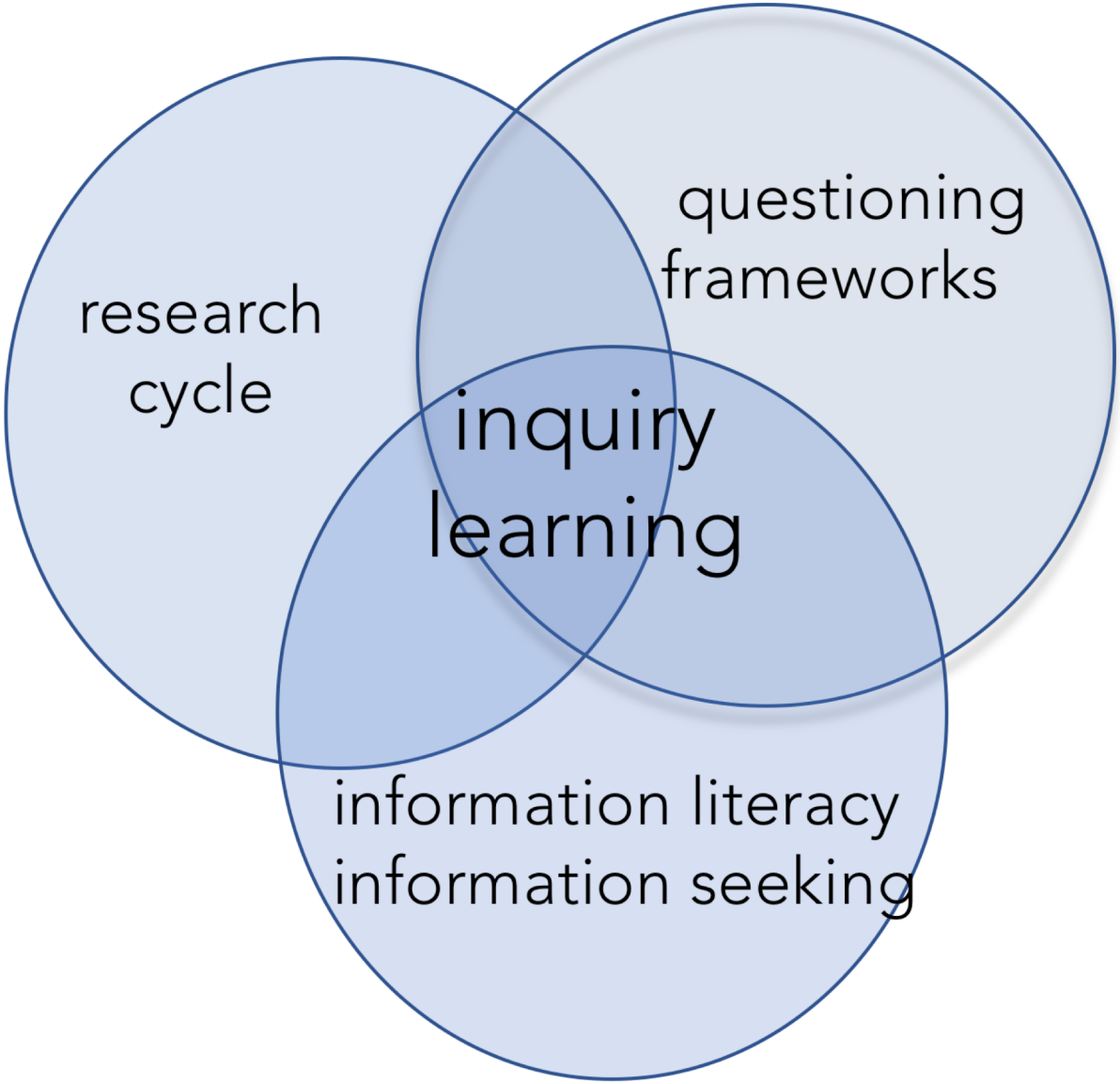
GeSTE windows information literacy model

Generic
Situated
Transformative
Expressive

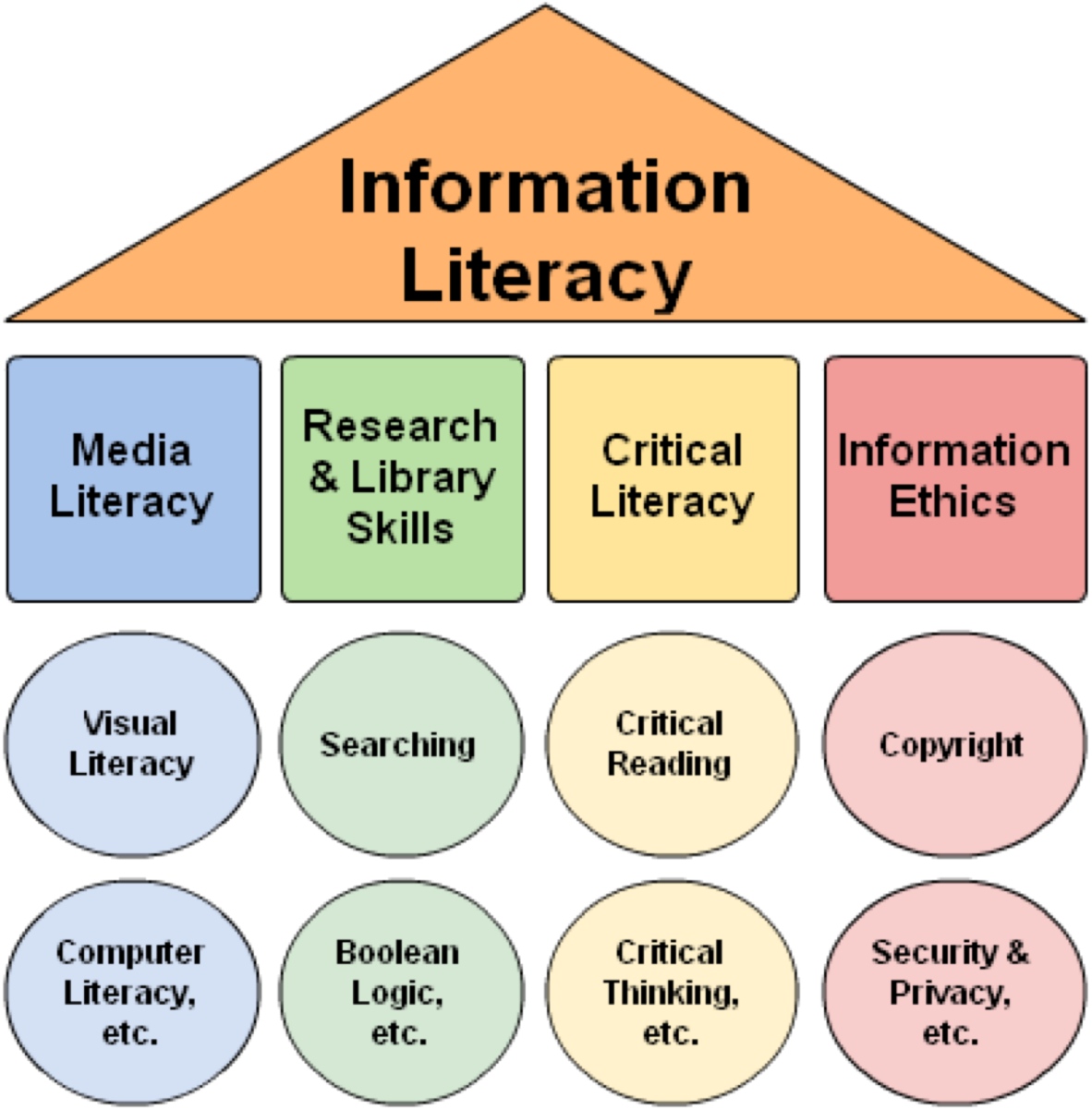
Dr Mandy Lupton


research
cycle
questioning
frameworks
inquiry
learning
information literacy
information seeking

Information literacy

- Know when information is needed
- Locate, search for information
- Critically evaluate information
- Manage & organize information
- Use information ethically & legally
- Use information creatively
- Use information for empowerment, social responsibility

https://en.wikipedia.org/wiki/Information_literacy



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CHAPTER 1

Windows on information literacy worlds: Generic, situated and transformative perspectives

Mandy Lupton and Christine Bruce

Since the early 1990s, information literacy has emerged as a research agenda and an area of curriculum practice in formal education throughout Western, technologized societies such as the United States, Canada, the United Kingdom, the Nordic countries and Australia. Information literacy has typically been seen as searching for, locating, evaluating, selecting, organizing and using information (Bundy 2004a). However, contemporary understandings based on empirical research link information literacy closely with the idea of using information to learn (Limberg 2000; Bruce 2008; Lupton 2004, 2008).

Information literacy incorporates the use of a range of sources and stimuli, including visual, aural, affective and embodied information. For example, information literacy not only encompasses activities such as finding and using information for completing assignments or planning a holiday, but it also encompasses a firefighter 'reading' and 'speaking' a fire (Lloyd &Somerville 2006), an Indigenous Australian 'learning the language of the animals' (Mengel 2007) and a Canadian Inuit 'reading' the ice (Campbell 2004).

Some see information literacy as a separate literacy, while others see it as belonging to a literacy continuum (Bruce 1999, 2004). The term 'literacy' implies

Lupton, Mandy and Bruce, Christine. (2010). Chapter 1 : Windows on Information Literacy Worlds : Generic, Situated and Transformative Perspectives in Lloyd, Annemaree and Talja, Sanna, Practising information literacy : bringing theories of learning, practice and information literacy together, Wagga Wagga: Centre for Information Studies, pp.3-27. [QUT login]

5.1. Author's Perspective on Information Experience

'A weekly edition of the New York Times contains more information than the average person was likely to come across in a lifetime in 17th-century England' (Wurman, 2001, p. 5). As an information literacy researcher I have seen this statement used by librarians in arguing why information retrieval and management is crucial in today's society. However, I have always felt a sense of unease at this type of statement. It is typical of the mindset that privileges documentary forms of information while ignoring the use of information in the environment. In 17th-century England, the 'average person' was likely to be living in a rural area dominated by agriculture. The changing of the seasons provided a large amount of environmental information that needed to be noticed, interpreted and acted upon to ensure food production, winter stores of firewood and fodder, preservation of food and production of yarn and cloth.

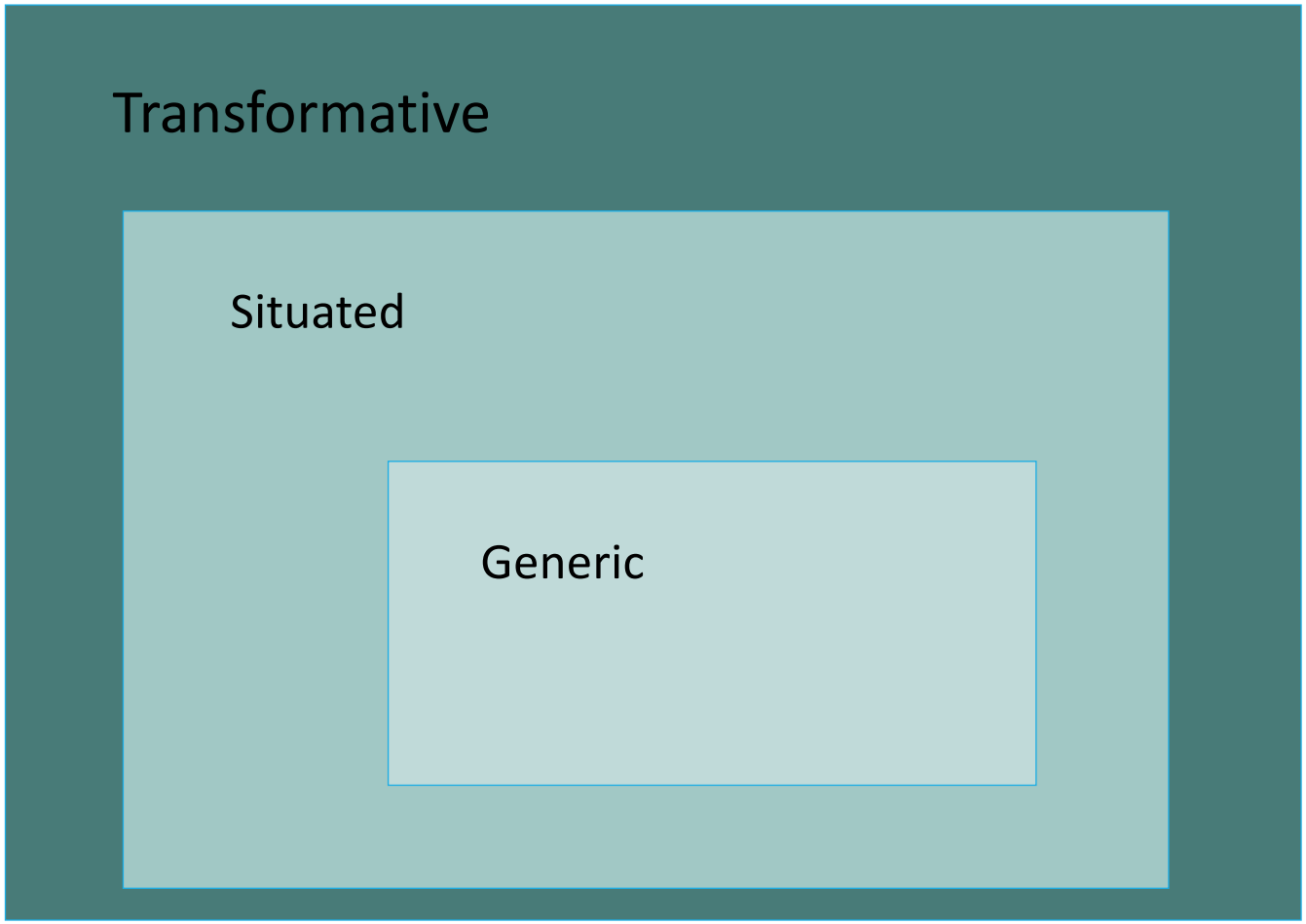
Likewise, an Australian Indigenous person living a traditional lifestyle relies on knowledge of the environment. As the Australian singer, composer and Bundjalung man, Kev Carmody, said of his grandfather:

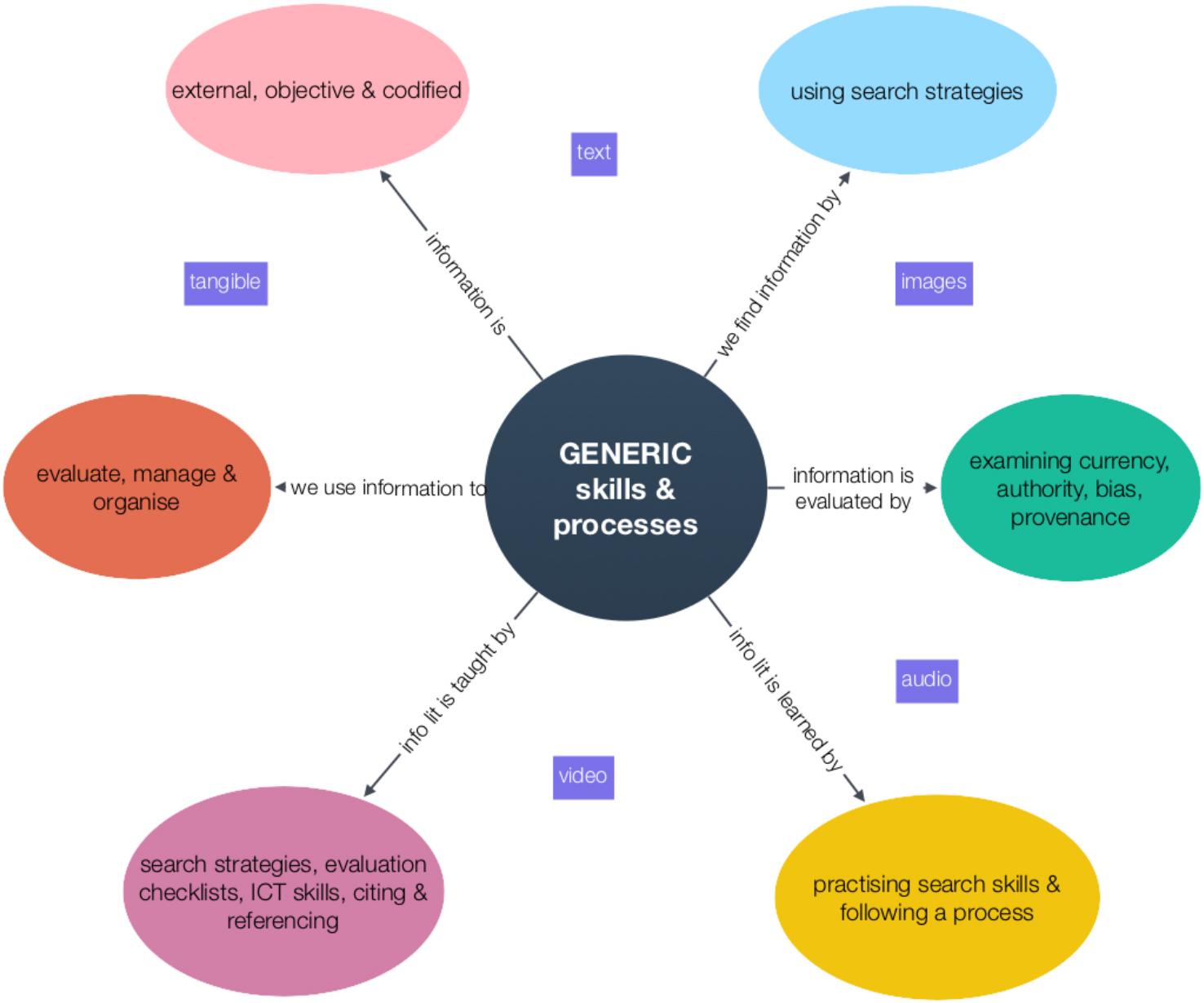
> He told me to learn the language of the animals, know the language of the kookaburra or the brolga, because you aren't going to survive unless you do. The bird calls change through the year, when they are mating or they have their babies. In the bush you have to understand that to be able to survive, otherwise you wouldn't know where to get your tucker [food] … One of the things he said to us was, you have to learn to listen to the wind. What he was saying was, use your imagination, widen it out, be aware of things around you. You learn to listen in another way. (Mengel, 2007, pp. 8–9)

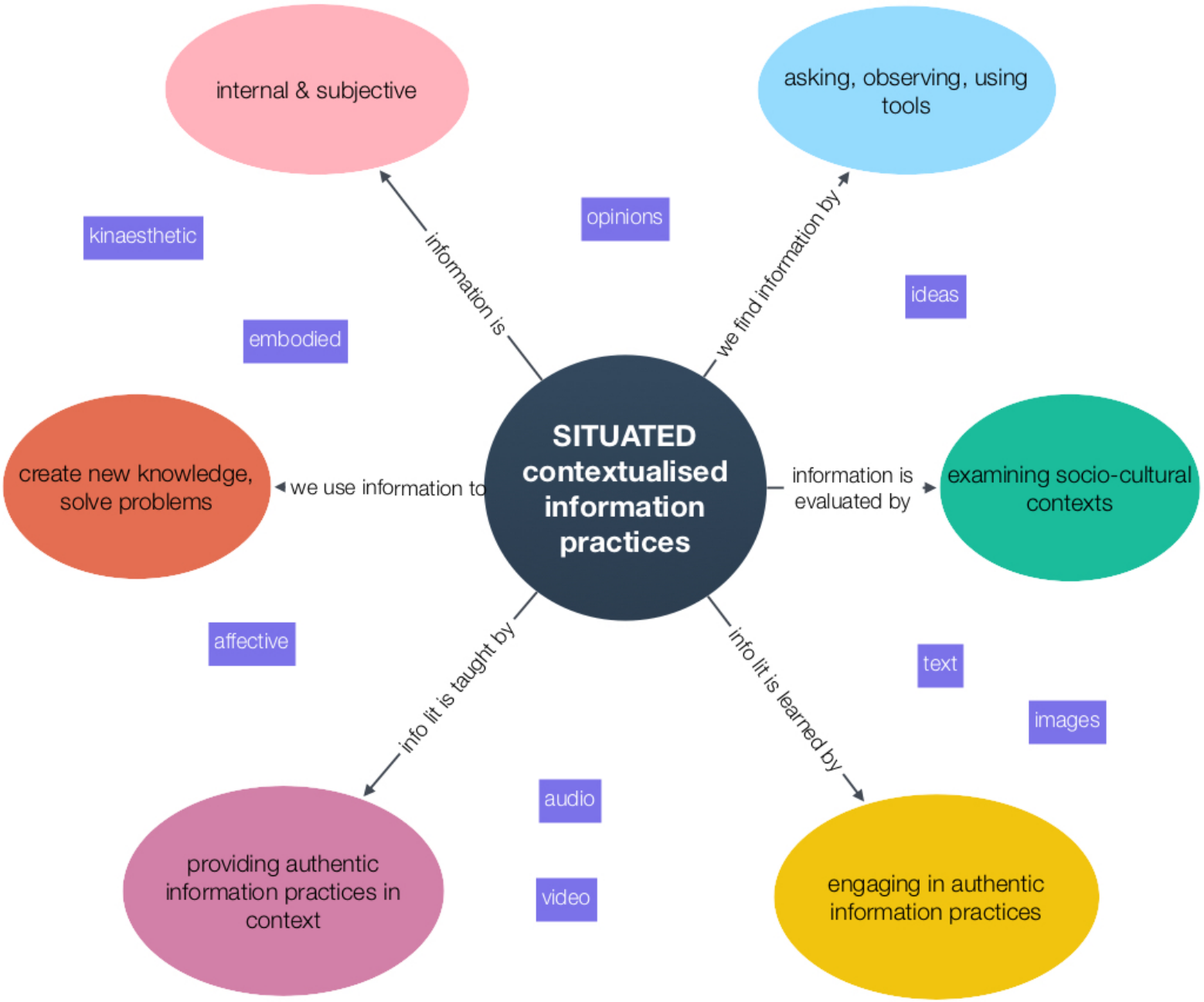
'Learning to listen in another way' entails becoming aware of the information in the landscape that ensures survival in the bush. In the quotation Carmody also alludes to the way he learned to listen in order to draw on the environment for his compositions. It is this type of information that is the subject of this chapter.

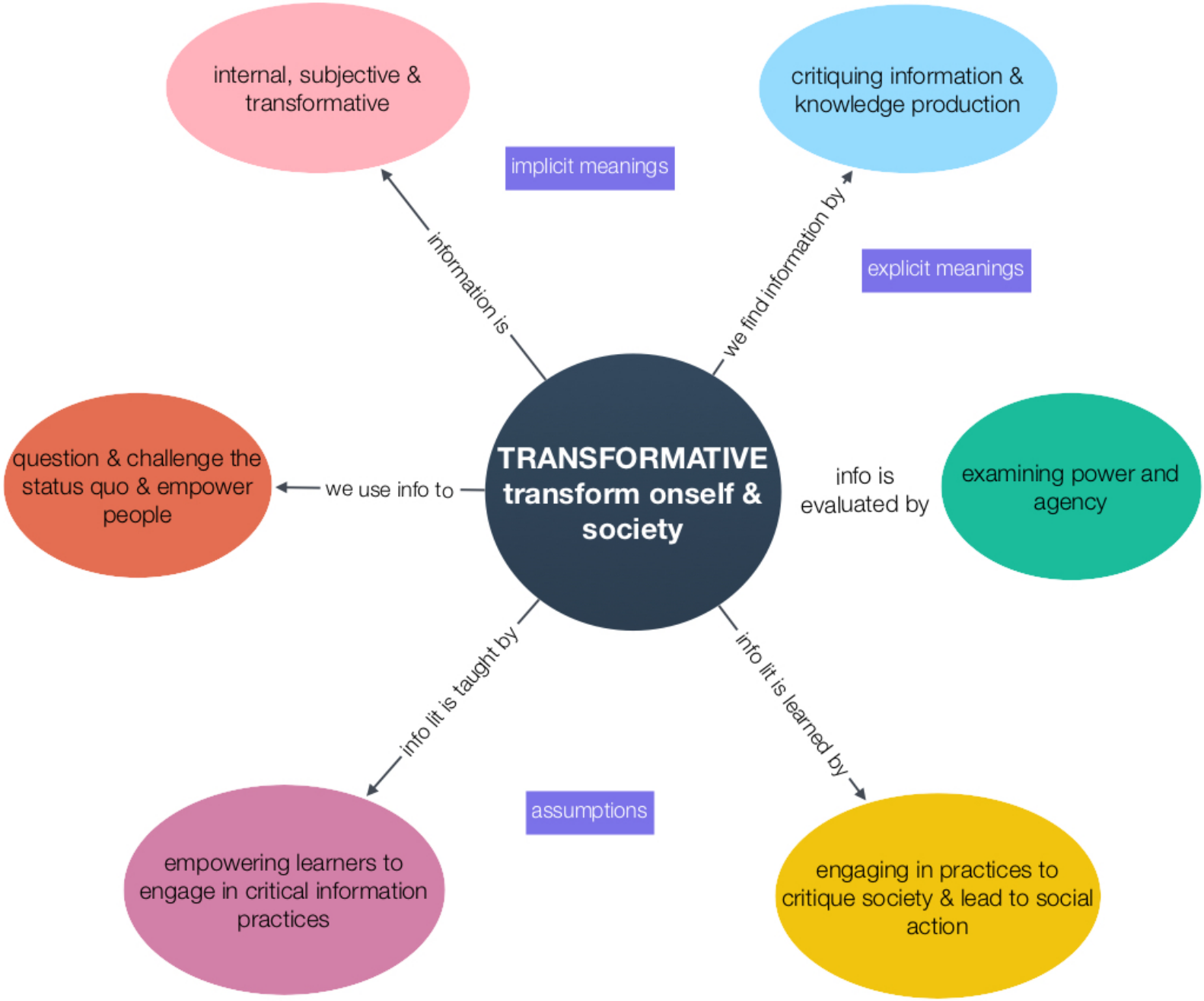
Lupton, Mandy (2014) Creating and expressing : information as-it-is-experienced. In Bruce, Christine, Davis, Kate, Hughes, Hilary, Partridge, Helen, & Stoodley, Ian (Eds.) Information Experience : Contemporary Perspectives. Emerald Group Publishing, Boston, pp. 69-84.

GeST Windows

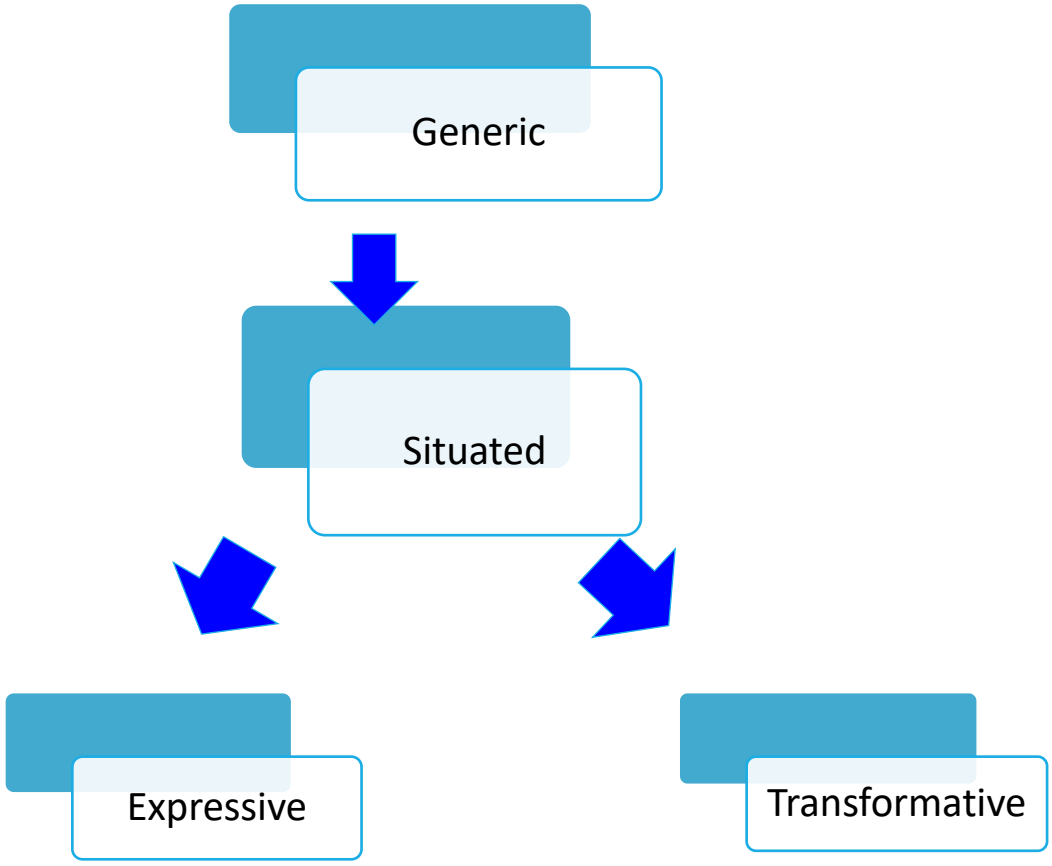


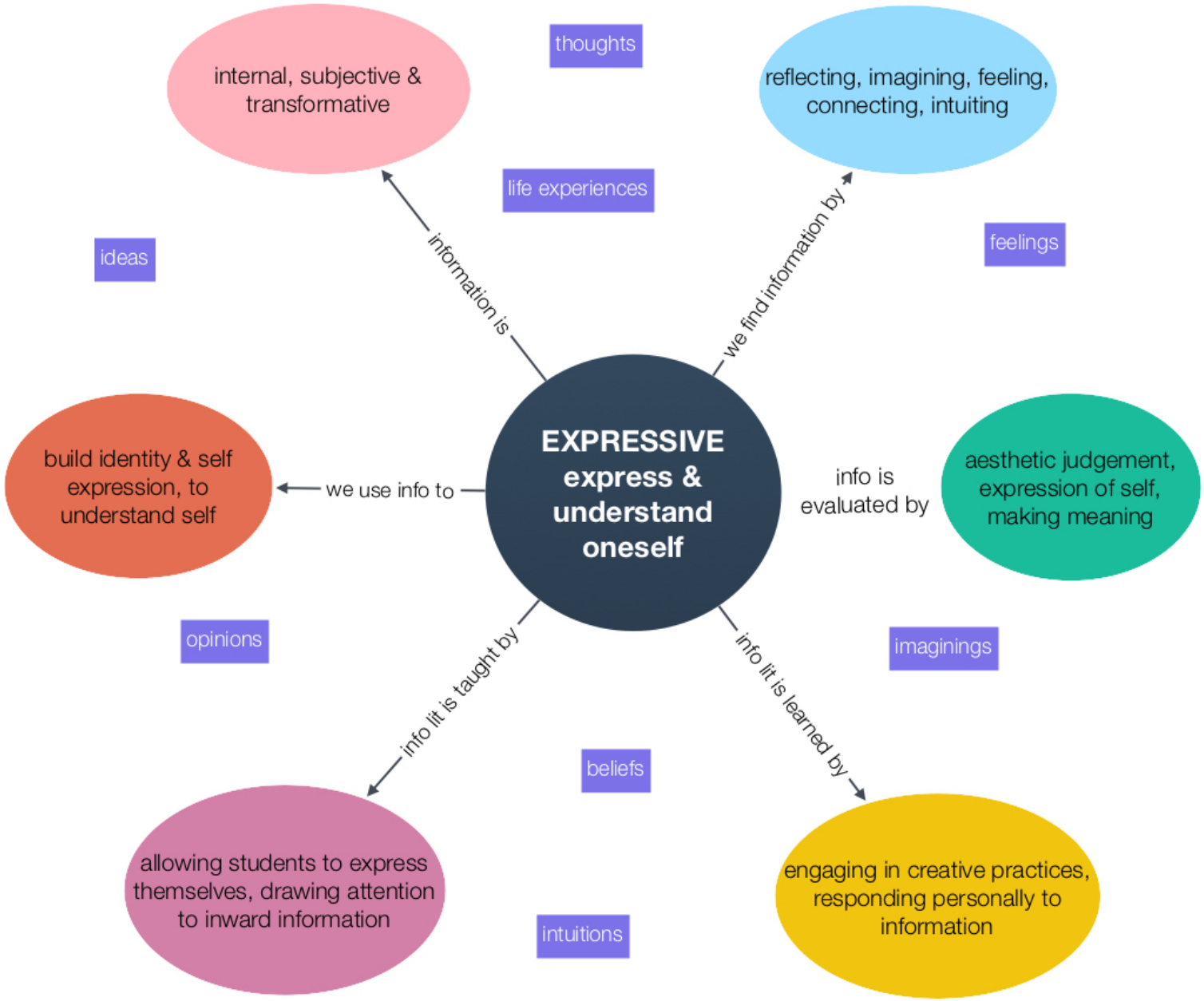

external, objective & codified
using search strategies
text
information is
we find information by
tangible
images
evaluate, manage & organise
we use information to
GENERIC skills & processes
information is evaluated by
examining currency, authority, bias, provenance
info lit is taught by
info lit is learned by
audio
video
search strategies, evaluation checklists, ICT skills, citing & referencing
practising search skills & following a process


SITUATED contextualised information practices
information is
internal & subjective
kinaesthetic
embodied
opinions
we find information by
asking, observing, using tools
ideas
we use information to
create new knowledge, solve problems
information is evaluated by
examining socio-cultural contexts
info lit is taught by
providing authentic information practices in context
affective
audio
video
info lit is learned by
engaging in authentic information practices
text
images


internal, subjective & transformative
critiquing information & knowledge production
implicit meanings
explicit meanings
information is
we find information by
question & challenge the status quo & empower people
we use info to
TRANSFORMATIVE transform onself & society
info is evaluated by
examining power and agency
info lit is taught by
info lit is learned by
assumptions
empowering learners to engage in critical information practices
engaging in practices to critique society & lead to social action

But wait!...there's more…




EXPRESSIVE
express & understand oneself
information is
internal, subjective & transformative
thoughts
life experiences
ideas
we find information by
reflecting, imagining, feeling, connecting, intuiting
feelings
we use info to
build identity & self expression, to understand self
opinions
info is evaluated by
aesthetic judgement, expression of self, making meaning
imaginings
info lit is taught by
allowing students to express themselves, drawing attention to inward information
beliefs
intuitions
info lit is learned by
engaging in creative practices, responding personally to information