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Nota di contenuto	Cover -- Title Page -- Copyright -- Contents -- Figures -- Foreword -- Acknowledgements -- Introduction: The Qualitative Landscape of Information Literacy Research -- Why do we need to undertake research? -- Balancing the quantitative narrative: focusing on qualitative research -- Researching this book -- The structure of the book -- 1 Situating Information Literacy Research -- Introduction -- A theory of information literacy landscapes -- Practitioner and academic research routes to information literacy research -- The language of research -- Building block concepts: paradigm, ontology and epistemology -- Paradigms -- Conclusion -- 2 Informing Information Literacy Research -- Introduction -- The work of theoretical frameworks -- Foundational sociocultural theories used in qualitative information literacy research -- Phenomenology -- Constructionism -- Practice theory -- Variation theory -- Postmodernism -- Critical theory -- Social capital theory -- Conclusion -- 3 Framing Information Literacy as an Educational Practice for Research. Learning Theories and Models -- Introduction -- Ways of teaching information literacy -- Researching information literacy as a practice of learning in an information-intense and complex age -- Learning theories -- Behaviourist theory -- Social cognitive theory -- Sociocultural learning

theories -- Situated learning -- Problem-based learning -- Collaborative learning -- Blended learning -- Postmodern theories -- Institutional models and frameworks of information literacy -- Sconul (Seven Pillars) -- A New Curriculum for Information Literacy (ANCIL) -- Framework for Association of College and Research Libraries Guidelines (ACRL Guidelines) -- Metaliteracy -- Information search process (ISP) -- Informed learning -- Conclusion -- 4 Qualitative Methods in Information Literacy Research -- Introduction. Action research and participatory action research methods -- Case study method -- Critical incident technique -- Delphi method -- Discourse analytic approaches -- Ethnography -- Grounded theory methods (traditional and constructivist) -- Phenomenography -- Visual methods -- Participatory visual methods -- Arts-based and arts-informed research -- Conclusion -- 5 Collecting Data About Information Literacy: Data Collection Techniques -- Introduction -- Interviews -- Focus groups -- Interview to the double -- Diaries -- Observation -- Arts-informed techniques - potential use for information literacy research -- Mapping the information landscape -- Doing information literacy research online -- Conclusion -- 6 Planning for Research -- Introduction -- Designing qualitative information literacy research -- Identifying the research problem -- Research questions -- Elements of a research plan -- Pilot study -- Searching for research literature -- Data analysis -- Working with data -- Evaluating information literacy research -- Conclusion -- 7 Qualitatively Speaking and Doing Information Literacy Research -- Introduction -- Themes emerging from research (2010-2020) -- Themes from the literature -- Conclusion -- References -- Index.

Sommario/riassunto

The last 46 years have witnessed a deep and continued interest in information literacy. This interest has resulted in an extensive range of research being undertaken and a burgeoning corpus of literature created by academic researchers, library practitioners and other researchers who explore information literacy through their own disciplinary lens. The *Qualitative Landscape of Information Literacy Research* is a landmark publication that will develop and support readers' understanding of how information literacy research and teaching is framed, developed and produced. Written by a leading expert in the field, it introduces and describes the key approaches taken by qualitative researchers, identifying core and specialist methods, techniques and theories. In each chapter, examples will illustrate how theory, types of pedagogical frameworks, methods and tools have been used. Coverage includes: theory and key concepts of information literacy; social theory framework and their application to information literacy research; exploration of the pedagogical frameworks that inform information literacy, a range of qualitative methods that shape information literacy research; data collection techniques; research design. This book will be valuable to researchers in information literacy, students who are developing or undertaking research or simply interested in identifying approaches to information literacy and practitioners who want to investigate the practice of information literacy to create an evidence base to support information literacy in their workplaces or institutions.

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