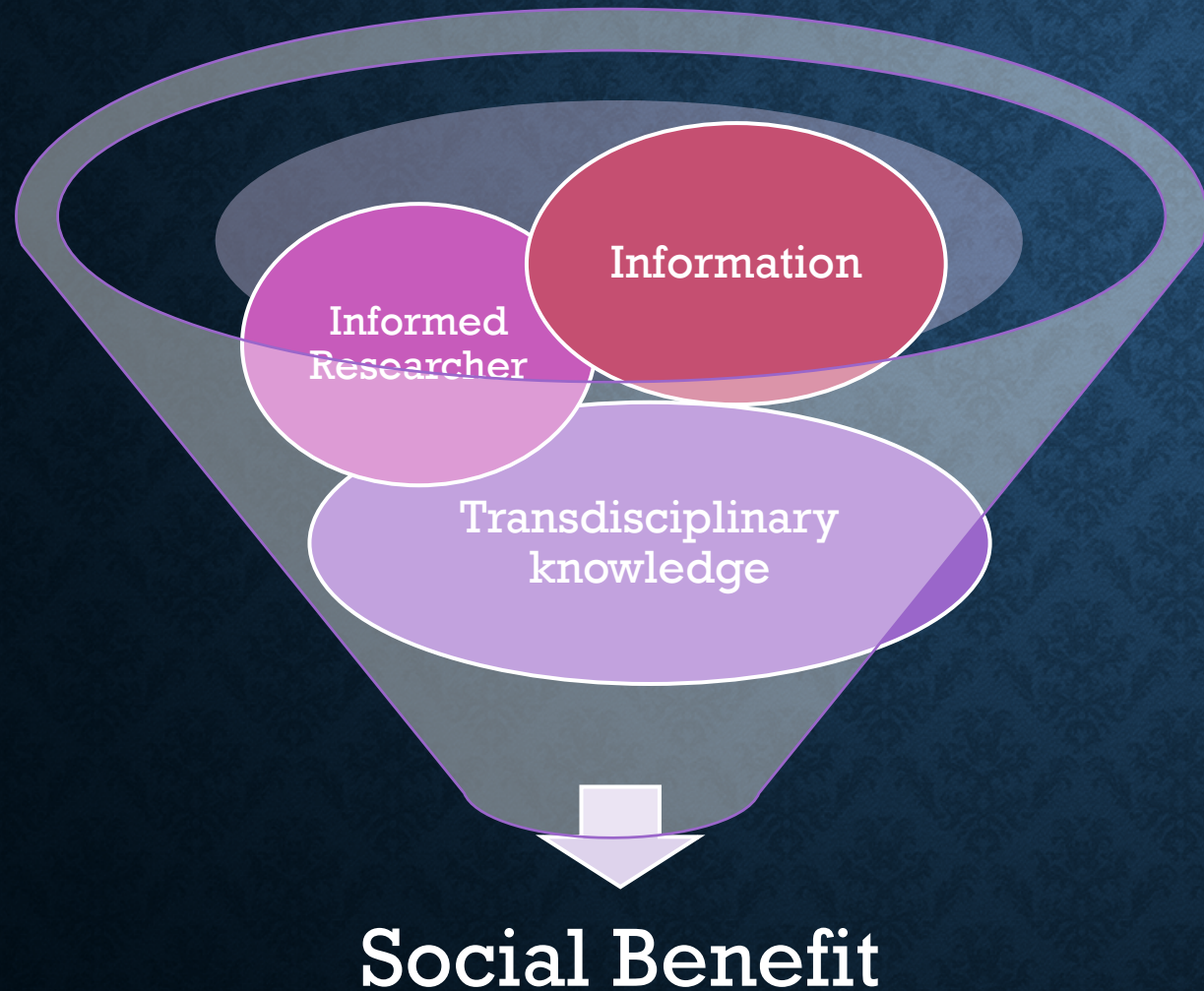
Early Career
Researcher
Collaborator
Research
Doctoral programs

Peer cohort
Work colleagues
Research communities

# The experience of Information Literacy is a Discipline (ILIAD) (Susan)



Information

Informed Researcher

Transdisciplinary knowledge

Social Benefit

IL Professional

Informed Researcher/ Learner

Society benefitting from informed research/learning

# CHANGING ROLE OF THE IL PROFESSIONAL (SUSAN)

## Current role
- Information literacy empowerment
  - Curate and deliver information
  - Educate about sourcing information
  - Professional Ethical frameworks

## Changing context
- Big issues
- Digital advances
- Demand for social benefits
- Research metrics exercises

## Informed research role
- Influence information use
- Transform information to knowledge

# CONCLUSIONS

Clarence has shown us 6 characteristics of a discipline, which is itself transdisciplinary . All of these are reflected in the growth of IL over the last 50 years.

Susan has shown us how informed research can frame a process for conveying IL to a broader community

In this conference the conversation will no doubt illuminate ongoing debates around

- contextualization,

- discipline recognition, and

- sustaining the role of IL in securing and discerning the wise use of information into our global futures

# ACKNOWLEDGEMENTS & REFERENCES

Faces of Informed Research

- Professor Mary Somerville

- Dr Hilary Hughes

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The team that has renewed discussion of IL as a Discipline in addition to the panel are

| | | |
|---|---|---|
| Karen Kaufmann | Michael Flierl | John Budd |
| Virginia Tucker | Sheila Webber | Faye Miller/Ellie Sayyad Abdi/Shelly Buchanan |
| Geoff Walton | Bill Johnston | |

American Library Association Presidential Committee on Information Literacy. (1989). *Final Report*. ALA Chicago. *http://www. ala. org/ala/acrl/acrlpubs/whitepapers/presidential.htm*
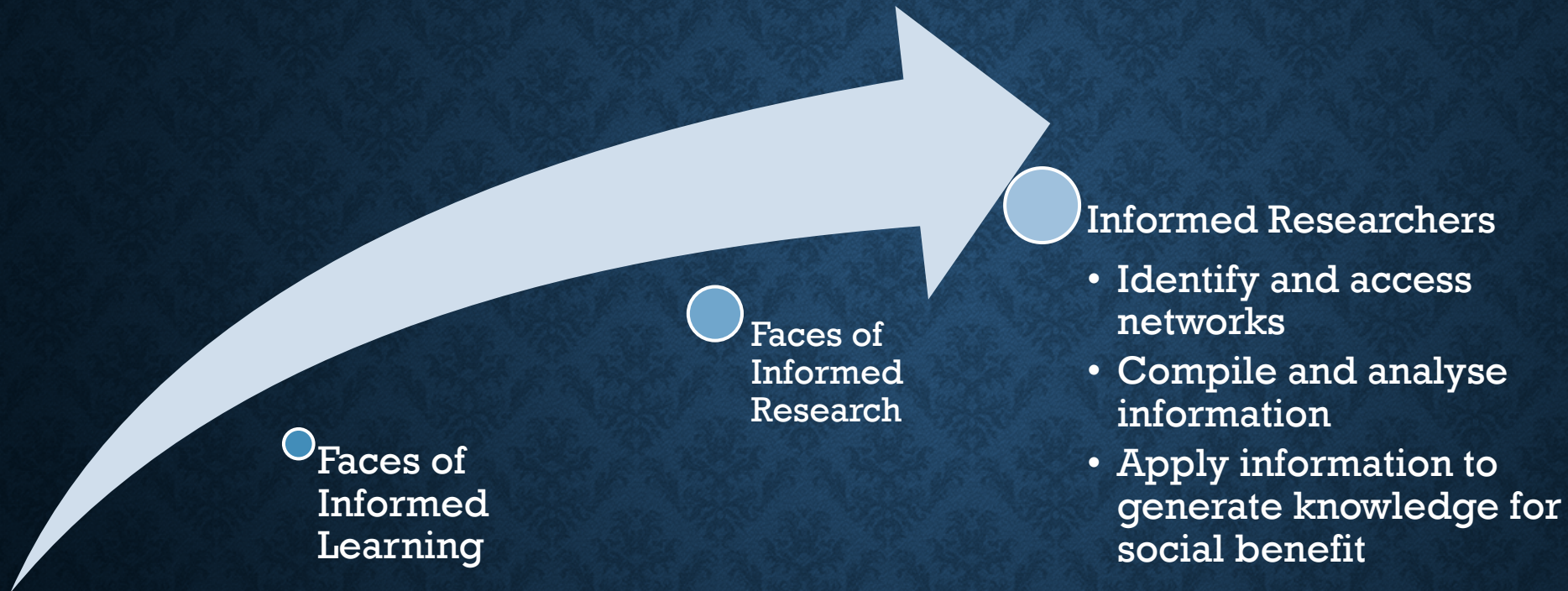
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# THE INFORMED RESEARCH EXPERIENCE (SUSAN)



○ Faces of Informed Learning

○ Faces of Informed Research

○ Informed Researchers

- Identify and access networks
- Compile and analyse information
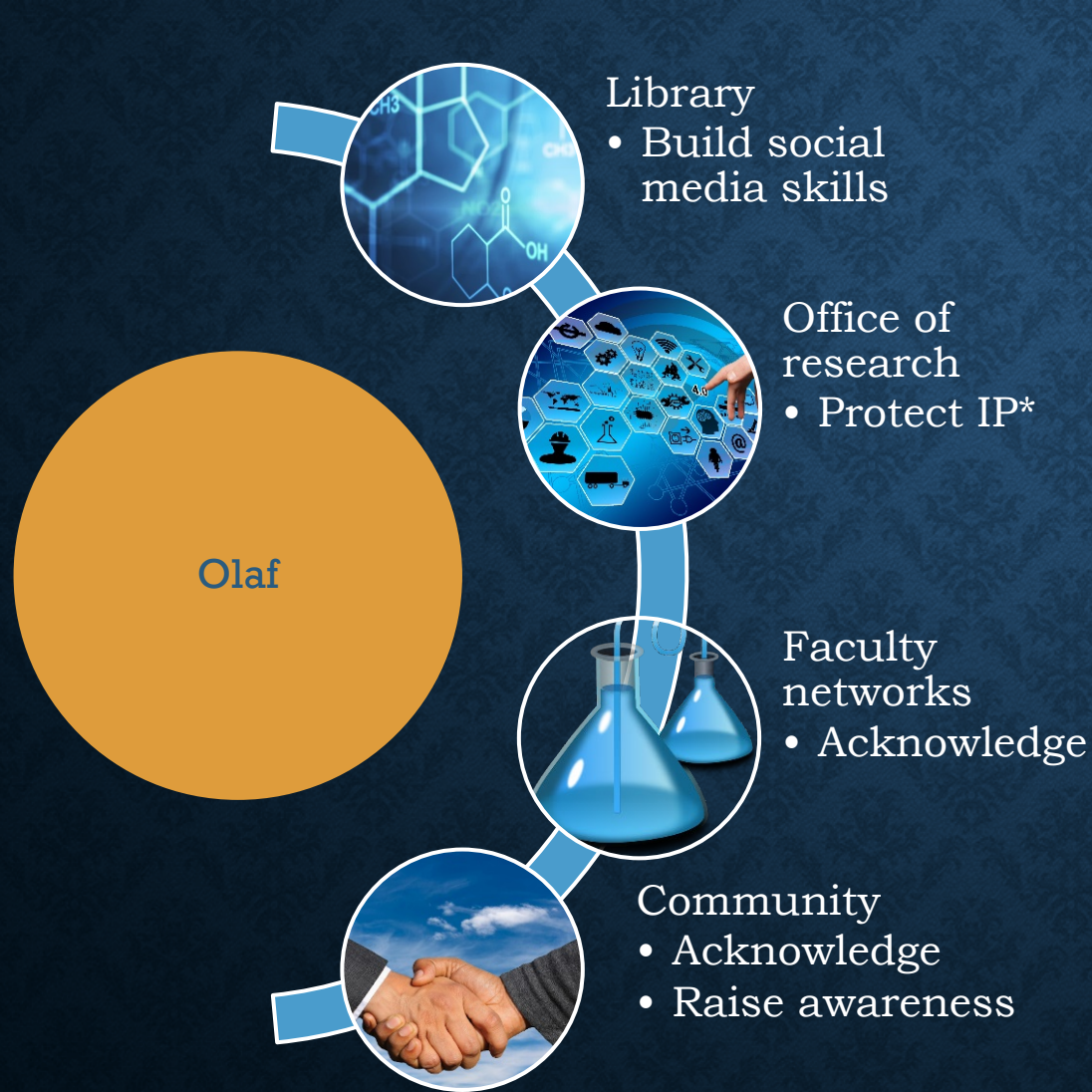- Apply information to generate knowledge for social benefit

Champion informed learning and research:

- What is possible within your information landscape? (e.g., what are the priorities, resources and needs)?

- How could one or more faces be applied to better address needs (e.g., to inform practice, policy, resources)?
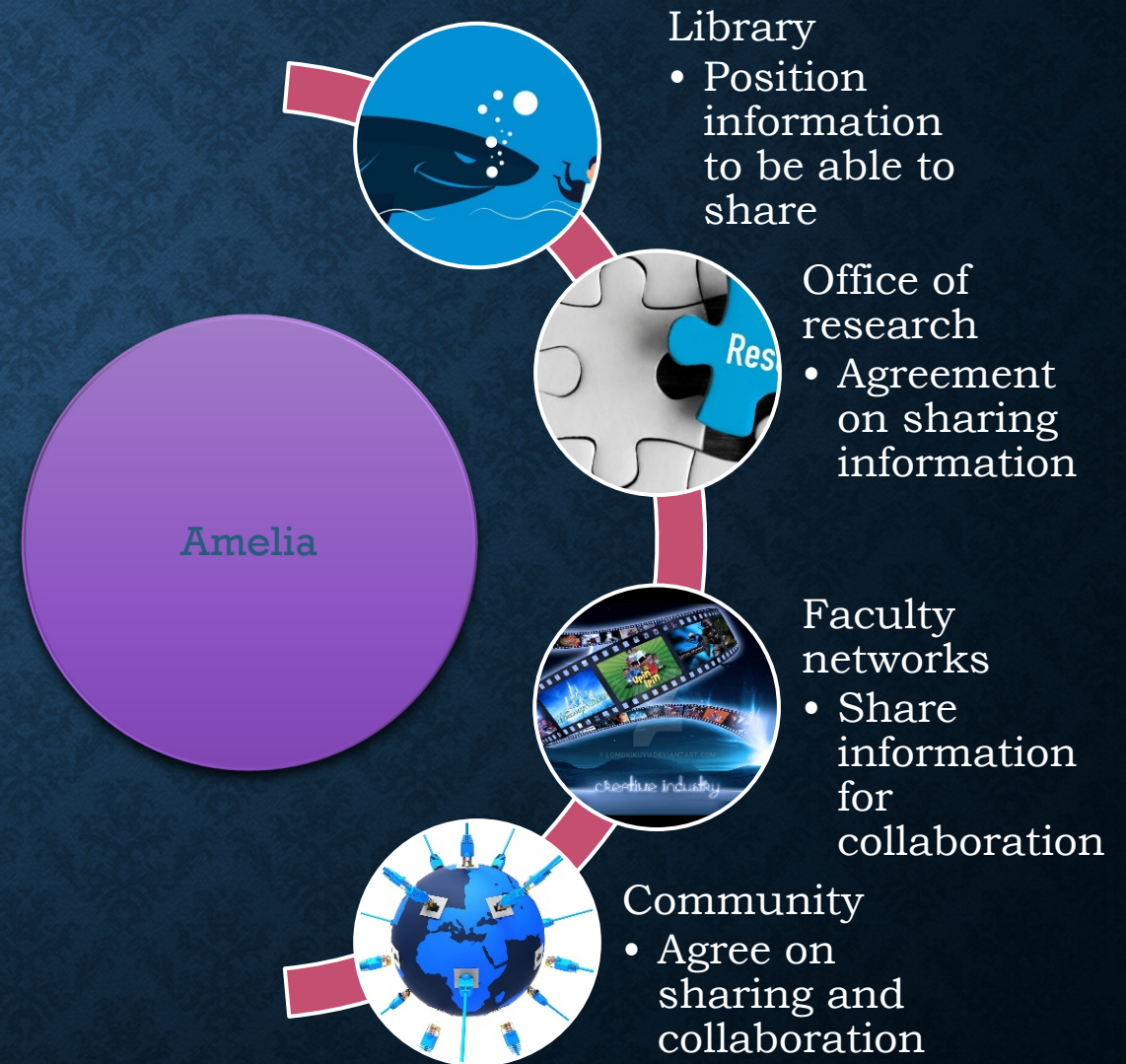
# Olaf must distribute his findings - Research Gifts



**Olaf**

**Library**
- Build social media skills

**Office of research**
- Protect IP*

**Faculty networks**
- Acknowledge

**Community**
- Acknowledge
- Raise awareness

# Amelia must build peer and mentoring researcher networks - Information Processes



**Amelia**

**Library**
- Position information to be able to share

**Office of research**
- Agreement on sharing information

**Faculty networks**
- Share information for collaboration

**Community**
- Agree on sharing and collaboration

*Intellectual Property