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Neither Here nor There: Locating Information Literacy in the Library and Writing Center

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Individual paper/presentation
Higher Education
Theme - collaboration, information literacy, research and writing processes, writing center

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Neither Here Nor There: Locating Information Literacy in the Library and Writing Center

Abstract

As the need for information literacy (IL) programs continues to increase, academic librarians may find themselves struggling to develop the pedagogical philosophies and practices necessary to successfully contribute to student learning, particularly with regard to establishing the higher order thinking skills indicative of true IL. Part of the difficulty with this development comes from adopting suitable service models for the IL program, as well as generating genuine, mutually beneficial alliances with teaching faculty that go beyond one-shot engagements. Fortunately, groundwork has been established for bolstering information literacy instruction (ILI) by offering ILI for freshman writing classes. In this regard, the English department has been a receptive partner in instructional endeavors by providing the library with an audience, especially during the fall semester when the rush to learn basic research skills is most intense. Unfortunately, however, these brief and hectic times of growth may be the only opportunity for instructional librarians to fully pursue their IL initiatives and affect change among students. Often, it seems, ILI does not secure sustainable progress and make much of an impact beyond winter break. With this perennial problem in mind, librarians must strive to better integrate their programs into the total student experience by consistently collaborating with the English department. This paper, then, maintains that one of the best ways for librarians to confidently establish their identities as educators and regularly achieve effective ILI is to bring their work into the writing center - a setting primed for bridging essential research and writing processes so that they are mutually supportive components of learning.

Description

This paper maintains that one of the best ways for librarians to confidently establish their identities as educators and regularly achieve effective information literacy instruction is to bring their work into the university writing center - a setting primed for bridging essential research and writing processes so that they are mutually supportive components of learning.