The Teaching Librarian: Understanding Information Literacy as a Personal and Institutional Practice

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Bibliography

General Works on Teaching and Reflection

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Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

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Instructional Design

Bell, S. J., & Shank, J. D. (2007). *Academic librarianship by design: A blended librarian's guide to the tools and techniques*. Chicago: American Library Association.

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Information Literacy

Bruce, C. (2008). *Informed learning*. Chicago: Association of College and Research Libraries.

Techniques for Critical Reflection, from Brookfield

Student Lens: Critical Incident Technique in the Classroom (p. 115)

1. At what moment in the class this week did you feel most engaged with what was happening?
2. At what moment in the class this week did you feel most distanced from what was happening?
3. What action that anyone (teacher or student) took in class this week did you find most affirming and helpful?
4. What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?
5. What about the class this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.)

Personal/Colleague Lens: Critical Incident Technique

Critical Incident: Low Points of Practice (p. 148)

Think back over the past week (or month, or semester). Choose an incident that made you say to yourself, "This is what makes my life as a teacher so difficult," or that made you think, however fleetingly, about quitting teaching. Write some notes about the incident, making sure that you include details of where and when this event happened, who was involved, and what it was that made the event so full of significance for you.

Reflective Inventory (p. 146)

1. What am I proudest of in my work as a teacher?
2. What would I like my students to say about me when I'm out of the room?
3. What do I most need to learn about in my teaching?
4. What do I worry most about in my work as a teacher?
5. When do I know I've done good work?
6. What's the mistake I've made that I've learned the most from?

Putting Flesh on the Bones: Focusing on Actions in Teaching (p. 147)

Think about what you mean by good teaching. As you recall good teachers, acts of good teaching, and good classes in which you've been a learner, write down a few comments in response to the following questions. They have been designed to focus your attention on actions that embody good teaching, rather than on general ideas about its qualities.

1. If you were serving on a "Teacher of the Year" award committee, what kinds of actions that you saw teachers taking would make you want to give them the award?
2. Think back to the last time you saw something happen that made you say to yourself, "This is great teaching." What was going on that made you have this reaction?
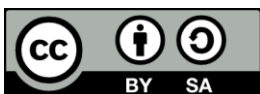
Examples of Frames of Informed Learning
Christine Bruce, *Informed Learning* (2008)

Content Frame	
View of information literacy	Information literacy is knowledge about the world of information.
View of information	Information exists apart from the user; it can be transmitted.
View of learning and teaching	Teacher is an expert who transmits knowledge. Learning is a change in how much is known.
Curriculum focus	What should learners know about the subject and about information literacy?
View of content	What needs to be known has primacy. All relevant content must be covered.
View of assessment	Assessment is objective. It measures how much has been learned. Students are ranked via exams.

Learning to Learn Frame	
View of information literacy	Information literacy is a way of learning.
View of information	Information is subjective; it is internalized and constructed by learners.
View of learning and teaching	Teachers facilitate collaborative learning; learners develop conceptual structure and ways of thinking and reasoning.
Curriculum focus	What does it mean to think like an informed learner in the professional environment?
View of content	Content is chosen for helping students to master important concepts and for fostering reflective practice.
View of assessment	Complex, contextual problems are proposed. Self or peer assessment is encouraged.

Social Impact Frame	
View of information literacy	Information literacy issues are important to society.
View of information	Information is viewed within social contexts.
View of learning and teaching	The teacher's role is to challenge the status quo. Learning is about adopting perspectives that will encourage social change.
Curriculum focus	How does information literacy impact society?
View of content	Content reveals how information literacy can inform widespread or important social issues or problems.
View of assessment	Assessment is designed to encourage experience of the impact of information literacy.

Learning Theory and Information Literacy

	Behaviorism	Constructivism	Social Constructionism	Sociocultural Theory
Concept of information	Universal, generic, and external	External, but shaped by individual in process of making meaning	Discourse conventions and norms; value determined by group	Mediated between creators, readers, users in specific social, cultural and historic contexts
Concept of learner	Receiver of knowledge	Maker of individual meaning	Apprentice to discourse community	"Whole person in the landscape"[1]
Key principles	Imitation	Individual purpose Sensemaking	Consensus Imitation	Mediation Tools Development
Model of information behavior	Transmission	Construction of meaning.	Ecological: initiation into information environment.	Dialectical: mediation between social and individual.
Focus of information literacy instruction	Generic source "types." Rules for searching. Formal and ordered procedures.	Information need of individual, addressing gaps in knowledge. Recursive process of information seeking. Information use.	Ways of knowing and communicating in disciplines. Disciplinary information retrieval tools. Information use.	Information use. Navigating information environments through practical activity.
Responsibility for teaching	Librarian	Librarian and instructor	Librarian and instructor	Community of teachers/learners, experts/novices
Enactments of information literacy	"One-shot" demonstrations of sources and tools in classroom.	Multiple instruction sessions integrated into course. Reflective, process-oriented assignments.	Demonstration of disciplinary tools and analyses of disciplinary sources. Identifying authority or disciplinary expertise	Group work and collaboration. Peer teaching/learning.
Mastery defined as:	Achievement of skills	Moving through process with greater confidence and independence.	Understanding of information environments. Participation in disciplinary discourse.	Adopting wide range of ways to experience information. Extension of expanded awareness to new contexts. Transformation and personal development.

Categories adapted from Nystrand, M., Greene, S., & Wiemelt, J. (1993). Where did composition studies come from?: An intellectual history." *Written Communication, 10*(3), 267-333.

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