

# INFORMED LEARNING APPLICATIONS

Insights from Research  
and Practice

**Edited by** Kim L. Ranger

ADVANCES IN  
LIBRARIANSHIP

**VOLUME 46**

# INFORMED LEARNING APPLICATIONS

# ADVANCES IN LIBRARIANSHIP

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ADVANCES IN LIBRARIANSHIP VOLUME 46

# INFORMED LEARNING APPLICATIONS: INSIGHTS FROM RESEARCH AND PRACTICE

EDITED BY

**KIM L. RANGER**

*Grand Valley State University, USA*



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# PREFACE

The core idea underpinning informed learning is very simple. It is about peoples' experiences of using information to learn, and how, as educators, we might usher learners into as wide a range of those experiences as possible. Informed learning is about information literacy and information literacy education, considered from the phenomenographic position that learning is about coming to experience things in new and more powerful ways. Informed learning develops and explores the notion that using information to learn involves simultaneous attention to both information use and the content of learning in many contexts.

In this volume, Kim Ranger has brought together a wide range of applications of, and advances to, informed learning by colleagues around the world. The chapters represent learning at many levels, and in diverse cultures. Extensively described examples of curriculum, approaches to academic development, organizational strategies, new insights into people's experiences, and theoretical developments are included. Kim's own work, inspiring the idea of relational liaising is a special feature. Clearly, this is a volume that will serve as an inspiration well into the future.

As we continue to advance informed learning through organizational and developmental strategies, bringing informed learning into curriculum continues to be a cornerstone of our work. We need to continue to ask questions of curriculum, such as:

How can the relation between information use and content learning be strengthened?

Which information and learning experiences are represented (e.g., Seven faces) and how can a wider balance be achieved?

Which frames for informed learning have been adopted, and how can a wider balance be achieved?

Where can reflection on information use and learning be built into learning design?

How can emphasis on community and workplace contexts be built into the learning design?

How can relevant information user research inform the learning design?

As we journey in our informed learning work we need to keep in mind that being an informed learner is about being able to maximize the potential of the information environment available in any context. Being an informed learner enables not only productivity and capability, but also innovation and creativity. Informed learners are empowered to help others learn. When being informed, people are being energized, activated to become something new, and bring important changes to our world.



Information has the potential to be transformational. As future professionals and leaders, informed learners will be empowered to work to solve problems of poverty, hunger, homelessness, drug addiction, and injustice as well as to help people live and enjoy their lives. Their awareness of information and learning experiences will help them to have influence across social and cultural contexts, digital and physical information environments, as well as commercial and political spaces.

As we make informed learning possible, we need to do so wisely and with a view to the futures that our day-to-day focus may bring about. The contents of this book contain many examples of how that work is already happening.

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The questions for critiquing learning design and thoughts about informed learners toward the end of this preface are adapted from ideas developed during a visit to Hong Kong Polytechnic University Library in November 2016.

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