Find and Cite Three-to-Five Sources: Applying the Sociological Imagination to Critical Information Literacy

Mooney, Hailey; Dempsey, Paula

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**Challenge:** Do you ever ask students to complete an assignment that includes a bibliography requirement? Literature research and writing is an opportunity to apply the sociological imagination to both the paper topic and to the process of discovering and selecting the information sources that will inform student work. However, this is often a missed opportunity: either information discovery is seen as ancillary to the assignment and not discussed, or library instruction may not meaningfully integrate sociological concepts from your course curriculum.

**Approach:** The Sociological Information Literacy Framework

- **Tool for identifying how to bring critical information literacy into the classroom:**
  - Reflectively locate, understand, and use information in support of lifelong learning goals for developing informed citizens with higher-order thinking skills

- **Sociological Information Literacy** is an understanding of how information and scholarship are created, published, disseminated, and used by individuals and organizations that is informed by sociological thinking and scholarship.

**Next Steps:** Peer review, revision, and putting it into practice!

- Review and endorsement of the Sociological Information Literacy Framework by the Association of College & Research Libraries and the American Sociological Association
- Making meaningful connections between sociological and information literacy will provide a foundation to enrich instructor-librarian collaboration in the classroom and strengthen overall student learning.

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**Sociological Information Literacy Framework (Draft)**

**Author:** Sociology Subgroup, Instruction & Information Literacy Committee, Anthropology & Sociology Section, Association of College & Research Libraries

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<table>
<thead>
<tr>
<th>Sociological Literacy Framework Concepts</th>
<th>Framework for Information Literacy Concepts</th>
<th>Information Creation as a Process</th>
<th>Information Has Value</th>
<th>Research as Inquiry</th>
<th>Scholarship as Conversation</th>
<th>Searching as Strategic Exploration</th>
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</thead>
<tbody>
<tr>
<td>Authority Is Constructed and Contextual</td>
<td>Information Creation as a Process Different formats reflect varying messages and delivery methods.</td>
<td>“the medium is the message”</td>
<td>Commodity as economic/financial structures support/constrain info production</td>
<td>Ask questions like a sociologist</td>
<td>Social context of scholarly discourse; (a) who is an expert in a field, (b) where the boundaries of a field lie, and (c) what can be said within these boundaries</td>
<td>Deconstruct search engines as products of human engineering and bureaucracy</td>
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<td>Evaluation based on information need and context, different types of authorities.</td>
<td>Information Has Value As commodity, education, influence, understanding; role of legal and socio-economic interests</td>
<td>“Commodity: economic/financial structures support/constrain info production”</td>
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Further Reading:

1. Ferguson & Carbonaro (2016)
3. Sociological Information Literacy Framework

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**Presenters:**

- Hailey Mooney, University of Michigan Library
- Paula Dempsey, University of Illinois at Chicago Library

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**Reviewers:**

- Sociology Subgroup, Instruction & Information Literacy Committee, Anthropology & Sociology Section, Association of College & Research Libraries

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**Bibliography**

- *American Sociological Association Annual Meeting 2018*
- *Sociological Literacy* (Erkampion & Carbonaro 2016)
- *Sociological Information Literacy Framework*