Critical Information Literacy as Collaborative Praxis

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Outline

+ What is critical information literacy?
+ What does it look like in the classroom?
+ What are threshold concepts?
+ Small group exercise: How can we use threshold concepts to realize a praxis of critical information literacy? **(Create an assignment)**

Information Literacy

The ability to find, evaluate, and use information effectively and efficiently. (ALA, 2000)

Critical Information Literacy

Engaging students in critical information practices in order to bring about positive social change

Reflection

What does that look like in your classroom?

What language do you use to talk about this?

In your working groups:

Do you discuss peer-review (and its flaws?) with your students and why/why not?

How do you privilege certain information sources (scholarly journal articles) over others ('non-scholarly'; blogs, magazines, websites) and why?

Threshold Concepts

"[represent] a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (Meyer & Land, p. 1).

What commonplaces or stumbling blocks exist in your discipline?

Praxis

Collaborate with the members of your working group to come up with the framework for a research assignment/activity.

The focus/content of the assignment is up to you, but should be designed to help your students cross over your identified threshold.

Discussion

Are threshold concepts a meaningful way to frame students' critical understandings?