Information Literacy and Social Media: Selected Practices and Discourses

Cameron Hoffman – Concordia University Libraries
Librarians’ Forum – November 27, 2008
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?
Integrating Information Literacy with “Web 2.0”

Teaching activities

Cyberculture Class Notes

Blog Archive

- 2007 (5)
- May (1)
  Second Life Introductions  secured the idea
  PLATFORM FOR TEACHING  Cyberculture and the Second Life Universe
  "I'm in second life!!!"
  "I'm a last vest"
  "Wade Rock"

Blogs

Friday, May 11, 2007,
Second Life Introductions

Both of the articles I read were introductions to Second Life. The articles were very very exciting.
In terms of the functionality of the system, there was a lot of new information.
From the papers, I knew that you could use multiple avatars.
Dr. André was saying that part of our presentation...

pnl2007 | FrontPage

Launching Infolit 2.0? What is being said about the Social Web and Information Literacy?

Cameron Hoffman & Sarah Polkinghorn

PNLA 2007, Edmonton, Alberta
August 9, 2007

Del.icio.us

Google Docs & Spreadsheets

OK_Infolit_Assignment - edited by Cameron

Drama 150 (Historical Approaches to Theatre and Performance) - Information Assignment

Liam, Norah, Katherine

Part One: Assessment


LLAM (sorry looks like i got the short end here :-(

Research Question/Problem: Pretty obvious -- IS OEDIPUS

Sources of information used in this article:

Facebook

Google Docs

Flickr

Wikis
• What are discourses?
• Exploring Discourses: Our Methodology
• Discourses & Patterns Emerging from the Analysis
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”
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

<table>
<thead>
<tr>
<th></th>
<th>Being Portrayed/Positioned As</th>
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<tbody>
<tr>
<td><strong>Social Media/ Web 2.0</strong></td>
<td>Tools for library service/advocacy/library news/marketing</td>
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<tr>
<td><strong>Librarians</strong></td>
<td>Service providers (e.g. wider-reaching reference, meeting needs in person as well as at a distance)</td>
</tr>
<tr>
<td><strong>Users</strong></td>
<td>Customers; consumers of service</td>
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<td></td>
<td>Accustomed to instant gratification; choose path of least resistance</td>
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<td>Less Dominant LIS Discourse: Teaching/Learning</td>
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<tr>
<td><strong>Being Portrayed/Positioned As</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Media/Web 2.0</strong></td>
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<tr>
<td>Platform for facilitating and enhancing learning; tools for teaching</td>
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<tr>
<td><strong>Librarians</strong></td>
<td></td>
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<tr>
<td>Teachers; providers of information literacy instruction</td>
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<tr>
<td><strong>Users</strong></td>
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<tr>
<td>Learners</td>
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<tr>
<td>Skilled collaborators; active agents in their education</td>
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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
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

  An expansive and readable exploration of the two main schools of discourse analysis and their potential as tools within LIS and library practice.

  A review and examination of the implications of applying Foucault’s theories to critical LIS research and practice.

  A landmark discourse analysis text.

  One of the first explorations of the potential usefulness of discourse analysis within LIS.

  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.

  A solid introduction to (and discourse on) discourse analysis.

  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

Selected Works – Constructivism


• 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.)


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