

9-2019

Relational Liaising to Integrate Informed Learning into the Disciplinary Classroom

Kim L. Ranger

Grand Valley State University, rangerk@gvsu.edu

Follow this and additional works at: https://scholarworks.gvsu.edu/library_books



Part of the [Library and Information Science Commons](#)

ScholarWorks Citation

Ranger, Kim L., "Relational Liaising to Integrate Informed Learning into the Disciplinary Classroom" (2019). *Books and Contributions to Books*. 20.

https://scholarworks.gvsu.edu/library_books/20

This Contribution to Book is brought to you for free and open access by the University Libraries at ScholarWorks@GVSU. It has been accepted for inclusion in Books and Contributions to Books by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Relational Liaising to Integrate Informed Learning into the Disciplinary Classroom

Kim L. Ranger

Grand Valley State University

Pre-production copy for deposit into institutional repository. Chapter 5 of *Informed Learning Applications: Insights from Research and Practice*. [2019] Emerald Publishing, Advances in Librarianship series.

Author Note

Kim L. Ranger has been a faculty librarian at Grand Valley State University since 1990. She holds a Master of Information and Library Studies from the University of Michigan and a BA in Anthropology/Sociology from Western Michigan University. Formerly a Government Documents and Reference librarian, then Information Literacy Coordinator, she spent both her 1999 and 2017 sabbaticals studying information literacy at the Queensland University of Technology in Brisbane, Australia. Since 2006, she has been Liaison Librarian to the School of Communications, Music, Theatre, and Dance, Photography, and Film and Video Production. In 2016, Ranger produced a peer-reviewed, open access book titled *Seventh-day Quaker: A Spiritual Memoir*.

Ranger is passionate about teaching and learning, reading, the outdoors, music and the arts, LGBT advocacy, and issues affecting indigenous peoples. She is fascinated by languages, especially Spanish, quantum physics, and ethics in autonomous robots.

Kim L. Ranger, University Libraries, Grand Valley State University.

Contact: rangerk@gvsu.edu

Abstract

This conceptual chapter sets the stage for how librarians can support informed learning. It looks at how the intersections between informed learning, Bakhtin's philosophy of communication, and relational leadership contribute to a model of relational liaising. The chapter provides examples of practical applications, interdisciplinary collaboration, and shared leadership which librarians and other teachers can adapt for specific arts, humanities, or social sciences disciplines. Many of the illustrations are set within communication-related curricula but also include the arts.

Keywords: information literacy, informed learning, scholarly communication, relational leadership, relational liaising

Introduction

During the last ten years, my experience as a librarian in higher education has been shaped by applying Bruce's Informed Learning Theory (2008) to practice while liaising with various disciplines, including those collocated in a School of Communications, at Grand Valley State University (GVSU) in Michigan. My collaboration with faculty has been guided by a relational leadership model in which Bakhtin's concepts of communication are fundamental (Cunliffe and Eriksen, 2011). This chapter focuses on how relational liaising supports informed learning, primarily in communications-related curriculum. Additionally, this chapter will explain the theoretical underpinnings of informed learning as an approach to information literacy. Bakhtin's (1981, 1996) philosophy of communication and aspects of scholarly communication are introduced as foundations for a model of relational liaising, which align with ideas found in Bruce's informed learning. The case studies illustrate successful collaboration between instructors and librarians, such as recasting courses to be design-centered, collection development to be student-centered, and library subject guides to be field-specific. Using

Relational Liaising

informed learning within a relational model of liaisonship changed both my paradigm and practices and is capable of doing so for librarians and curricular partners globally.

Informed Learning

Informed learning is “using information, creatively and reflectively, in order to learn” (Bruce, 2008, p. viii). It is an approach to information literacy in which the focus is on learning disciplinary content while engaging with information, and the types of information employed are specific to the field of study that forms the context of the learning (Figure 1). Therefore, informed learning is the absorption of field-distinctive subject matter while concurrently using information successfully, in specific contexts such as academic, professional, or community, and reflecting on the whole process (Bruce, 2008, p. 4).

To achieve the reflection necessary to attain knowledge and wisdom, teachers need to guide students toward “developing an awareness of both information use and subject content” by emphasizing different perspectives that shape that subject (Maybee, Bruce, Lupton, & Rebmann, 2013, p. 204). In other words, course activities should lead students to describe different understandings of a topic, delineate how those differences are reflected through the information with which students engaged, and how using the information itself helped to form the meaning the students have created. This meta-awareness should be considered while attending to the ways that the students’ knowledge grows as they find materials, evaluate them, and choose perspectives to communicate to an audience.

Information is understood by Bruce (2008) as anything that informs. According to the *OED Online* (2017), “inform, v.” denotes the action of shaping the mind or character, instructing, teaching, training, giving directions for action, providing with knowledge, or imparting learning. That which is experienced as information differs by subject or field, for

example, printed words, oral speech, musical notation, video-recorded choreography, signs or symbols, carvings, photographed images or films, data, formulas, and internal experiences (such as thoughts, emotions, and paradigms). The formats of information valued by and used in disciplines vary widely; understanding the various shapes information takes is key for librarians liaising with instructors in different disciplines.

Figure 1 is a graphical outline of Bruce’s 2008 Informed Learning: using information is combined with learning disciplinary concepts and reflection to define an approach to information literacy.

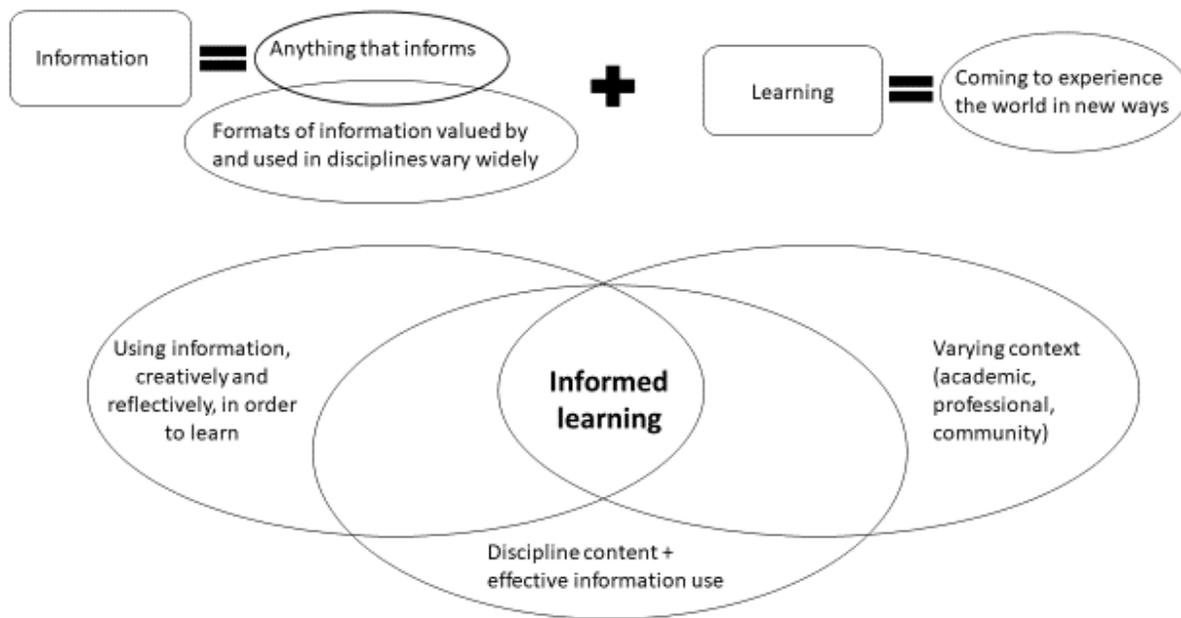


Fig. 1: Adapted from Bruce’s (2008) definitions of information, learning, and informed learning.

Bruce (2008) also defines information literacy as “experiencing different ways of using information to learn” (p. 5). Information practices are customs particular to each disciplinary field and information skills are methods employed by individuals (p. 6). For example, one

Relational Liaising

information practice for beginning music students is the Suzuki method of memorizing which finger is deployed on a violin string to create a note (Garner, 2008). The students listen to and watch the instructor play a few notes, then they replicate those notes. I interpret these as audio, visual, and kinesthetic information and information practices, and the students are experiencing the Suzuki introductory skills of playing music. Students experience a different kind of information when they learn to read music notation. They learn to associate the notation (one kind of information) with the pitch and length of sound (a second kind of information). When they play the notes as they read the notation, this is a different information practice. When they consistently play the notes accurately (i.e., they have gained skills) through the method of duplicating the teacher's playing or through reading notation (two different information practices), they are becoming informed learners in the field of music. When students then reflect on how they learned to play, how their ideas about music changed during the process, and how the way that they play affects an audience, they are on their way to becoming informed learners.

Informed learning goes far beyond the traditional behavioral skills concept of information literacy that has an emphasis on gathering and assessing information. In her 2008 book, *Informed Learning*, Christine Bruce delineated her approach to information literacy prior to the 2015 Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education (Framework)*. The *Framework* is influenced by both metaliteracy and threshold concepts models. Examples of *Framework* practices and dispositions for beginning music students might include: learning how musical authority changes according to genre and time period, the ethics of sampling and citing, economics within the recording industry, how to find sheet music or recordings, how to evaluate different editions or performances according to

the students' own distinctive style, and understanding the ways that diversity affects the music industry.

While the *Framework* provides the foundation for an integrated model for information literacy, informed learning transcends it. As Clarence Maybee (2018) points out in *IMPACT Learning*, the *Framework* defines information literacy as “learning information-related concepts” (p. 23), whereas informed learning is used to guide students to “practice using information to learn ... within a particular context” and “apply a critical lens ... to effect change” (p. 22). To achieve learning, learners need to employ “information for authentic, academic, disciplinary, professional, and personal purposes” (p. 23).

The previous Suzuki music example can be contextualized to performing other tasks (Bruce, 2008), like writing advertising copy, creating a photographic image, or producing a scientific article for a biology journal. Informed learning “draws on the different ways in which we use information in academic, professional, and community life” (p. 184). In academia, using information “is about the information and knowledge-construction practices that are relevant to discipline-centered curriculum” (p. 3). Librarians may articulate discipline-specific “information skills” (p. 6) or the “personal capabilities” (p. 184) that we hope students gain when we design learning objectives for a class session. Informed learning also recognizes that “discipline content and effective information use need to be learned together as interrelated phenomena” (p. 4).

Informed Learning and Communication Theory

Informed learning corresponds to ideas set out by Bakhtin (1981), a philosopher of language. Mikhail Mikhailovich Bakhtin challenged the idea of dialogue happening in a vacuum and examined context in all of its specifics: nurture via language, culture, generation, education, profession, and genre; nature via individual intention, word choice, and nonverbals, for example.

Relational Liaising

He promulgated multiplicity and metalanguage – which connects to the concept of metadata for information resources. The diversity of speakers renders it almost impossible to make generalizations about speech, but illustrates variety, as informed learning uses variation of learners' experiences to illuminate information literacy.

Informed learning is not only an approach to information literacy but also involves scholarly communication; the two concepts coexist at the nucleus of informed learning. One factor that connects information literacy and scholarly communication is evaluating the incongruence in dissemination (the disparity between scholarly publishing and open access) discussed by various authors in *Common Ground at the Nexus of Information Literacy and Scholarly Communication* (Davis-Kahl & Kaye-Hensley, 2013).

According to the American Library Association (2006), scholarly communication is the process of disseminating the knowledge gained as a result of research, in a formal, evaluated structure such as a publication. Communication and dissemination, whether scholarly or not, are integrated into information literacy (Figure 2). Dissemination can be part of deep learning but in the initial stages, communication may occur reflexively via conversations whether face-to-face or online. Moon (2004) calls this “memorized representation” of learning or a “reproduction of ideas” (p. 138). Bakhtin's (1996 [1986]) idea of dialogue posits that through conversation, students begin to make meaning as they reply to people who had responded to the rote knowledge that the students had initially relayed. Bakhtin's emphasis on dialogue, talking respectfully *with* people who are different, not *at* them, leads to the transformation that occurs when people understand something in a new way. Similarly, informed learning argues that it is people's experiences of diverse voices in the information itself that leads to the transformation. Taking both philosophies into account, Whitworth (2014) stresses that relationship and

transformation are vital to purposefully using information in his radical information literacy framework. As teachers, we need to create opportunities for conscious, intentional reflection on the learning process itself. It is this reflection that shapes the quality of the disseminated work, whether informal or scholarly.

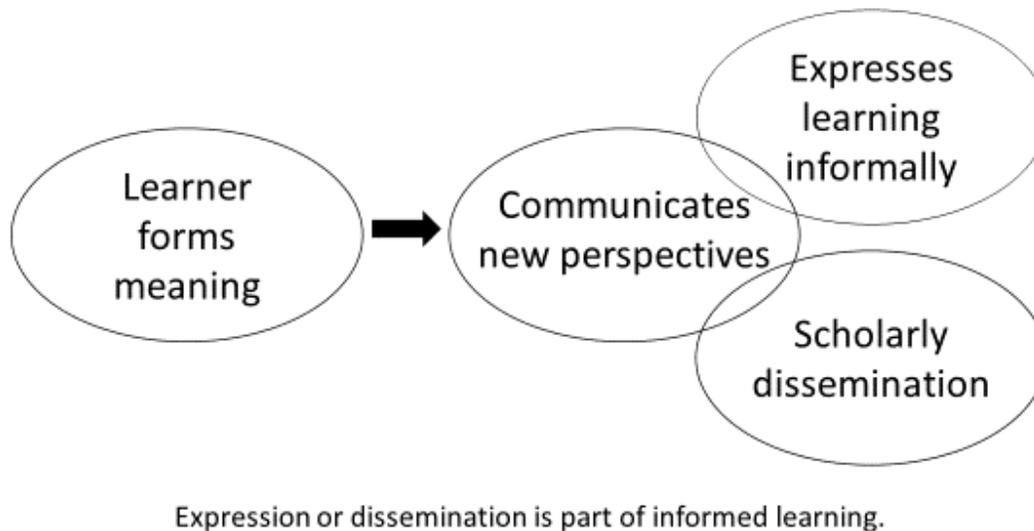


Fig. 2: Expression/dissemination.

Relational Liaising

Academic liaison librarians collaborate with instructors (whose primary responsibility is teaching regularly-scheduled courses) to connect university students with disciplinary scholarly products by way of collection development and teaching to foster reflective and deep engagement with information. Librarians bridge the gaps between instructors' teaching, students' learning, and the ways in which both groups conceive of the world of information.

To unify liaising and communication theory, I focus on relational leadership as described by Cunliffe and Eriksen (2011). Based on Bakhtin's work, epistemology (knowledge) and

Relational Liaising

ontology (understanding) are subjective, reflexive, and constructed: “an epistemology grounded in knowing-from-within interactive moments ... making sense, creating action and knowledge with others A relationally-responsive orientation brings into focus our reflexive relationship with our world” (p. 1433). Relationality is linked back to Bakhtin's stress on the importance of continual polyphonic dialogue (multi-voiced meaning-making) in leadership instead of monologue.

In their work as liaisons, librarians can employ a model of relational leadership (Cunliffe & Eriksen, 2011): a paradigm of collaboration requiring ethics, reflection, and dialogue. Relational leadership extends Bakhtin’s theories and consists of “creating open dialogue” (p. 1444) which surfaces tensions and builds on differences, “questioning, challenging, answering,” and that extends understanding. This requires leaders to be present to each moment, to live out integrity via respect, accountability, and reliability, and to be “able to explain decisions and actions to others and ourselves.” Librarians can be relational leaders, and in this model, liaising becomes curricular partnership, as Jaguszewski and Williams (2013) advocate in the Association of Research Libraries’ report on transforming liaison roles. Instead of a service model of librarianship, librarians should develop and advance the paradigm of collaboration to expand the relationship between instructors, student learning, and the world of information through interaction and dialogue. This idea of relational liaising may be accomplished through planning new programs of study, building content and activities for individual courses, creating rubrics, assessing learning, planning for dissemination, or other new initiatives concerning teaching and learning. Jaguszewski and Williams (2013) emphasize librarians’ knowledge of higher education pedagogy and encourage librarians to advise other faculty “on effective teaching methods and assignments” (p. 7). Library faculty are particularly qualified to practice equally as experts in our

own field and as interdisciplinary interpreters because we teach information literacy embedded within other disciplines. We almost never teach alone in the classroom but rather collaboratively with our liaison faculty.

Integrating Information Literacy in the Communications Classroom

Traditional Approaches in Library Instruction

Traditionally, communication studies students' information literacy has been achieved through activities and exercises that emphasize information gathering and the evaluation of source credibility. Often, university and college librarians are asked to participate in facilitating students' information literacy training in the communication classroom. Sjoberg and Ahlfeldt (2010) call for librarian instruction as the foundation for helping students in an introductory speech course engage in the elements of the research process by "...developing search terms and a search strategy; determining periodical types; locating a variety of source types (e.g. books, articles, and websites); understanding the difference between library databases that are delivered over the internet and searching for websites via a search engine; and evaluating sources" (p. 132).

Library instruction is especially important for students in introductory courses because the breadth and depth of material available online requires students to quickly achieve a level of proficiency in learning how to both collect scholarly information, and to recognize the credibility of web materials (Griffin & Cohen, 2012; Lauricella, 2009; Meyer et al., 2008). Moreover, informed learning scholarship calls for "scholarly discourse that considers effective use of information for learning, rather than focusing predominantly on the acquisition of information skills" (Bruce & Hughes, 2010, p. A3).

Relational Liaising

The rapid growth of information and media over the past twenty years has required practical attention to the way information is defined, accessed, used, and processed by students and teachers both in and outside of the classroom. In particular, the study of communication has had a robust debate over how to describe contemporary knowledge in light of new technologies such as blogs, smartphones, and social media. This has made it essential to identify best practices for encouraging an information-rich, media-literate society (Livingstone, 2004).

Curricular Approaches

Informed learning calls for engagement of students and faculty beyond the search for scholarly information via libraries. However, when Communication instructors begin to talk about *curriculum*, they often consider librarians to be outside of the discussion. Bury's 2011 article cites numerous studies that suggest reasons for this practice of exclusion. For example, not seeing librarians as teachers, seeing teaching as a solo venture, or simply not understanding that undergraduates do not know how to do secondary research. However, Rae and Hunn's 2015 literature review on ideal collaboration stands in direct contrast to Bury's findings: librarian-faculty partnerships which result in course- or curriculum-embedded instruction for information literacy increase student learning, especially if specific to an assignment. Purdue librarians Flierl, Maybee, Riehle, and Johnson (2017) "found success in building a common conversation between librarians and teachers by starting dialogue in the disciplinary language of the teacher and focusing on particular aspects of student learning" (p. 124). Next, a look at the local situation.

Relational Liaising at Grand Valley State University

This section depicts specific illustrations of course design and redesign, library subject guides, rubrics, and scholarly communication. These illustrations highlight opportunities for a

cross-disciplinary collaboration model to advance student learning and scholarly or professional communication.

Since the 1960's, the School of Communications has focused on experiential learning, in which students learn by doing. Farrell and Badke (2015) argue, "If librarians are to contribute to helping students successfully transition from the academy into workplace communities of practice, we must position ourselves to give students authentic learning experiences that allow them to become members of the communities of practice they encounter within the academy" (p. 334). To do that, librarian-created learning objects, guides, and activities must reflect the curriculum into which they are set and build bridges to the learners, as seen in Figure 5.

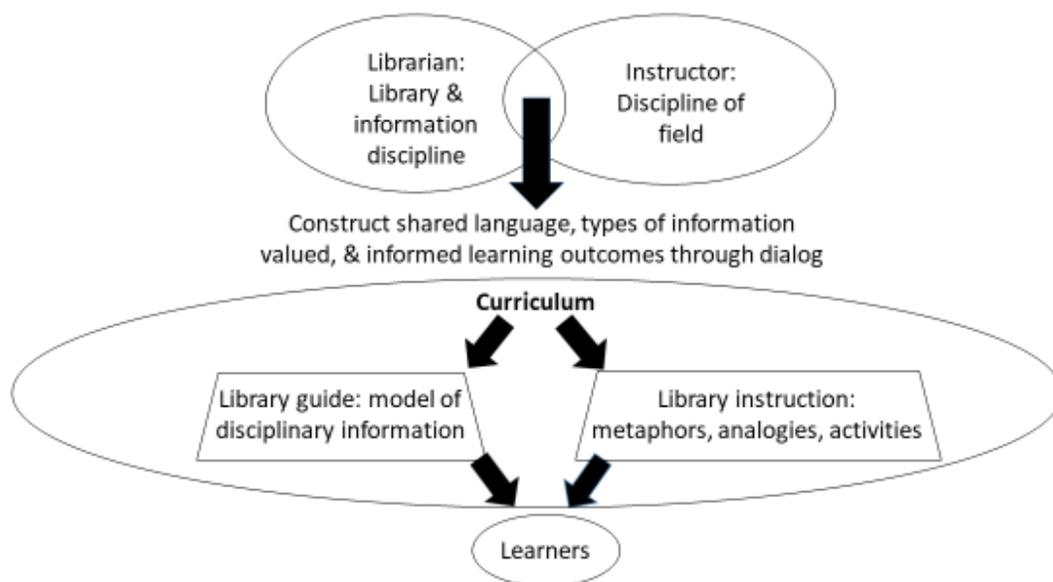


Fig. 3: Cross-disciplinary model of building informed learning content (relational liaising).

Case Studies

Relational Liaising to Integrate Informed Learning into Curricula

Cunliffe and Eriksen (2011) define the principle of relational leadership arising spontaneously between co-learners holding shared values and goals. As a case in point,

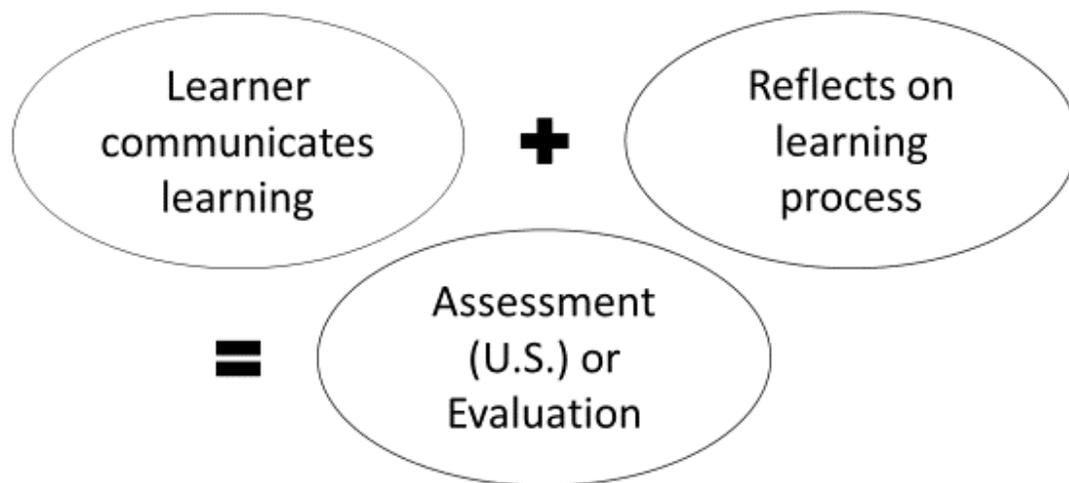
Relational Liaising

Communication Studies professor Danielle Leek and I began working together in 2011 to create a new rubric for the senior thesis course for undergraduate students in the Communication Studies (COM) major program. The rubric would allow faculty in the major to assess information literacy skills through the students' research efforts during the course, and in their final thesis papers.

I assembled sample rubrics and worked with Dr. Leek to consider how they could best be interpreted for the specific needs of the major. Early in the semester, she invited me to use a class period to highlight the unique needs of and expectations for scholarly investigation in an undergraduate thesis. I demonstrated examples of search strategies based on each student's thesis topic and created a handout that described concepts as a reference for students to use throughout the semester. The new rubric was also used by students as they revised their papers. Dr. Leek and I embraced the experience of simultaneity emphasized by informed learning, in that students were not only taught how to seek, but to recognize learning while seeking, and being able to apply that knowledge again. During the semester, students were asked to employ informed learning practices, and were also called on at the end of the thesis project to reflect on their learning experience.

Dr. Leek reported anecdotally that after we initiated this approach, students in the course were better prepared, more enthusiastic, learned more, and produced better quality writing. In Foundations of Communication Research, Dr. Leek instituted a practical exam in which students were given a research question and had to carry out searching for information, evaluating it, citing and annotating. They also had to describe each step orally to the professor, reflecting on why they made the decisions they did. This exam gave Dr. Leek far more information about the students' learning than any other type of testing had. Often in the U.S., assessment of student

learning is the larger concept that goes beyond individual students' grades, and is referred to as evaluation in other countries. A vital element of assessment/evaluation is the reflection by learners on the overall process, as in Figure 4. When institutions wish to assess the success of a program, they may evaluate both students' communication about their learning and also their reflections about the process.



Program assessment of student learning (U.S.) or evaluation requires reflection.

Fig. 4: Assessment/evaluation.

I have been involved with Advertising and Public Relations' semester-long course called "Research Strategies" since 2002, taking on a formal role of a liaison in 2006. The revolution in communication technologies has required librarians and instructors to reconsider how to incorporate new media into advertising and public relations. Following consultations with library colleagues, the two instructors of the course and I modified the specific resource assignment to better allow the students to understand the purpose of the assignment. The modifications to the

Relational Liaising

assignment allowed students to focus on new resources, what provisions they offer, and how they do so for the students' use beyond the scope of the course.

I have also enacted Bakhtin's concept of relationality in my collaborative projects with Professor Veenstra, a professor of Photography. Over time, our relationship deepened through shifting and polyphonic exchanges as we shared ideas about student-centered learning and how to revise course activities to support learners in her photography courses.

In order to guide the students into a Bakhtinian reflective relationship with the world, it is necessary to help them re-integrate their interests outside of school with their current learning. Part of this involves validating students as whole people with curiosities and fascinations. Another part comprises helping them experience relational meaning making with their peers through conversation and interpretation.

Both Professor Veenstra and I are interested in *students' inspiration, the quality of their thinking and their research journey* (Ranger & Veenstra, 2014). When finishing their university phase of learning, students enroll in the photography capstone and complete a Senior Thesis/Project. In this course, students meet each week as a seminar group under the direction of Veenstra and separately with their faculty advisor. As the seminar lecturer, Veenstra teaches exhibition practice; each advisor oversees his/her students' exhibit. The faculty as a whole meets several times during the semester to review the students' work; not all students will necessarily be permitted to exhibit in the gallery. To foster increasingly complex psychosocial and cognitive development in the course, students write a personal history/photographic biography, or a genealogy of photographers and movements which have influenced them, followed by a paper in which they envision/imagine/dream where they would like to be and what they would like to see written about their photographic work in ten years. The third paper is to be on contemporary

trends, situating their thesis work within current trends in visual communication, the larger cultural matrix, and photography.

For a course earlier in the program, students demonstrated their learning by applying concepts to practical projects, especially by working with a client, which fostered integrating and synthesizing the knowledge they had gained from their previous projects. The students also exhibited changed social perspectives while applying techniques and knowledge learned earlier in the semester, for example, via color and symbols in images for one product. The students exhibited relational leadership (Cunliffe & Eriksen, 2011): to counter contemporary methods of photographing women in swimsuits, they used models with different body types, employed different poses, and interviewed the models until their mood transformed to one different from the advertising norm. They recognized their “responsibility to act and relate in ethical ways” (p. 1440).

Arriving at awareness is a process. Following library instruction in the capstone, students learned to write better artist statements, congruent with the theme they chose for the class, helped viewers understand images in context of the creator, and made more cohesive exhibitions. Leek and Ranger (2013) suggested that an informed learning reflection, such as Beck (2012) also described, should be incorporated as a significant part of the student thesis/project.

Reorganizing Library Resources to Support Informed Learning

Johannessen (2017) asserts that, “information literacy is situated and not to be understood in the same way in different settings. The consequence this has for teaching is that each university subject must be offered library instruction suited to their academic context” (p. 91). Relational liaising also works outside of curricular and lesson planning processes. It may be a factor when creating or modifying asynchronous tools such as library subject guides.

Relational Liaising

I consider library subject guides to be a communication strategy formed of subject content and informed by the process of learning with information, all within a disciplinary context (Ranger, 2016). Grand Valley State University Libraries use "Libguides," a specific platform of templates from Springshare. Many library guides make use of a competency-based approach to frame the ways of finding different types of information within a specific field. They focus on navigating library tools and accessing information, with links to using information ethically (citing, avoiding plagiarism) and evaluating. However, library guides may also be reframed to reflect subject content within a field, thus serving as bridges between students and faculty, assisting faculty efforts to bring novice scholars into communities of disciplinary communication. Guides may assist students who are learning with information (whatever the format) while learning about the types of information valued and created, the organization of and access to it. In short, library guides should mirror the information practices within a discipline or profession.

While research has been conducted on user-centered design of library guides (Castro-Gessner, Wilcox, & Chandler, 2013; Gessner, Chandler, & Wilcox, 2015; Ouellelte, 2011; Pittsley & Memmott, 2012; Yelinek, Neyer, Bressler, Coffta, & Magolis, 2010), there has been little literature correlating library guides to student learning. Although there is a profusion of guides arranged by typical librarian-designated formats of information, there are few that use disciplinary ways of describing and organizing information.

As Christine Bruce (2008) has said, "informed learning considers information use and professional information practices at the same time as the content." It "supports innovation and evidence-based practice. It fosters intuition and understanding" (p. 7) by way of fostering reflection. My role as a librarian has been not only to encourage informed learning for students,

but at the same time, to stimulate the faculty to reconsider ways of teaching that highlight reflection and lead them to become informed scholars themselves. Data, information, and knowledge are interrelated and it is not necessary “to represent them as part of a hierarchy.” They occur as written objects, audio recordings, visual products, part of what we experience physically, perceptions or feelings (p. 101). These ways of knowing become vital to structure the teaching of informed learning in university libraries and library subject guides along the same lines as the discipline, if possible using a similar content organization in place of format or type of resource and aligning terminology between the departmental and library faculty. I revised the library subject guide for music accordingly using the media and formats such as scores, audio recordings, and article databases. However, in the GVSU photography paradigm, the content drives the information. [Photography’s departmental website](#) discusses themes of history, analysis, critical interpretation, aesthetic theory, creative production of meaning and how to apply it or communicate it in visual rhetoric. In order to facilitate student informed learning, I modified the former [photography library subject guide](#) from source type or format tabs to content tabs which incorporate language from the departmental website, such as critical interpretation (which includes philosophy), biography, current trends, history, images, and visual communication (which includes aesthetics, composition, rhetoric, and artistic and creative expression), as seen in Figure 8. I also incorporated images for many of the sources. For primarily visual learners, the revised guide provides a better structure from which to learn for both students and professors. As the new organization of the guide is aligned with the focus of the major, it may better support learners in developing the language of their profession and aiding in their understanding and integration of the resources, thus making the guide itself more relevant to synthesis and communication of new knowledge.

Relational Liaising

Schoenberger-Orgad & Spiller (2014) report that the literature about contemporary advertising and public relations skills conveys a large intersection with library and information expertise. For example, search engine optimization (SEO) includes keyword development and application (Moody & Bates, 2013) along with evaluating website usability and user satisfaction (UX) (Muhtaseb, Lakiotaki, & Matsatsinis, 2012). Digital asset management (DAM) includes identification, description, and organization of assets, or cataloging/metadata management (McKee, 2006). Advertising and public relations curricula and pedagogy are being revised globally (Hachtmann, 2014; The Accrediting Council on Education in Journalism and Mass Communications, 2013). These intersections support my conviction that arranging library guides by using disciplinary terminology and information categories will be more functional, and therefore result in their more effective use by both students and faculty in the units at Grand Valley State University. Library guides may also contribute to student and faculty engagement with information and library tools. Therefore, I created new library subject guides for advertising and public relations (see Figure 8) along with specific course guides for Research Strategies and Fundamentals of Public Relations. I built in practice and assessment activities for learning objectives on the Evaluating and Articles/Databases tabs and reflection via a Post survey that asks students to write about their experiences of using information while learning. Subjects and keyword tags are part of the metadata, specific course guides are grouped under the major discipline, and we reuse the guides each semester. Thus, these particular guides serve as learning objects. I organized the new guides according to the discipline as practiced at Grand Valley State University and Bruce's (2008) *Informed Learning* examples (pp. 90-104).

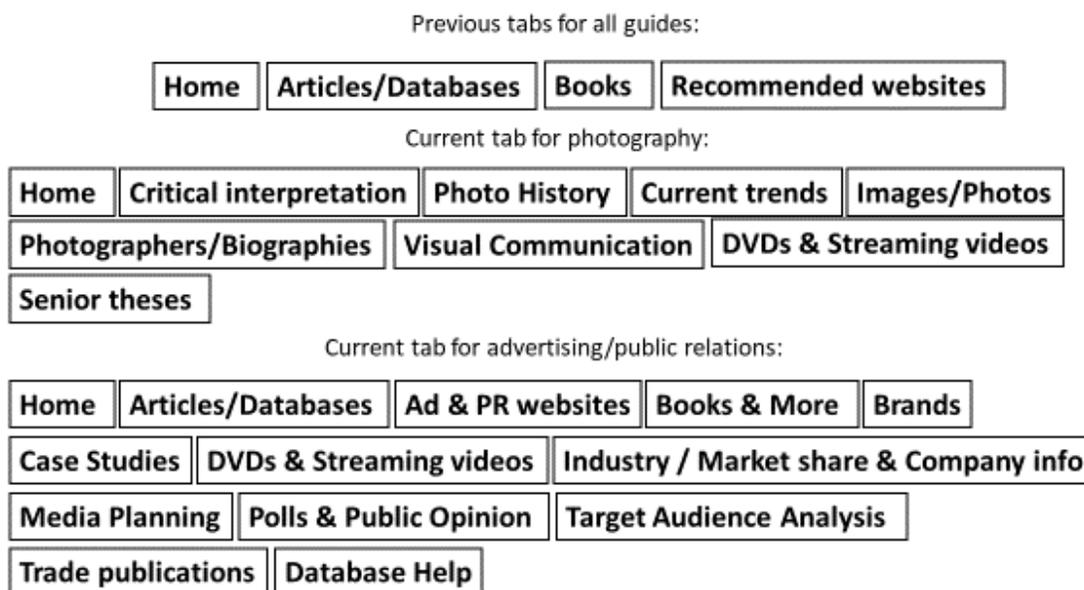


Fig. 5: Previous and new library subject guides restructured to reflect disciplinary concepts.

Conclusion

Bakhtin’s philosophy of communication is integral to relational liaising as a means to support informed learning within various disciplines. My collaboration with faculty has included face-to-face collaboration, scholarly communication, course design, and library subject guides. Being responsible for our integrity in liaison relationships means that we practice being present to others, aware and respectful of different thinking, and conscious of how we are using information to learn and to teach. Each conversation is a unique reflection of the people taking part, so to be effective, relational liaisons must focus on process, disciplinary viewpoints, and sharing power and information. Above all, librarians are always trying to facilitate better learning by bridging the gap between teachers, students, and information resources.

References

- Accrediting Council on Education in Journalism and Mass Communications. (2013). *ACEJMC Accrediting Standards*. Retrieved from <http://www2.ku.edu/~acejmc/PROGRAM/Current%209%20Standards.pdf>
- American Library Association. (2006). Principles and strategies for the reform of scholarly communication 1. Retrieved from <http://www.ala.org/acrl/publications/whitepapers/principlesstrategies>
- Bakhtin, M. M. (1996 [1986]) *Speech genres and other late essays*. (V. W. McGee, Trans.). Austin: University of Texas Press.
- Bakhtin, M. M., & Holquist, M. (Ed.). (1981). *The dialogic imagination: four essays*. (C. Emerson & M. Holquist, Trans.). Austin: University of Texas Press.
- Bruce, C. (2008). *Informed learning*. Chicago, IL: Association of College and Research Libraries.
- Bruce, C., & Hughes, H. (2010). Informed learning: A pedagogical construct attending simultaneously to information use and learning. *Library & information science research* 32, A2–A8.
- Bury, S. (2011). Faculty attitudes, perceptions and experiences of information literacy: A study across multiple disciplines at York University, Canada. *Journal of information literacy* 5(1), 45–64.
- Castro-Gessner, G., Wilcox, W., & Chandler, A. (2013). Hidden patterns of LibGuides usage: Another facet of usability. In Mueller, D. M. (Ed.). *Imagine, innovate, inspire: Proceedings of the ACRL 2013 conference* (pp. 253–261). Chicago: Association of College and Research Libraries. Retrieved from

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/CastroChandlerWilcox_Hidden.pdf

- Davis-Kahl, S., & Kaye-Hensley, M. (Eds.). (2013). *Common ground at the nexus of information literacy and scholarly communication*. Chicago, IL: Association of College and Research Libraries.
- Cunliffe, A. L., & Eriksen, M. (2011). Relational leadership. *Human Relations* 64(11), 1425–1449. doi:10.1177/0018726711418388
- Farrell, R., & Badke, W. (2015). Situating information literacy in the disciplines: A practical and systematic approach for academic librarians. *Reference services review* 43(2), 319–340. doi:10.1108/RSR-11-2014-0052
- Flierl, M., Maybee, C., Riehle, C.F., & Johnson, N. (2017). IMPACT lessons: Strategically embedding media and information literacy through teacher development in Higher Education. In S. Ingvaldsen & D. Oberg (Eds.), *Media and information literacy in Higher Education: Educating the educators* (pp. 119–133). Cambridge: Chandos Publishing.
- Garner, A. M. (2008). Lectern: Music for the very young - how to use the Suzuki method in the preschool classroom. *Teaching Music*, 16(2), 28–31.
- Gessner, G. C., Chandler, A., & Wilcox, W. S. (2015). Are you reaching your audience?: The intersection between LibGuide authors and LibGuide users. *Reference services review* 43(3), 491–508.
- Griffin, T., & Cohen, D. (2012). Critical reading of the web. *Communication teacher* 26(1), 5–9.
- Hachtmann, F. (2014). International advertising education: Curriculum and pedagogy. *Faculty publications, College of Journalism & Mass Communications*. Paper 82. Retrieved from <http://digitalcommons.unl.edu/journalismfacpub/82>

Relational Liaising

inform, v. (2017, June). In *OED online*. Retrieved October 3, 2017 from

<http://www.oed.com.ezproxy.gvsu.edu/viewdictionaryentry/Entry/95559>

Jaguszewski, J. M., & Williams, K. (2013). New roles for new times: Transforming liaison roles in research libraries. Association of Research Libraries. Retrieved from

<http://www.arl.org/storage/documents/publications/NRNT-Liaison-Roles-final.pdf>

Johannessen, H. (2017). Teaching source criticism to students in Higher Education: A practical approach. In S. Ingvaldsen & D. Oberg (Eds.), *Media and information literacy in Higher Education: Educating the educators* (pp. 89–105). Cambridge: Chandos Publishing.

Lauricella, S. (2009). Is this for real?: Web literacy for the web-savvy. *Communication Teacher* 23(4), 137–141.

Leek, D. W., & Ranger, K. L. (2013, November). *Informed learning in Communication Studies*. Paper presented at the 99th Annual Convention of the [Redacted] Association, Washington, D.C.

Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *Communication review* 7(1), 3–14.

Maybee, C. (2018). *IMPACT learning: Librarians at the forefront of change in Higher Education*. Cambridge: Chandos Publishing.

Maybee, C., Bruce, C. S., Lupton, M., & Rebmann, K. (2013). Learning to use information: Informed learning in the undergraduate classroom. *Library & information science research* 35(3), 200–206. Retrieved from <http://eprints.qut.edu.au/60579/>

McKee, C. (2006). The DAM marketing communication creation process: A new way of working. *Journal of digital asset management* 2(2), 80–84.

- Meyer, K. R., Hunt, S. K., Hopper, K. M., Thakkar, K. V., Tsoubakopoulos, V., & Van Hoose, K. J. (2008). Assessing information literacy instruction in the basic communication course. *Communication teacher* 22(1), 22–34.
- Moody, M., & Bates, E. (2013). PR students' perceptions and readiness for using search engine optimization. *Journalism & mass communication educator* 68(2), 166–180.
doi:10.1177/1077695813478182
- Moon, J. A. (2005). *Reflection in Learning and Professional Development: Theory and Practice*. Florence: Taylor and Francis.
- Muhtaseb, R., Lakiotaki, K., & Matsatsinis, N. (2012). Applying a Multicriteria Satisfaction Analysis approach based on user preferences to rank usability attributes in e-tourism websites. *Journal of theoretical and applied electronic commerce research* 7(3), 28–48.
- Ouellelte, D. (2011). Subject guides in academic libraries: A user-centred study of uses and perceptions. *Canadian journal of information & library sciences* 35(4), 436–451.
- Pittsley, K. A., & Memmott, S. (2012). Improving independent student navigation of complex educational web sites: An analysis of two navigation design changes in LibGuides. *Information technology and libraries* 31(3), 52–64. doi:10.6017/ital.v31i3.1880
- Rae, S., & Hunn, M. (2015). Assessing the impact of embedding online academic and information literacy resources into a first year business course. *Evidence based library and information practice* 10(4), 95–112. Retrieved from
<http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/25374/19286>
- Ranger, K. L. (2016, October). Informed learning, information literacy, and scholarly communication: Library pedagogy as a bridge to the disciplines. Paper presented at the Georgia International Conference on Information Literacy, Savanna, GA.

Relational Liaising

- Ranger, K. L., & Veenstra, V. (2014, October). Student-centered learning: Transforming perspectives through visual communication. Paper presented at the Lilly Conference on College and University Teaching and Learning, Traverse City, MI.
- Schoenberger-Orgad, M., & Spiller, D. (2014). Critical thinkers and capable practitioners preparing Public Relations students for the 21st century. *Journal of communication management* 18(3), 210–221. doi:10.1108/JCOM-11-2012-0085
- Sjoberg, L. M., & Ahlfeldt, S. L. (2010). Bridging the gap: Integrating information literacy into communication courses. *Communication teacher* 24(3), 131–135.
- Whitworth, A. (2014). *Radical information literacy: Reclaiming the political heart of the IL movement*. Oxford, UK: Chandos Publishing.
- Yelinek, K., Neyer, L., Bressler, D., Coffta, M., & Magolis, D. (2010). Using LibGuides for an information literacy tutorial. *College & research libraries news* 71(7), 352–355.