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

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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.

Sociological Information Literacy Framework (Draft)

<table>
<thead>
<tr>
<th>Sociological Information Literacy Framework Concepts</th>
<th>Framework for Information Literacy Concepts</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 Evaluate based on information need and context, different types of authorities.</td>
<td>Information Creation as a Process Different formats reflect varying messages and delivery methods.</td>
<td>Commodity: 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>Sociological Eye Sociology as a distinctive discipline</td>
<td>“the medium is the message”</td>
<td>Commodity: economic/financial structures support/constrain info production</td>
<td>Expert knowledge is shaped by established scientific systems and processes</td>
<td>Scholarly conversations are shaped by institutional structures: higher education, research firms, publishers, libraries, archives, and the WWW</td>
<td>Search engines as gatekeepers to information</td>
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<td>Social Structure The impact of social structures on human action</td>
<td>Social basis and construction of knowledge</td>
<td>“the medium is the message”</td>
<td>Ownership of information systems impacts the processes of information creation and what information is made available</td>
<td>Expert knowledge is shaped by established scientific systems and processes</td>
<td>Scholarly conversations are shaped by institutional structures: higher education, research firms, publishers, libraries, archives, and the WWW</td>
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<td>Socialization The relationship between the self and society</td>
<td>“Truth is political”</td>
<td>“the medium is the message”</td>
<td>Ownership of information systems impacts the processes of information creation and what information is made available</td>
<td>Expert knowledge is shaped by established scientific systems and processes</td>
<td>Scholarly conversations are shaped by institutional structures: higher education, research firms, publishers, libraries, archives, and the WWW</td>
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<td>Social Change and Social Reproduction How social phenomena replicate and change</td>
<td>Scientific knowledge vs. other ways of knowing</td>
<td>Ownership of information systems impacts the processes of information creation and what information is made available</td>
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Society and Socialization
- Social roles may privilege some as authorities
- Social institutions exert influence over what is considered valid or factual
- Expert knowledge is shaped by established scientific systems and processes

Search and Literacy
- Social roles may privilege some as authorities
- Social institutions exert influence over what is considered valid or factual
- Scholarly conversations are shaped by institutional structures: higher education, research firms, publishers, libraries, archives, and the WWW

Five Sources:
- Sociological Information Literacy
- Bibliography
- Scholarship as Conversation
- Searching as Strategic Exploration

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