7B—Centering Learners

The Formation of an Information Literate Learner: Toward Pedagogies to Address Ontological Obstacles in the Liminal Space, Sara Miller (Michigan State University).

ACRL's Information Literacy Framework for Higher Education's focus on threshold concepts invites opportunities for exploring learning processes through the idea of liminal space. Taking this perspective enables librarians to examine not only ideas about pedagogy, but also classroom structures, practices, language, discourse, and other forms of engagement with students in order to identify possible ontological obstacles in student learning. This paper suggests areas within information literacy teaching and learning practices of potential ontological conflict with IL threshold concepts, and provides ideas, suggestions, and examples of research from different disciplines that could inform discovery of hidden obstacles and assumptions.