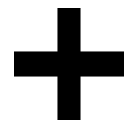# Research refresh

From the sparks of creative practice to a future vision for IL?

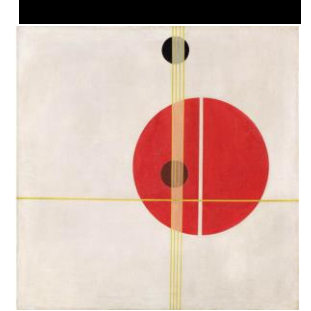*Rosie Enys, Academic Liaison Librarian at Falmouth Exeter Plus*

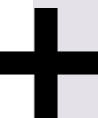# Context

– Academic Liaison Librarian working for FXPlus (HE service provider for Falmouth University and the University of Exeter)

– Reflecting here on my role supporting creative practice students at Falmouth University

– Useful comparative context, working with STEM subjects for University of Exeter

– Research: using the term here to refer to information literacy, but pushing at established boundaries

Introduction

Student reticence on the role of the library
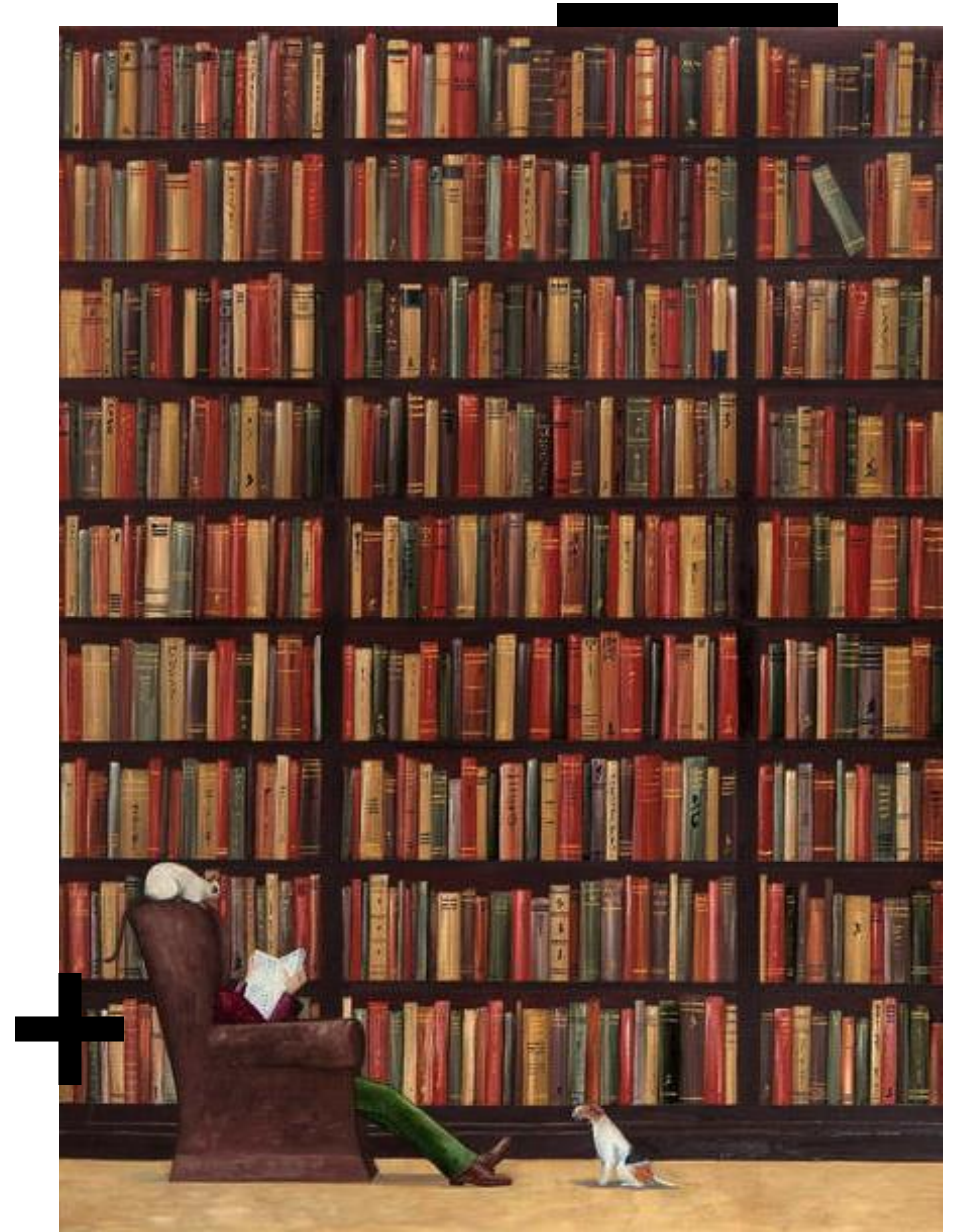
Student reticence on the role of the library…

- Overlook library when immersed in practice

- Don't always recognise they're already researching

- Don't necessarily see the relevancy of the library to their practice
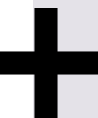
Perceptions

Connotations with written assignments

The Human Condition II; La Condition Humaine II, 1935 (oil on canvas), Magritte, Rene (1898-1967) / Private Collection / Photo © Christie's Images / Bridgeman Images

Connotation with written assignments...

- Library associated with theory-based modules and written assignments

- Library sessions often delivered for these modules

- IL teaching fits better with theoretical content and essay-based structures

Experiences

Practice and research

Practice and research

– Organic creation vs processes and systems (Cowan, 2004)

– Undefined stimulus – a spark

– Unanticipated experience – the beginning of research

– Initiates emotional or embodied response

– Poiesis: process of emergence, function of imagination

"information-seeking is a creative process that begins and ends outside of the walls of any library"
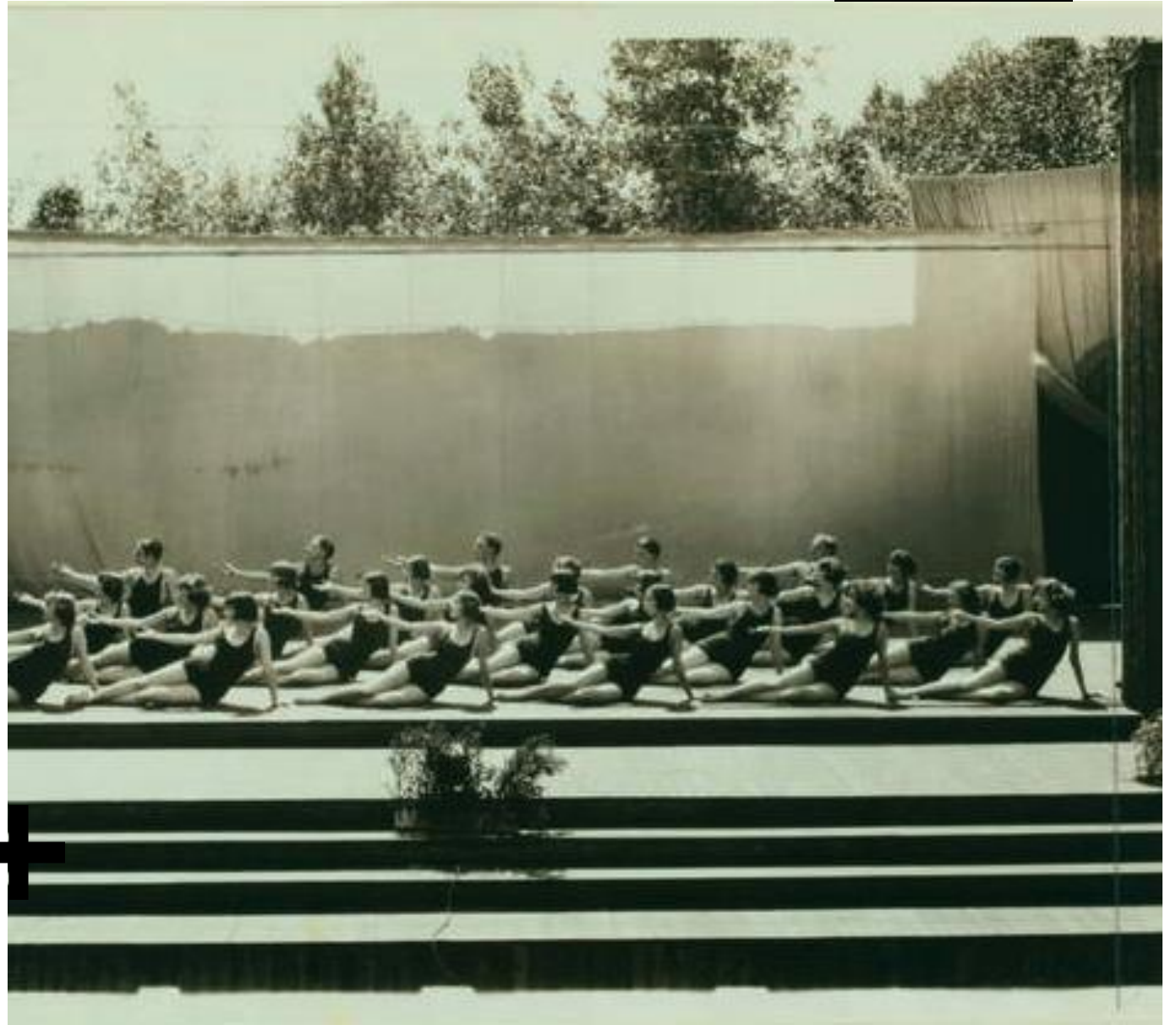
(Cowan, 2004)
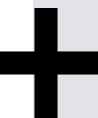
Spaces

Physical and metaphorical

Physical and metaphorical spaces…
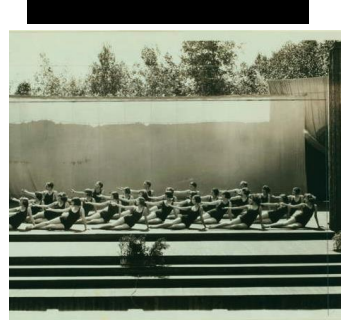
– Library vs studio space

– Exploring uncertainty, taking risks

– Evolving view of library space

– Liminal space

"Libraries, traditionally focussed on the products of scholarship, are now prompted to understand and support the processes of scholarship"

(Williams, K. 2009)

Dissonance

IL frameworks and reality of experience
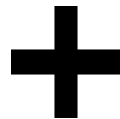
Springtime and Dissonance, 1979-80 (aquatint and etching), Motherwell, Robert (1915-1991) / Fred Jones Jr. Museum of Art, University of Oklahoma, USA / © Fred Jones Jr. Museum of Art / Gift of J. Donald Walp / Bridgeman Images

IL frameworks and reality of experience…

– IL frameworks focus on intentional information-seeking

– Ineffable imagination

– G Ryle "knowing how and knowing that"

– Keywords and language

– "information creativity" (Dahlquist,M. 2023)

Serendipity and improvisation

"openness to uncertainty, an attunement to difference, and a certain aesthetic intelligence in order to feel, track and organize what emerges over time in relation to one's own experience and to others"

(Sajnani, N. 2012)
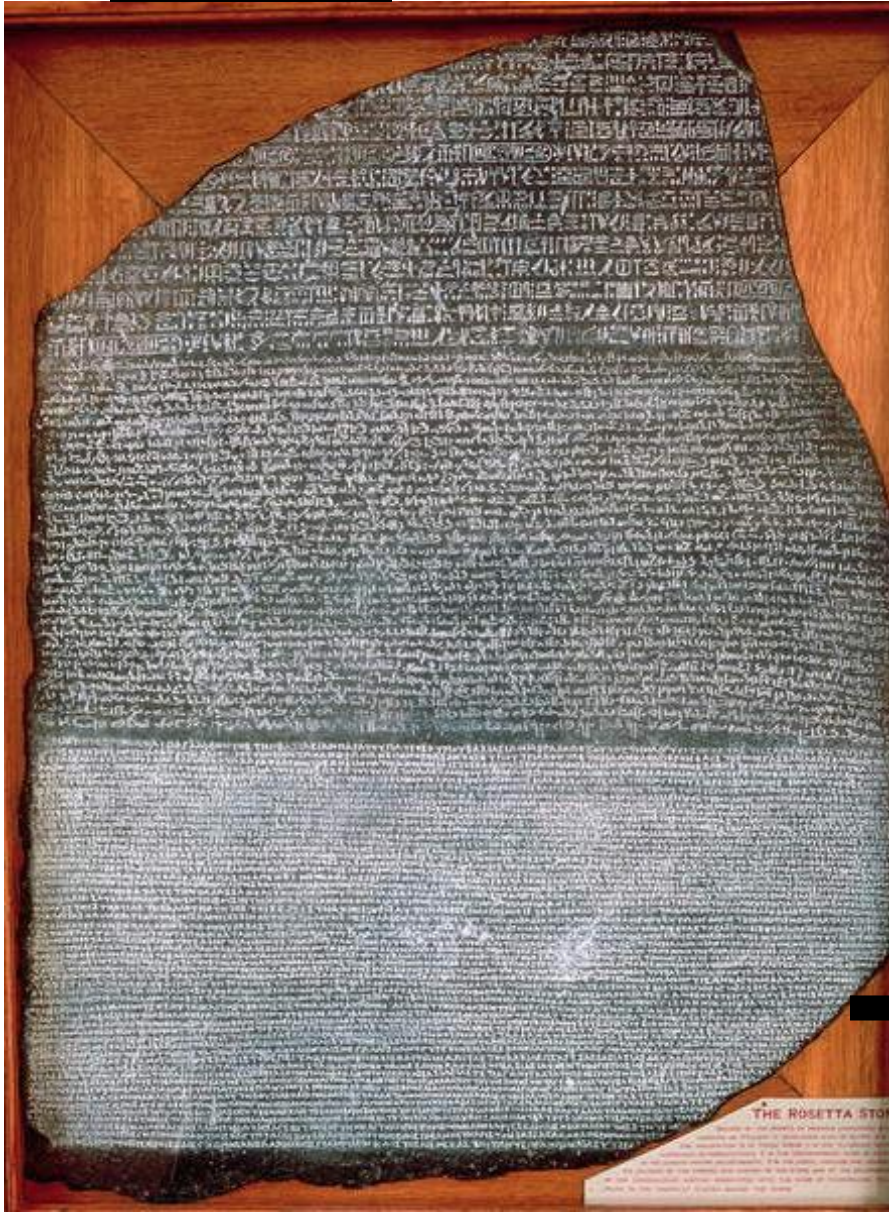
Translation

Our Bitesized session

The Rosetta Stone, from Fort St. Julien, El-Rashid (Rosetta) 196 BC (see also 138897), Egyptian Ptolemaic Period (332-30 BC) / British Museum, London, UK / Bridgeman Images

Our Bitesized session

– Shared experiences

– Research for Creative Practice

– Bitesized programme – open to all

– Sharing experiences and strategies

Session elements:

– Spark

– Lenses

– Serendipity

– Journalling
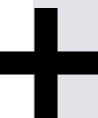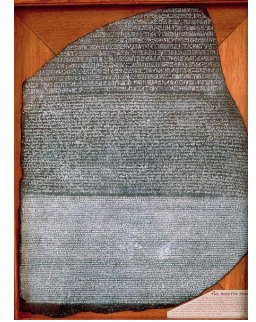
Adaptations

Reframing IL skills

Reframing IL skills...

– Bridge between IL skills and where students are

– Extend time in liminal space

– Accommodate a wider view of research

– Keywords ~ lenses

– Intention ~ serendipity

– Emphasise improvisation

– Critical thinking ~ curiosity

Reflections

Cogitating on it all

Cogitating on it all…
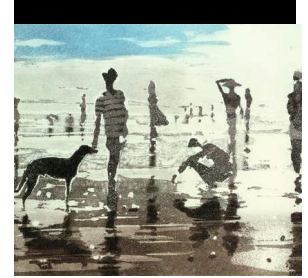
– Student information behaviour, contributions and feedback

– Our experiences
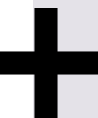
– Reflections on research experience of other disciplines

– Revisit *Thinking, Fast and Slow* by D Kahneman, 2011

– OA/ OR, decolonisation, grey literature, AI

– Harness IL skills to support research for creative practitioners

– Harness research experience of creative practitioners to enhance IL skills?

Research refresh?

Does this offer a useful way of thinking about IL now?

Dahlquist's table: IL vs Information Creativity

TABLE 1
Information Literacy vs. Iinformation Creativity

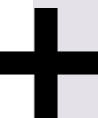| Information Literacy	Information Creativity
Dispositions/Values	**Dispositions/Values**
Authority as constructed and contextual	"What if?" experiment as resistance
Literacy; understanding symbols	Experience; sensation
Thresholds and understandings	Immediacy and skills
Information as data/content	Information as things/form; visualization
Scholarship as conversation	Spontaneity and expression
Arguments	Stories
Persuading an audience	Personal growth
Information has value	Reappropriation
Searching as strategic exploration	Serendipity through observation
Information creation as process	Information exploration
Knowledge Practices	**Knowledge Practices**
Locating information	(Re)presenting information
Identifying authority	Deauthorizing; speculative doubt
Breaking complex questions into simple ones	Hypothesizing and envisioning new connections
Demonstrating intellectual humility	Considering one's own experience and perspective
Evaluating authority	Making; *poesis*

"...the table's conceptual distinctions between literacy and creativity frameworks for library instruction are differences in emphasis rather than contradictions, such that each approach supports and enhances the other."
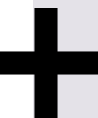Dahlquist, 2023.

Does this offer a useful way of thinking about IL now?

– 'Sparks' & imagination

– Ineffability & liminality

– Serendipity & awareness

– Motivation & risk-taking

– Curiosity & improvisation

– Interdisciplinarity & employability

Imagination, serendipity, improvisation, curiosity.

"where your imagination is the only limit"

Midjourney

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