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Information Literacy "Dispositions" Come to Seminary [Poster]

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INFORMATION LITERACY “DISPOSITIONS” COME TO SEMINARY

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Abstract

The most recent iteration of the ACRL Standards for Information Literacy has added “dispositions” to the repertoire of information literacy practice. This poster will explore how these “dispositions” might be understood in Adventist Theological Education. The first iteration of ACRL Standards for Information Literacy was largely instrumental and most instruction was focused on using technology. This development shifted the focus from learning an ICT skill to transforming learning.

Information seeking has been transformed from a scarcity model to an abundance model. Abstracts are now flooded with information from all sides and from all types of sources. The SDA pastor and student must learn to both navigate and participate in this abundance. At the core of this ability are the “dispositions” that filter, organize, manage, and gain knowledge from the abundance. Those who “get it” become effective communicators on multiple levels in a global community. Articulating these “dispositions” is the first step in educating for these competences.

As an experiment in the integration of faith and learning, the Ten Commandments (Exodus 20) will serve as a framework for organizing and explaining information literacy “dispositions” as they pertain to theological education.

Definitions

Information Literacy

“Information literacy is a set of abilities required individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (ACRL, 2000)

“Information literacy is the set of (imagined) abilities encompassing the understanding of information, the understanding of how information is developed and validated, and the use of information in creating new knowledge and participating ethically in conversations of learning.” (ACRL, 2015)

Dispositions

“Dispositions “describe ways in which to address the affective, attitudinal, or behavioral dimension of learning.” (ACRL, 2015). These encompass the “character” of the researcher as she is mindful and intentional about information concepts and practices. In the SDAVSA curriculum framework of learning, doing, being: these correspond to the being.

Framework for Information Literacy for Higher Education

The first Information Literacy Competency Standards for Higher Education (ACRL, 2000) redefined and reformed the practice of how librarians trained students to use the library’s resources. Beginning in 2013, an ad hoc committee undertook the task of revising the standards. Drafts of the revised standards were issued in February, June, and November, 2014. The final draft was submitted January 16, 2015 to the Association of College and Research Libraries Board. From the introduction:

“The Framework offered here is called a framework intentionally, because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes or any prescriptive enumeration of skills. At the heart of this Framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole.”

“The Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. These are the six concepts that anchor the frames, presented alphabetically:

• Authority is Constructed and Contextual
• Information Creation as Process
• Information Has Value
• Research as Inquiry
• Scholarship as Conversation
• Searching as Strategic Exploration”

This corresponds intimately with the Framework prepared by the Andrews University School of Education to guide the instruction of P-12 teachers. Both develop the criteria for Excellence in knowledge, in skills, and in dispositions:

References


INTEGRATION OF FAITH AND LEARNING

How do Information Literacy Dispositions correlate with the Seminary Learning outcomes? Are these dispositions simply secular, humanistic, everyday normal expectations of successful students?

Experiment: Do dispositions from Six Commandments appear as an academic pursuit and the function of information in that process?

The Ten Commandments Exodus 20:3-17

Application to Information Literacy in the Context of Conducting Research

<table>
<thead>
<tr>
<th>Commandment</th>
<th>Disposition</th>
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<tbody>
<tr>
<td>1. You shall not make for yourself a carved image</td>
<td>Authority is Constructed and Contextual</td>
</tr>
<tr>
<td>2. You shall not bow down to them or serve</td>
<td>Information Creation as Process</td>
</tr>
<tr>
<td>3. You shall not take the name of the Lord your God in vain</td>
<td>Information Has Value</td>
</tr>
<tr>
<td>4. Remember the Sabbath day to set it apart as holy</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>5. Honor your father and your mother</td>
<td>Scholarship as Conversation</td>
</tr>
<tr>
<td>6. You shall not murder</td>
<td>Searching as Strategic Exploration</td>
</tr>
<tr>
<td>7. You shall not commit adultery</td>
<td>Information Creation as Process</td>
</tr>
<tr>
<td>8. You shall not steal</td>
<td>Information Has Value</td>
</tr>
<tr>
<td>9. You shall not bear false testimony</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>10. You shall not covet your neighbor’s house</td>
<td>Scholarship as Conversation</td>
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