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

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

**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

**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)

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Authority is Constructed and Contextual</td>
<td>Evaluate based on information need and context, different types of authorities.</td>
<td>Different formats reflect varying messages and delivery methods.</td>
<td>As commodity, education, influence, understanding; role of legal and socio-economic interests</td>
<td>Iterative question asking, methods, analysis</td>
<td>Sustained discourse, varied perspectives</td>
<td>Iterative evaluation of range of sources, mental flexibility</td>
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</tbody>
</table>

**Sociological Eye**
- Sociology as a distinctive discipline
  - Social basis and construction of knowledge
  - “Truth is political”
  - Scientific knowledge vs. other ways of knowing
  - “the medium is the message”
  - Commodity: economic/financial structures support/constrain info production
  - Means for education: varying access, promotion of “correct” information
  - Means to influence: role and impact of propaganda

**Social Structure**
- The impact of social structures on human action
  - Social roles may privilege some as authorities
  - Social institutions exert influence over what is considered valid or factual
  - Ownership of information systems impacts the processes of information creation and what information is made available
  - Ownership of information systems is concentrated; even where information is produced by individuals, it may be owned by private corporations (e.g., on social media platforms, transfer of copyright agreements)
  - Expert knowledge is shaped by established scientific systems and processes

**Socialization**
- The relationship between the self and society
  - Ideologies impact accepted authorities
  - “Fake news”
  - Social media as permissive work
  - Trusted formats and sources vary by culture
  - Creation of information as expressions of self and social belonging is monetized and monitored (e.g., social media)
  - Cultural contexts shapes perceptions of legitimate knowledge and questions

**Stratification**
- The patterns and effects of social inequality
  - Institutions with authority to produce knowledge recreate social inequalities
  - Certain forms of knowledge production are valued over others; e.g., low income students as lacking cultural capital, rather than the institutional de-valuing of different cultures
  - Socioeconomic status impacts ability to participate as a producer of information, or to access information
  - “Profitable” research outputs receive more value and resources

**Social Change and Social Reproduction**
- How social phenomena replicate and change
  - Scientific authority comes from discipline in which one is trained
  - As commodity, education, influence, understanding; role of legal and socio-economic interests
  - Cultural contexts shapes perceptions of legitimate knowledge and questions
  - Historical exclusion of subordinated social groups from scholarship

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**Engage with us! Call for Peer Reviewers**

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### Bibliography
1. Sociological Literacy Framework (Ergun & Cabrasim, 2016)
3. Sociological Information Literacy Framework