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

Mooney, Hailey; Dempsey, Paula

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<th>Sociological Literacy Framework</th>
<th>Concept</th>
<th>Framework for Information Literacy Concepts</th>
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<td>Authority is Constructed and Contextual</td>
<td>Evaluate based on information need and context, different types of authorities.</td>
<td>Information Creation as a Process</td>
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<td>Sociological Eye</td>
<td>Sociology as a distinctive discipline</td>
<td>• Social basis and construction of knowledge</td>
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<td>Social Structure</td>
<td>The impact of social structures on human action</td>
<td>• Social roles may privilege some as authorities</td>
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<td>Socialization</td>
<td>The relationship between the self and society</td>
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<td>Stratification</td>
<td>The patterns and effects of social inequality</td>
<td>• Institutions with authority to produce knowledge recreate social inequalities</td>
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<td>Social Change and Social Reproduction</td>
<td>How social phenomena replicate and change</td>
<td>• Scientific authority comes from approval by educational institutions; Academic success requires acceptance of certain “truths” about the social and natural world; Through young scholars, these “truths” persist</td>
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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.

Approach: The Sociological Information Literacy Framework
- Tool for identifying how to bring critical information literacy into the sociology 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.
- The Sociological Information Literacy Framework takes the form of a crosswalk between two guiding documents:
  1. Sociological Literacy Framework
  2. Framework for Information Literacy for Higher Education

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

Call for Peer Reviewers

The draft Sociological Information Literacy Framework is currently under development by the Anthropology & Sociology Section (ANSS) of the Association of College & Research Libraries (ACRL) as part of the Framework Companion Documents program, and is overseen by the ACRL Information Literacy Frameworks and Standards Committee (https://acrl.libguides.com/ILFSC). In order to create a robust, meaningful, and collaborative document representing the expertise of both librarians and sociologists, ANSS-ACRL seeks to gather peer reviewer input from sociology instructors, especially those active in the ASA Section on Teaching & Learning. The initial peer review and revision process is expected to take place during the 2018-19 academic year.

Please fill out the form at https://tinyurl.com/socinfolitreviewerscall to indicate your interest in volunteering as a peer reviewer.