INFORMATION LITERACY “DISPOSITIONS” COME TO SEMINARY

By Terry Dwain Robertson
Seminary Librarian

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Abstract

The most recent iteration of the ACRL Standards for Information Literacy has added “dispositions” to the repertoire of information literacy practice. This poster will explore how these “dispositions” might be understood in Adventist Theological Education. The first iteration of ACRL Standards for Information Literacy was largely instrumental and most instruction was focused on using technology. This development shifted the focus from learning an ICT skill to transformative learning.

Information seeking has been transformed from a scarcity model to an abundance model. Adventists are now flooded with information from all sides and from all types of sources. The SDA pastor and ministry leader must learn to both navigate and participate in this abundance. At the core of this ability are the repertoire of information literacy practice. This poster will explore how these dispositions are created in individuals, institutions, and communities.

Definitions

Information Literacy

“Information literacy is a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’” (ACRL, 2000)

“Information literacy is the set of integrated abilities encompassing the four concepts: information literacy, the understanding of how information is acquired and used, and the use of information in creating new knowledge and participating ethically in a democratic society.” (ACRL, 2010)

Dispositions

Dispositions “describe ways in which to address the affective, attitudinal, or valuing dimension of learning.” (ACRL, 2015). These encompass the “character” of the learner as she is mindful and intentional about information concepts and practices. In the SDATS curriculum framework of knowledge, doing, being, these correspond to the “being”.

Framework for Information Literacy for Higher Education

The first Information Literacy Competency Standards for Higher Education (ACRL, 2000) redefined and reformulated the practice of how librarians trained students to use the library’s resources. Beginning in 2013, an ad hoc committee undertook the task of revising the standards. Drafts of the revised standards were issued in February, June, and November, 2014. The final draft was submitted January 16, 2015 to the Association of College and Research Libraries Board. From the introduction:

“The Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. These are the six concepts that anchor the frames, presented alphabetically:

- Authority is Constructed and Contextual
- Information Creation as Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration”

This corresponds intimately with the Framework prepared by the Andrews University School of Education to guide the instruction of P-12 teachers. Both develop the criteria for Excellence in knowledge, skills, and in dispositions:

References


INTEGRATION OF FAITH AND LEARNING

How do Information Literacy Dispositions correlate with the Seminary Learning outcomes? Are these dispositions simply secular, humanistic, everyday normal expectations of successful students?

Experiment: Do disposition lists from Scripture apply to research as an academic pursuit and the function of information in that process?

The Ten Commandments

Exodus 20:3-17

Application to Information Literacy in the Context of Conducting Research

<table>
<thead>
<tr>
<th>Commandment</th>
<th>Application</th>
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<tbody>
<tr>
<td>1 You shall have no other gods before me.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<tr>
<td>2 You shall not make for yourself a carved image...</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<tr>
<td>3 You shall not take the name of the Lord your God in vain.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>4 Remember the Sabbath day to set it apart as holy...</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>5 Honor your father and your mother.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>6 You shall not murder.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>7 You shall not commit adultery.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>8 You shall not steal.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<td>9 You shall not give false testimony.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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<tr>
<td>10 You shall not covet your neighbor’s house.</td>
<td>Does the researcher/researcher methodically seek out other articles, aims and commitments in the knowledge of content?</td>
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