



# Building information and learning experiences through partnerships

Greece 2017



Queensland University of Technology  
Brisbane Australia

**Prof. Christine Bruce**

Information Science Discipline | Information Systems School | Science & Engineering Faculty



Learning and  
Information



Creating partnerships  
Building informed  
learning communities



Research Into Practice –  
new futures



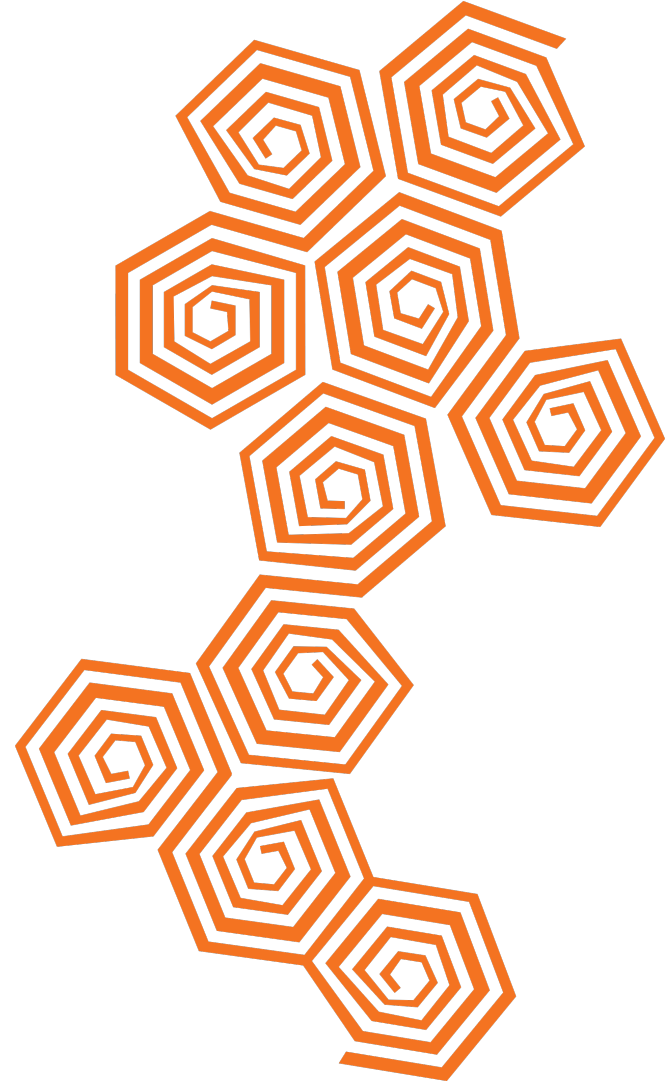


# LEARNING AND INFORMATION

Art work Felicity Bruce 2015 Inspired by Milliyet photo

# Partnering for IL Education

*Rests on building  
shared  
understandings of IL  
& IL Education*



What is IL?

ALA CARL

- Information literacy is a spectrum of abilities, practices, and habits of mind that extends and deepens learning through engagement with the information ecosystem.
- understanding essential concepts
- engaging in creative inquiry and critical reflection
- creating new knowledge through ethical participation in communities of learning, scholarship, and civic purpose; and
- adopting a strategic view of the interests, biases, and assumptions present in the information ecosystem

Framework Draft

3 Nov 2014

Lines 68-78



# What is information literacy?



Slide 1 We can talk about information literacy (experiencing information use in different ways) as being about *informed learning* (Bruce 2008).

Photo: <http://www.milliyet.com.tr/fotogaleri/47808-yasam-kim-bu-duran-adam-/>



# Information literacy is about learning

IL education and research follows trends in the broader education sector.....exploring innovative pedagogies as well as focusing on the emergence of new technologies and the centrality of students' needs.

While the IL territory is expanding, the boundaries are also blurring;

.....I have heard the view expressed that research into information literacy and learning is about 'learning' not 'information literacy'

Adapted from Bruce (2016)

# Information literacy is about learning

....alternate language creates a way of communicating with different audiences or specifies different parts of the agenda:

- *information literacies,*
- *metaliteracy,*
- *media & information literacy,*
- *information fluency,*
- *digital literacy,*
- *transliteracy*
- *radical information literacy*
- *informed learning and inclusive informed learning*

(adapted from Bruce, 2016)

# Information literacy is about learning

- focus of IL scholars is around formal education - workplace and community settings have heightened profiles.
- We have seen new focus on social issues: information literacy in health, disasters & faith contexts; also groups facing specific challenges, such as migrants & refugees.
- many voices are just beginning to be heard, such as those of indigenous peoples....
- many voices remain unheard, those of less empowered groups.... the homeless, the abused and others challenged in their social participation ....

Adapted from Bruce ( 2016)

# Information *Literacy*

## Experienced as

- being aware of different ways of using information when learning; thus learners become more aware of how they may use information in future academic, personal, and workplace learning situations. (Bruce 2008)





## **At a meta level, using information to learn is experienced as:**

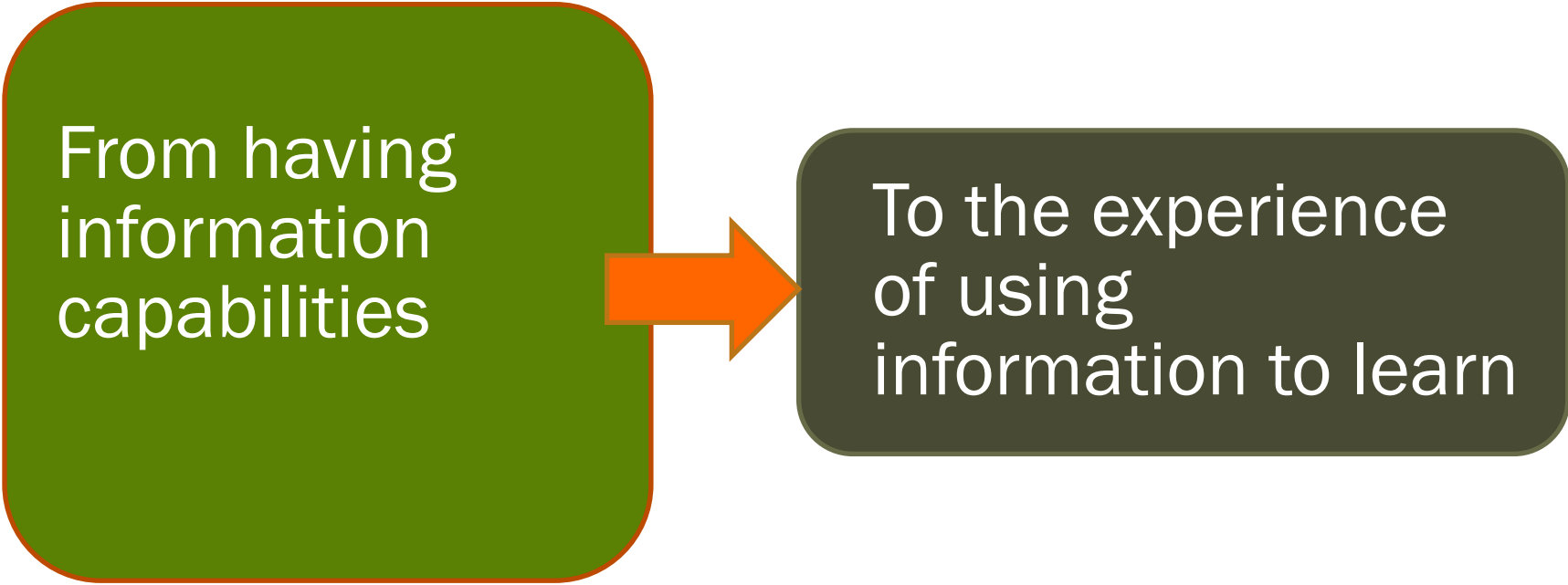
1. Information awareness
2. Sourcing information for learning
3. Using information processes to learn
4. Connecting information with learning needs
5. Building a knowledge base
6. Extending knowledge
7. Wise use of information



**experienced meanings of  
information literacy:  
the 7 faces**

# INFORMED LEARNING

From having  
information  
capabilities



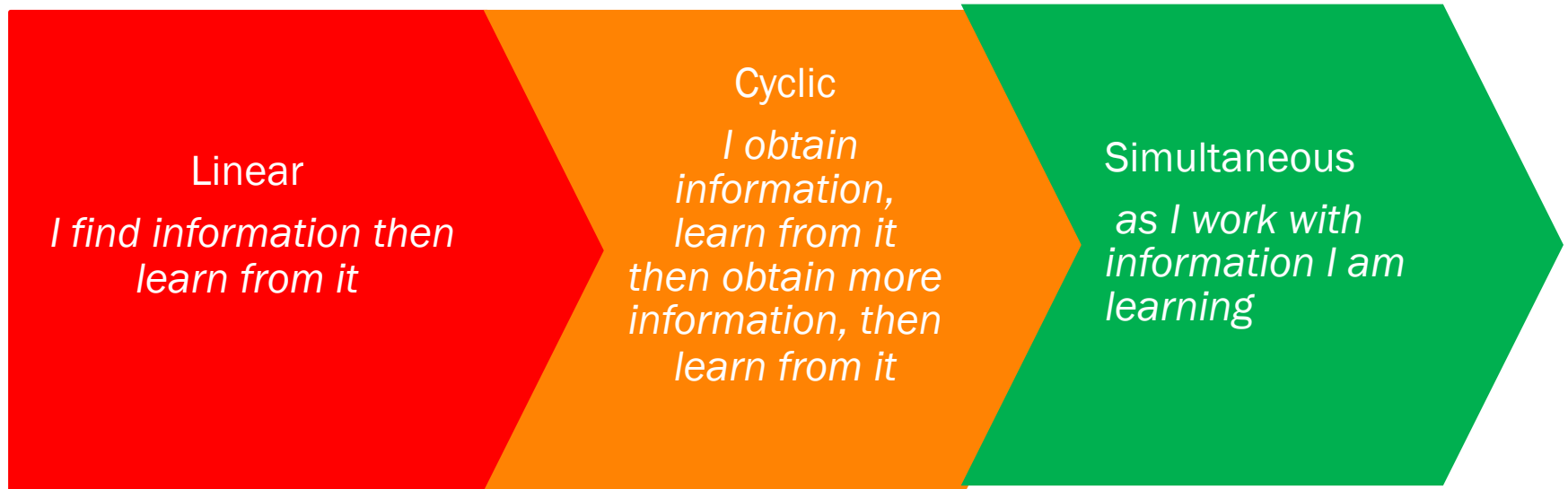
```
graph LR; A[From having information capabilities] --> B[To the experience of using information to learn]
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The diagram consists of two rounded rectangular boxes connected by a large orange arrow pointing from left to right. The left box is green with a thin orange border and contains the text 'From having information capabilities'. The right box is dark grey with rounded corners and contains the text 'To the experience of using information to learn'.

To the experience  
of using  
information to learn

Attending to information and content learning in  
context together

# Students experience the relationship between information use & learning as



The latter breaks down the seek-find-use distinctions  
(Lupton, 2008)

**linear, cyclic & simultaneous**

# The Etymology of 'Inform'

Information is transformational!

To give form  
or shape to

To give  
organizing  
power to

To give life  
to

To imbue &  
actuate with  
vitality

To animate

To mould

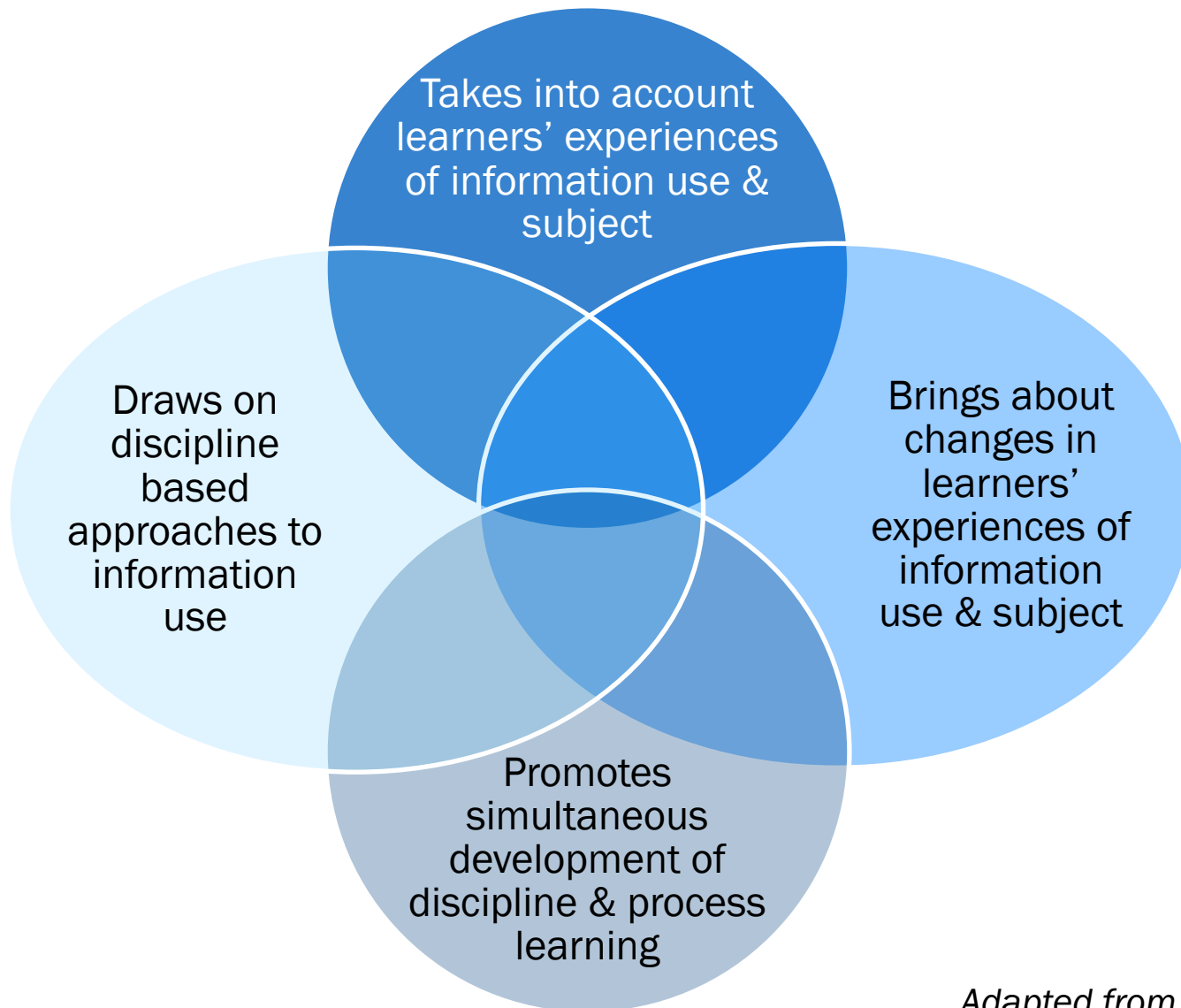
To figure

To fashion

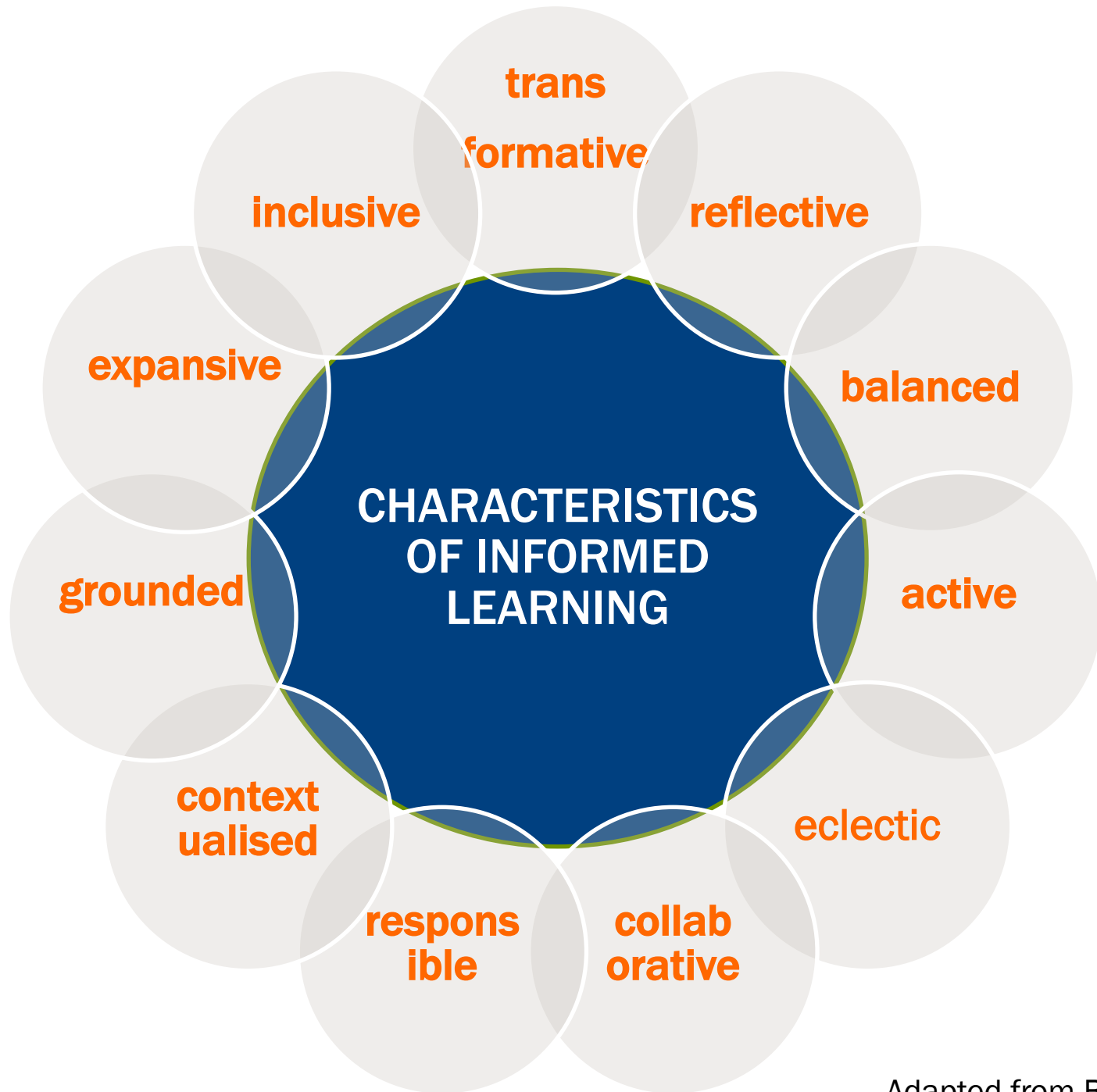
Webster's  
revised  
unabridged  
dictionary  
(1913)



# Principles of Informed Learning



*Adapted from Bruce, 2008*



# In Informed Learning

## Discipline Teachers

- Identify what information practices are important in their subject or professions
- They model those practices
- They embed them as approaches to content learning (~ story ch1)

## Librarians

- help teachers & learners interpret information literacy as using information to learn & understanding that process
- Help identify questions & processes
- Support learning strategies

# In Informed Learning

## Students

- Use information as an integral part of the learning process
- Reflect on their use of information & its influence on their own learning
- Reflect on their use of information & its influence on helping others learn
- Reflect on their information use in the workplace & community
- Consider & enhance the information experiences of others in work & community spaces



# Imagine information literacy education in music and dance – Mandy Lupton

- What is the information experience in music and dance
- What do people experience as information?

From Lupton, M. (2014)



- Image from QUT

# Composers' and dancers' information experiences

- Music and dance involve full mind-body experience, integrating cognitive, affective, sensory and kinesthetic information - to express and communicate.
- Information for the composer: feelings, moods, images, ideas, and life experiences;
- Information for social dancers: music, partner's body, emotions generated by the dance, feeling of the floor.

# Information literacy education – a journey in the scholarship of learning and teaching

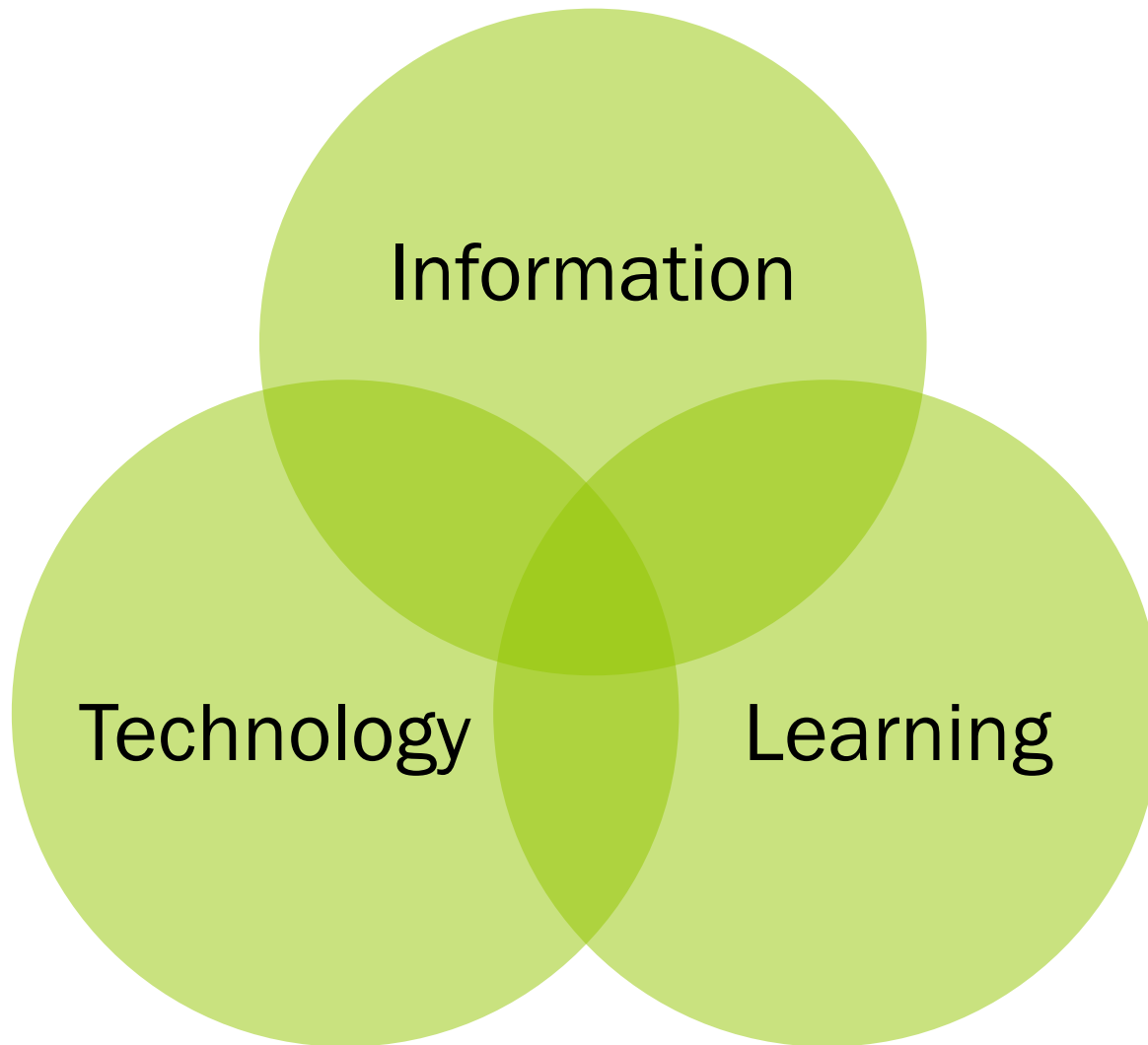


# Reflecting on information and learning experiences

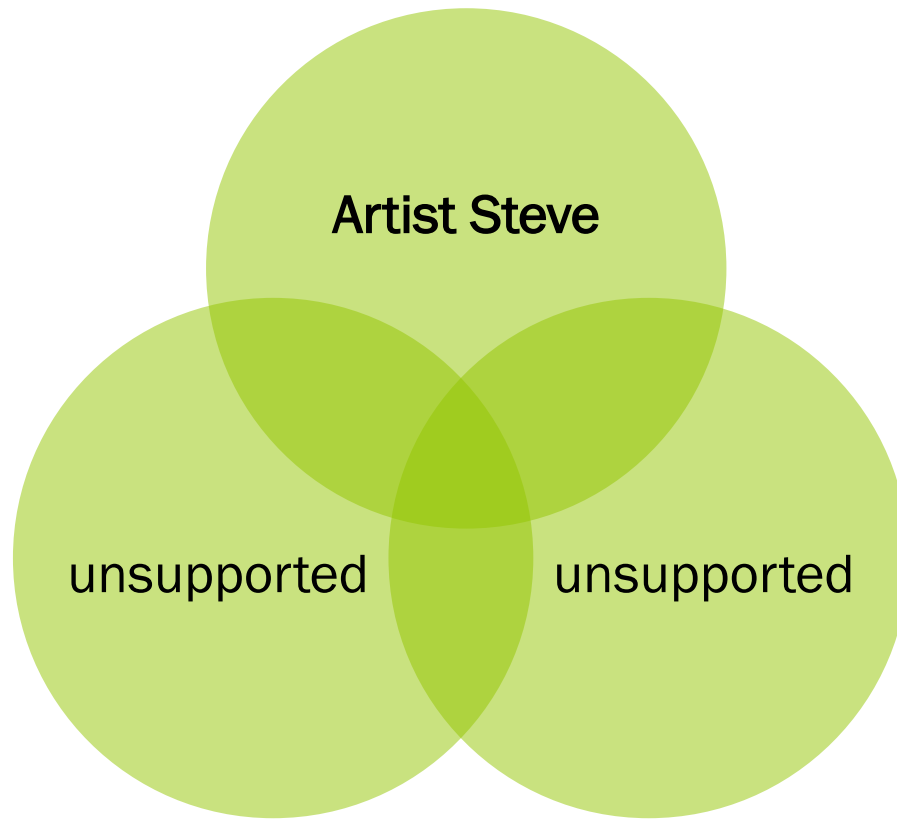
When a child learns to ride a bicycle we want them to be able to do more than ride that bicycle. We want them to be aware of their context, those around them.. We want them to share understandings of a bicycle riding community. We want them to be safe and to keep others safe We want the bicycle riding experience to transform their lives in a range of ways

When a student learns to use information we want them to be able to do more than engage in the academic practices we teach. We want them to be aware of their context, the learning community around them. We want them to share the understandings of a learning and information using community. We want them to use information wisely and for the benefit of others. We want the information using experience to transform their lives in a range of ways.

- Focus on experiences of using information to learn..
- those of specific disciplines, professional groups or communities..
- contextualises and lends transformational meaning to ‘skills’, and ‘threshold concepts’.

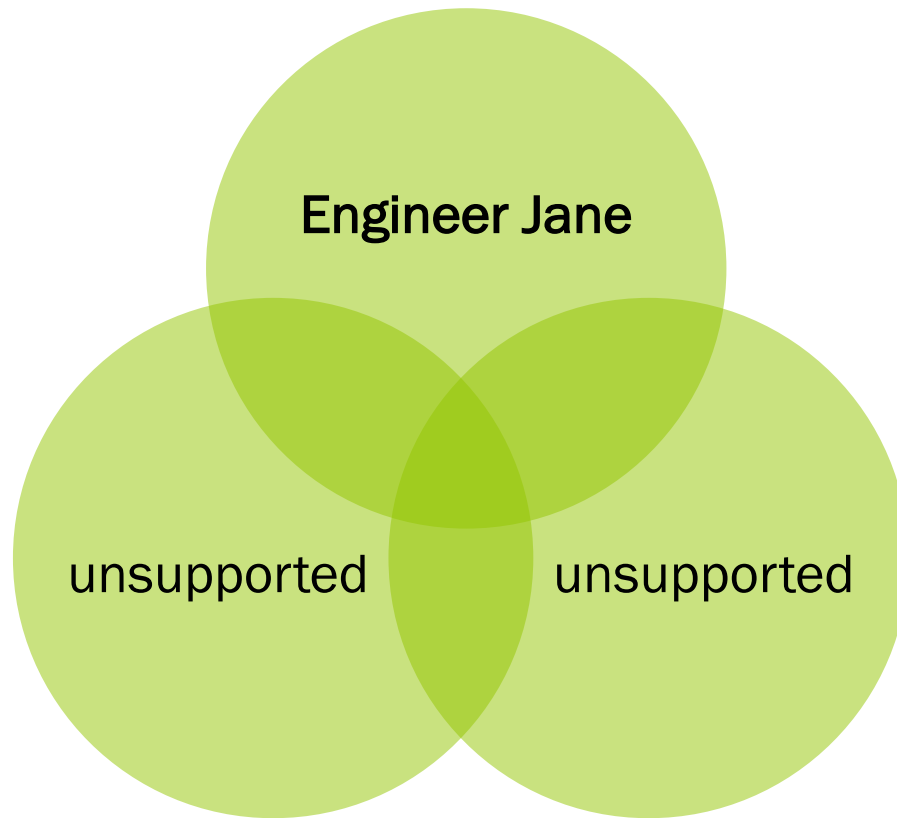


Information literacy education usually focuses on all three and is enhanced by **strategic learning partnerships**



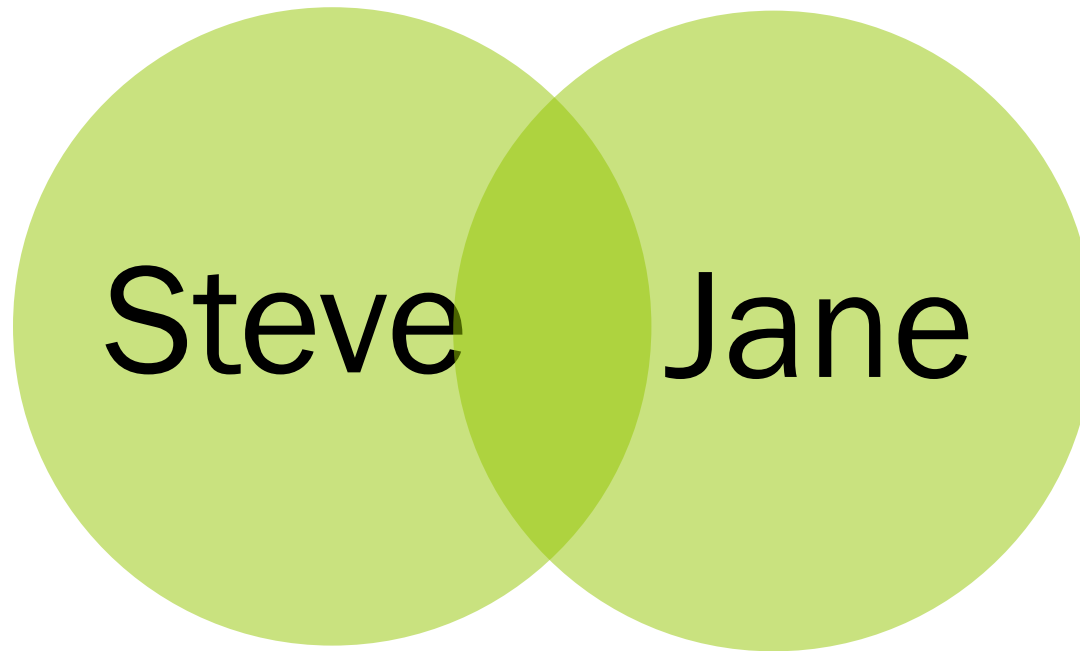
Imagine Steve - a new academic wanting to help his students keep learning post graduation. He believes it is important for artists to explore the work of other artists, to recognise and be in touch with whatever might inspire art, and to journal or document their journeys.

Steve creates learning circles to share explorations and inspirations weekly and to collate an electronic portfolio recording learning.



Imagine Jane - .... She asks her students to work towards a student-managed conference for which they will write and present their own papers, invite key industry players and researchers as keynote speakers, and publish proceedings of the day on the web.

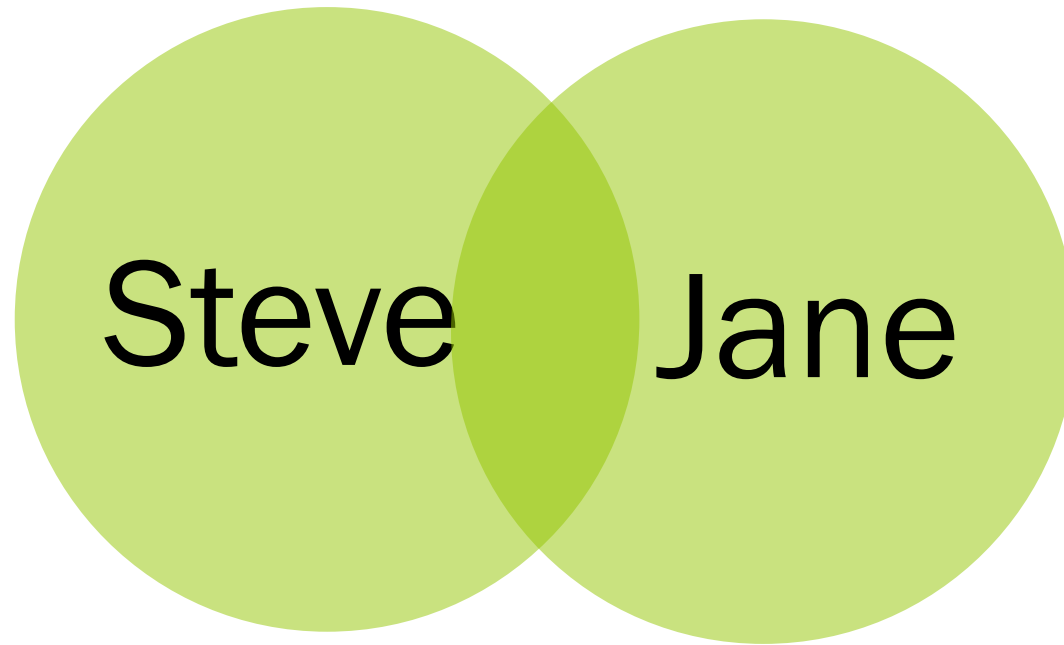




Both have identified **key information practices** in their profession and found ways of integrating these practices into the learning experience.

The practices reflect the way in which informed learning is experienced in their professions.

Perfect building blocks for information literacy education



Steve and Jane recognise that quality interaction with the information environment is the cornerstone of learning.

Discipline mastery is achieved through the processes of creative and reflective information use.

Once students recognise what information is and how they are using it they can be in charge of their information environment...

And  
later...

Steve

Jane

Steve asks his class to research the impact of drought and create artworks to display in local community spaces

Jane asks her class to prepare briefings for a child care center wanting to be more water-efficient, including resources for parents and care-givers.

Students will work with the client groups. What could they learn about the experience of information use and learning in work and community spaces through this assessment design? (Bruce, 2008, p. 107)





# CREATING PARTNERSHIPS

## BUILDING INFORMATION AND LEARNING EXPERIENCES

Art work Felicity Bruce 2015 Inspired by Milliyet photo



# Partnering for IL Education

*Discipline educators*

*Info professionals*

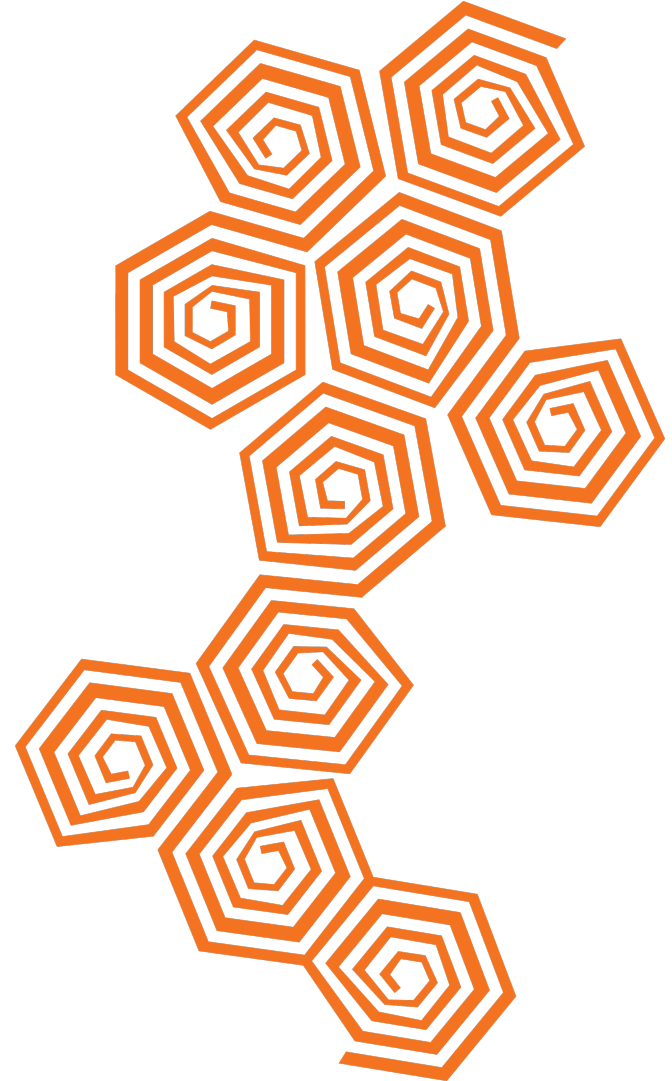
*Students*

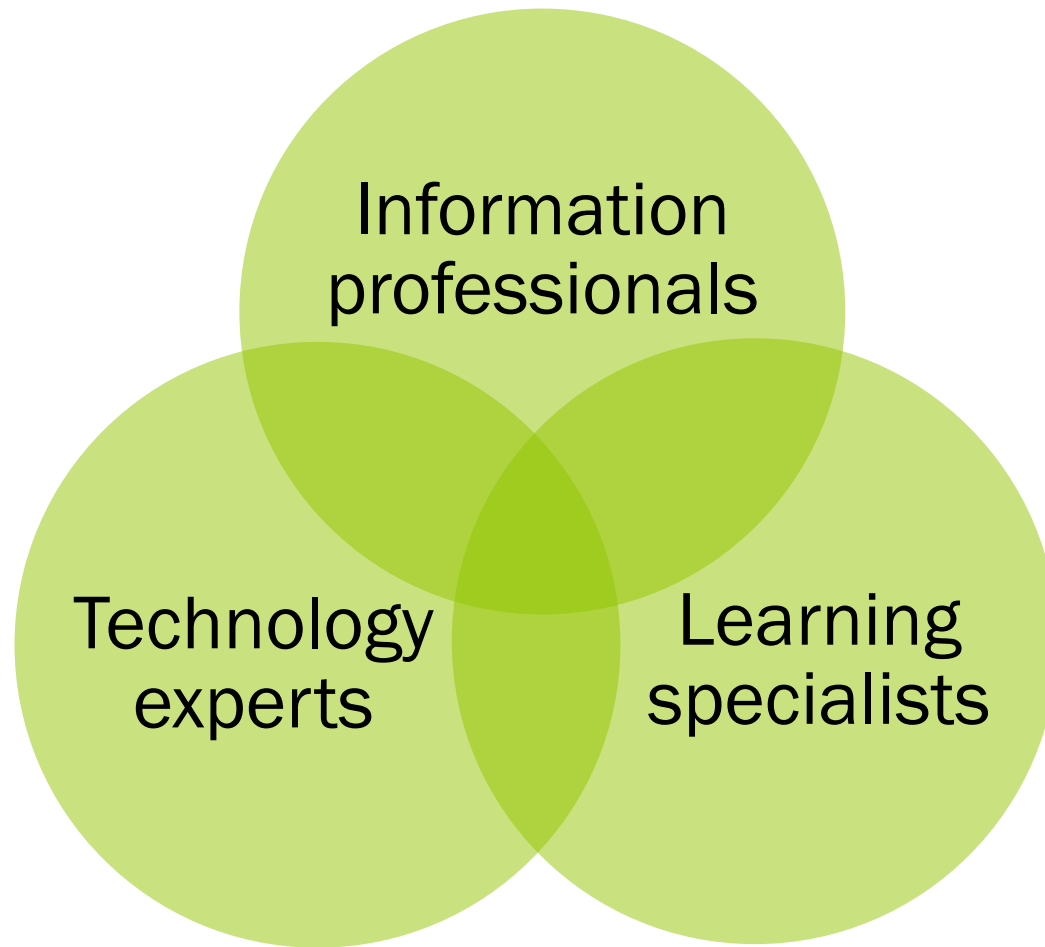
*Industry*

*Academic developers*

*Funders*

*Researchers*



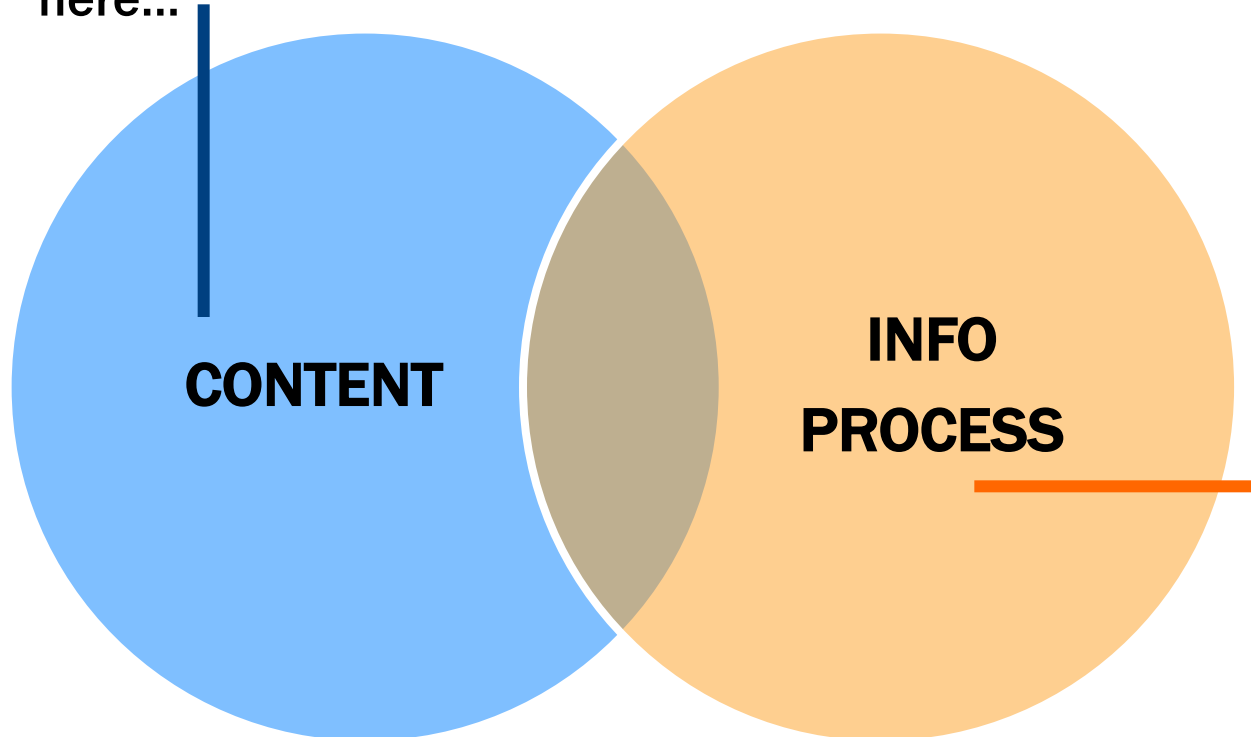


Imagine Steve and Jane working alone, or effectively supported by..... The university at large. Imagine Steve and Jane becoming program coordinators and working with colleagues across the university to integrate information literacy education across entire programs of study... (adapted from Informed Learning 2008)

# Building Partnerships

## *Using Dual Lenses*

- Discipline & professional expertise
- Academics and industry partners typically use this lens...
- Students may also be focused here...



- Information use experiences that are embedded in context
- Librarians typically use this lens
- Need to understand discipline & learners approaches to information use
- The lenses can be brought together in curriculum planning, design, evaluation, development programs...

# partnering goes beyond collaboration

*Purposes of collaboration?*

Teaching  
collaboration is  
only one  
dimension of  
potential  
partnerships &  
should not be the  
only end goal

Keep in mind

- ..curriculum design..
- ..policy design
- ..peer review
- ..researching teaching

- ..lesson  
design
- ..Assessment  
design
- ..participation  
in physical  
and virtual  
learning  
communities



# partnering goes beyond collaboration

What happens  
when you take  
focus off  
'teaching'

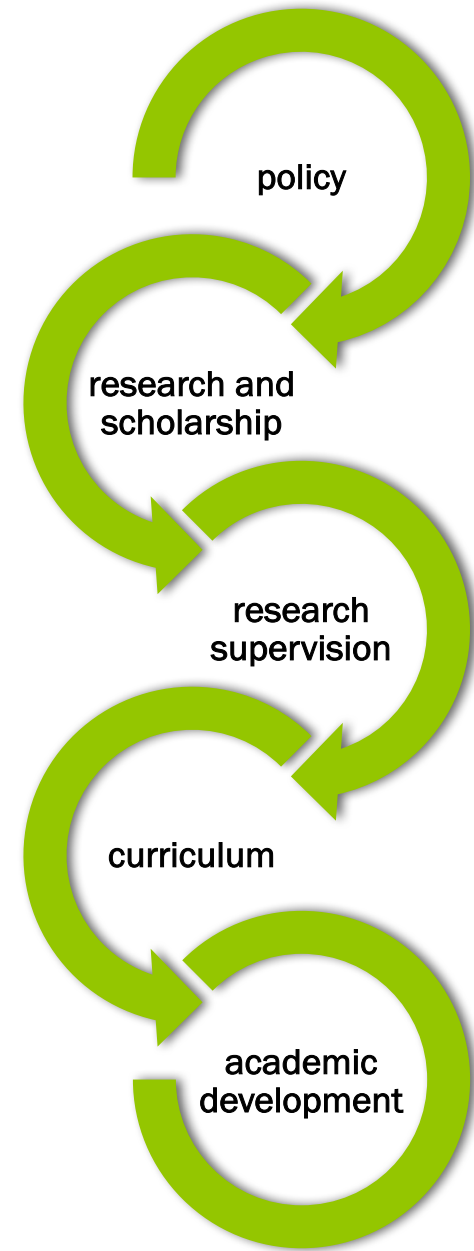
Librarians become  
academic developers  
creating visions,  
supporting, inputting,  
influencing,  
researching, creating  
materials for use by  
others..

The library  
while  
integral to  
learning is  
not usually  
funded to  
teach

# Partnerships

## Critical Dimensions

Bruce, C. 2001



# The **Partnership** Dynamic

- Where more dimensions are represented in any institution/context, the dynamic is stronger
- Strong partnerships/ high impact is likely when all dimensions are working together
- Partnerships spanning the university provide strength
- e.g. college wide curriculum projects – design & evaluation, university wide research into an issue or process, cross university development opportunities or research

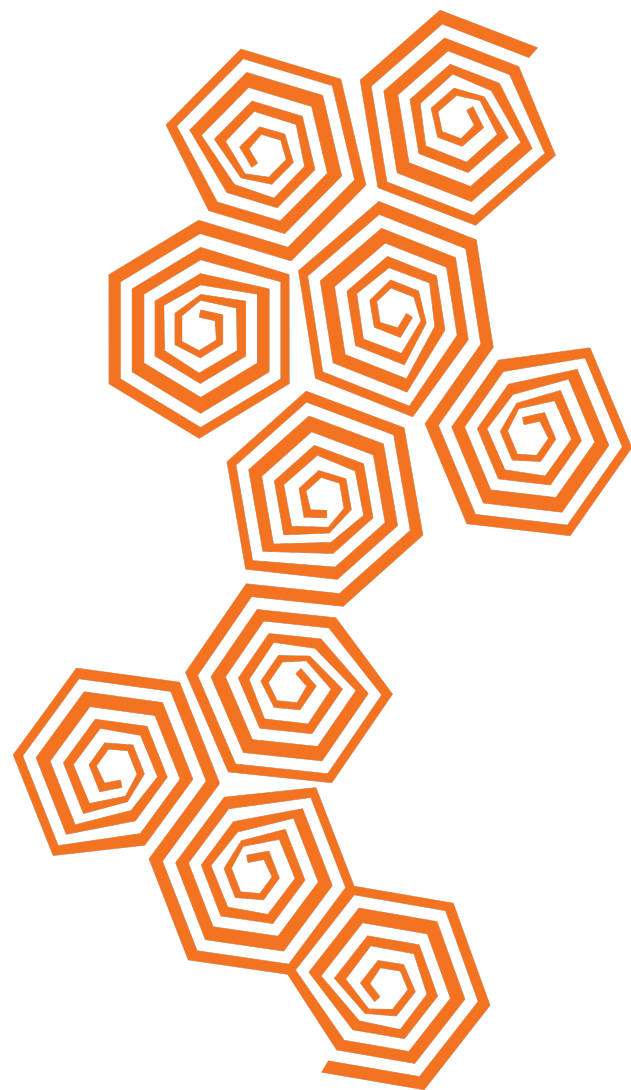
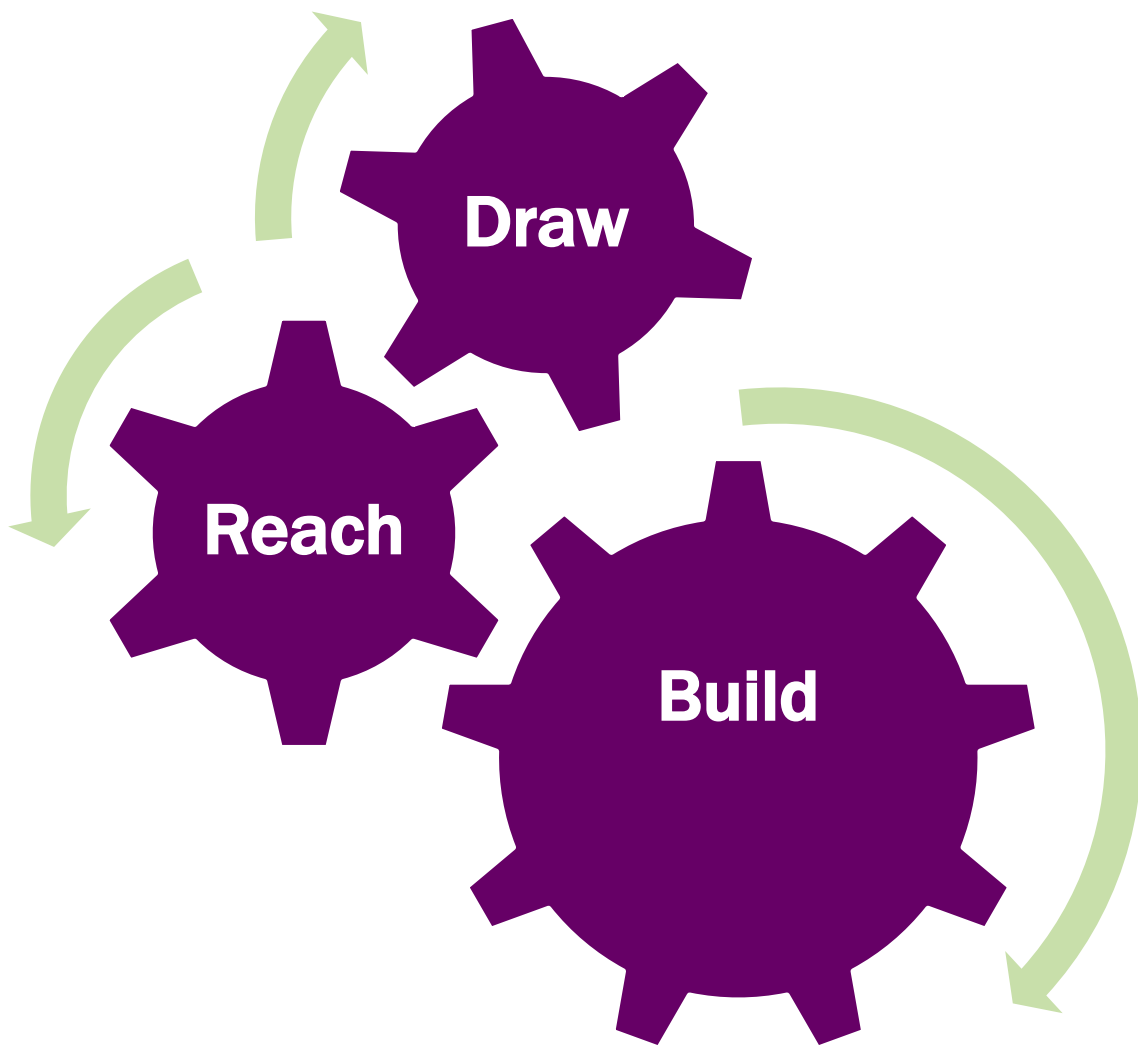
# **Principles of**

## *Awareness Raising & Partnership Building*

- Inclusiveness – no exclusions!
- Comprehensive reach across the organisation
- Communication management
- Choice of approaches to IL & learning models
- Cooperation across organisational units
- Active Participation
- Modelling best practices

# Evolving Professional Roles







# DRAW

## Attention

### To Experience of Using Information to Learn


- In the wider academic community – wide range of disciplines and contexts.
- In community and workplace contexts – hospitals, emergency services, community health and disaster settings, faith and indigenous contexts





# REACH Forward

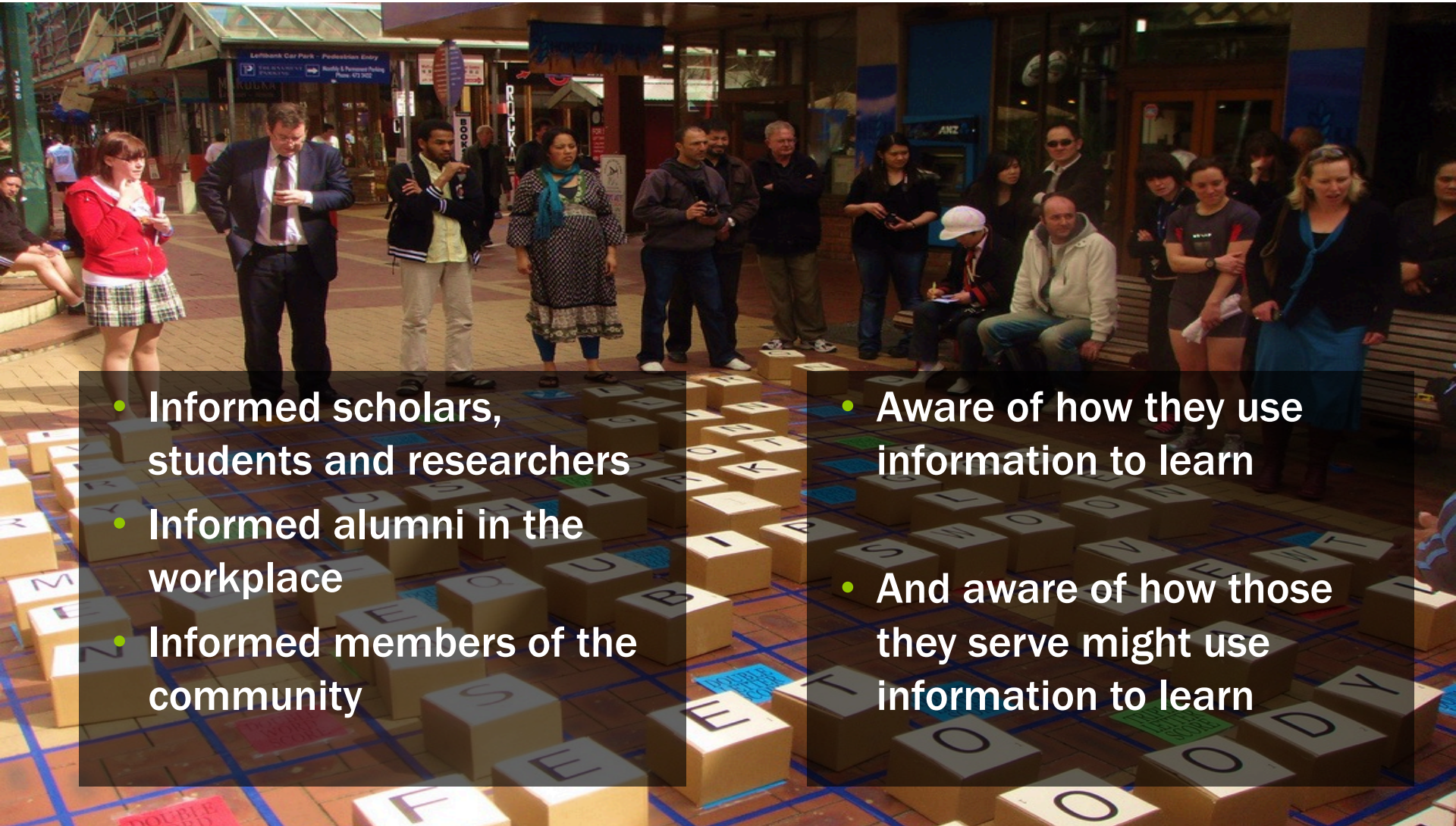
## From Skills

- 
- A photograph of two young girls sitting on the ground in a natural, outdoor setting with dry grass and small yellow flowers. The girl on the left is wearing a white shirt and a yellow headband, and the girl on the right is wearing a yellow shirt. They are both looking down at a book or a set of papers that the girl on the right is holding. The background is a soft-focus natural environment.
- Consider the information experience of members of the community, as well as those beyond the community; including the experience of less represented / marginalised groups
  - Take an interest in the broader needs of the learning community and how it might be possible to serve them
  - Think and talk about what learning design (and the library) could do to help



# BUILD

## Make Building an Informed Community a Goal

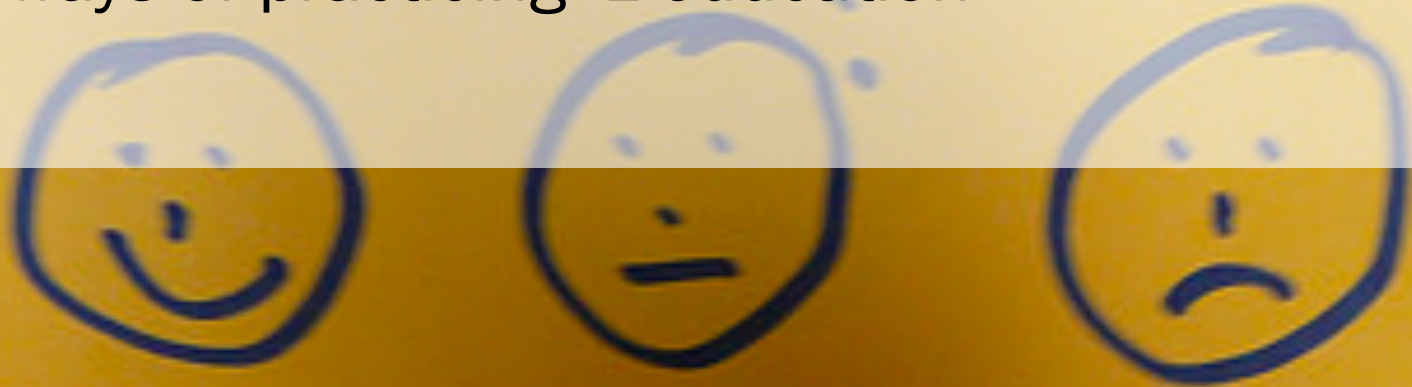


- Informed scholars, students and researchers
- Informed alumni in the workplace
- Informed members of the community

- Aware of how they use information to learn
- And aware of how those they serve might use information to learn


# How? Building Collective Awareness

- New ways of thinking about IL education
- New ways of practicing IL education





# Partner in Academic Development



*How can I change (how)IL is viewed: from something taught by the library to something students learn by being introduced to how information is used in the discipline? (Anne Whisken, 2011, see also Whisken, 2017)*



# Partner Strategically



- Consider directions in the higher education agenda
- Teaching –research nexus – researching teaching
- Industry –community partnerships
- Collaborative learning practices
- Involving students in research
- Social media in teaching and learning
- Learning and learning space design



# Partner in Learning Design

- Identify a small number of learning strategies that encourage information use and awareness
- Encourage assessment designers to ask their students to reflect on their information use, what they have learned through different processes
- When researching for essays students could write about the different forms of information they have used and critique value to their learning
- Embed info practices, e.g. creating current awareness strategies and reflecting on what is learned through the implementation process

**USE THE SIX FRAMES!**

# Anne's strategy

“

*Anne adopts action research to create groups of teachers who reflect together on their own practice, design & implement informed learning strategies*

# Anne Whisken's Questions For Teachers

- *How can we make visible the information practices of the discipline/subject?*
- *What learning is taking place as students are using this information?*
- *How is information used in your subject area?*
- *What good information practices do you want your students to learn?*
- *What experiences will you design so they can learn them?*



# Anne Whisken's Questions

*(... more questions)*

*What are students learning by using information?*

- *From this source*
- *In this format*
- *For this purpose*
- *At this level*
- *In this language*
- *For this audience*

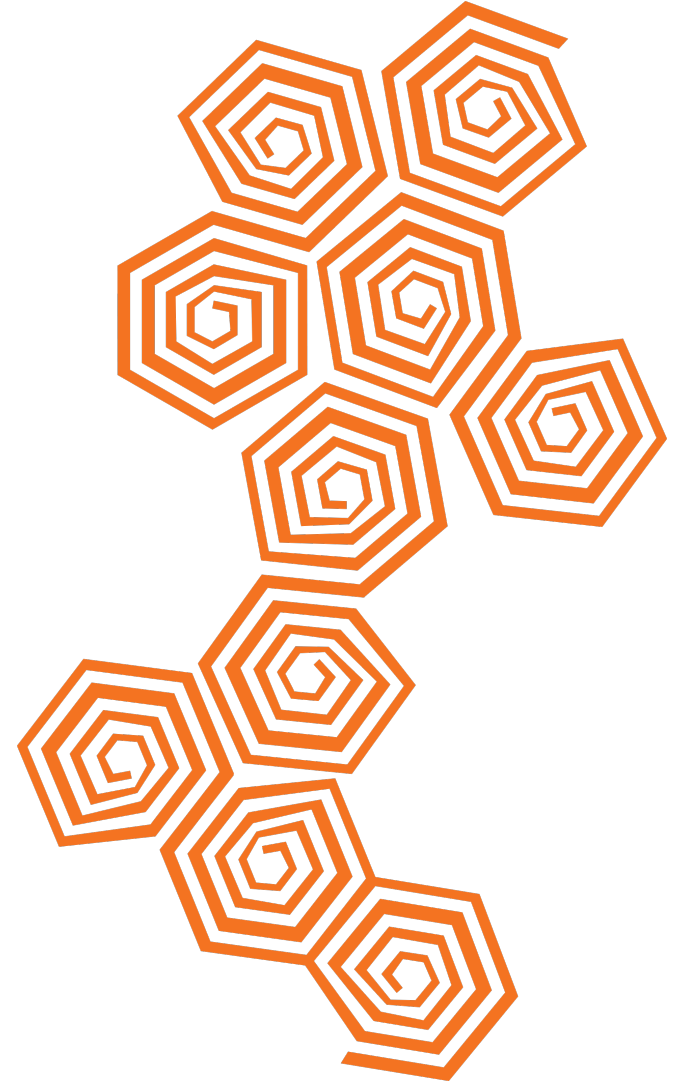
*What are they learning about this subject?*

- *About the use of information in this subject?*
- *About the use of information generally?*

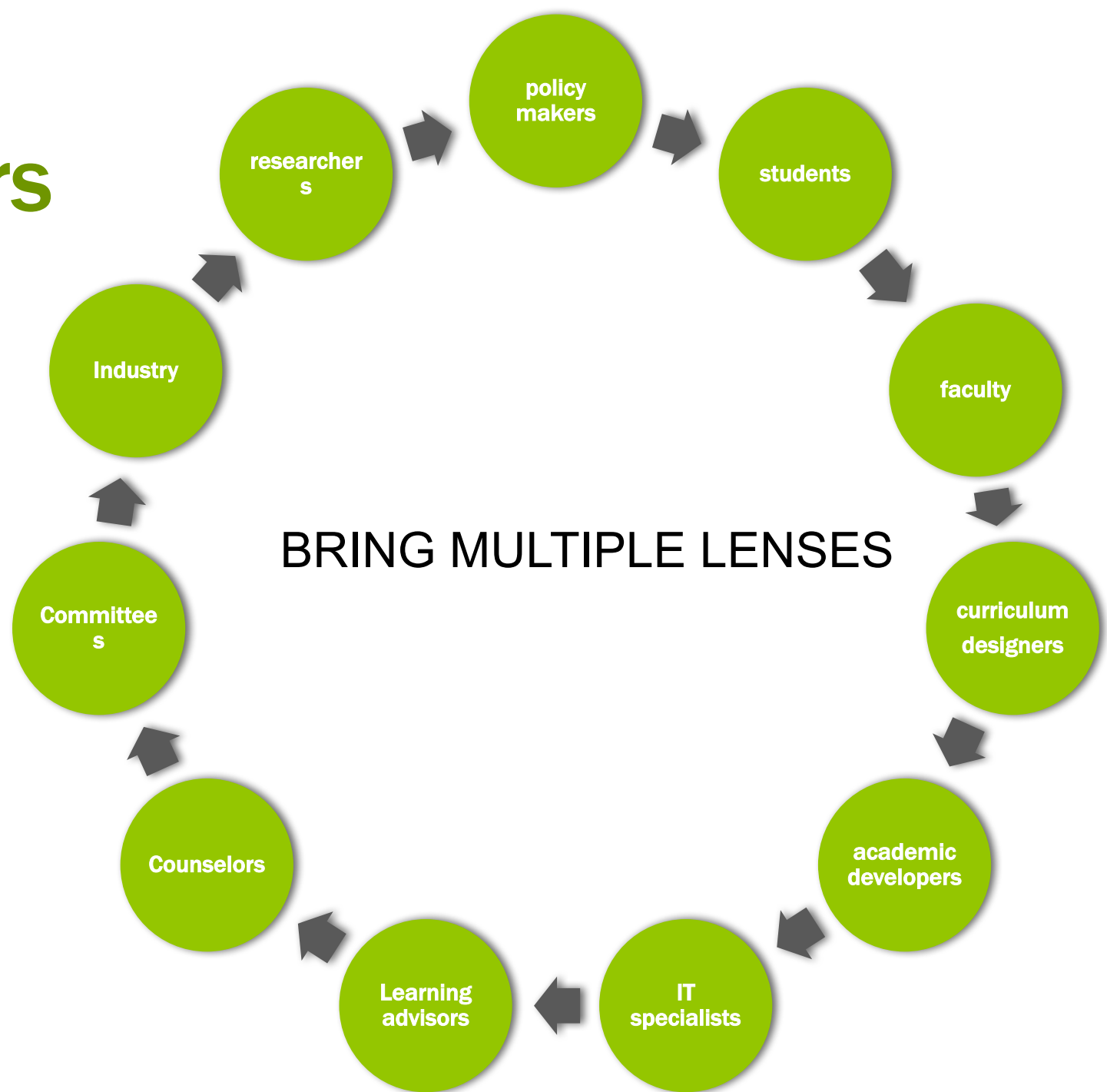
# Partnering for IL education

*Scholarly partnerships may be built on shared/or conflicted views of*

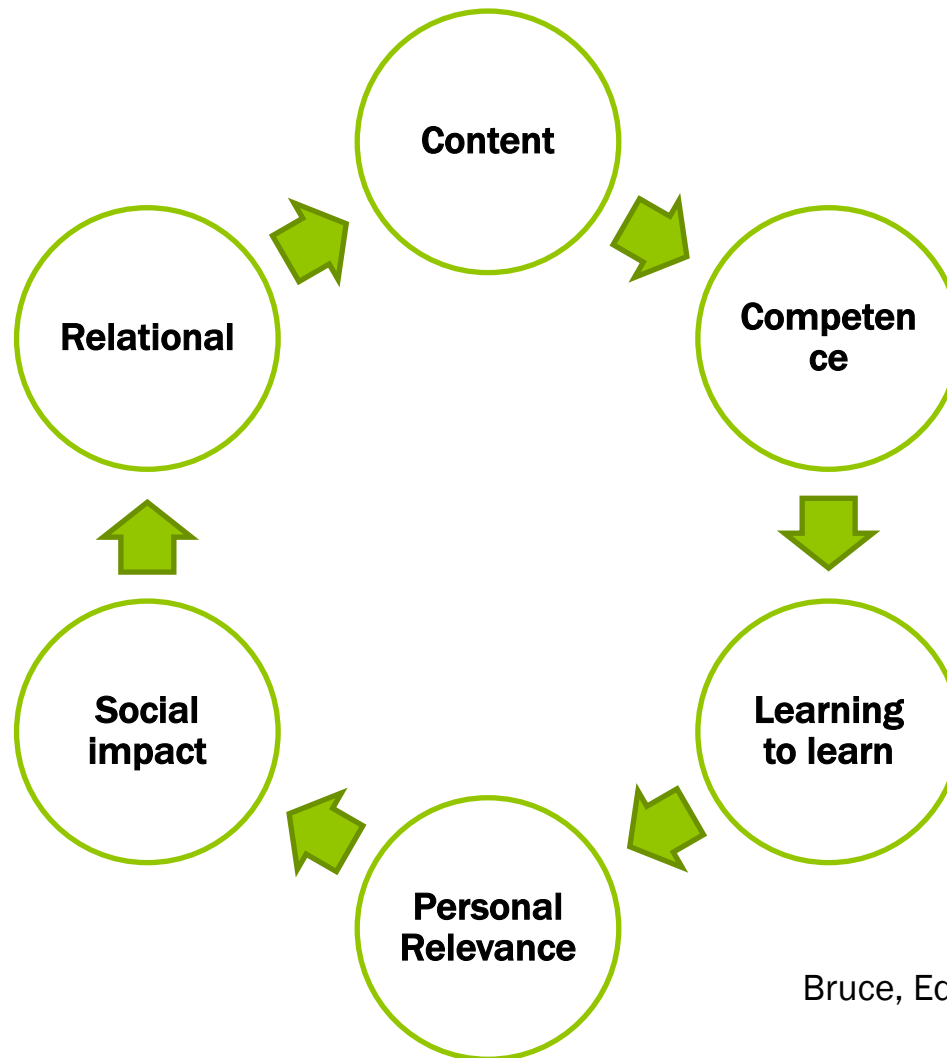
- *Information literacy*
- *Information literacy education*
- *Learning*
- *Teaching*
- *Assessment*



# More Partners



# **Six Frames** for IL Education reveal *helps & barriers to partnering*



Due to varying  
Approaches to:

- Learning
- Information
- Information literacy
- Assessment

Bruce, Edwards and Lupton, 2006

**View of IL in the Content frame**

IL is knowledge about the world of information

**Competence frame**

IL is a set of competencies or skills

**Learning to learn frame**

IL is a way of learning

**Personal relevance frame**

IL is learned in context & is different for different people and groups

**Social impact frame**

IL issues are important to society

**Relational frame**

IL is a complex of different ways of relating to information

---

**variation across the frames**

<b>Teaching &amp; learning in the Content frame</b>	Expert teacher transmits knowledge. Learning - a change in how much is known
<b>Competence frame</b>	Teachers analyse tasks into knowledge & skills; Learners become competent by following predetermined pathways
<b>Learning to learn frame</b>	Teachers facilitate collaborative learning; Learners develop conceptual structure; ways of thinking & reasoning
<b>Personal relevance frame</b>	Teachers help learners find motivation. Learning is .. finding personal relevance & meaning
<b>Social impact frame</b>	Teachers challenge the status quo. Learning is ... adopting perspectives that will encourage social change
<b>Relational frame</b>	Teachers helps learners see different perspectives. Learning is coming to see the world in a range of different ways

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**variation across the frames**



# RESEARCH FOR PRACTICE

## INFORMATION AND LEARNING EXPERIENCES

Artwork by Felicity  
Bruce 2015  
Inspired by Milliyet  
photo

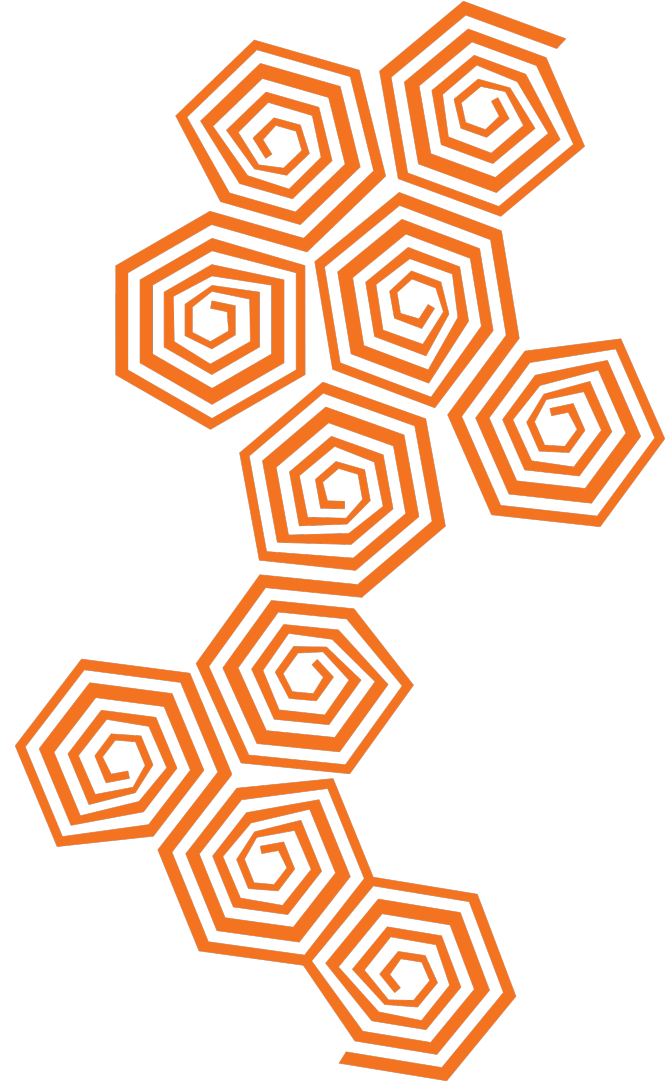


# **Innovative information literacy partnerships**

*Hong Kong Mooc*

*Purdue IMPACT*

*University of the  
Pacific Library  
Revisioning*



# Hong Kong IL Mooc

- All Hong Kong Universities are partnering to build an IL Mooc, that incorporates generic as well as discipline specific modules.
- Competitive funding for academics to design strategies with librarians
- Generic introductions founded on informed learning
- Librarians, academic, researchers, technologists, students, learning designers...



# Hong Kong IL Mooc – questions for courseware design

- How can the connection between information use and content be strengthened?
- What information and learning experiences are represented and how can a wider balance be achieved?
- Which of the six frames have been used across activities and how can a wider balance be achieved?
- Where can learner reflection on information use be built into the design?
- Are there reflection prompts that might be useful for use across discipline areas?
- How can emphasis on community and workplace contexts be built into the designs, including relevant information user research?

# Purdue University, informed learning design

- Extensive curriculum work led by Dr Clarence Maybee around simultaneous focus on expanding information experiences and discipline/content learning
- Multiple subject areas including statistics
- Incorporating a partnership between Purdue Libraries, Center for Instructional Excellence and Information Technology at Purdue, called IMPACT

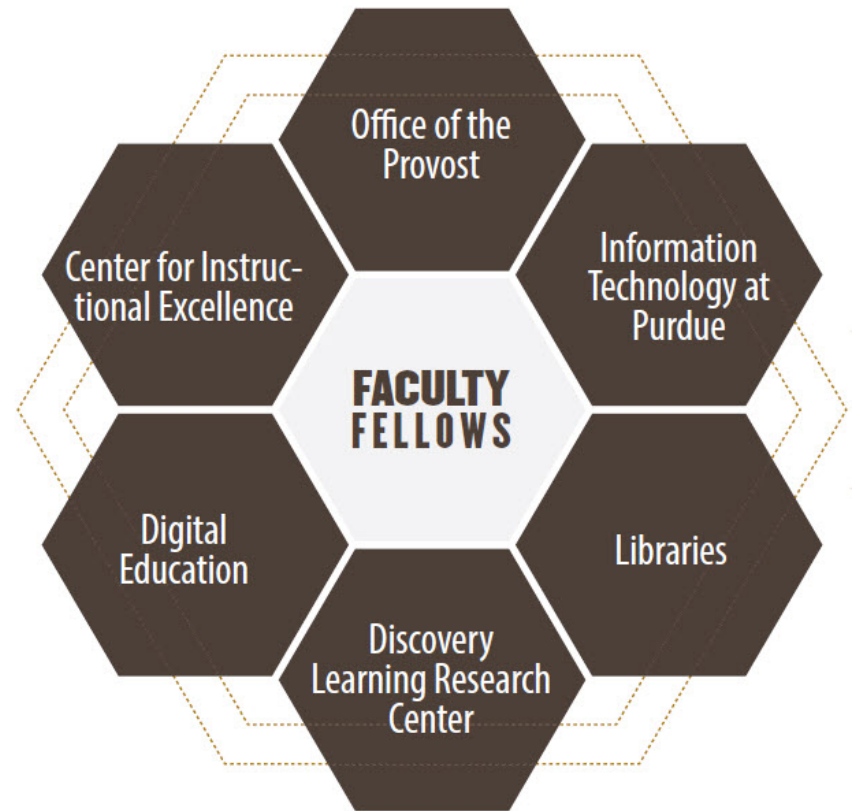


Instruction Matters: Purdue Academic Course Transformation (Flierl et al, 2017)  
Maybee, C. (in press) IMPACT Learning, librarians at the forefront of change in higher education. Chandos

# Purdue University, IMPACT program

## *Tips for successful course development partnerships*

- 1) target high profile educational initiatives,
- 2) focus on student learning (the golden rule),
- 3) develop an awareness of current educational theories,
- 4) use consulting approaches that focus on creating shared goals.



# University of the Pacific, library repositioning

- Staff ask “What information and learning experiences are vital to furthering our own work?” and “What information ... experiences do we want to facilitate?”
- Analysing for connections with IL models, to see strengths & gaps
- Librarians, IT, architects, academics, researchers
- A whole of library revisioning, including space and work practice redesign.

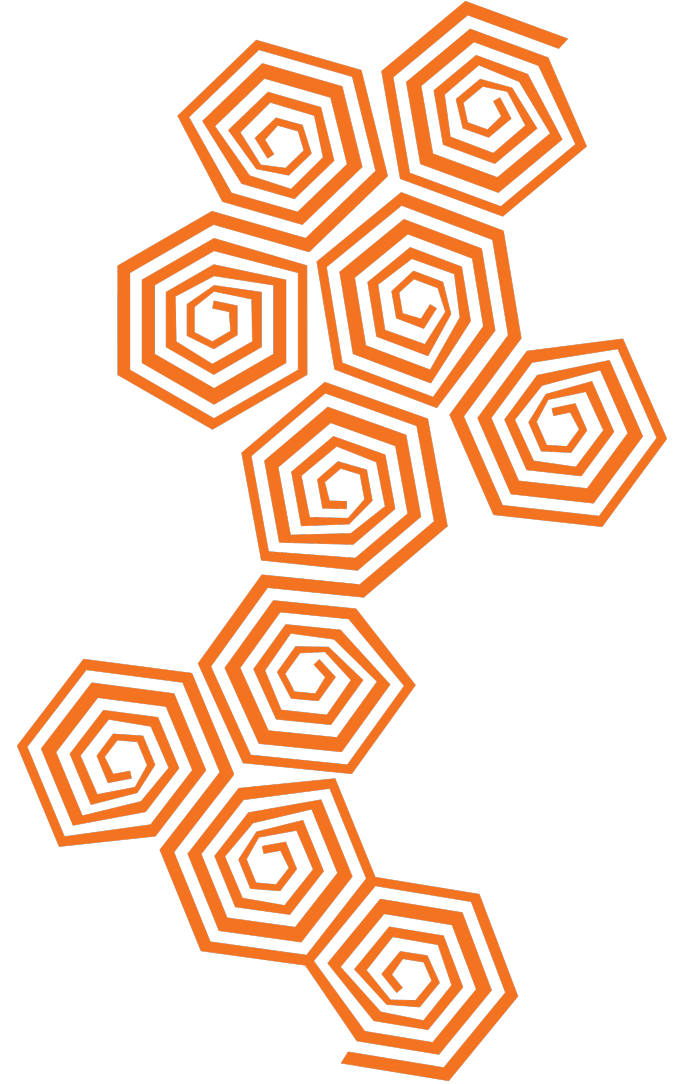


Photo: from Uni of the Pacific



# Scholarly information literacy education partnerships may be built on shared/or conflicted views of

- Information research
- Content related research
- These may be used together to build curriculum with a dual focus





# Mary Ann Harlan

Explored teenagers' information experiences while creating online content.

A view of IL through the window of teens' experience of content creation

From Harlan (2014)



- Photo from

- <http://www.ala.org/support/harlan>

# Teens' information experiences

- CONTEXT – online communities via social media
- .....
- Experiencing information involves learning –
- information **changed** what teens knew, could do and how they represented their world
- As they learned about content creation, teens experienced information variously as: participation, inspiration, collaboration, process and artifact

# Teens' information experiences

Information as - (ie they were informed by)

- Participation – through participation they developed an awareness of the community, knew its audience and norms
- Inspiration – information ‘spoke to them’ at an emotional level in the creative process
- Collaboration – information was shared knowledge and skills that could be pooled to create/transform content

# Teens' information experiences

Information as – (they were informed by)

- Process –the process of exploring different tools to create content. Emotional and physical engagement led to final selection
- Artifact – the concrete representation of the content created by teens – games, videos, art, website, blogs, programs

# Teens' information experiences

**Were associated with information practices**

- Gathering practices
  - Serendipitous encountering
  - Focused browsing
  - Directed searching
- Creating practices
  - Participating
  - Copying
  - Modeling
  - composing
- Thinking practices
  - Choosing
  - Evaluating
  - Musing
  - Considering
  - Planning
  - Reflecting



# Introducing the QUT Cube – a physical and virtual space





# QUT Information Systems School



## OUR NEW SPACES

Students love them

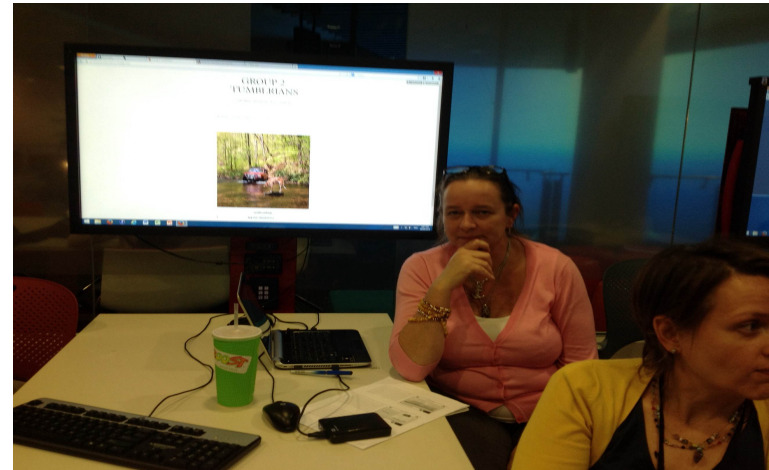




We love them to teach in



## OUR NEW SPACES





# QUT Information Systems School



Entering the building



# Conceptual innovations for information and learning futures



Bruce et al, (July 2017) Journal of Information Literacy  
Photo: in the QUT Cube April 2017

# The expressive 'window'

- Approaches information in terms of information nourishment
- Approaches evaluating information by considering feelings, aesthetics, expression, and identity





# Evaluating and creating

- How does this source make me feel?
- What sort of emotions does it evoke?
- Does this source nourish, enrich, excite and inspire me?
- Is this creation an expression of me?
- Is my voice distinctive?
- Will people know this is me?

# Information Experience Design

- developing and implement interventions that allow ...people...to experience information and the inform environment ...in a range of increasingly complex ways
- ...offering them a richer, broader and more effective information engagement experience.



- IxD assists ...stakeholders ...to enable the transferability of IL ...(in)to everyday life and workplace settings.
- IxD informs the teaching of information literacy for non-traditional contexts
- Phase One: investigating experience foregrounding the information component
- Phase Two: Designing aspects of the information environment to enhance the info experience.

# Informed learning design

- Informed learning design ... ..learning involves becoming aware of critical aspects of planned information and learning experiences, and introducing these aspects to students through lessons and assignments



See also Marc Foster (2017) Workplace Info literacy for related work.

- stage 1, examine past ... interactions or ...evaluations to identify students' experiences; and use conclusions to determine intended changes in students' awareness of using information and discipline content
- stage 2, methods for assessing the changes in students' awareness throughout the course are selected.
- stage 3 design learning activities that foster a new awareness and ability to use information to learn defined in stage one.



# Inclusive informed learning spaces

- Physical and virtual spaces that embrace the diverse knowledge, experience and practices that learners bring.
- ...offer a supportive environment for interaction between learners from diverse backgrounds



- ...where they can share information about and with each other.
- Here, learners may safely explore worldwide information sources, differing patterns of thinking and artistic expression.
- Educators encourage the sharing of trans-cultural perspectives in discussion and assessment pieces. In these ways, spaces for inclusive informed learning encourage participation and generate a common sense of belonging.

**Thank you.**

# Further Reading

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- Mary Somerville (2015) *Informed Systems: Organisational design for learning in action*, Chandos Publishing, Cambridge.
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# Image References

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