Troublesome Knowledge: Approaching Threshold Concepts in Information Literacy

**WHY?** IL may produce more ‘troublesome’ concepts than other disciplinary ‘thresholds’ because it concerns knowledge (production and retrieval) itself.

**ILHE Framework Concepts:**
- ‘Authority is Constructed and Contextual.’
- ‘Information Creation [is] a Process.’
- ‘Research [is] Inquiry.’
- ‘Information has Value.’
- ‘Scholarship [is] a conversation.’
- ‘Searching [is] Strategic Exploration.’

**HOW?**
1. Arrange desks in a circle (x6).
2. Facilitate discussion derived from Framework ‘behaviors’ and ‘dispositions.’
3. Transcribe student comments and post ‘meeting minutes’ on wiki along with reiteration of major concepts.
4. Incorporate short in-circle writing activities.
5. Review and amend meeting minutes at term’s end; assign reflective paper on IL within students’ studies/lives now and later.

**To What End?** Provide a critical skill-set that allows students to theorize, not just learn theory; guide students through the ‘liminal stages’ of troublesome knowledge.

**Interactions with faculty and peers about substantive matters**

**Significant investment of time and effort by students over an extended period of time**

**Threshold concepts are integrative, transformative, irreversible, bounded, and troublesome.**

**Performance expectations set at appropriately high levels**