Activity 1
Thinking Through Information Literacy in Your Discipline
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The IL Frames illustrate processes and patterns that occur within disciplines. The following questions are intended to help make tacit, expert disciplinary processes visible in order to better communicate them with disciplinary learners.

IL Framework Concepts and Reflection Questions

Scholarship as Conversation
- Where, how, and among whom do the conversations in your field take place?
- How does one identify those conversations?
- What are basic expectations for or barriers to participation in the conversations in your field? (e.g. social/cultural capital, financial, prestige, networks, hidden knowledge, ability to “read” the field well enough to contribute in meaningful ways to current conversations)
- What is an example of a multifaceted scholarly conversation occurring in your field? Can you ID some important contributions to the conversation? (How might you structure an assignment or scaffold curriculum around the development of a conversation?)

Authority is Constructed and Contextual
- Who are the authorities or power players in the discipline, either specifically or generally? How do they establish that authority?
- What are current challenges to that authority?
- How is information disseminated? How does this process contribute to the construction of authority in your field?

Research as Inquiry
- What are common research methods, theories, or approaches in your discipline? How can you recognize these ideas when looking at materials produced in your field? (Do students learn to identify these ideas as well?)
- Do typical research assignments that you see in disciplinary courses mirror or contradict these processes? How?

Information Creation as a Process
- In what types of formats (i.e. journals, conference presentations, popular forums, etc.) can the conversation in your discipline typically be found? Are some formats considered more authoritative? Is there a continuum or hierarchy of formats?
- Are there any unique information formats used in your field (i.e. patents, performances, etc.)? If so, what is their importance to your discipline?
- What counts as evidence in your discipline? Where do you find that evidence? How is it normally presented? What would you use it for – or, why is it important to someone in your discipline?
Information has Value

- How is impact measured in your field? How do authority, inquiry, format, searching, and scholarship affect impact?
- How is information disseminated? Is access to this information privileged? How will students access this information once they are working in their field? Are there suitable alternatives for proprietary resources?
- What are any particular traits of attribution in your field that might be different from others? What counts as an original idea?

Searching as Strategic Exploration

- What information tools/sources are of primary importance in your field?
- What are typical search behaviors among your disciplinary colleagues?
- How do the concepts of format, conversation, value, authority, and inquiry impact search processes?

Self-Reflection Questions

- What major themes emerge that are unique to your particular discipline or group?
- Are there crucial understandings (or thresholds) related to information sources that need to be crossed in order to progress in your discipline?
- How do scholars engage with information in your discipline, either with its creation or consumption? How is that engagement traditionally imparted to students in that major? For example: Is it taught explicitly, modeled, or simply implied? Is it codified in certain types of common assignments, readings, or common educational experiences?
- Are there any disciplinary standards that you’re aware of that address these questions? If so, what are they?

Miller, Sara D. “Information Literacy in the Disciplines: Rethinking Approaches to Student Engagement with Information Sources.” Spring Institute on College Teaching and Learning, Michigan State University. 2015.
Activity 2

Using insights specific to your discipline or situation from the “Thinking Through Information Literacy in Your Discipline” worksheet:

What are some issues unique to your discipline that stand out when it comes to the IL frames?

What avenues could you (or do you currently) use to approach these issues?

What would be some creative instructional ideas that address these disciplinary issues?