GOING FORWARD:
TEACHING LIBRARIANS DEVELOP INFORMATION PHILOSOPHY CURRICULUM MAP AND LEARNING OUTCOMES FOR THE HIGH SCHOOL

FRESHMAN YEAR

How much experience do the students have with searching for information?

This level of the Information Philosophy strategy helps students build basic skills. Students also gain familiarity with the library space and its resources, both print and digital.

Strategies of Information Philosophy for freshmen:

1. Use all information resources available (library books, databases, the open internet, spaces and people) for strategic exploration.

2. Effectively and efficiently organize and categorize information.

3. Apply a critical lens to research in both directed (the teacher determines research topics) and open-ended (students choose their own research topics) settings.

4. Distinguish between primary and secondary sources.

5. Distinguish between open access and proprietary information.

6. Understand academic integrity within the greater context of the transmission of information on a basic level.

7. Actively pursue extracurricular reading.

SOPHOMORE YEAR

How can we integrate Information Philosophy concepts and research methods into curriculum in meaningful and interesting ways?

The second tier of our Information Philosophy Program consists of collaborative lessons embedded within other classes, such as our "Integrated History & Information Labs." Open-ended searching and primary source analysis are the focal points of these Labs where historical methods, introduction to basic archival processing (identifying authorship, date and context, for example), and reading with an eye for absences and silences in resources could all work into the curriculum.

Strategies of Information Philosophy for sophomores:

1. Demonstrate a thorough understanding of academic integrity within the greater context of the transmission of information; demonstrate a thorough understanding of Convent & Stuart Hall's Academic Integrity Policy (and why it is important).

2. Distinguish source type and format with a focus on identifying scholarly literature, or the use of non-scholarly sources to support scholarly research.

3. Critically evaluate sources, including web sources; create thorough annotations that are specific to student's research.

4. Capably read scholarly sources, extract information, construct unique meaning and synthesize scholarly ideas within his/her research.

5. Understand, on a basic level, that creating and consuming information is a process underscored by political, socioeconomic, psychological and cultural forces.

6. Actively pursue extracurricular reading.

JUNIOR AND SENIOR YEAR

What questions do all students need to explore as information creators and consumers in our society?

The final component of Information Philosophy, Information and Justice, serves as stand-alone lessons within other classes. Examples of potential topics include:

• Information Commerce: Who creates, exchanges, has access to and is excluded from information cycles? How is exclusion perpetuated?

• Ethics and the Online Self: Agency, accountability, anonymity and autobiography in the context of the digital age. How do we curate our online image, how does our online presence align (or not) with our real self? How do companies sell our curated selves back to us?

• History and Information: In the course of history, who made decisions about saving, storing and sharing information? Who makes those decisions now? Who is excluded?

We continue to emphasize extracurricular reading as a foundational part of the Sacred Heart experience junior and senior years.

INFORMATION PHILOSOPHY PROGRAM AT A GLANCE

Developed by the Convent & Stuart Hall Library Department

As faculty, our understanding and teaching of Information Literacy typically varies greatly by institution, discipline and curricular focus. As a department that works with all students on a regular basis, the library faculty have the unique opportunity to ask how a student's experiences in weekly kindergarten visits can eventually prepare that child for the research that student will perform senior year.

Libraries and archives should be seen as Information Labs where digital and material objects are offered for exploration; where collaboration and independent reflection are complementary modes of production; and where Information Philosophy expands upon Information Literacy and draws from Sacred Heart Goals & Criteria to guide students' engagement with sources, whether the sources are digital, print or people.

[1] Davidson, Cathy M. "The New Education: How to Revolutionize the University to Prepare Students for a World in Flux." New York: Basic Books, 2017.
[2] "IB Learner Profile." International Baccalaureate Organization, 2013.
[3] Association of College and Research Libraries. "Framework for Information Literacy for Higher Education." Adopted by the Association of College and Research Libraries Board, 2016. Web. Accessed 6 May 2018: http://www.ala.org/acrl/standards/ilframework