

Hacking the Framework: Using the Art and Science of Story to Address the Dispositions

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Frames and Dispositions

Authority Is Constructed and Contextual

- Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
- Are conscious that maintaining these attitudes and actions requires frequent self-evaluation

Information Creation as a Process

- Are inclined to seek out characteristics of information products that indicate the underlying creation process
- Value the process of matching an information need with an appropriate product
- Accept that the creation of information may begin initially through communicating in a range of formats or modes
- Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes
- Resist the tendency to equate format with the underlying creation process
- Understand that different methods of information dissemination with different purposes are available for their use

Information Has Value

- Respect the original ideas of others
- Value the skills, time, and effort needed to produce knowledge
- See themselves as contributors to the information marketplace rather than only consumers of it
- Are inclined to examine their own information privilege

Research as Inquiry

- Consider research as open-ended exploration and engagement with information
- Appreciate that a question may appear to be simple but still disruptive and important to research
- Value intellectual curiosity in developing questions and learning new investigative methods
- Maintain an open mind and a critical stance
- Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
- Seek multiple perspectives during information gathering and assessment
- Seek appropriate help when needed
- Follow ethical and legal guidelines in gathering and using information
- Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)

Scholarship as Conversation

- Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
- Seek out conversations taking place in their research area

- See themselves as contributors to scholarship rather than only consumers of it
- Recognize that scholarly conversations take place in various venues
- Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- Understand the responsibility that comes with entering the conversation through participatory channels
- Value user-generated content and evaluate contributions made by others
- Recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage

Searching as Strategic Exploration

- Exhibit mental flexibility and creativity
- Understand that first attempts at searching do not always produce adequate results
- Realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- Seek guidance from experts, such as librarians, researchers, and professionals
- Recognize the value of browsing and other serendipitous methods of information gathering
- Persist in the face of search challenges, and know when enough information completes the information task

Converting an experience to a story

- 1) Look at the dispositions from the Framework for Information Literacy for Higher Education.
 - a) Do any of them remind you of an anecdote that you already tell or have thought about telling students in a class?
 - b) Could this anecdote be mapped to Freytag's Pyramid? If not, what is missing?
- 2) Include Inner dialogue
 - a) What were you or the main character thinking during this experience? Could you turn those thoughts into inner dialogue?
- 3) Include outer dialogue
 - a) What were other people saying to you or the main character? Where could you include this in your story?
- 4) Use sensory language.
 - a) What is your most vivid memory of the event? Was it the way something looked, felt or sounded? Identify at least one thing from the experience that you could build out using sensory language.
- 5) Employ drama
 - b) Is there are place in the story where you could insert a dramatic pause?
 - c) Are there pieces of the story where you could overstate or understate the scene, the characters, or the language?

Further Reading

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