

REFRAMING THE FRAMEWORK: INFORMATION LITERACY FRAMES THROUGH A SOCIAL JUSTICE LENS

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FRAMEWORK AS LIVING DOCUMENT

The Framework “is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards, learning outcomes, or any prescriptive enumeration of skills ... each library and its partners on campus will need to deploy these frames to best fit their own situation, including designing learning outcomes. For the same reason, these lists should not be considered exhaustive.”

FIRST, WHY INFORMATION SOCIAL JUSTICE?

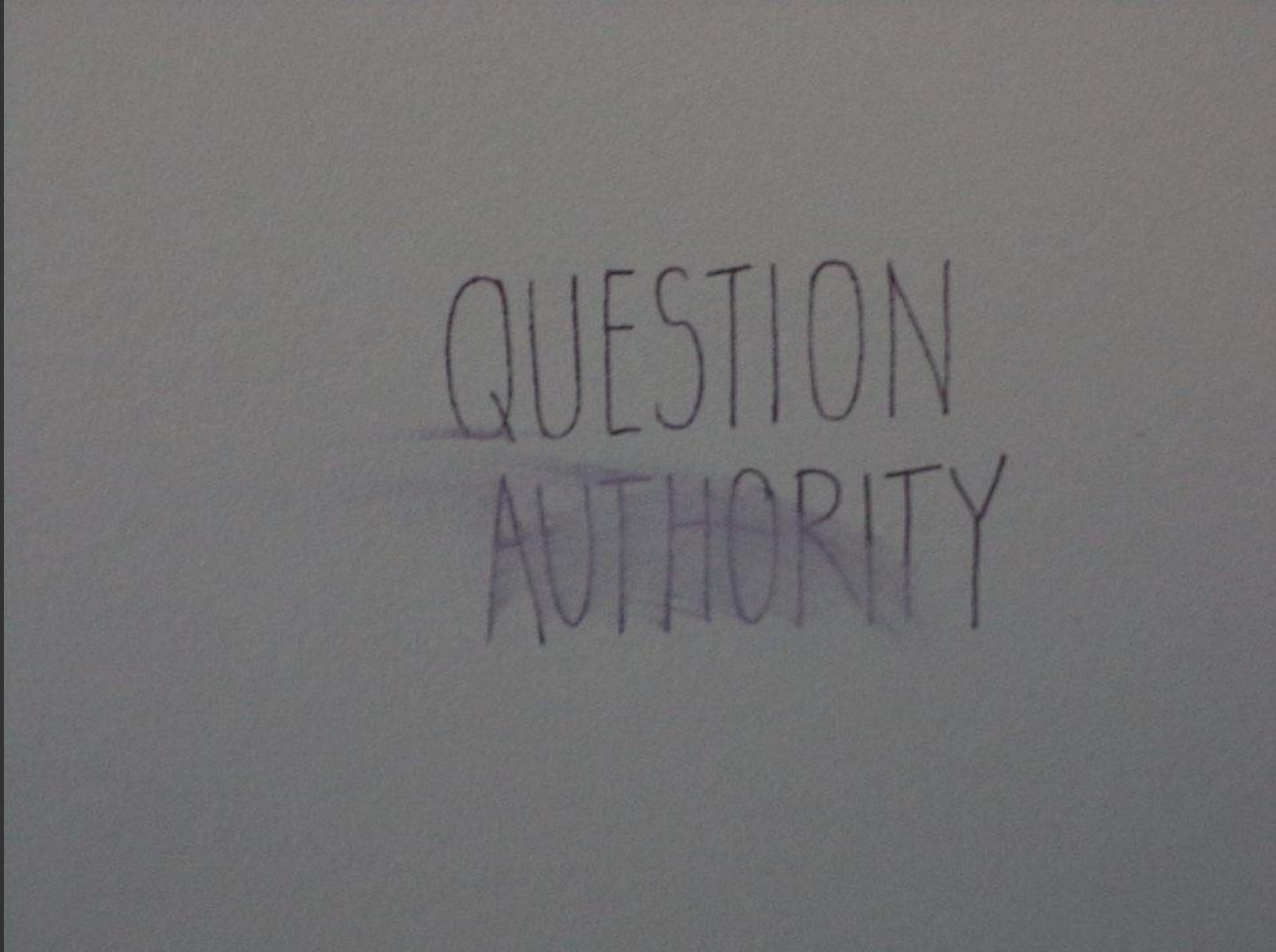


JOSEPH JONES,

SOCIAL JUSTICE PROGRAM DIRECTOR AT PHILANDER SMITH

“If we can provide a framework, we can get students to think about some of these problems and thinking about doing something to solve them.”

AUTHORITY IS CONSTRUCTED & CONTEXTUAL



QUESTION
AUTHORITY

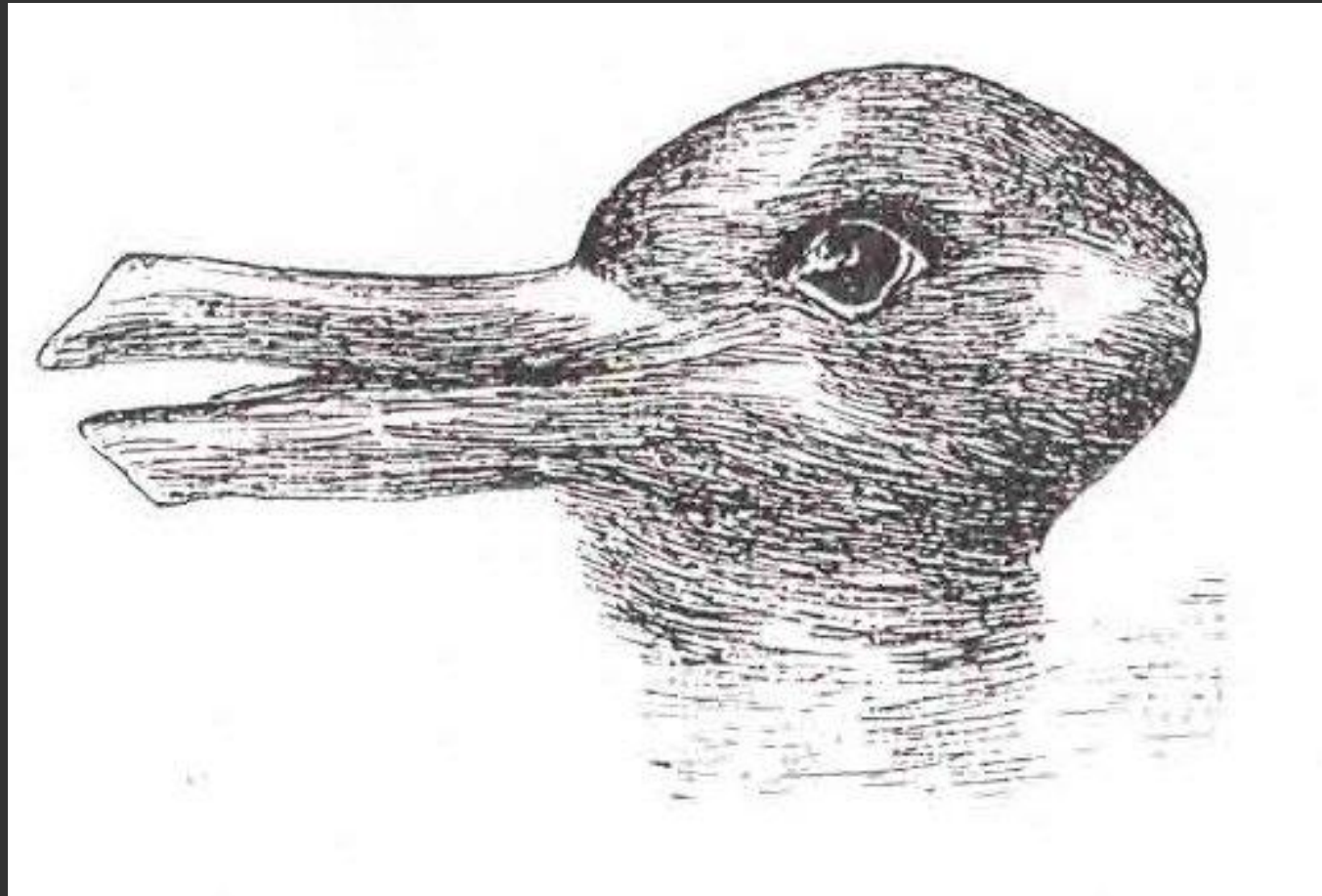
INFORMATION CREATION AS A PROCESS



INFORMATION HAS VALUE



RESEARCH AS INQUIRY



SCHOLARSHIP AS CONVERSATION



SEARCHING AS STRATEGIC EXPLORATION



PROPOSING A NEW FRAME



Information
Social
Justice

INFORMATION SOCIAL JUSTICE

Information is created within existing power structures, and those power structures can impact the production and dissemination of information as well as distort, suppress, or misrepresent information. To understand and use information most effectively, users must be able to examine and interrogate the power structures that impact that information, and analyze the ways that information can be used to both to inform and misinform.

KNOWLEDGE PRACTICES

- Learners who are developing their information literate ability:
 - Analyze how each stage of the production, dissemination, organization, location, evaluation, and use of information can be impacted by power structures
 - Identify and interrogate those power structures
 - Analyze critically sources of information to go beyond basic checklist criteria of author credentials, peer review, etc. to body of research, methodologies, funding sources, conflict of interest, personal bias etc.
 - Identify how the commodification of information impacts access and availability
 - Recognize when information is missing, incomplete, or inaccessible and recognize the absence of information as an indicator of possible power dynamics and bias
 - Analyze how information– both in its absence and its presence, in how it is created, arranged, accessed, etc.– informs opinions and beliefs about the people, ideas, or situations it represents or reflects
 - Examine the ways that information can be used to persuade, promote, misinform, or coerce

DISPOSITIONS

- Learners who are developing their information literate ability:
 - Engage in informed skepticism when evaluating information and its sources
 - Question traditional sources of knowledge and publishing venues
 - Reflect critically on their own information behaviors and how they might reflect and perpetuate the status quo
 - Question traditional constructions of authority
 - Value information and sources from different perspectives
 - Recognizes the impact of the filter bubble/echo chamber and actively seeks out diverse sources of information
 - Is empowered to work for change in information structures

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