Information Literacy and Drama Academics

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http://innovativelibraries.org.uk/
Background

- Mid Sized University in the UK
- Drama Department – mix of backgrounds
- Zoe’s background and mine...
Methodology

• Definition given!
• (Jisc iSKILLS)
• Semi-structured interviews with all (12) staff
• LOTS of transcription / coding
• To start answering:

“How do Drama Academics within this department view and interact with their information environment for research and teaching?”
Codes...

... codes, everywhere!
Allocated to the over-arching themes such as:
• Searching
• Reading
• Organising
• Note taking
• Types of Information
• Links between experience and practice
• Acting vs technical theatre
Searching

- By alerts
- Colleagues as a source of information
- Known items
- Library Resources
- Original or Source material
- Reading Lists
- Serendipity
- Stimuli
- Stored Materials
- Topic
- Variance between teaching, research and practice.
# Two Routes?

<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>
Behind this?

“Practice as research” = learning

“Traditional approach” = demonstrating learning

Social Constructivism?
So what?

What is emerging from this research so far and how (as practitioners) will Zoe & I be using it?
Thanks for listening...

More stuff from me at:

http://innovativelibraries.org.uk/
http://libraryatoz.org

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