Current Directions in Music Information Literacy

A New Companion to the *Framework for Information Literacy for Higher Education*

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International Information Literacy

Organizations: ALA/ACRL, CAUL/ANZIL, IFLA, SCONUL, UNESCO

Recommendations from "International standards for information literacy: the inspiration for national practices" (Sanches, Antunes, & Lopes; *LIBER Quarterly*, 2022)

- Librarians working in partnership
  - Respond to user needs
  - "Management of information systems"
  - "New forms of publishing and open access"
- Adapt to changes in education and society, including technology and communication

Sanches et al. envision that librarians should "[transform updated skills and current trends] into practical tips and recommendations appropriate to each national context"

Information Literacy Background & Timeline: Standards

Information Literacy Competency Standards for Higher Education, ACRL (2000)

- "A set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.' "
- Fostered a checklist approach
- Direct translation to assessment

MLA Instructional Objectives for Undergraduate Music Students, MLA (2005)

- Standards directly recast using discipline-specific language for music
- Retains categories, checklist approach
- Direct translation to assessment
- Can be used independently from the Standards

Information Literacy Background & Timeline: Framework

Framework for Information Literacy for Higher Education, ACRL (2016)

- "Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."
- Six interconnected Frames, with Knowledge Practices + Dispositions
- Responsive to local implementation of instruction and assessment

Music Companion to the Framework for Information Literacy, MLA (2024)

- "Music-centered description" for Frames + Knowledge Practices + Dispositions
- Sample Learning Outcomes for a variety of instruction settings and audiences
- Meant to be used in conjunction with the *Framework* document

Some definitions from the *Framework*

Threshold Concepts

"gateway or portal concepts within a discipline, profession, or knowledge domain"

Knowledge Practices

"demonstrations of ways in which learners can increase their understanding of these information literacy concepts"

Dispositions

affect, attitude, and value

Metaliteracies

"four learning domains: cognitive, behavioral, affective, and metacognitive"

Information Ecosystem

a metaphor commonly used to describe the interplay of information

Metacognition

"critical self-reflection or thinking about one's own thinking"

The *Music Companion to the Framework for Information Literacy*

An online publication of the Music Library Association

https://www.musiclibraryassoc.org/resource/resmgr/docs/music_companion_to_the_frame.pdf

Some parameters of the *Music Companion*

Who is the audience?

- Librarians of all types, in all roles
- Musicians: "anyone who studies, makes, or teaches music"
- Institutions of all types, including libraries, archives, schools, conservatories, music ensembles and organizations

What types of sources are included?

- *Musico-information*: "the increasingly complex spectrum of information musicians must navigate"
- Multimodal: written, spoken, audio, visual, embodied

Authority is Constructed and Contextual

Framework

- Authority is not a monolith
  - Ways of knowing
  - Source types
  - Formal and informal
- Requires skepticism and self-awareness

Music Companion

- Disciplinary and subdisciplinary orientation
- Authority of creative works and practitioners
- Explicitly expands range of formats

Articulate the markers of authority present in a freely available online recording, such as a YouTube clip, versus those present in a published sound recording, such as a CD with liner notes. Select the most authoritative recording for the need at hand.

Information Creation as a Process

Framework

- Information "convey[s] a message"
- Exists in context
- Dissemination is dynamic
- Creation process as evaluation tool

Music Companion

- *Musico-information*
- Music is a time-based art
- Different traditions, community values
- Audience as a mode of dissemination

Write job descriptions for personnel in a recording studio.

Information Has Value

Framework

- Copyright
- Citation
- Access & Cost
- "Commodification"

Music Companion

- Licensing, royalties
- Acknowledge creators
- Barriers to participation
- Social, cultural capitals
- People as sources
  - Oral tradition
  - Pedagogical lineages

Compile a list of musical works for a concert, recital, or playlist with the intention of valuing specific composers, cultures, and/or genres.

Research as Inquiry

Framework

- Research is iterative
  - Open-ended exploration and engagement with information
  - Synthesize ideas gathered from multiple sources
- "May focus on personal, professional, or societal needs"

Music Companion

- "Music research and creative practice require iterative inquiry and problem solving"
- Practice and rehearsal are methods of gathering information toward solving creative problems
- A variety of research methods may be necessary

Assemble an annotated list of repertory for their instrument written by composers from underrepresented backgrounds.

Scholarship as Conversation

Framework

- Knowledge creation over time
- "Varied perspectives and interpretations"
- Citation

Music Companion

- Creative work as scholarship
- Contexts, approaches
- Practice across subdisciplines
- Written and oral traditions
- Attention to the broad range of participatory communities in music

Credit collaborators and influences in program notes or introductory remarks for a performance or in liner notes for a recording.

Searching as Strategic Exploration

Framework

- Search is nonlinear and iterative
- Novice learners progress to experts by developing strategies and encountering more complex sources
- Identify sources and access
- Design and refine needs and search strategies based on search results

Music Companion

- Search is systematic and creative
- Complementary knowledge: format, language, notation style
- "Seek guidance from experts in relevant subdisciplines of music" study and practice
- Embodied knowledge in search

Locate different versions or editions of a source or performance to consider historical context, the scope and range of editorial choices, notational style, and performance techniques.

Slide adapted from Beckendorf et al., ""Introducing the Music Companion."

Forthcoming Resources about the *Music Companion*

A Thematic Analysis of Music Instructor Perceptions of Student Information Literacy

- Interviews with 26 music faculty from across the United States
- Findings:
  - Importance of "student dispositions…especially curiosity and intrinsic motivation…as critical features of an information-literate musician"
  - Instructors' definitions of information literacy vary widely
  - New information needs: career information literacy, diversification of repertory, expanding partnerships between librarians and instructors
- Possible research directions: comparative studies within music or between music and other disciplines, embodiment and information literacy, critical information literacy
- Grau Schmidt, Beckendorf, Pratesi, Wells and Bickley
- Article in *Notes* 81 (1): September 2024, published by the Music Library Association

Forthcoming Resources about the *Music Companion*

Music Information Literacy and the Framework: Contexts and Scenarios for the Generalist Librarian

- Translates the *Music Companion* for librarians without music specialization
- Recognizes the value of music information literacy beyond higher education
- Classroom Scenarios and Recommended Readings
- Wells, Grau Schmidt, Pratesi, Conor, Bickley, and Beckendorf
- Book chapter in *Teaching Information Literacy by Discipline: Using and Creating Adaptations of the Framework*, 2024, published by the Association of College and Research Libraries

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Thank you for attending today!