METHODOLOGICAL DEVELOPMENTS IN PHENOMENOGRAPHY

INVESTIGATING USING INFORMATION TO LEARN IN THE DISCIPLINE CLASSROOM
EXPERIENCES OF INFORMATION LITERACY

Seven Faces
- Wisdom
- Knowledge extension
- Knowledge-base
- Information control
- Information process
- Information sources
- Information technology

Undergraduates
- Knowledge-base
- Processes
- Sources
- Technology

Bruce, 1997; Maybee, 2007
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

(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
- 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
Learning is a change in awareness.

Learning is enabled by discerning critical features of an object of learning.

Marton & Booth, 1997; Marton & Morris, 2002; Marton, F. & Tsui, A., 2004; Marton, 2013
METHODOLOGICAL PROCEDURES FOR STUDYING THE CLASSROOM

Intended
• Pre-lesson interviews with teacher

Enacted
• Observation of informed learning lessons

Lived
• Post-lesson interviews with students

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

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

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

Type of paper
Sequence of research
Claims
Organizational elements

Type of paper
Seminal text
Organizational elements
Thesis

Maybee, Bruce, Lupton, Rebmann, 2013
WHERE IT LEADS

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

Sequence of research topics:

FUSION
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
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


REFERENCES (CONT.)


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