



METHODOLOGICAL DEVELOPMENTS IN PHENOMENOGRAPHY

**INVESTIGATING USING INFORMATION TO
LEARN IN THE DISCIPLINE CLASSROOM**

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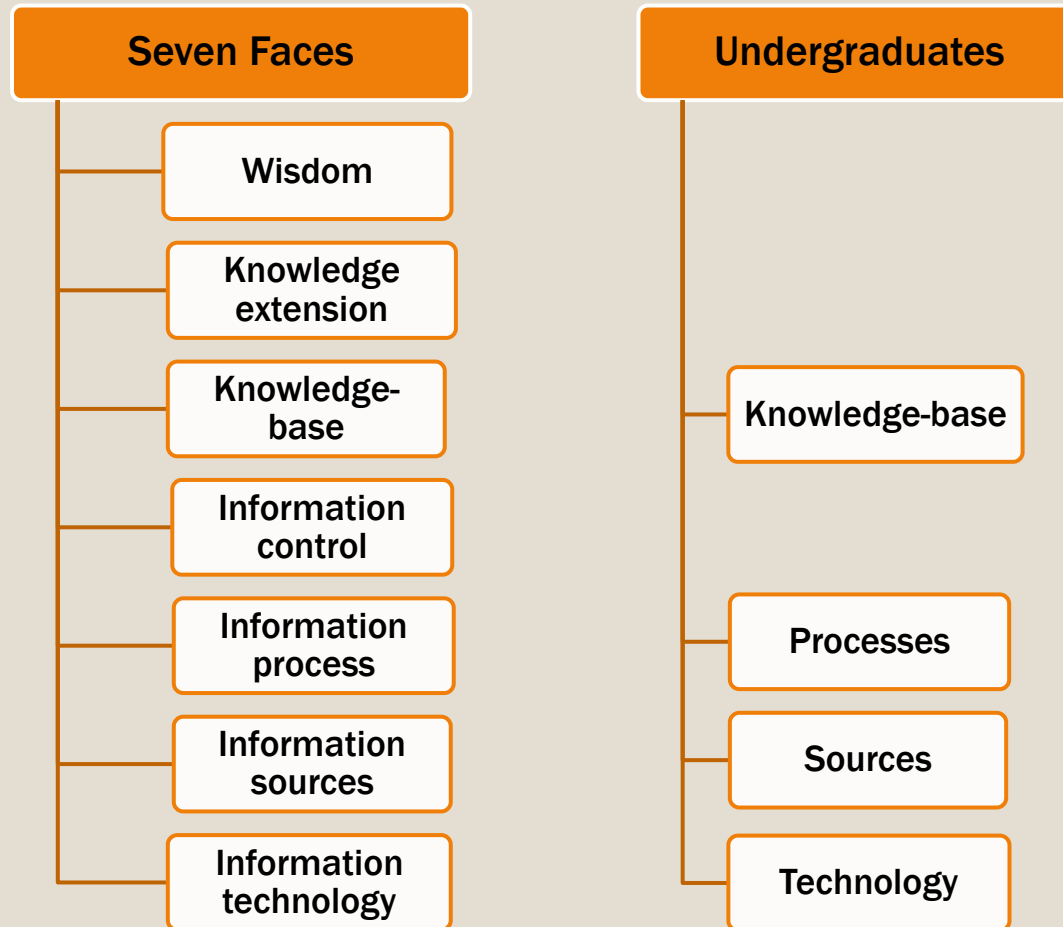
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EXPERIENCES OF INFORMATION LITERACY



Bruce, 1997;
Maybee, 2007

PHENOMENOGRAPHY

- Describes the limited number of ways that people experience the same phenomenon

- Second-order perspective

- Analysis results in an outcome space describing the relationships of the varying experiences



Gothenburg University, Sweden

(Marton, 1981, 1986)

PHENOMENOGRAPHY AND INFORMATION LITERACY RESEARCH

Educators

- Higher educators - Bruce, 1997; Webber, Boon & Johnston, 2005, 2006
- K-12 instructors - Limberg & Folkesson, 2006

Learners

- Postgraduate - Andretta, 2012
- Undergraduates - Diehm & Lupton, 2012; Gross & Latham, 2011; Lupton, 2004, 2008; Maybee, 2006, 2007
- K-12 - Limberg, 1999

Other Contexts

- Health - Yates, Partridge, and Bruce, 2009; Yates et al., 2012; Religion - Gunton, 2011; Gunton, Bruce, and Stoodley, 2012; Web design - Sayyad Abdi, Partridge, & Bruce, 2013; Public librarians - Demasson, Partridge, & Bruce, 2010

INFORMATION LITERACY AND LEARNING

- **Sequential** – using information, then learning
- **Cyclical** – iteratively using information, then learning, then using information...
- **Simultaneous** – using information and learning “happen concurrently and seem to be indistinguishable”

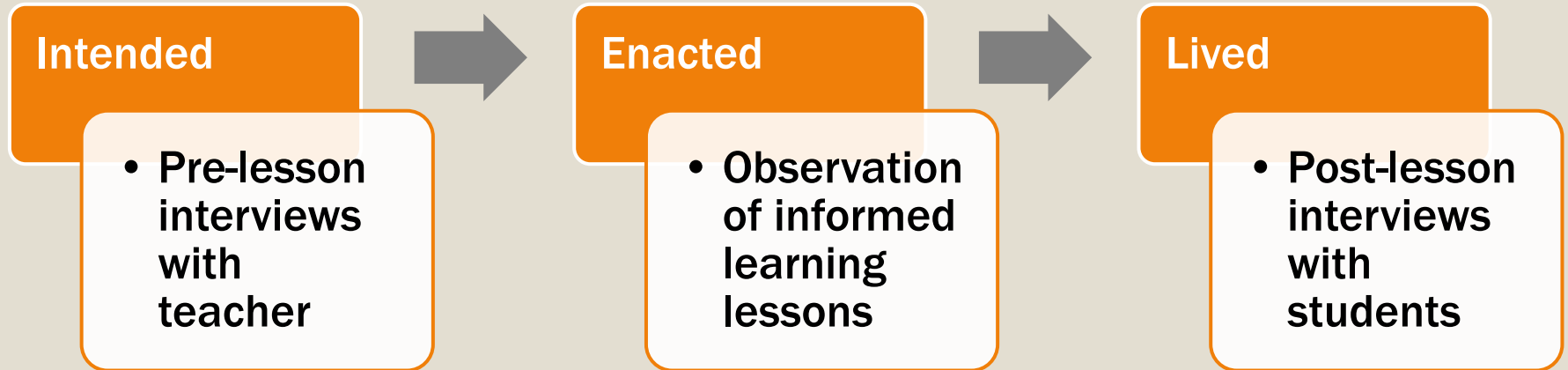
Lupton, 2008

DEVELOPMENT OF VARIATION THEORY

- Learning is a change in awareness
- Learning is enabled by discerning critical features of an object of learning

teaching
discerning
critical features
learning

METHODOLOGICAL PROCEDURES FOR STUDYING THE CLASSROOM



Marton, Runesson, & Tsui, 2004

RESEARCHING INFORMATION LITERACY IN A SUBJECT-FOCUSED CONTEXT

- Undergraduate language and gender course with 16 students
- Object of learning: Understand a language and gender topic by tracing the influence of a seminal scholar



This research studied an informed learning (Bruce, 2008) lesson, which emphasized using information to learn about subject content.

A DIFFERENT KIND OF PAPER

CRITICAL FEATURES

Intended

Enacted

Lived

Type of paper
Seminal text
Sequence of research
Claims
Organizational elements
Thesis

Type of paper
Seminal text
Sequence of research
Claims
Organizational elements
Thesis
Topic

Type of paper
Seminal text
Sequence of research
Claims
Organizational elements

Type of paper
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Maybee, Bruce, Lupton, Rebmann, 2013

WHERE IT LEADS

- Research – shift in focus from descriptive to applied
- Practice – informs lesson design

Sequence of research

FUSION

Topics

PHENOMENOGRAPHY AND LEARNING STUDIES



- Focus on understanding what enables learning
- Data collection and analysis are repeated until lessons can enable the desired learning

Examples of learning study research –Chik & Marton, 2010; Davies & Dunhill, 2008; Holmqvist, 2011; Lo, Pong, & Chik, 2005; Pang & Marton, 2003, 2005; Runesson, 2005

USING PHENOMENOGRAPHY TO STUDY INFORMATION LITERACY EDUCATION

Opportunities

- Builds body of research of information literacy experiences in context of the subject classroom
- Collaborative model draws researchers and practitioners together
- Informs lesson design

Challenges

- One learning theory among many



QUESTIONS

Thank you



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