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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 shifts the focus from learning an ICT skill to transformative learning.

Information seeking has been transformed from a scarcity model to an abundance model. Adventists are now flooded with information from all sides and from all types of sources. The SDA pastor and educator 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 competencies.

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

Definitions

Information Literacy

"Information literacy is a set of abilities requiring 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 integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." (ACRL, 2015)

"This puts librarians in a paradoxical situation. When we talk about information literacy, we're talking about the discipline-independent transformational repositioning of the knower from someone who can find and comprehend information others create to being someone who understands how knowledge is created in different contexts and how they can participate in creating new knowledge. Basically, it shifts the student from content-consumer to a much more sophisticated identity with the agency to take issue with others and invent new meaning." (Fister, 2015)

Dispositions

Dispositions "describe ways in which to address the affective, attitudinal, or valuing 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 SDATS curriculum framework of *knowing, doing, being*, these correspond to the *being*.

References

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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 a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration"

This corresponds interestingly 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:
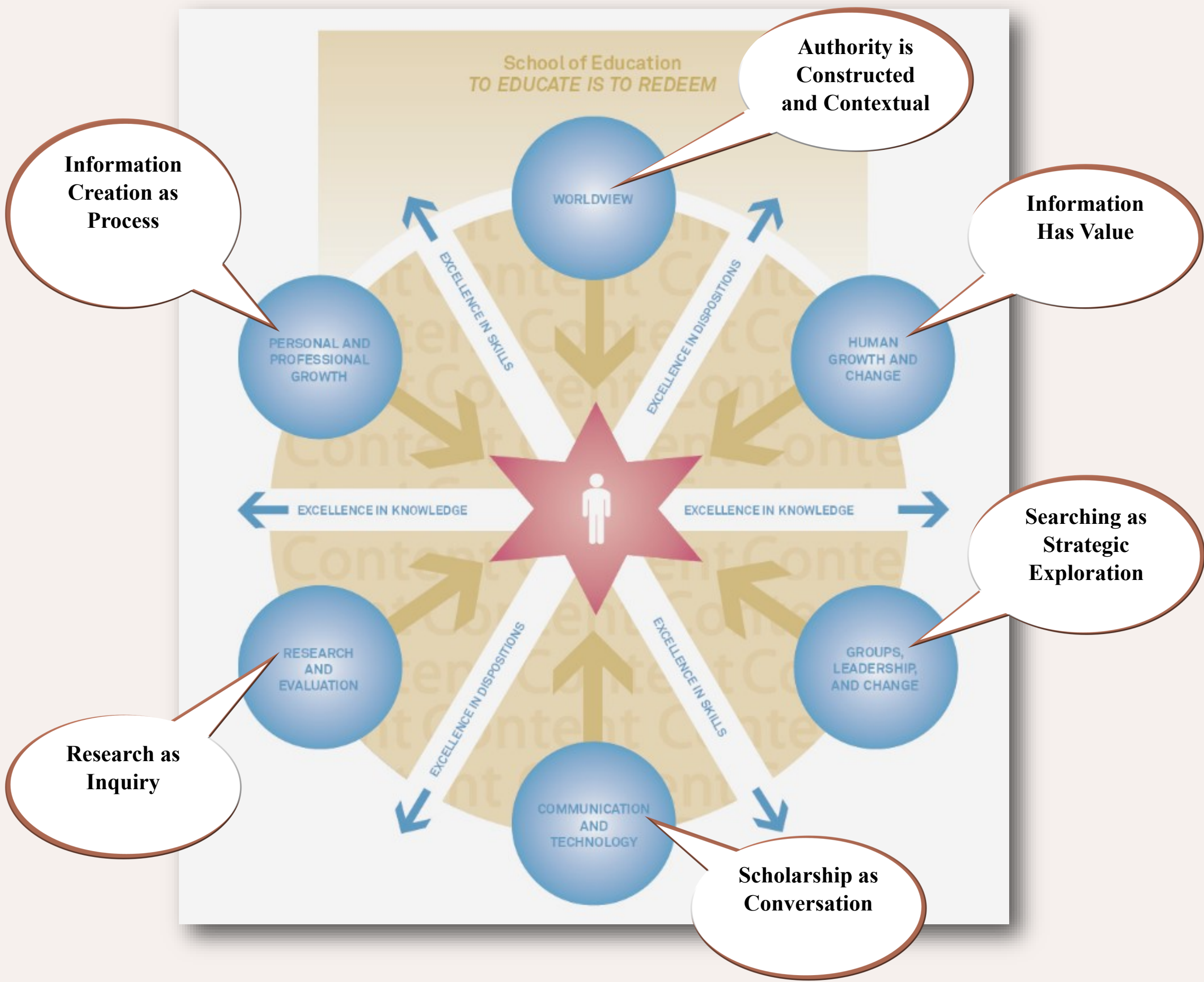
Diagram taken from Jeffrey (2010, p. ii)

Applying Dispositions

Examples from the *Framework* (ACRL, 2015)

Each frame includes the concept, with commentary, followed by a list of knowledge practices and a list of dispositions.

The frame "Scholarship as Conversation" is used to illustrate how the framework is laid out.

Concept: "Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations."

Knowledge Practices:

Learners who are developing their information literate abilities

- cite the contributing work of others in their own information production;
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
- summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.

Dispositions:

Learners who are developing their information literate abilities

- recognize that they are often entering into an ongoing scholarly conversation, not a finished conversation;
- seek out conversations that are taking place in their area of research;
- see themselves as contributors to scholarship rather than only consumers of it;
- recognize that scholarly conversations take place in a variety of venues;
- understand the responsibility that comes with entering the conversation through participatory channels;
- 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.

INTEGRATION OF FAITH AND LEARNING

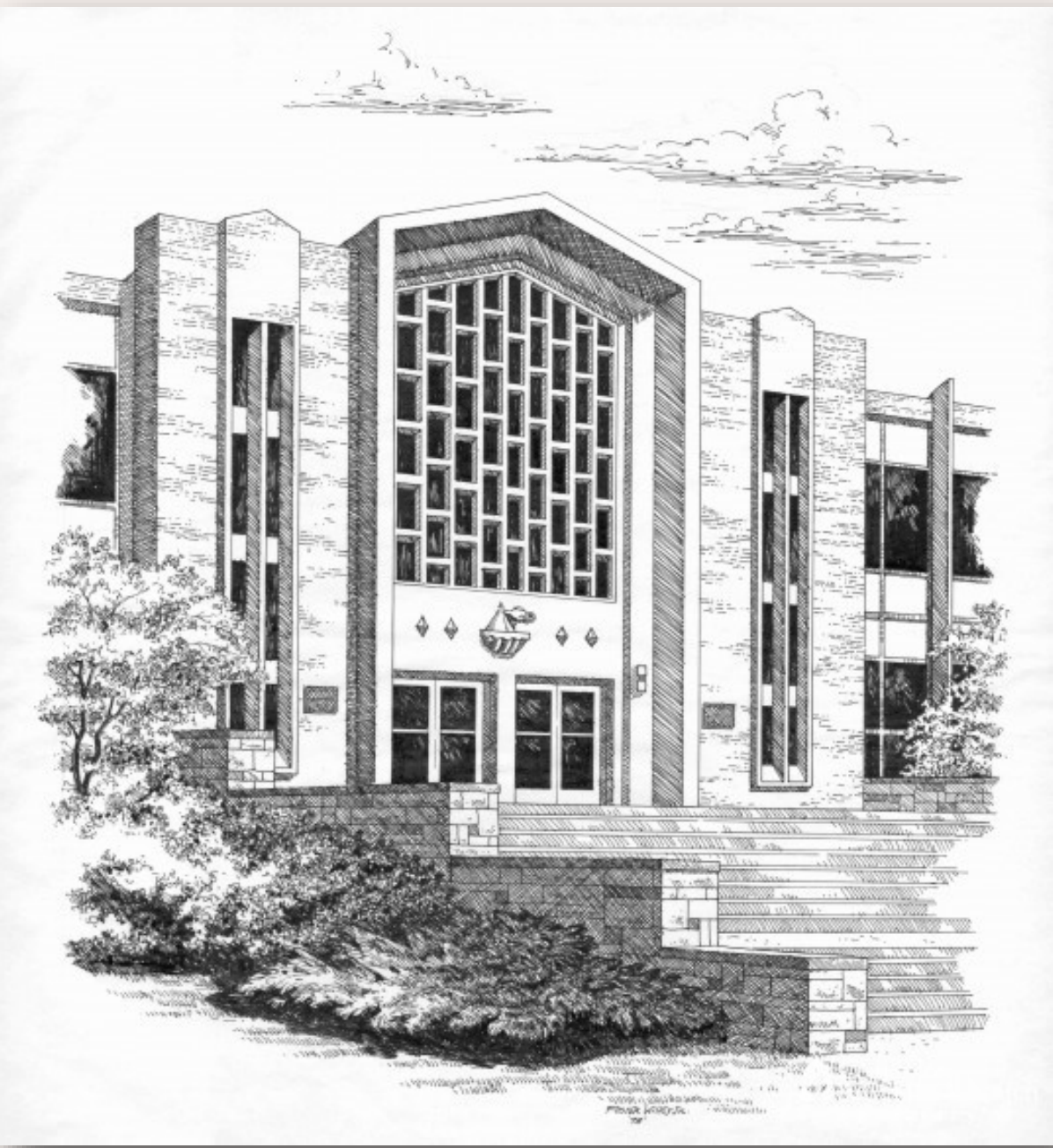How do Information Literacy Dispositions correlate with the Seminary Learning outcomes?
Are these dispositions simply secular, humanistic, everyday normal expectations of successful students?
Experiment: Do disposition lists from Scripture apply to research as an academic pursuit and the function of information in that process?
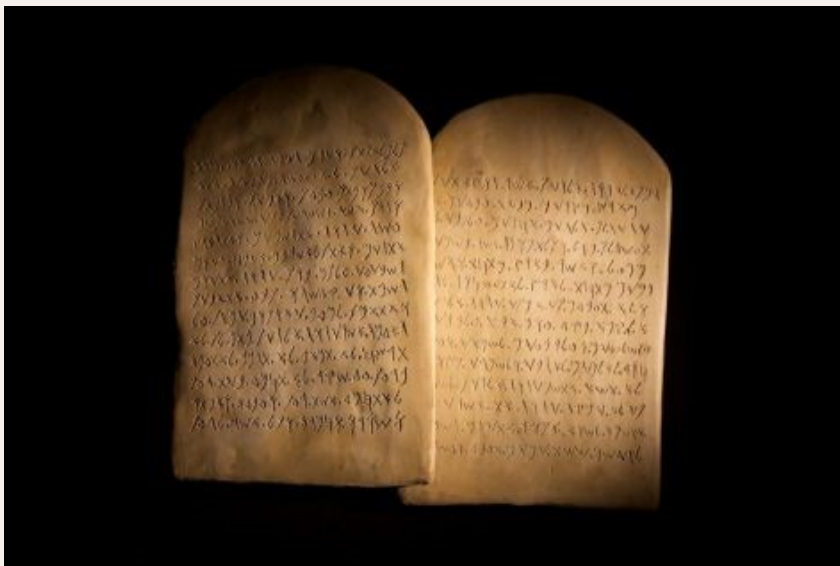
#	The Ten Commandments Exodus 20:3-17	Application to Information Literacy in the Context of Conducting Research
1	You shall have no other gods before me.	Does the researcher/research mindfully seek out truth as way to intentionally grow in the knowledge of God?
2	You shall not make for yourself a carved image … You shall not bow down to them or serve them.	Does the researcher/research critically evaluate ideas, schools of thought and socially constructed authorities?
3	You shall not take the name of the Lord your God in vain.	Does the researcher/research value and strive for excellence in method and communication?
4	Remember the Sabbath day to set it apart as holy … For in six days the Lord made the heavens and the earth and the sea and all that is in them, and he rested on the seventh day.	Does the researcher/research value responsible creativity in the microcosm, but then also take time to rest and contemplate God's creativity in the macrocosm?
5	Honor your father and your mother.	Does the researcher/research honor the teachers and mentors that helped prepare the way for this achievement?
6	You shall not murder.	Does the researcher/research respect the person who may disagree or who may be in error?
7	You shall not commit adultery.	Does the researcher/research value reliability both in method and within the community?
8	You shall not steal.	Does the researcher/research value integrity?
9	You shall not give false testimony.	Does the researcher/research value accuracy and fairness when engaging the work of others?
10	You shall not covet your neighbor's house.	Does the researcher/research respect the vocation and contributions of colleagues, affirming their achievements?