



# University of HUDDERSFIELD

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Finding paths through the information forest

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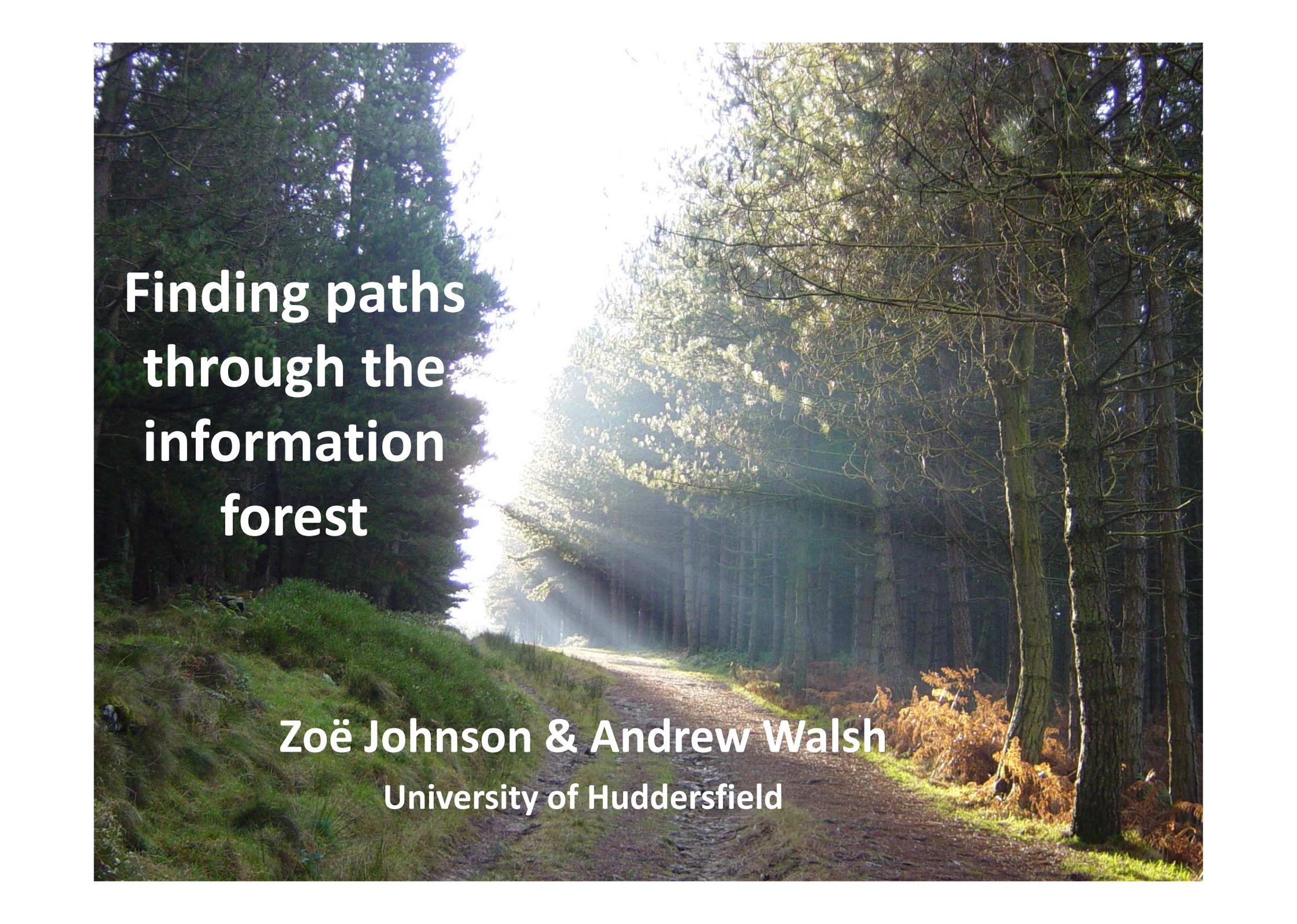
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A photograph of a forest path. The path is a dirt trail that leads into a dense forest of tall, thin trees. Sunlight filters through the canopy, creating a bright, hazy atmosphere. The trees on the right are more prominent, with their trunks and branches clearly visible. The ground is covered in fallen leaves and some green vegetation. The overall scene is peaceful and natural.

# Finding paths through the information forest

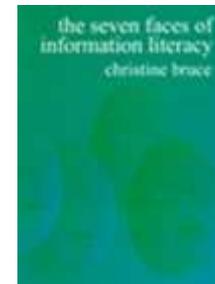
**Zoë Johnson & Andrew Walsh**  
**University of Huddersfield**

# Information literacy

*“The ability to identify, assess, retrieve, evaluate, adapt, organise and communicate information within an iterative context of review and reflection.”*

JISC

Also.... Bruce, C. (1997). *The seven faces of information literacy*.  
Adelaide: Auslib.



# Themes / Pathways

“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



“Traditional” approach

Easy to teach?

Meeting student expectations?

Matches “school / college” learning?



“Practice as research” approach

Transformative?

Inspiring students?

Challenging to teach?

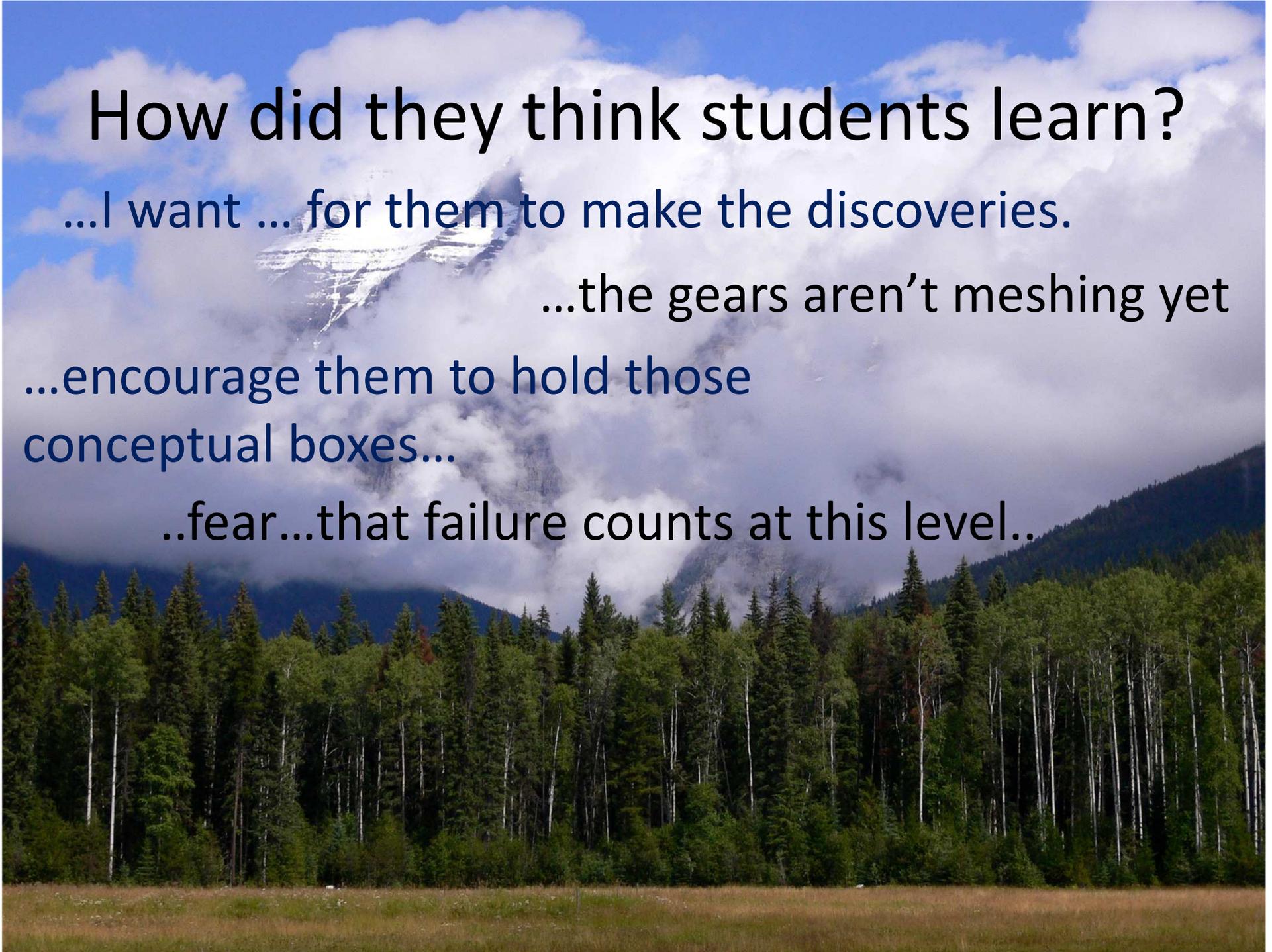
# How did they think students learn?

...I want ... for them to make the discoveries.

...the gears aren't meshing yet

...encourage them to hold those  
conceptual boxes...

..fear...that failure counts at this level..



# Which route do you favour?

“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





# References

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Nelson, R. (2013). *Practice as research in the arts: Principles, protocols, pedagogies, resistances*. Basingstoke: Palgrave Macmillan.

Walsh, A. & Coonan, E. eds. (forthcoming Autumn 2013) "Only connect ..."  
discovery pathways, library explorations,  
and the information adventure.  
<http://innovativelibraries.org.uk/onlyconnect/>

All photos by Zoë Johnson



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