

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.

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

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

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.

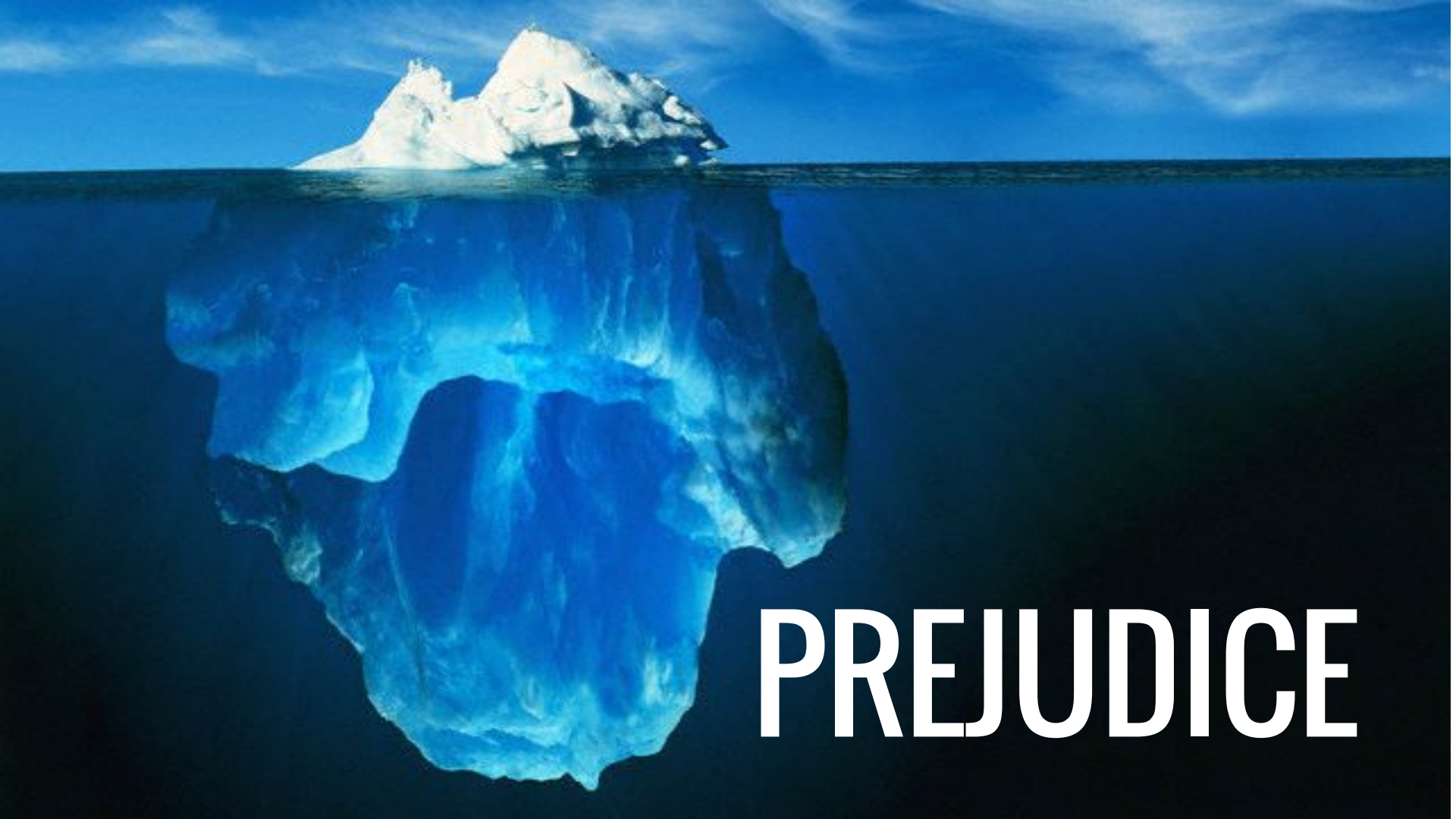
Praxis.

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

Hermeneutics

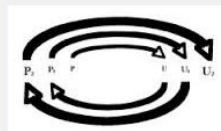
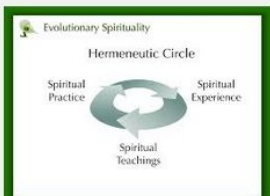
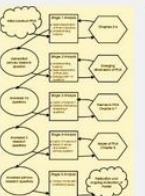
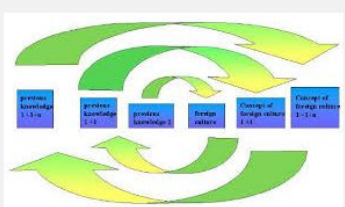
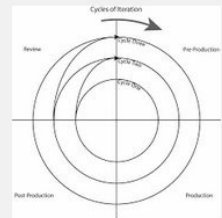
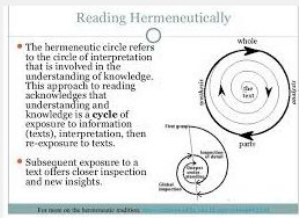
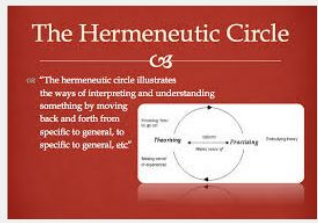
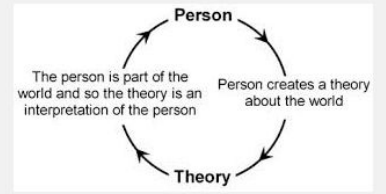
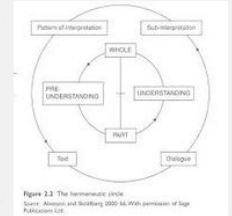
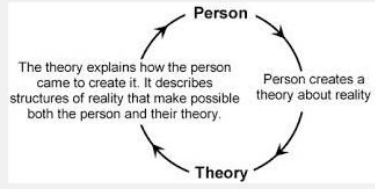
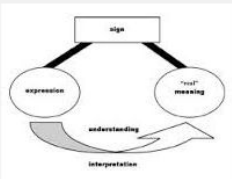
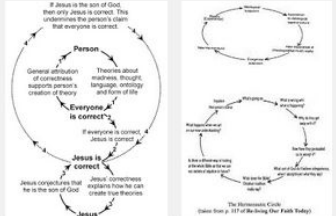
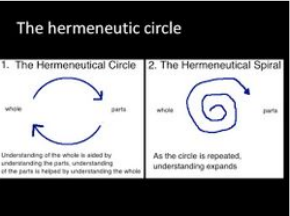
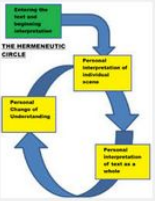
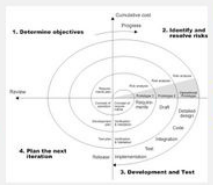
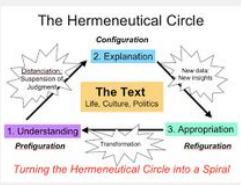
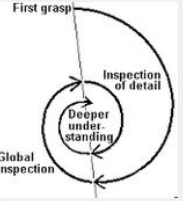
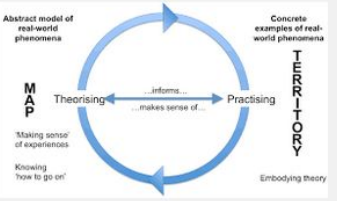
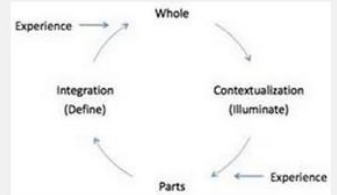
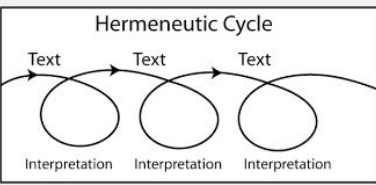
Theory of interpretation, or understanding

**How does
hermeneutics work?**

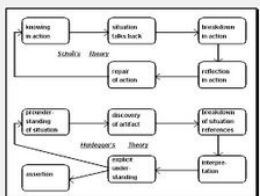
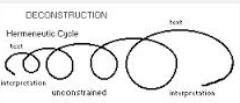


PREJUDICE

gadamer schleiermacher dilthey paul ricoeur



P= pre-understanding.
 U= understanding.
 P1= advanced pre-understanding.
 U1= advanced understanding.



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)

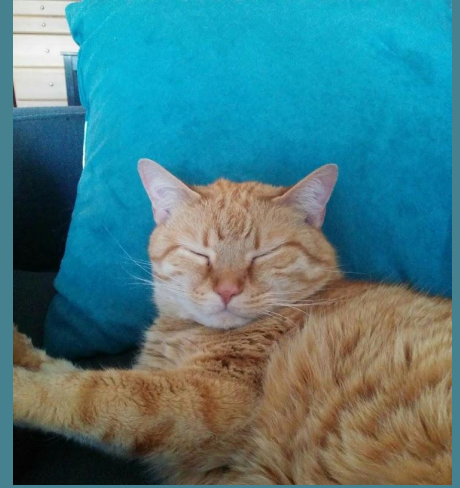
**Looking at our work
with a new lens.**



Questions?

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