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

Mooney, Hailey; Dempsey, Paula

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

**Challenges:** 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!

1. **Review and endorsement of the Sociological Information Literacy Framework by the Association of College & Research Libraries and the American Sociological Association**
2. **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.**

---

**Sociological Information Literacy Framework (Draft)**

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

**Presenters:**

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

**1. Sociological Literacy Framework**

**Authority Is Constructed and Contextual**

- Evaluate based on information need and context, different types of authorities.

**Information Creation as a Process**

- Different formats reflect varying messages and delivery methods.

**Information Has Value**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as Inquiry**

- Iterative question asking, methods, analysis.

**Scholarship as Conversation**

- Sustained discourse, varied perspectives.

**Searching as Strategic Exploration**

- Iterative evaluation of range of sources, mental flexibility.

---

**2. Framework for Information Literacy Concepts**

- Authority is constructed and contextual.
- Evaluation based on information need and context, different types of authorities.

- Information creation as a process.
- Different formats reflect varying messages and delivery methods.

- Information has value.
- As commodity, education, influence, understanding; role of legal and socio-economic interests.

- Research as inquiry.
- Iterative question asking, methods, analysis.

- Scholarship as conversation.
- Sustained discourse, varied perspectives.

- Searching as strategic exploration.
- Iterative evaluation of range of sources, mental flexibility.

---

**3. Sociological Information Literacy**

**Authority is constructed and contextual.**

- Evaluate based on information need and context, different types of authorities.

**Information creation as a process.**

- Different formats reflect varying messages and delivery methods.

**Information has value.**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as inquiry.**

- Iterative question asking, methods, analysis.

**Scholarship as conversation.**

- Sustained discourse, varied perspectives.

**Searching as strategic exploration.**

- Iterative evaluation of range of sources, mental flexibility.

---

**4. Searching as Strategic Exploration**

- Iterative evaluation of range of sources, mental flexibility.

**Scholarship as Conversation**

- Sustained discourse, varied perspectives.

**Authority is constructed and contextual.**

- Evaluate based on information need and context, different types of authorities.

**Information creation as a process.**

- Different formats reflect varying messages and delivery methods.

**Information has value.**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as inquiry.**

- Iterative question asking, methods, analysis.

---

**5. Sociological Information Literacy**

**Authority is constructed and contextual.**

- Evaluate based on information need and context, different types of authorities.

**Information creation as a process.**

- Different formats reflect varying messages and delivery methods.

**Information has value.**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as inquiry.**

- Iterative question asking, methods, analysis.

**Scholarship as conversation.**

- Sustained discourse, varied perspectives.

**Searching as strategic exploration.**

- Iterative evaluation of range of sources, mental flexibility.

---

**6. Sociological Information Literacy**

**Authority is constructed and contextual.**

- Evaluate based on information need and context, different types of authorities.

**Information creation as a process.**

- Different formats reflect varying messages and delivery methods.

**Information has value.**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as inquiry.**

- Iterative question asking, methods, analysis.

**Scholarship as conversation.**

- Sustained discourse, varied perspectives.

**Searching as strategic exploration.**

- Iterative evaluation of range of sources, mental flexibility.

---

**7. Sociological Information Literacy**

**Authority is constructed and contextual.**

- Evaluate based on information need and context, different types of authorities.

**Information creation as a process.**

- Different formats reflect varying messages and delivery methods.

**Information has value.**

- As commodity, education, influence, understanding; role of legal and socio-economic interests.

**Research as inquiry.**

- Iterative question asking, methods, analysis.

**Scholarship as conversation.**

- Sustained discourse, varied perspectives.

**Searching as strategic exploration.**

- Iterative evaluation of range of sources, mental flexibility.

---

This document provides a framework for sociological information literacy, emphasizing the role of authority, information creation, and research as inquiry, while integrating sociological concepts into critical thinking and information-seeking processes. It aims to foster a deeper understanding of how sociological insights can inform information literacy instruction and student learning.