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Finding paths through the information forest

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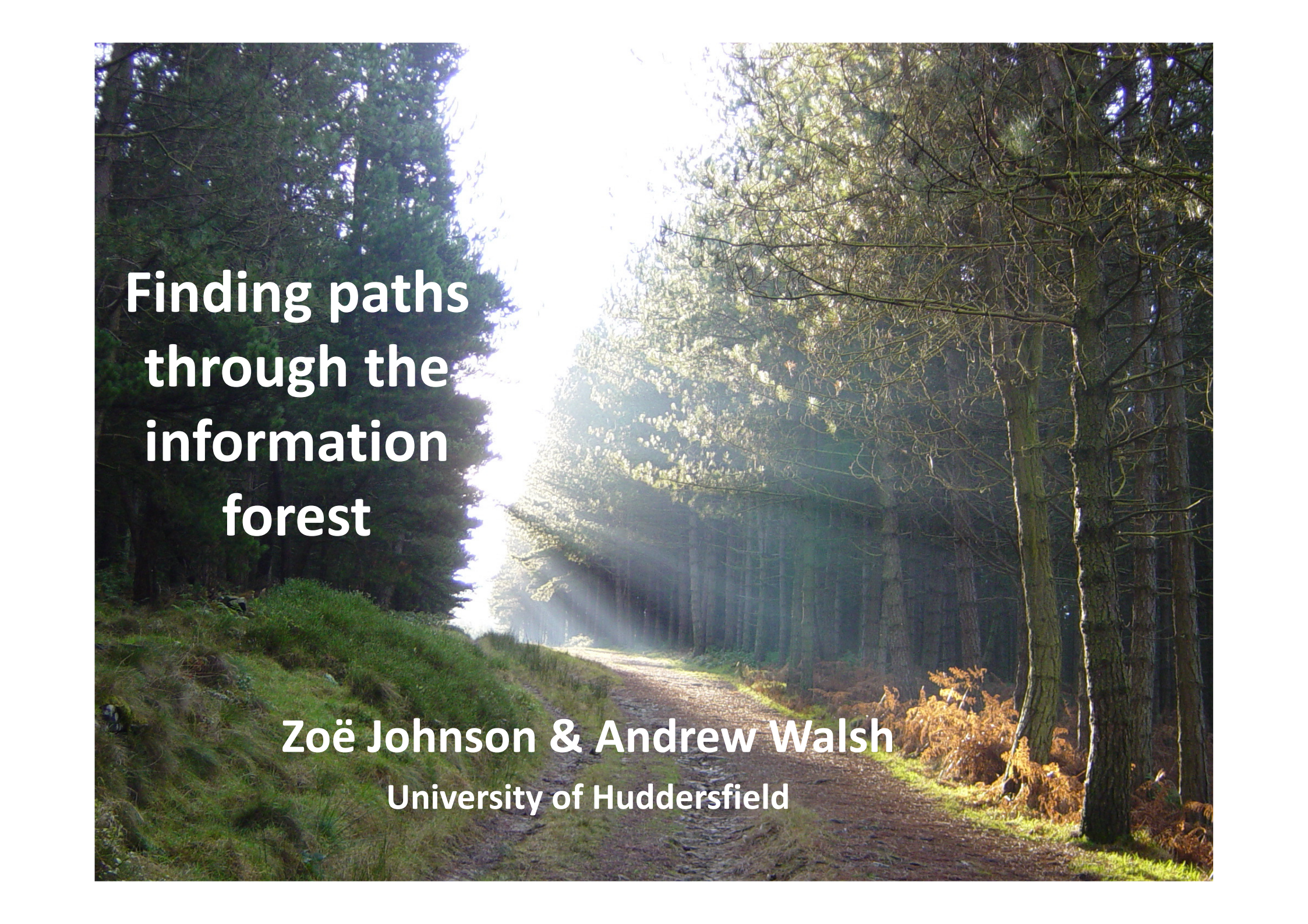
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A photograph of a forest path. The path is a narrow, unpaved trail covered in fallen leaves and pine needles, leading into a dense forest. Tall, slender trees line both sides of the path, their branches reaching upwards. Sunlight filters through the canopy, creating a series of bright, diagonal rays of light that illuminate the path and the surrounding foliage. The ground is covered in a thick layer of brown and orange autumn leaves. The overall atmosphere is peaceful and serene.

Finding paths through the information forest

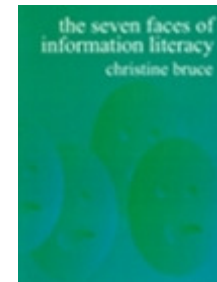
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University of Huddersfield

Information literacy

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

JISC

Also.... Bruce, C. (1997). *The seven faces of information literacy*.
Adelaide: Auslib.



Themes / Pathways

"Traditional" approach	Practice as Research
Need to fill the gaps	Continually taking in information
Looking for direct quotes or exact connections	Storing random ideas and make connections later
Experience then read up	Read and experience simultaneously
Vague ideas of what you "Should Have" leads to convoluted journey	Knowing what you have leads to quick and rewarding journey



“Traditional” approach

Easy to teach?

Meeting student expectations?

Matches “school / college” learning?

A low-angle photograph looking up at several tall, bare trees with intricate branch structures against a bright blue sky with wispy white clouds. The text is overlaid on this image.

“Practice as research” approach

Transformative?

Inspiring students?

Challenging to teach?

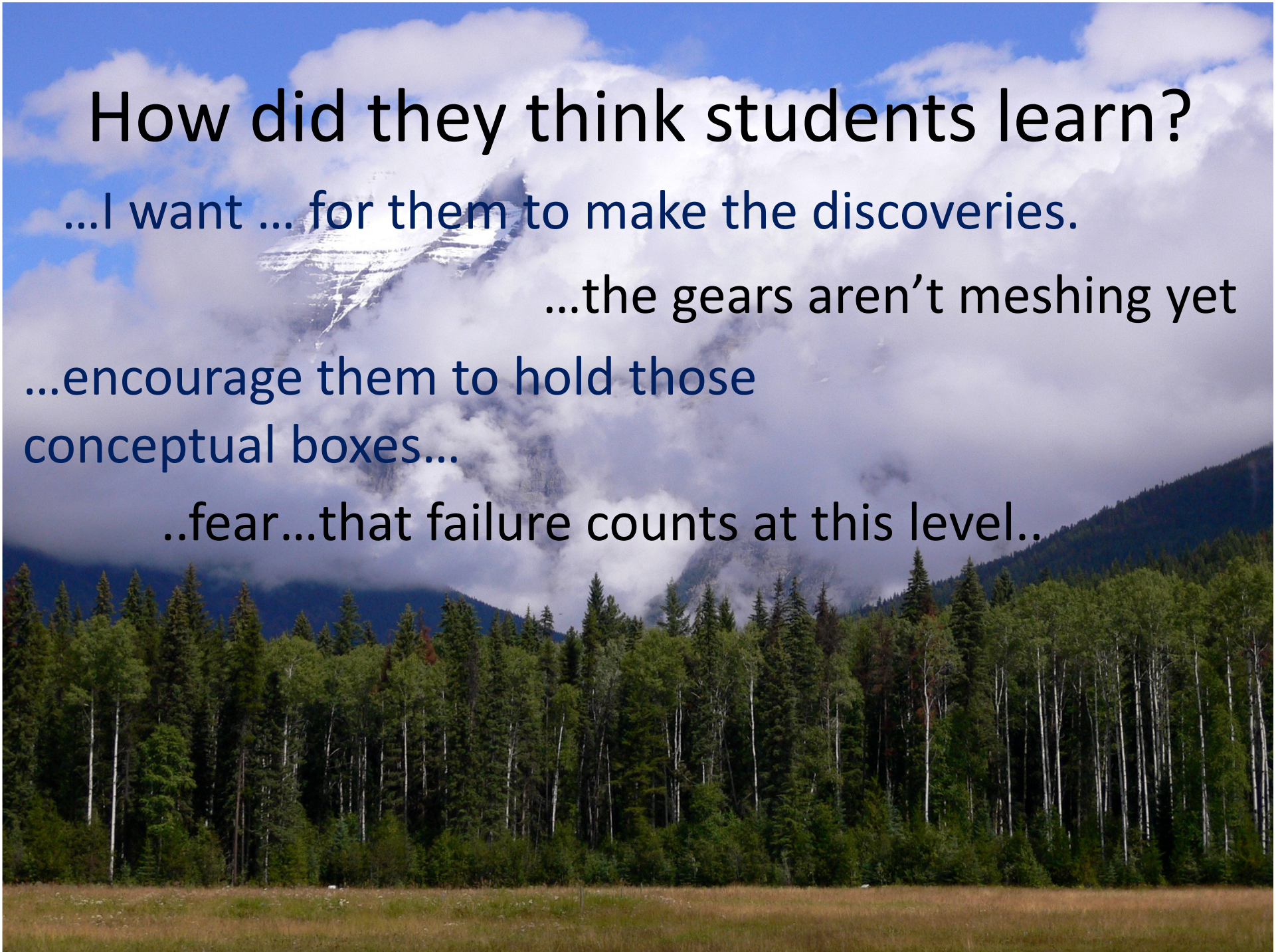
How did they think students learn?

...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?

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





References

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Nelson, R. (2013). *Practice as research in the arts: Principles, protocols, pedagogies, resistances*. Basingstoke: Palgrave Macmillan.

Walsh, A. & Coonan, E. eds. (forthcoming Autumn 2013) "Only connect ..." discovery pathways, library explorations, and the information adventure.
<http://innovativelibraries.org.uk/onlyconnect/>

All photos by Zoë Johnson



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