University of Huddersfield Repository

Johnson, Zoe and Walsh, Andrew

Finding paths through the information forest

Original Citation


This version is available at http://eprints.hud.ac.uk/17669/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Finding paths through the information forest

Zoë Johnson & Andrew Walsh
University of Huddersfield
Information literacy

“The ability to identify, assess, retrieve, evaluate, adapt, organise and communicate information within an iterative context of review and reflection.”

JISC

# Themes / Pathways

<table>
<thead>
<tr>
<th>“Traditional” approach</th>
<th>Practice as Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to fill the gaps</td>
<td>Continually taking in information</td>
</tr>
<tr>
<td>Looking for direct quotes or exact connections</td>
<td>Storing random ideas and make connections later</td>
</tr>
<tr>
<td>Experience then read up</td>
<td>Read and experience simultaneously</td>
</tr>
<tr>
<td>Vague ideas of what you “Should Have” leads to convoluted journey</td>
<td>Knowing what you have leads to quick and rewarding journey</td>
</tr>
</tbody>
</table>
“Traditional” approach

Easy to teach?

Meeting student expectations?

Matches “school / college” learning?
“Practice as research” approach

Transformative?

Inspiring students?

Challenging to teach?
How did they think students learn?

...I want ... for them to make the discoveries.

...the gears aren’t meshing yet

...encourage them to hold those conceptual boxes...

..fear...that failure counts at this level..
Which route do you favour?

<table>
<thead>
<tr>
<th>“Traditional” approach</th>
<th>Practice as Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to fill the gaps</td>
<td>Continually taking in information</td>
</tr>
<tr>
<td>Looking for direct quotes or exact connections</td>
<td>Storing random ideas and make connections later</td>
</tr>
<tr>
<td>Experience then read up</td>
<td>Read and experience simultaneously</td>
</tr>
<tr>
<td>Vague ideas of what you “Should Have” leads to</td>
<td>Knowing what you have leads to quick and rewarding</td>
</tr>
<tr>
<td>convoluted journey</td>
<td>journey</td>
</tr>
</tbody>
</table>
References


All photos by Zoë Johnson
Contact

Zoë Johnson
@zedej
zoe.johnson@hud.ac.uk

Andrew Walsh
@andywalsh999
a.p.walsh@hud.ac.uk
http://innovativelibraries.org.uk