

Recognizing the Discipline of Information Literacy Implications for Research and Practice

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BOOK PROJECT

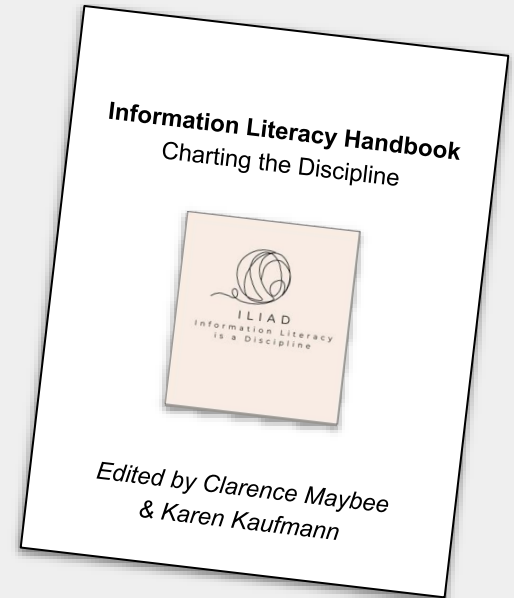
Title: *Information Literacy Handbook: Charting the Discipline*

Sections

- 1) Introductory Chapters
- 2) Information Literacy Community
- 3) Tradition and History of Inquiry
- 4) Specific Modes of Inquiry
- 5) Ethical Values
- 6) Information Literacy Knowledge and Curricula
- 7) Communications Networks

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Information Literacy is a Discipline (ILIAD) Group

Group of international researchers began meeting beginning March 2021

Core Group

Christine Bruce

John Budd

Bill Johnston

Karen Kaufmann

Clarence Maybee

Sheila Webber

Conferences

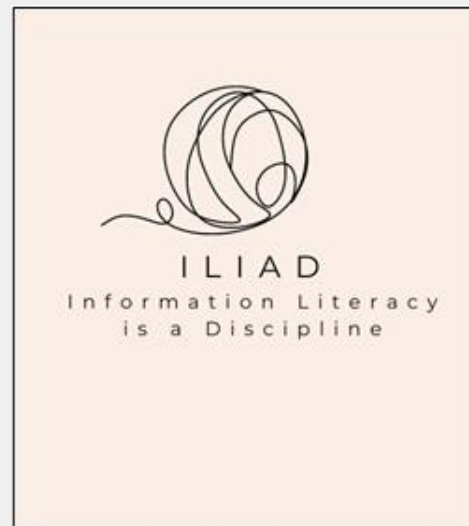
Western Balkans 2022

LILAC 2022

ACRL 2023

LOEX 2023

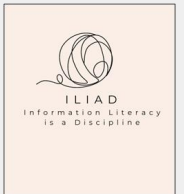
ECIL 2023



Information Literacy as a discipline (Sheila)

Meets most of the indicators for a discipline (Becher & Trowler, 2001; Trowler, 2014) e.g.

- Dedicated journals, conferences and associations
- Doctoral students and scholars identifying with the discipline
- Knowledge base - research and practice
- Different "practice clusters" and "sets of discourses" but also common understandings, feelings and motivations
- "common background knowledge about key figures, conflicts and achievements"



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Describe your initial thoughts on IL being recognized as a discipline.

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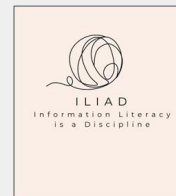
Panelists' Positionality

Sheila - Academic, Library and Information Science Educator

Clarence - Librarian at a Research Institution

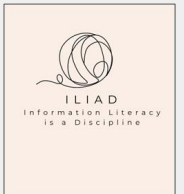
Bill - Educationalist/Researcher

Karen - Academic Librarian in Transition



Panelist Question 1

What are the implications of recognizing information literacy as a discipline?

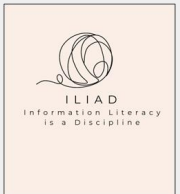


Academic, Library and Information Science Educator (Sheila)

If we all name and own IL as a discipline

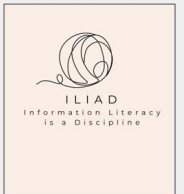
- Gives us more confidence when talking to others about IL
- More obvious connection with IL evidence base
- Able to provide a more joined-up perspective on IL (e.g. teachers recognise "IL" from it being called that in uni)

Owning the discipline - can be a challenge: Have to be willing to own and display expertise



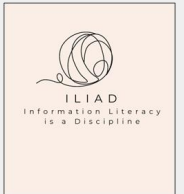
Librarian at a Research Institution (Clarence)

- Provides a framing that is understood by institutional stakeholders
- Promotes discourse amongst librarians about the scope of our teaching
- Encourages exploration of librarian research outside of educational settings



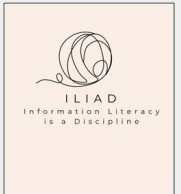
Educationalist/Researcher (Bill)

- Opens doors to other disciplinary communities
- Illuminates how other kinds of disciplines work and the complexities of disciplinary identity within and across institutional structures
- Strengthens capacity to contribute to understanding of and influence over wider social changes
- Balances influence of other socially oriented disciplinary formations like media and cultural studies



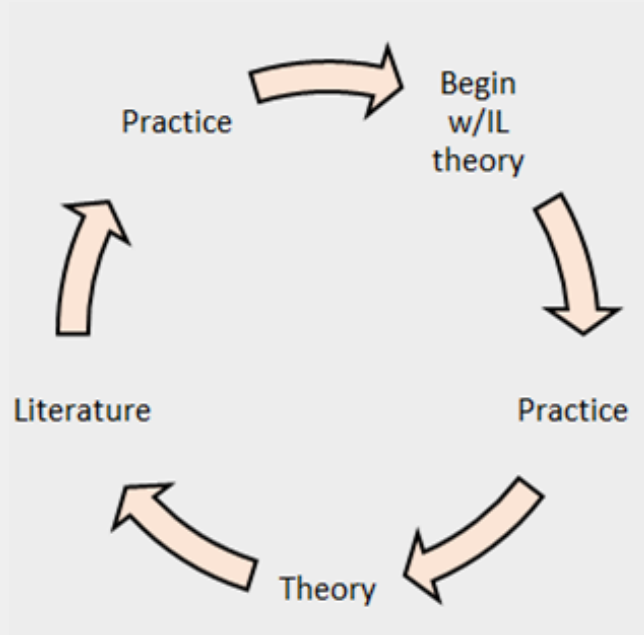
Academic Librarian in Transition (Karen)

- **Disciplinarity makes the conversation easier across departments & institutions**
- **It is a disciplinary position versus an explanation conversation**
- **There is a shared understanding of the discipline**



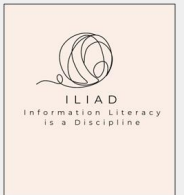
Academic Librarian in Transition (Karen)

IL theory informing practice, and practice informing theory



Panelist Question 2

How does the recognition of information literacy as a discipline help us advocate for more institutional resources to develop new information literacy curricula and promote research?



Library and Information Science Educator (Sheila)

Have to be robust and visible in staking territory and seeing new opportunities

- Scholars eager to appropriate subject areas with potential for funding, publication, impact
- Sometimes deliberately ignore LIS research & practice, as often just ignorant of it

Information Literacy (with LIS) unusual in having such a motivated, aware, networked profession connected to the discipline - we should leverage it more!

Not just "LIS academics' ego" - if squeezed out

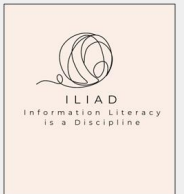
- Impacts librarians - work ignored, not included in initiatives
- Impacts research quality - the non-IL people doing the research reinvent wheel, don't build on existing knowledge
- Impacts practice and policy, and citizens - specifically information dimension invisible (as opposed to tech, sociological dimensions etc.): problems embedded in that dimension not addressed

Librarian at a Research Institution (Clarence)

- Development of curricula
- Scholarly engagement

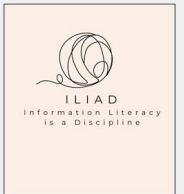
Examples

- Purdue Libraries offers curricula
- Institute for Information Literacy at Purdue



Educationalist/Researcher (Bill)

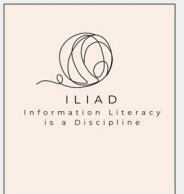
- Advocacy grounded in disciplinary knowledge, methodologies and networks strengthens bids for funds and ensures scholarly outputs from research and curriculum projects.
- Over time a portfolio of successful projects contributes to sustained development of the discipline.



Librarian Transitioning to Academic (Karen)

Using a new lens as a discipline:

- What if we used the lens of IL as a discipline for future conversations as researchers, academics and practitioners?
- What happens when we converse using the lens of IL as a discipline?



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Please rate the notion of IL as a discipline.

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SLIDO Responses from Conferences

LILAC Conference

April 2022



In a few words, describe your initial thoughts on IL being recognized as a Discipline.

Wordcloud Poll 38 responses 19 participants



SLIDO Responses from Conferences

ACRL Conference

March 2023



What do you see as shifts within the MLIS curriculum in having IL as an academic discipline?

Wordcloud Poll 195 responses 123 participants



SLIDO Responses from Conferences

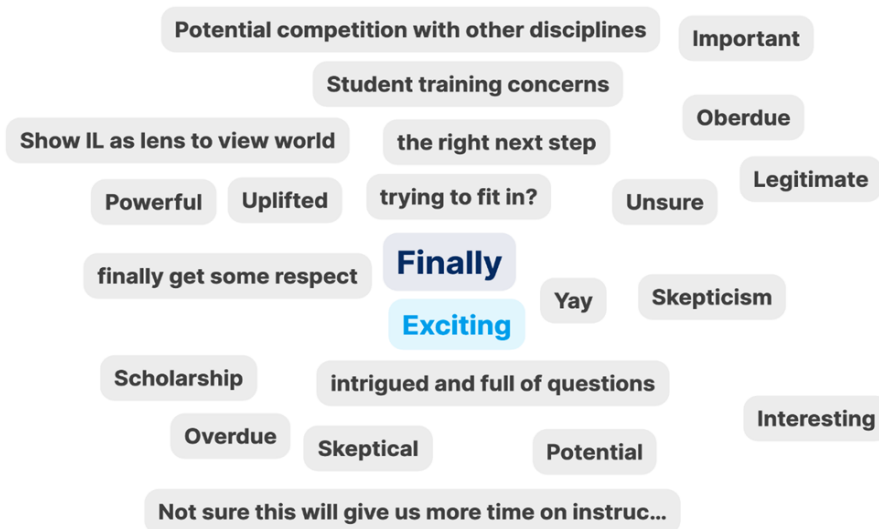
LOEX Conference

May 2023



In a few words, describe your initial thoughts on IL being recognized as a discipline.

Wordcloud Poll 54 responses 46 participants



Discussion

Thank you!

References

Becher, T. & Trowler, P. R. (2001). *Academic tribes and territories: Intellectual enquiry and the culture of disciplines*. (2nd ed.) Society for Research into Higher Education & Open University Press.

Trowler, P. (2014). Disciplines and interdisciplinarity: conceptual groundwork. In P. Trowler, M. Saunders & V. Bamber. (Eds.), *Tribes and territories in the 21st Century: Rethinking the significance of disciplines in Higher Education*. (pp.5-29). Routledge.