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Information Literacy and Drama Academics

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Background

- Mid Sized University in the UK
- Drama Department – mix of backgrounds
- Zoe's background and mine…

Photo by Jacqui Mellor

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?

“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

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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