



Information Literacy and Social Media: Selected Practices and Discourses

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Article Activity

Take a moment to read the article at your table.

As a group, discuss the article in light of these questions:

1. What is Web 2.0/social media being used for in the article? (i.e. actual tasks or projects)

2. What institutional values or priorities (of the school, of the library) are implied in the article?

- what's being said in the article?
- what's not being said in the article?

3. View of practitioners: how do you think the articles characterize librarians/teachers?

4. View of 'clients': how do you think the articles characterize library users/students?

- 
- **What are discourses?**
 - **Exploring Discourses:
Our Methodology**
 - **Discourses & Patterns Emerging from
the Analysis**

DISCOURSE *and the* **CONSTRUCTION of SOCIETY** LINCOLN



Discourse Analysis

Ways of thinking embodied in text or speech

Budd: 2 types of discourse analysis

1. Linguistic analysis of social interactions
2. Social/cultural patterns/themes

Thinking about:

- Real-life systems or institutions
- Individuals
- Social, political, and cultural relationships & structures
- Language

Discourse Analysis

* helps us to understand

our society
our roles

* enables explorations of

assumptions
roles

power relationships

as reflected through
communications practices



It's not just about what's said —
but what *isn't* said.

Foundational Research Questions

— What is the current nature of the relationship between Web 2.0 and information literacy?

— What discourses are in play within this relationship?



Defining/Generating Search Terms

Web 2.0/Social Media

“blogs,”

“wikis,”

“facebook,”

“social networking”

Information literacy

“information literacy,”

“bibliographic instruction,”

“library instruction”

Basic Search

Advanced Search

Visual Search

Choose Databases

[New Search](#)

[Keyword](#)

[Publications](#)

[Subject Terms](#)

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Find: in

and in

and in

in: 

(Searching: *Academic Search Premier*)

Searching

LibLit, LISA, ERIC, INSPEC, CISA, ASP

Thesaurus searching where available + keyword

Limit: formally published literature

Time frame: 2005-present

81 results encompassing all types of libraries

Reading

Observing: Themes, vocabularies, absences

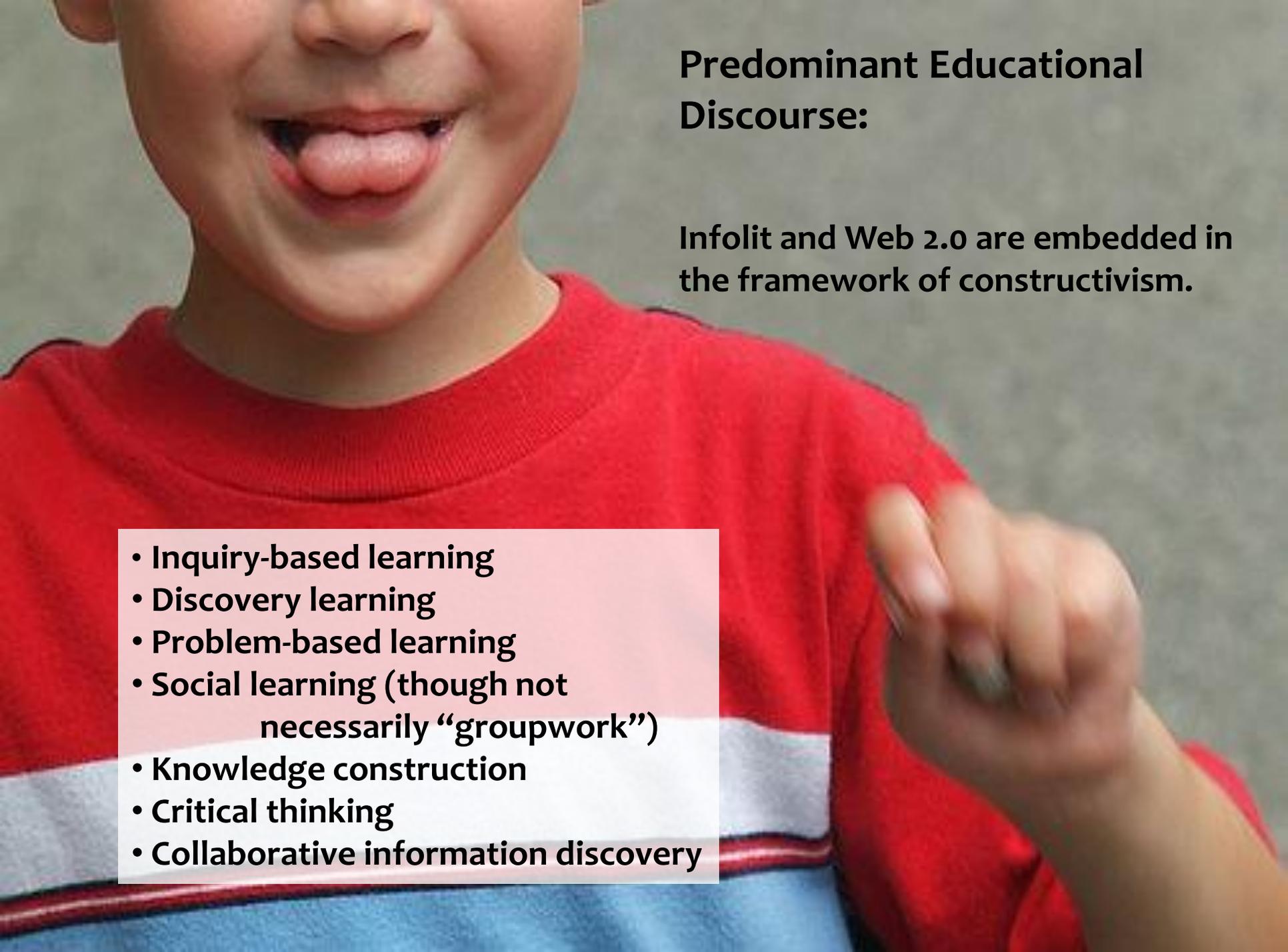
Excavating/Interrogating: Discourses

Predominant LIS Discourse: Marketing/Serving

	Being Portrayed/Positioned As
Social Media/ Web 2.0	Tools for library service/advocacy/library news/marketing
Librarians	Service providers (e.g. wider-reaching reference, meeting needs in person as well as at a distance)
Users	Customers; consumers of service Accustomed to instant gratification; choose path of least resistance

Less Dominant LIS Discourse: Teaching/Learning

	Being Portrayed/Positioned As
Social Media/ Web 2.0	Platform for facilitating and enhancing learning; tools for teaching
Librarians	Teachers; providers of information literacy instruction
Users	Learners Skilled collaborators; active agents in their education

A close-up photograph of a young child's face and upper torso. The child has their tongue sticking out and is wearing a red long-sleeved shirt with a white and blue stripe on the sleeve. The background is a plain, light-colored wall.

Predominant Educational Discourse:

Infolit and Web 2.0 are embedded in the framework of constructivism.

- Inquiry-based learning
- Discovery learning
- Problem-based learning
- Social learning (though not necessarily “groupwork”)
- Knowledge construction
- Critical thinking
- Collaborative information discovery

Discourse Analysis Informing Future IL Practices

1. Libraries have primarily focused on using social media as a marketing tool or a service enhancement.
2. Research Question: Does the marketing/serving discourse detract/compete with the educative role of libraries?
3. Discursively, libraries' use of social media can sometimes correspond to a notion of a library user as a consumer rather than a learner/researcher/scholar.
4. The educational/school community perceives of social media mainly as teaching/learning tools – instead of school promotional tools.
5. Will a stronger educative/teaching discourse emerge within librarianship?



Selected Works – Discourse Analysis



- Budd, J.M. (2006). Discourse analysis and the study of communications in LIS. *Library Trends*, 55(1), 65-82.
An expansive and readable exploration of the two main schools of discourse analysis and their potential as tools within LIS and library practice.
- Buschman, J. (2007). Transgression or stasis? Challenging Foucault in LIS theory. *Library Quarterly*, 77(1), 21-44.
A review and examination of the implications of applying Foucault's theories to critical LIS research and practice.
- Foucault, M. (1972). *The archaeology of knowledge and the discourse on language*. A.M.S. Smith trans. New York: Pantheon.
A landmark discourse analysis text.
- Frohmann, B. (1994). Discourse analysis as a research method in library and information science. *Library and Information Science Research*, 16(2), 119-138.
One of the first explorations of the potential usefulness of discourse analysis within LIS.
- Haider, J., & Bawden, D. (2006). Pairing information with poverty: Traces of development discourse in LIS. *New Library World*, 107(1228/1229), 371-385.
In an effort to unpack the assumptions underpinning the concept of "information poverty," the authors undertake a fascinating discourse analysis of a sample of the LIS literature on this subject.
- Macdonell, D. (1986). *Theories of discourse: An introduction*. Oxford: Basil Blackwell.
A solid introduction to (and discourse on) discourse analysis.
- Tuominen, K. (1997). User-centred discourse: An analysis of the subject positions of the user and the librarian. *Library Quarterly*, 67(4), 350-371.
An accessible and provocative examination of an important LIS text, Carol C. Kuhlthau's Seeking Meaning: A Process Approach to Library and Information Services, viewed through the lens of discourse analysis.

Selected Works – Information Literacy and Social Media: LIS and Education



- Achterman, D. (2006). Making connections with blogs and wikis. *California School Library Association Journal*, 30(1), 29-31.
- Albanese, A.R. (2006). Google is not the Net: Social networks are surging and present the real service challenge -- and opportunity -- for libraries. *Library Journal*, 131(15). Retrieved May 14, 2007, from <http://www.libraryjournal.com/article/CA6370224.html>
- Chase, D. (2007). Transformative sharing with instant messaging, wikis, interactive maps, and Flickr. *Computers in Libraries*, 27(1), 7-8, 52-56.
- Farabough, R. (2007). 'The Isle is Full of Noises:' Using wiki software to establish a discourse community in a Shakespeare classroom. *Language Awareness*, 16(1), 41-56.
- Hauser, J. (2007). Media specialists can learn Web 2.0 tools to make schools more cool. *Computers in Libraries*, 27(2), 6-8.
- Huwe, T.K. (2006). Some best practices for personalizing outreach. *Computers in Libraries*, 26(2), 36-38.
- Lewis, C., and Fabos, B. (2005). Instant messaging, literacies, and social identities. *Reading Research Quarterly*, 40(4), 470-501.
- Maloney, E.J. (2007). What Web 2.0 can teach us about learning. *The Chronicle of Higher Education*, 53(18), B26.
- O'Reilly, T. (2005, September 30). What is Web 2.0: Design patterns and business models for the next generation of software. *O'Reilly Network*. Retrieved May 17, 2007, from <http://www.oreillynet.com/pub/a/oreilly/tim/news.2005/09/30/what-is-web-20.html>
- Payne, P. (2007). Rich internet applications: Enabling Web 2.0. *Network Computing*, 18(3), 72, 74-78.
- Ramsay, K.M., and Kinnie, J. (2006). The embedded librarian: getting out there via technology to help students where they learn. *Library Journal*, 131(6), 34-35.
- Ray, J. (2006). Welcome to the blogosphere: The educational use of blogs (aka edublogs). *Kappa Delta Pi Record*, 42(4), 175-177.
- Zhang, L. (2006). Effectively incorporating instructional media into web-based information literacy. *The Electronic Library*, 24(3), 294-306.

Selected Works – Constructivism



- Beck, C., & Kosnik, C. (2006). *Innovations in teacher education: A social constructivist approach*. Albany: SUNY.
Excellent backgrounder on constructivist learning theory.
- Brooks, J. G., & Brooks, M.G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
Constructivist-based explorations of various classroom issues (e.g. making teaching relevant, valuing students' points of view, etc.)
- Brown, A., & Green, T. D. (2006). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Upper Saddle River, NJ: Pearson.
Easily accessible writings on learning theory, task analysis, creating learning environments and learner assessment.
- Davidson, F. (Producer), & Davidson, J. (Director). (1994). *Vygotsky's development theory: An introduction*. [Videotape]. Woodstock, Ont.: Canadian Learning Company.
Excellent introductory video on constructivism from a Vygotskyian perspective.
- Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Boston: Allyn & Bacon.
Practical tips for organizing a constructivist classroom.
- Fetsco, T., & McClure, J. (2005). *Educational psychology: An integrated approach to classroom decisions*. Boston: Pearson.
Comprehensive educational psychology textbook with well-written descriptions of constructivist ideas, and related learning theories and strategies (e.g. inquiry-based learning, problem-based learning, discovery learning).
- Marlowe, B.A., & Page, M.L. (1998). *Creating and sustaining the constructivist classroom*. Thousand Oaks, CA: Corwin.
Brief history of constructivism and interesting reading on "active learning" in the classroom.
- Notess, G.R. (2006). *Teaching web search skills: Techniques and strategies of top trainers*. Medford, NJ: Information Today, Inc.
Weaving Web design concepts with instructional suggestions. Good resource for help with online tutorials.

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