
The Innovative Library Classroom (TILC)
Conference

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Research in the Wild: Instilling Information Literacy into Place-Based Pedagogy

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Research in the Wild

Instilling Information Literacy into Place-Based Pedagogy

Sarah Reynolds & Jennifer Beach

Greenwood Library, Longwood University

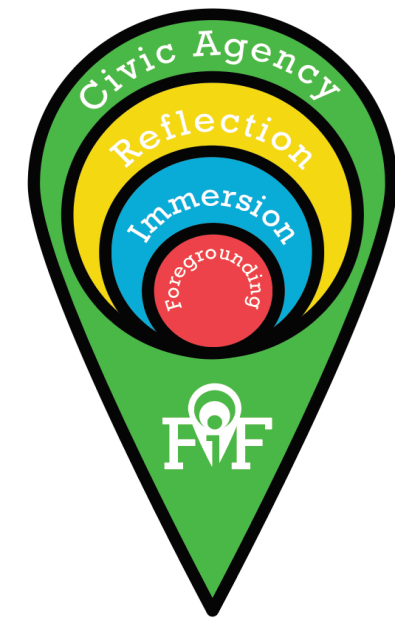
What is Place-Based Pedagogy?

City as Text™

- Origin in the National Collegiate Honors Council (NCHC), which has since shifted to Place as Text to include non-urban areas
- “Structured explorations...through which small teams investigate contested areas and issues” (NCHC website)

Field Immersion Framework (FIF)

- Foregrounding-Preparation
- Immersion-Authentic Contexts
- Reflection-Iterative Process
- Civic Agency-Culminating Action
- Adapted from Pederson, et al.



What are Civatae and Brock Experiences?

Civatae Core Curriculum

- Longwood's general education program
- Four levels of learning: Foundations, Pillars, Perspectives, Symposium
- Information literacy student learning outcome in all Perspectives courses

Brock Experiences

- “Immersive, citizenship-focused courses at sites around the United States” (Brock Website)
- Focus on unsolved, complex civic issues
- Most Brock Experiences qualify as Civatae Perspectives courses

Urban Field Experiences



Pre-Departure & Post-Travel

- Preliminary information literacy instruction in person
- Supplemental, asynchronous instruction through university LMS facilitates meeting students need post field experience

In the Field

- Reliable internet enables usage of digital library resources, and university LMS while in the field
- Students are challenged to research and fact-check in real time, both to answer their own questions, and push back on stakeholder statements
- Place as Text pedagogy for visiting neighborhoods/regions is easily accomplished



Backcountry Field Experiences



Pre-Departure & Post-Travel

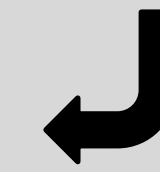
- Discussion of evaluation when conflicting data is presented by stakeholders or observed during Place as Text
- Post field experience asynchronous instruction through university LMS to verify information using library and internet resources

In the Field

- Locating information focuses on the gathering of public documents and note-taking during stakeholder meetings
- Students are challenged to evaluate information based on impressions and knowledge gathered during pre-departure
- Questions may need to be researched during post-travel as internet and cell service can be spotty



Sarah



Jennifer

Working with Faculty

Successes

- Librarians have traveled with four different Brock experiences and have been involved in information literacy instruction with others through in person pre-departure sessions and asynchronous guides
- A librarian is a required member of the Brock Experiences Advisory Committee, a Faculty Senate committee

Challenges

- The course experience should allow students to develop and address questions for themselves, using information literacy skills to locate and evaluate information
- Faculty may need to be reminded to not give answers

Future Plans

Sharing Stories

- Librarians have been invited to contribute a chapter to an edited collection, *Experiential Civic Education*

Expanding Services

- After successes with “study away” courses, librarians would like to reach other types of experiential, place-based classes, like faculty-led, short-term study abroad

Creating New Experiences

- Librarians are unable to create Brock experiences because of tenure requirements, but have begun exploring opportunities with study abroad