Name:

Date:

Class:

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**Scholarship as Conversation**

SCHOLARSHIP AS CONVERSATION

frame 5 of 6 from ACRL’s “Framework for Information Literacy for Higher Education”

* Read guided reading questions
* Read Framework excerpt
* Answer guided reading questions individually
* Discuss guided reading questions as a group

&

TAP INTO TIKTOK

how TikTok and scholarship are different yet similar

* Individual or paired activity
* Watch short-form videos via your favorite platform
* Answer worksheet questions
* Discuss as a group

Guided Reading Questions

Define the word discourse as it applies to academic fields.

When writing in an academic style, do most students feel they are entering the discourse surrounding their subject area? Why?

What two actions happen to discourse when a writer makes attribution to the ideas and words of other writers?

Have you ever read a journal article by an expert and not agreed with their point of view? If yes, describe.

Does scholarship ever lead to definitive answers? Why/why not?

Scholarship as Conversation

**Communities of scholars, researchers, or professionals engage in sustained**

**discourse with new insights and discoveries occurring over time as a result of**

**varied perspectives and interpretations.**

Research in scholarly and professional fields is a discursive practice in which ideas

are formulated, debated, and weighed against one another over extended periods of

time. Instead of seeking discrete answers to complex problems, experts understand

that a given issue may be characterized by several competing perspectives as part of

an ongoing conversation in which information users and creators come together and

negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the conversation to move forward and strengthens one’s voice in the conversation.

**Knowledge Practices**

Learners who are developing their information literate abilities

* cite the contributing work of others in their own information production;
* contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
* identify barriers to entering scholarly conversation via various venues;
* critically evaluate contributions made by others in participatory information environments;
* identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
* summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;
* recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

DISPOSITIONS

Learners who are developing their information literate abilities

* recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
* seek out conversations taking place in their research area;
* see themselves as contributors to scholarship rather than only consumers of it;
* recognize that scholarly conversations take place in various venues;
* suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;
* understand the responsibility that comes with entering the conversation through participatory channels;
* value user-generated content and evaluate contributions made by others;
* recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.

This is an excerpt from the “Framework for Information Literacy for Higher Education.”

The total document can be found at: <http://www.ala.org/acrl/files/issues/infolit/framework.pdf>

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Changes

This is an excerpt from the larger piece (pages 20 and 21), and the formatting has been changed.

**Tap Into TikTok**

I want you to watch 5 minutes of TikToks, Instagram Reels, YouTube Shorts or other social sites with short-form videos. Please count the number of videos you watch, then answer the following questions about your viewing experience. We will share our thoughts at the end.

Take a guess as to how many of the videos were “original” by the poster; in other words, it was not a “reaction” to another video, it was not a “recreation” of another video, it in no way copied an idea or footage from someone else.

About how many videos were “reaction” videos, where the poster is reacting to another person’s original video?

About how many videos were “recreation” videos, where the poster is recreating the idea or actions of another person’s original video?

Of the “reaction” and “recreation” videos you saw, was there a way for you to identify the original poster’s video or username?

What do you think about the ease/difficulty of locating the original poster’s username or video in a “reaction” or “recreation” video?

What etiquette or rules surround the use and reuse of other people’s video content?

How is this short-form video use of other’s ideas and videos different or the same as academic writing?

How could “reaction” videos and “recreation” videos be a lot like academic discourse, minus the citation? Think about the different ways academics interact with each other via writings.