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

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### Sociological Information Literacy Framework (Draft)

**Framework for Information Literacy Concepts**

- **Authority Is Constructed and Contextual**: Evaluate based on information need and context, different types of authorities.
  - **Sociological Information Literacy**: 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.

- **Information Creation as a Process**: Different formats reflect varying messages and delivery methods.
  - Sociological information is seen as ancillary to the assignment and not discussed, or library instruction may not meaningfully integrate sociological concepts from your course curriculum.

- **Information Has Value**: As commodity, education, influence, understanding; role of legal and socio-economic interests.
  - Sociological perspectives may be portrayed as secondary to other interests.

- **Research as Inquiry**: Iterative question asking, methods, analysis.
  - Sociological perspectives may be marginalized in research and methodology.

- **Scholarship as Conversation**: Sustained discourse, varied perspectives.
  - Scholarly conversations are shaped by institutional structures: higher education, research firms, publishers, libraries, archives, and the WWW.

- **Searching as Strategic Exploration**: Iterative evaluation of range of sources, mental flexibility.
  - Searching is a social behavior; iteratively evaluating a range of sources is not always accessible.

### Sociological Eye

#### Sociology as a distinctive discipline

- **Social basis and construction of knowledge**
  - "Truth is political"; scientific knowledge vs. other ways of knowing

- **Truth is political and scientific knowledge vs. other ways of knowing**
  - "The medium is the message"; commodity: economic/financial structures support/constrain information production

#### Social Structure

- **Social roles may privilege some as authorities**
  - Ownership of information systems impacts the processes of information creation and what information is made available

- **Social institutions exert influence over what is considered valid or factual**
  - 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)

#### Socialization

- **The relationship between the self and society**
  - Social media as performative work
  - Sociocultural status impacts ability to participate as a producer of information, or access information

- **Socialization impacts**
  - "Fake news"; social media as performative work
  - "Profitable" research outputs receive more value and resources

#### Stratification

- **The patterns and effects of social inequality**
  - Institutions with authority to produce knowledge recreate social inequalities

- **Stratification impacts**
  - 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

### Social Change and Social Reproduction

- **How social phenomena replicate and change**
  - Scientific authorities come from approval by educational institutions; Academic success requires acceptance of certain “truths” about the social and natural world; Through young scholars, these "truths" persist

- **Social Change and Social Reproduction**
  - Social movements may be aided by social media, but the terms of use and algorithms that impact what information is seen are set by private ownership

### Bibliography

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

**Search as Strategic Exploration**

- Iterative evaluation of range of sources, mental flexibility

**Sociological Information Literacy**

- Current thinking in the field

**Call for Peer Reviewers**

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