LOOKING FOR INFORMATION ON THE ALAMO? OR SALTWATER ALLIGATORS? SEARCHING FOR ARTICLES ON OPENING A RESTAURANT? OR THE NURSES’ CODE OF ETHICS? VISIT ASK A LIBRARIAN VIA TEXT MESSAGING OR LIVE CHAT, 7 DAYS A WEEK. OR EMAIL US ANYTIME DAY OR NIGHT. THERE ARE RESULTS, AND THERE ARE LIBRARIAN RESULTS. WE ARE MASTERS OF THE RESEARCH UNIVERSE.

WE ARE LIBRARIANS

BECAUSE SEARCH ENGINES NEED SUPERHEROES.

AskALibrarian.org
the Human Search Engine
APP AVAILABLE IN
iTunes Google play
Carol Kuhlthau

Defined the Information Search Process (1991), and explored the holistic experience of information seeking from the individual’s perspective, stressing the role of affect in information seeking and proposed an uncertainty principle as a conceptual framework for library and information service ‘zone of intervention’ (qua Vygotsky)
# Model of the Information Search Process

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>uncertainly</td>
<td>optimism</td>
<td>confusion</td>
<td>clarity</td>
<td>sense of</td>
<td>satisfaction or disappointment</td>
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<tr>
<td>(affective)</td>
<td></td>
<td></td>
<td>frustration</td>
<td></td>
<td>direction/</td>
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<td></td>
<td></td>
<td></td>
<td>doubt</td>
<td></td>
<td>confidence</td>
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</tr>
<tr>
<td>Thoughts</td>
<td>vague</td>
<td>focused</td>
<td></td>
<td></td>
<td>increased</td>
<td>interest</td>
</tr>
<tr>
<td>(cognitive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>interest</td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td>seeking relevant</td>
<td>seeking pertinent</td>
<td></td>
<td></td>
<td>documentation</td>
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<tr>
<td>(physical)</td>
<td>information</td>
<td>information</td>
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<tr>
<td></td>
<td>exploring</td>
<td>documenting</td>
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http://www.slideshare.net/NielsD/kuhlthau-carol-keynote-pp-090902 retrieved 2/7/15
Constance Mellon

Library Anxiety (1986)

Common signs and symptoms of library anxiety include:

• Fear and uneasiness with the physical space of the library, often related to how big the library is.
• Fear of approaching a librarian or library worker to ask for help.
• Fear that you are alone in not knowing how to use the library.
• Feeling paralyzed when trying to start library research.

(not Constance Mellon)
A New Framework!

The Framework offered here is called a framework intentionally, because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes or any prescriptive enumeration of skills.

At the heart of this Framework are conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole.
Authority Is Constructed and Contextual

Information Creation as a Process

Information Has Value

Research as Inquiry

Scholarship as Conversation

Searching as Strategic Exploration
The information literate student determines the nature and extent of the information needed.

The information literate student accesses needed information effectively and efficiently.

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
Authority Is Constructed and Contextual

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. **Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information needed may help to determine the level of authority required.**
Information Creation as a Process

Information in any format is produced intentionally to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

i.e., email conversations leads to longer blog post leads to conference presentation leads to journal article leads to monograph
Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

i.e., Open Access, IP and privacy
Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

disruption is a good thing; end with more questions than answers
Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.
Searching for information is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding is developed

https://prezi.com/pyfjf4rwpqnz/search-as-exploration/?utm_campaign=share&utm_medium=copy