

# Information literacy, epistemic cultures and the question “Who needs what?”



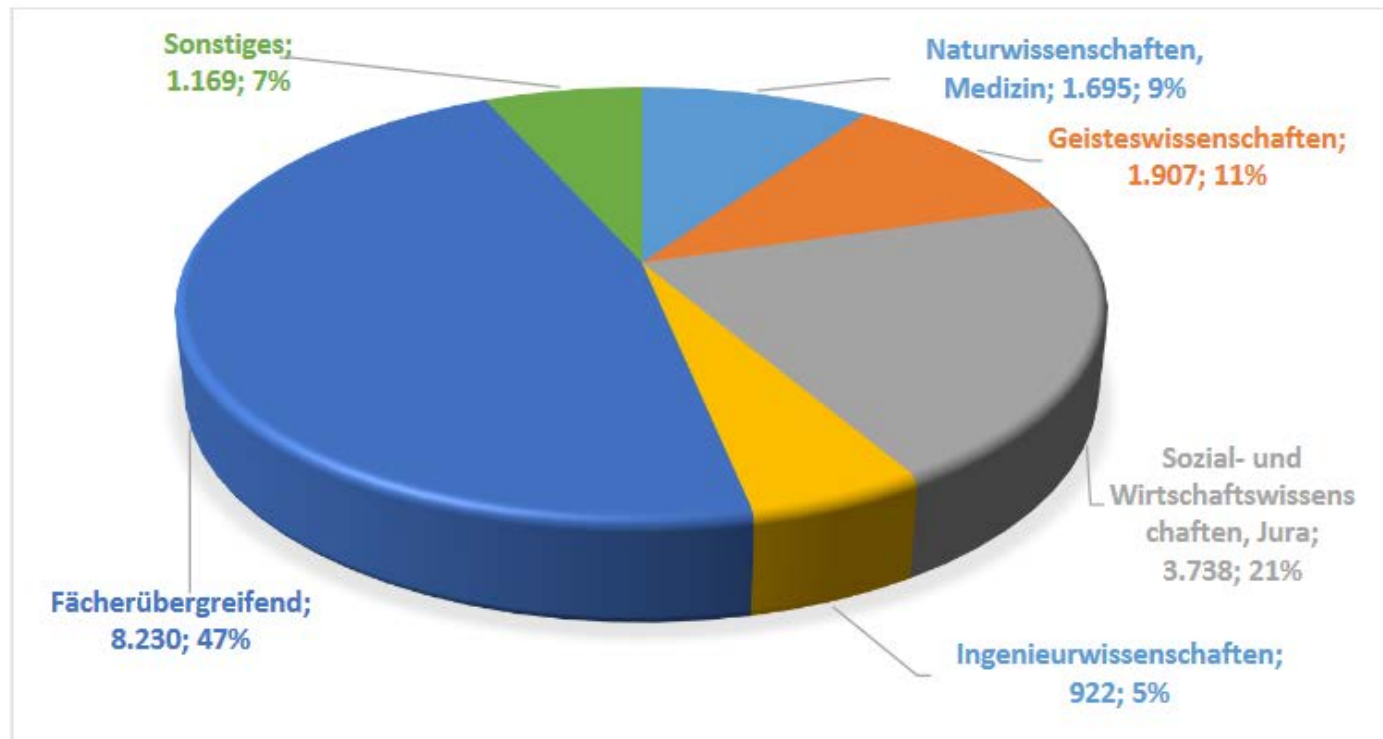
Test tubes filled with coloured liquids, public domain, <http://www.publicdomainpictures.net/view-image.php?image=148945&picture=&jazyk=DE>

# Agenda

1. Information literacy and information didactics
2. The perspective of epistemic cultures
3. Extending the focus of information didactics

# 1. Information literacy and information didactics

1. Teaching of information literacy in Germany is predominantly not differentiated on the basis of specific disciplines.



Disciplinary orientation of IK training courses.

[http://zpidlx54.zpid.de/wp-content/uploads/2018/08/IK\\_Bundesstatistik\\_2017.pdf](http://zpidlx54.zpid.de/wp-content/uploads/2018/08/IK_Bundesstatistik_2017.pdf)

# 1. Information literacy and information didactics

1. Teaching of information literacy in Germany is predominantly not differentiated on the basis of specific disciplines
2. Research on information literacy reflects the relevance of disciplines primarily with regard to the didactical adaptation of universally defined standards to discipline specific learning habits
3. Teaching processes are also relevant in information practice beyond classical information literacy



**Information didactics as conceptual approach to meet these challenges**

# 1. Information literacy and information didactics

## What is information didactics?

### Fundamental object

Information didactics deals with learning processes related to the handling of information (information objects and practices).

### Fundamental hypothesis

The use of specific types of information and the respective handling of that information depends on the epistemic cultural context.

### Fundamental goal

The (further) development of didactic concepts relating to the competent handling of information in line with the type of epistemic cultural background

## 2. The perspective of epistemic cultures

### **Epistemic cultures are defined as**

“practices, mechanisms, and principles that (...) determine how we know what we know within a particular field of knowledge“

(Knorr-Cetina 2002, p. 11)

### **Central focus of analysis**

Analysis of practices of knowledge generation, validation and communication

## 2. The perspective of epistemic cultures

### Discipline-specific information behaviour

#### Informationsbedarf und Informationsgewohnheiten von Ingenieurwissenschaftlern

eine empirische Unters. an der Fakultät Bauingenieurwesen der Universität Karlsruhe (TH)

Autor/Person: [Fuhlrott, Rolf](#)

Systematik RVK:

[AN 96400](#)

[AN 96500](#)

Impressum: Köln ; Greven Verlag ; 1971 ; VI, 89 Seiten

Sprache: Deutsch

Schlagwörter: [Information](#) ; [Ingenieur](#)

Weitere Inhaltsbeschreibung: [Communication of technical information](#)

ISBN: 978-3-7743-0538-0 ; 3-7743-0538-2

 Full Access

#### Toward a new horizon in information science: Domain-analysis

Birger Hjørland, Hanne Albrechtsen

Pages: 400-425 | First Published: July 1995

[Abstract](#) | [PDF](#) | [References](#) | [Request permissions](#)

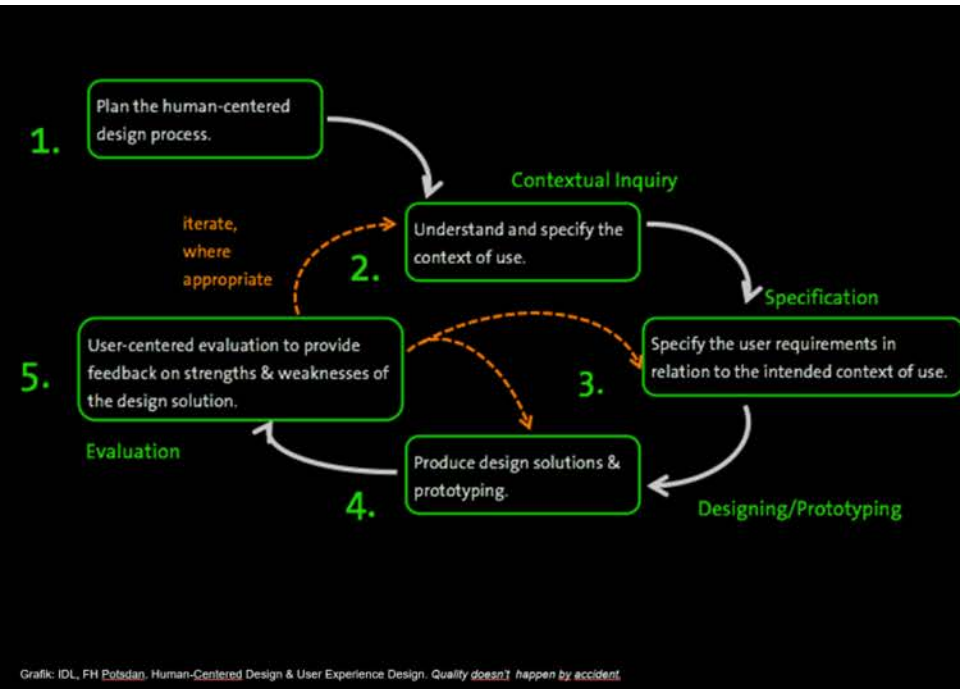
one of the first German studies on discipline-specific information behaviour

well-known approach of domain-analysis with regards to information retrieval and classification



# 2. The perspective of epistemic cultures

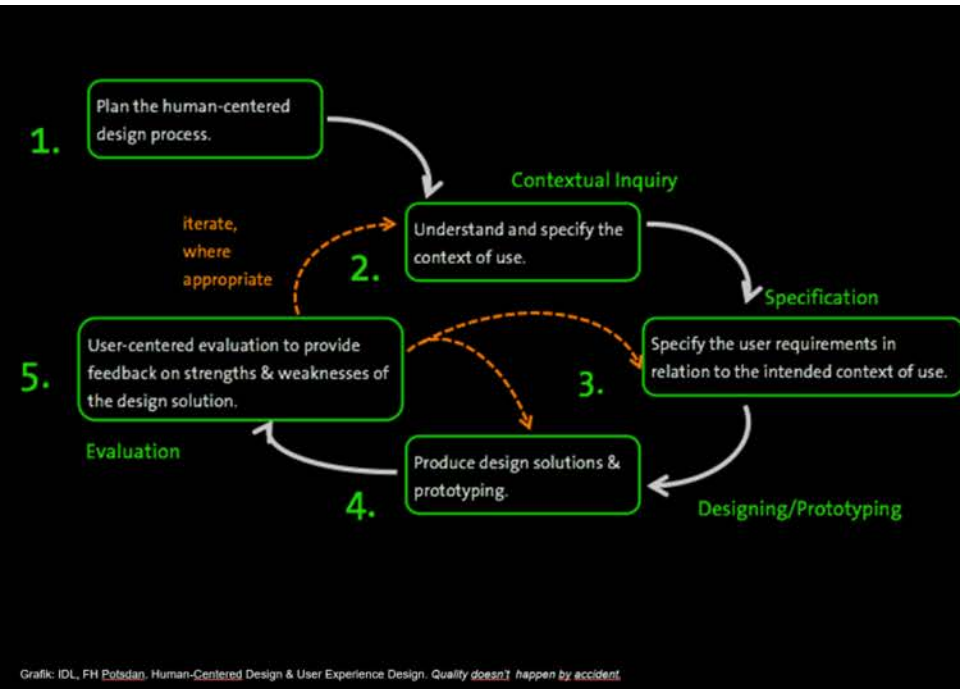
## Epistemic cultural practices of knowledge generation





# 2. The perspective of epistemic cultures

## Epistemic cultural practices of knowledge generation



## 2. The perspective of epistemic cultures

The orientation towards **universal standards** for the teaching of information literacy is **problematic**, as it presupposes:

- a universal understanding of science
- a standardized understanding of what information is
- a standardized information practice

### 3. Extending the focus of information didactics

#### **Digitization has changed information practice in science and society**

- Complex scenarios - new challenges: digital publication, digital archiving, Open Access, research data management, scientometrics, social media etc.
- Causes new demands for support not only in the field of searching for information (focus of conventional library instructions) but more and more in an increasing variety of new fields

# 3. Extending the focus of information didactics

**RESEARCH SUPPORT**  
SUPPORT THROUGH THE RESEARCH LIFECYCLE

**IDEAS AND FUNDING**  
Resources and training, Research and funding Alerts, Support for literature review and funding proposals

**MANAGING INFORMATION**  
IT & Skills Training, Software Bibliographic management, Networking

**OPEN ACCESS**  
Support for Open Access

**DISSEMINATING RESEARCH**  
Publishing & Open Access, Presenting & Posters, Theses; Copyright

**EVALUATING RESEARCH**  
Citation Analysis The REF

**RESEARCH DATA MANAGEMENT**  
Support for Research Data Management

King's College London: <https://www.kcl.ac.uk/library/researchsupport>

# 3. Extending the focus of information didactics

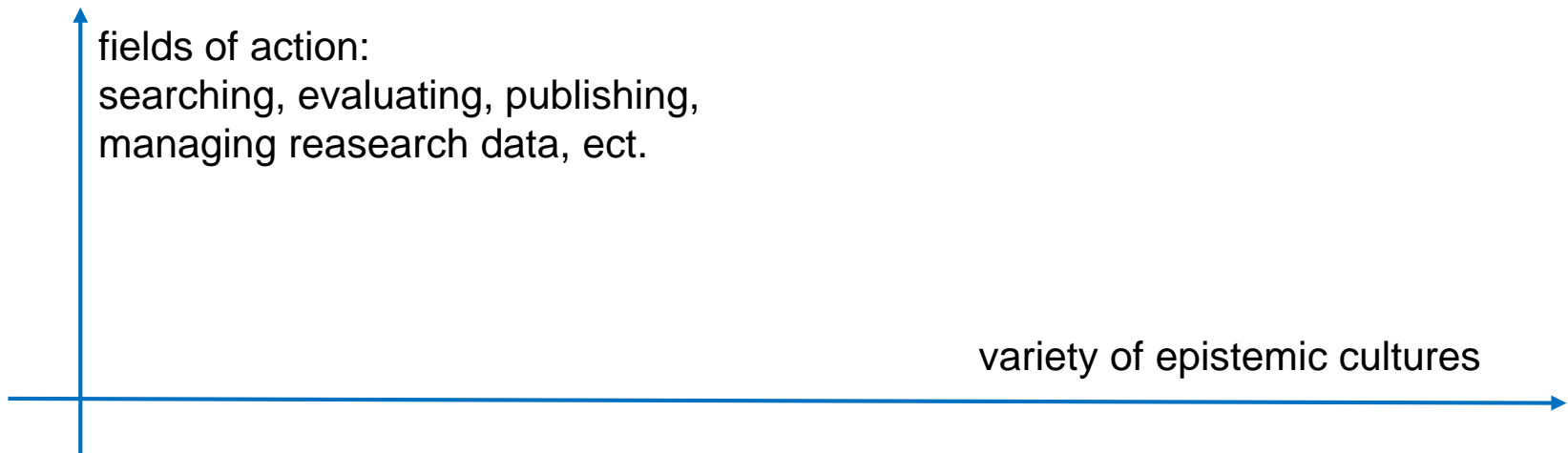


ZPID, Trier: <https://www.leibniz-psychology.org>

# 3. Extending the focus of information didactics

## Demand for new competencies of information specialists supporting scientists

- competence in an increasing variety of fields of action with regard to their specific epistemic-culture





# 3. Extending the focus of information didactics

## What can information didactics provide?

- a **systematic understanding** of the epistemic-culture-dimension of science and research (with regard to information practice)
- an **analytical approach** to explore the information behaviour of certain epistemic cultures (in order to apply the results in teaching and consulting processes)
- a **practical tool-set** for information specialists (e.g. in academic libraries) which enables them to transfer the results of information didactic research in their practical teaching context



# 3. Extending the focus of information didactics

## Work packages and initial approaches

- Development of an **analytical instrument** for the description of the information concept and behaviour of certain epistemic cultures  
→ first approaches exist
- **Analysis** of the information behaviour of different epistemic cultures (where possible: systematic reviews of existing studies)  
→ first preliminary studies exist
- Development of a format to **transfer** the findings into practice  
→ open challenge
- Development of a practical matrix for further, **institution-specific application**  
→ first prototypes exist (workshops based on Persona Method)

# References

Auckland, M.: Re-skilling for research: an investigation into the role and skills of subject and liaison librarians required to effectively support the evolving information needs of researchers. 2012. <http://www.rluk.ac.uk/wp-content/uploads/2014/02/RLUK-Re-skilling.pdf>

Ballod, M.: Informationsökonomie - Informationsdidaktik: Strategien zur gesellschaftlichen, organisationalen und individuellen Informationsbewältigung und Wissensvermittlung. Bertelsmann, Bielefeld (2017)

Developing digital scholarship. Emerging practices in academic libraries. Hrsg. Alison Mackenzie, Lindsey Martin. Facet Publishing, London (2016)

Fuhlrott, R. (1971). *Informationsbedarf und Informationsgewohnheiten von Ingenieurwissenschaftlern: Eine empirische Untersuchung an der Fakultät Bauingenieurwesen der Universität Karlsruhe (TH)*. Zugl.: Köln, Bibliothekar-Lehrinstitut, Prüfungsarbeit, 1971. *Arbeiten aus dem Bibliothekar-Lehrinstitut des Landes Nordrhein-Westfalen: Vol. 38*. Köln: Greven.

Hjørland, B., & Albrechtsen, H. (1995). Toward a new horizon in information science: domain-analysis. *Journal of the Association for Information Science and Technology*, 46(6), 400–425. Knorr-Cetina, K.: *Wissenskulturen: ein Vergleich naturwissenschaftlicher Wissensformen*. Suhrkamp, Frankfurt am Main (2002)

Kroll, S. & Forsman, R.: A slice of research life: information support for research in the United States. Report commissioned by OCLC Research in support of the RLG Partnership. 2010. <http://www.oclc.org/content/dam/research/publications/library/2010/2010-15.pdf?urlm=162948>

Michel, A.: Informationsdidaktik - Skizze eines neuen informationswissenschaftlichen Forschungsfelds. *Information-Wissenschaft & Praxis* 67(5-6), 325–330 (2016)

Tappenbeck, I.: Welche Dienstleistungen braucht die digitale Wissenschaft? Vorüberlegungen zu einer Studie über die Dienstleistungsbedarfe im Kontext von Digital Scholarship. *Zeitschrift für Bibliothekswesen und Bibliographie* 64 (5), 223-233 (2017)

**Many thanks for your attention!**

**Any questions?**

[michel@fh-potsdam.de](mailto:michel@fh-potsdam.de)

[inka.tappenbeck@th-koeln.de](mailto:inka.tappenbeck@th-koeln.de)