

# GOOD MORNING!

1. Find a partner.
2. Tell them about why you teach what you teach, and how you teach it.
3. Have them tell you about why they teach what they teach, and how they teach it.
4. Take some notes about the experience.  
(We'll come back to it in a few minutes.)

# MY LENS, MYSELF.

# A Hermeneutics of Information Literacy.

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**Theory.**

# THEORY VS. PRACTICE



# Hey. Let's talk.

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How do we all feel about *theory*?

How does the profession react to  
*theoretical* discussions?

**Some really smart people  
have been discussing theory.**

**“The political championing of clarity and the attendant devaluation of theory... turns on a politics of common sense. The call to use plain language, like calls to be practical, assumes that shared conceptual frameworks can adequately furnish attempts to challenge domination, and thus assumes that such frameworks are politically neutral; that the languages and concepts we’ve come to understand as ordinary and unremarkable are not part of the machinery of domination themselves.”**

**(Hudson, 2016, 21:45)**

**“When we call for more value for lived experience and ‘practicality’ or ‘plain language,’ what we’re really calling for is more value for the theoretical work coming from the margins.”**

**(Hathcock, 2016)**

**“When our lived experience of theorizing is fundamentally linked to processes of self-discovery, of collective liberation, no gap exists between theory and practice. Indeed, what such experience makes evident is the bond between the two—that ultimately reciprocal process wherein one enables the other.”**

**(hooks, 1991, p. 61)**

**Your work,  
your practice.**

**So... why do you  
teach what you  
teach, and how do  
you teach it?**

**Why do you think that?**

**Yeah, but why do you  
think THAT?**

**Yeah, but REALLY why  
do you think THAT?**

**(This process can go on  
for a long, long time.)**

**You'll reach a point  
where you can't  
articulate what you  
feel. You might not  
have the words,  
but you hold it  
very deeply.**

**Your theory,  
your lens.**

**“Uncovering the particularity and contingency of our knowledge and practices is at the core of whatever generative advances we might make regarding our purposes and practices.”**

**(Lather, 1991, p. 14)**

**Why do we teach  
what we teach,  
and how do we teach it?**

**We didn't set out to change  
course. Instead, we were  
"brought up short."**

# SMALL GROUP DISCUSSION

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With the people around you, discuss that core feeling you had.

What changed once you dug deeper?

What did you realize about what you thought/felt and why you thought/felt that way?

# FULL GROUP DISCUSSION

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How did someone else's feeling  
change your perception?

How do your feelings inform  
the work you do,  
and how you do it?

**“Theory vs. Practice” is a false dichotomy. All of us reflect on our beliefs to inform our work constantly. The two are inseparable.**

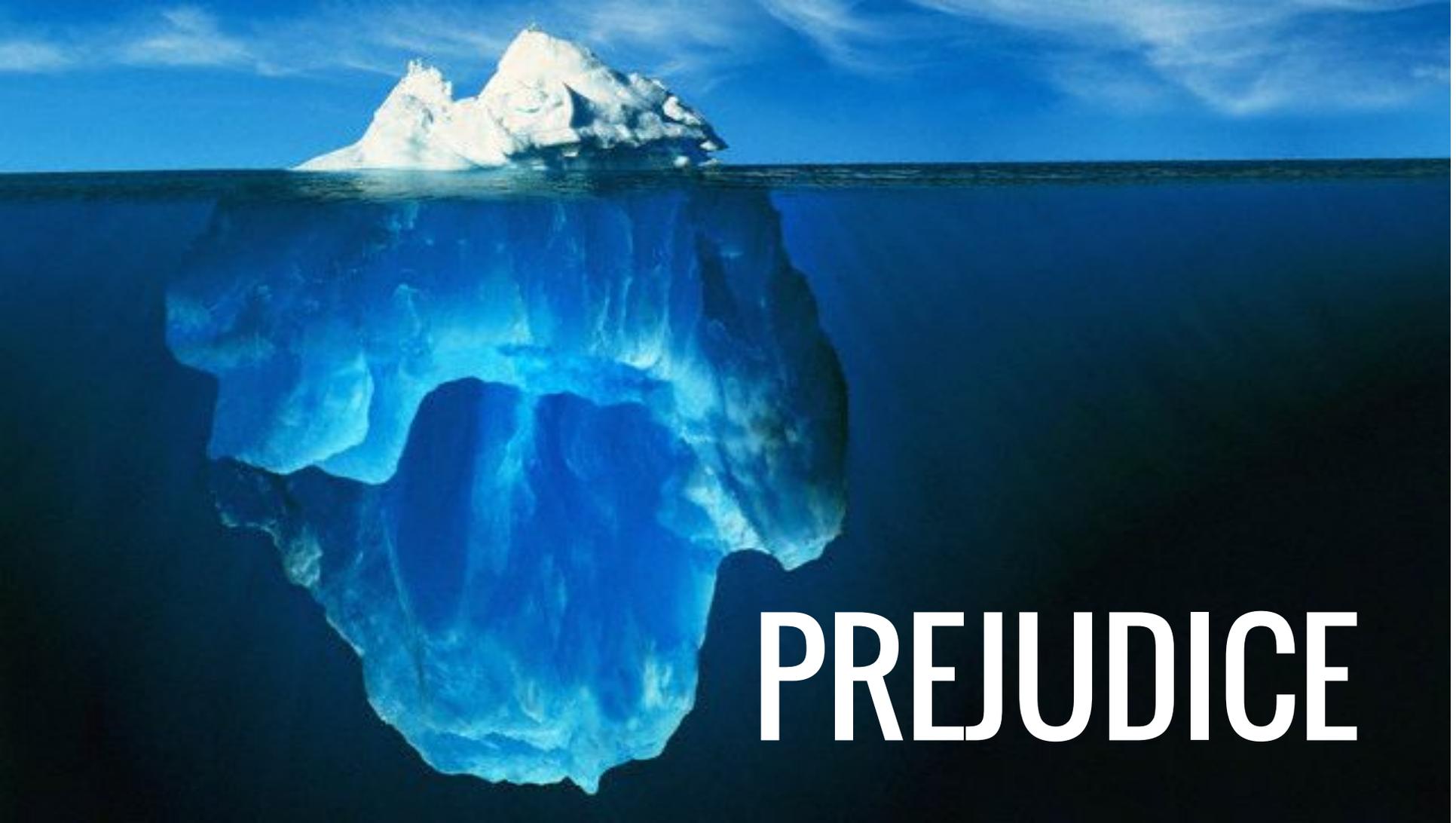
**Praxis.**

**Did you really just say  
“hermeneutics” ...?**

# Hermeneutics

*Theory of interpretation, or understanding*

**How does  
hermeneutics work?**



**PREJUDICE**



# FUSION OF HORIZONS



**What does a  
hermeneutics of  
information literacy  
look like?**

# A hermeneutics of information literacy

**Step one: Choose a  
topic**

~~Step one: Choose a  
topic~~

**Information literacy is  
*personal.***

**Information literacy is**  
***political.***



**“Read  
more,  
Jessica”**

**We can't always measure student learning. And we need to get right with that.**

**“The future is dark,  
which is the best thing the  
future can be, I think.”**

**(Virginia Woolf)**

**Looking at our work  
with a new lens.**



# Questions?



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