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Information Literacy in a Multilingual World

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What does the term “information literacy” mean to you? If you work within higher education, perhaps your eyes are glazing over as an image of a citation guide comes to mind. If you last entered a library when card catalogues were in existence, perhaps the question is bringing back long-repressed memories of the tedious hours you spent at the microfilm machine. Either way, it is unlikely that you are making the connection between information literacy and the shiny new, paperless workplaces of today. Yet, I posit that just like the library—and even, possibly, like language learning—information literacy has an image problem. Rather than focusing on the grammar of information use—teaching students the nuts and bolts of arcane citation rules or the mechanics of how to navigate the periodicals room—information literacy should be understood as a practice that helps to connect learners with the broader realities of today’s globalized information societies. In effect, though traditional, academic information literacy still predominates within higher education today, a number of librarians are starting to think more holistically about the role of information and the scope of information literacy education. As the knowledge economy continues to grow, it is clear that the workplace forms one particular area where information literacy is both essential yet underdeveloped within higher education.

In this chapter, I, as a librarian, seek to explore what information literacy looks like within the globalized, multilingual environments that language learners enter upon graduation and how we can scaffold these realities in the classroom. I start by introducing the concept of workplace information literacy as well as presenting an overview of the most current research and thinking on the topic. I then explore results from twelve semistructured interviews that I carried out with Spanish-speaking working professionals in Argentina, Chile, and the United States. Encompassing a variety of professions, these interviews were designed to

provide a snapshot of both bilingual and Spanish-language information practice in the workplace as well as to serve as teaching and learning resources for the classroom. I finish by examining some of the ways that workplace information is starting to be introduced in the classroom at the University of Colorado, Boulder. Throughout this chapter, I aim to situate the concept of workplace information literacy within the goals of world language learning in order to start a much broader conversation about the possibilities and the potential of workplace information literacy within the classroom.

Workplace Information Environments

Traditionally, information literacy has been treated as a purely academic process. Arising in the 1970s, the concept of information literacy was originally conceived as a way to teach students how to navigate the physical library as well as how to introduce students to the mechanics of research. Inspired by the work of Skinner (1953), who understood learning to center on a change in external behavior, information literacy was seen as a functional, transferable skill or a set of fixed steps that needed to be followed when engaged in library research (Eisenberg and Berkowitz 1990). Even the rise of online information, and the move to house books in off-site facilities, did little to change the idea that information literacy was both strategic and generic, ideas that were later enshrined in a number of national standards (e.g., the *Information Literacy Competency Standards for Higher Education*; ACRL 2000). Yet, as information started to play an ever more important role within modern society, a number of librarians started to question this narrow conception of information literacy. Reflecting the shift from a behaviorist to a constructivist understanding of learning, librarians began to reconceptualize information literacy as a learning process (Limberg and Alexandersson 2010) or as a habit of mind (Addison and Meyers 2013) that is achieved through the creation of mental models (Talja, Tuominen, and Savolainen 2005, 83). Accordingly, instead of focusing on behaviors that could be judged by national standards, information literacy began to be framed as the development of an awareness of one's own process of using information to learn (Bruce 2008). The focus on reflection and process took a holistic approach to learning and emphasized the affective nature of research and inquiry (Kuhlthau 2004). These ideas have had an enormous influence in the field; yet, in focusing on individual experience, information literacy was still positioned as decontextualized and generic (Sundin 2008, 24). It would not be until social constructivist theorists came along that information literacy would start to move beyond its academic antecedents to engage with the idea that information literacy is both situated and social, aris-

ing out of a community's understanding of competent practice (Talja and Lloyd 2010, xii). In other words, seen through a social constructivist lens, information literacy is contextual and dynamic rather than static and linear, emerging from and specific to a setting. These understandings served to both broaden the scope of research and practice and to open the door to workplace information literacy.

Workplace information literacy arose in the late 1990s from the recognition that information environments were getting ever more complicated (Bruce 1999). Originally conceived as a process that professionals "go through to seek and use information to complete their work," workplace information literacy research swiftly took a different turn, to academic information literacy, when early researchers found that workplace information practices were neither linear nor always well planned (Cheuk 2000, 178). The breach within academic information literacy was further widened when researchers discovered that information work rarely involved a sole individual, but was instead driven by a number of collective needs and catalysts. It was not until the 2000s, however, that these ideas were developed through the publication of a number of studies by Lloyd (2004, 2009) of firefighter and emergency service worker information practices. By expanding research beyond typical white-collar professions, Lloyd demonstrated that information literacy is dependent on social (people) and corporeal, or embodied, knowledge as well as the more commonly assumed and recognizable textual information modalities. In addition, by demonstrating how firefighter activities were mediated by a situated reconciliation of practices, she provided further evidence that information literacy is context dependent rather than generic and transferable between settings. These ideas led her to reconfigure information literacy on the basis of processes of becoming and knowing within a specific setting, or the development of ways of understanding within an environment (Lloyd 2007, 182). They have also been crucial to the evolution of workplace information literacy.

Since Lloyd first started exploring the concept of workplace information literacy, the topic has grown in importance, and a number of reviews have been published that examine the state of the field (Inskip 2014; Williams, Cooper, and Wavell 2014). One of the most accessible reports on the topic was done by Project Information Literacy, which is a national study of young adults and their research habits (Head 2012). Centering on the information experiences of students after they graduate, this report explored perceptions of the role of information literacy in the workplace as well as challenges that both graduates and employers faced. The report uncovered a wealth of detail about what happens to students after they graduate and enter the workplace. One of the most interesting findings from this report, however, was that though students tended to be explicitly hired for their

information and technology competencies, many employers were dissatisfied with how students performed when they got into the workplace. For many employers, this was linked to the realization that students tended to rely exclusively on digital sources rather than engaging holistically with the multitude of paper and social sources (e.g., knowing who to call) that exist within the workplace information environment. For other employers, they were frustrated with students' inability to draw patterns and make connections across their work. Students, too, found it hard to adjust. The workplace was far more ambiguous as well as faster paced than college, and though they perceived that some information strategies transferred across contexts, entering the workplace formed a steep learning curve.

Accordingly, though this literature review provides a brief overview of the topic, it is clear that the definition and the ability to describe workplace information literacy is continuing to develop. Most important for this study, however, is the idea that information literacy should not be seen as generic or universal. Instead, recent scholarship demonstrates that information literacy arises from the needs and the requirements of a community, an idea that raises a number of important questions about the nature of information literacy education. On one hand, these issues force us to question our assumptions that information literacy skills will transfer unproblematically to new contexts. On the other hand, they also mean that we must think carefully about what these ideas mean within a field such as world languages, where graduates have no clear career path. Although this chapter cannot hope to answer either of these issues definitively, this literature review demonstrates both the need and the rationale for research that begins to explore these complex questions.

Spanish-Speaking Workplaces

Having reviewed the relevant literature in the field, the chapter now explores what information literacy looks like in Spanish-language environments. Recognizing that the use of Spanish is neither standardized nor homogenous, however, this investigation aims to serve as a snapshot rather than a model of information usage.

Research Objectives

This research project arose from a recognition that though Spanish is becoming more common in the workplace in the United States, and though students were increasingly traveling abroad to do internships in Spanish-speaking countries, there had been little examination of how bilingual or Spanish-speaking professionals worked with information in their everyday jobs. Accordingly, this research was driven by two important questions:

- How are bilingual or Spanish information environments constituted in workplace settings? What are the similarities and differences between these environments?
- How is information literacy developed within these settings?

Together, these research questions aimed to explore the complexities of today's information environments by examining what the information environments looked like in workplaces that were characterized by languages other than English as well as how interviewees developed an understanding of these spaces.

Research Design

Research was carried out in two phases. The first half of the research focused on the information environments of bilingual professionals in Colorado. Colorado was chosen because the state has experienced a 40 percent growth in its number of Latino residents since 2000 (US Census Bureau 2011). Currently home to the eighth-largest Latino population in the United States, about 500,000 people out of the 1 million self-identified Latino residents are Spanish speakers (MLA 2013). This means that there is an increased need for Spanish-language graduates in a variety of information professions. Four interviews were carried out in the spring and summer of 2013. Recruited through personal contacts using a purposive sampling technique to ensure that a wide range of professions was included, interviewees included an immigration lawyer (whose clients are 90 percent Spanish speaking), a Spanish newspaper journalist/editor, a Spanish/English interpreter, and a Spanish-language instructor (non-tenure-track) in higher education. (See table 10.1.)

Table 10.1 Coloradan Interviewees

Profession	First Language	Second Language	Years in the Profession
Immigration lawyer	Native English speaker (United States)	Lived and studied in Spanish-speaking countries	3
Spanish journalist	Native Spanish speaker (Venezuela)	Lived and worked in the United States for more than 10 years	14
Interpreter (Spanish/English)	Native Spanish speaker (Mexico)	Lived and worked in the United States for more than 20 years	15
Spanish teacher (higher education)	Native English speaker (United States)	Lived and studied in Spanish-speaking countries	8

Table 10.2 Latin American Interviewees

Profession	Country	Years in the Profession
Architect	Argentina	25
Engineer	Argentina	6
Journalist	Argentina	12
Lawyer	Argentina	10
Translator	Chile	8
Teacher (high school)	Chile	18
Editor	Chile	5
Graphic designer	Chile	24

The second half of the research focused on the information environments of native Spanish-speaking settings. Argentina and Chile were chosen as settings for this research due to the author's personal contacts and experiences in the Southern Cone region. Eight interviewees (four in each country) were recruited using a similar purposive sampling technique, and they were scheduled in the spring and summer of 2013. In Argentina, interviews were carried out with a journalist, a lawyer, an architect and an engineer. In Chile, interviews were carried out with a translator, a graphic designer, a teacher, and an editor. (See table 10.2.)

Interviews were semistructured (see appendix 10A for a list of questions) and were carried out in Spanish in Argentina and Chile and in English in Colorado, although the Coloradan participants often engaged in code-switching. Carried out in-person at a location of the interviewee's choosing, interviews lasted between 25 and 55 minutes and were audio recorded using the author's laptop before being transcribed and translated into English when necessary. The Coloradan interviewees were offered a \$10 Amazon gift card for their time. Because, at the time, Amazon was unavailable in Argentina and Chile, these participants were offered the equivalent of \$10 iTunes gift cards for their time. Interview data were coded twice by the author—once to establish core themes and a second time to further develop these themes. Before the interview started, interviewees were asked to sign a consent form indicating that they agreed to be interviewed and that they agreed to the recording of the data to be made available in the classroom.

Results and Findings

The interviews demonstrated a number of interesting findings about information practices in the workplace. Given that the results of the bilingual interviews have been analyzed more completely elsewhere and were mostly carried out in En-

glish, this section focuses on findings from the Latin American interviews. And because the focus of this chapter is on classroom practice, this section gives only an overview of the key findings. (For more detail about the study and its findings, see Hicks 2014.)

One of the major findings relates to the richness and variety of information practices in the workplace. Although the professions whose members were interviewed may not be typical information professions (e.g., jobs that are related to the collection, preservation, or dissemination of information, such as a museum curator), information was entwined throughout the interviewee's typical workday. Thus, common information practices that interviewees mentioned included tasks as broad as researching house fittings and looking for standards and communication protocols to reviewing textbooks and looking up the biography of an artist for a magazine article assignment. Furthermore, probing revealed that information practices were not just limited to searching for information or researching topics. Instead, information work tended to include a variety of information management tasks; for example, storing and cataloging data that are used in their field. The variety of information tasks also meant that respondents engaged with an eclectic and surprising number of sources. Digital or online textual sources were frequently cited as the most important information used in the workplace, although interviewees further mentioned that they used videos, social media, and blogs, depending on the information task. Interviewees also commented on how much they rely on Wikipedia and Google. This finding is especially compelling given the tendency of librarians and members of teaching faculties to look down on or to ban the use of these tools in the classroom. Perhaps the most intriguing finding, however, was the realization that interviewees frequently rely on social sources—or people, friends, and colleagues—to help resolve daily information needs. This can involve groups of people; the Argentine engineer, for example, relies heavily on both a support team in the United States and a software team in Europe for assistance. It can also involve specific individuals, as in the case of the Argentine architect, who mostly relies on her business partner and local contacts. These findings are particularly interesting given that most information literacy instruction tends to focus on the use of textual rather than social sources of information.

Another useful finding from these interviews relates to the idea that interviewees overwhelmingly demonstrated the importance of paying greater attention to information literacy. Although interviewees, unsurprisingly, did not use the phrase “information literacy,” their responses demonstrated that an ability to manage information is of vital importance within the workplace (e.g., finding and maintaining lists of contacts). In addition, interviewees' answers frequently

demonstrated that they had encountered a number of information literacy challenges in the workplace, which additional or better training could have helped to mediate. Thus, interviewees frequently talked about their feelings of being overwhelmed, either by the flows of information or by their own inefficient information management practices. Others demonstrated an uncritical reliance on common tools like Google; the Argentine engineer, for example, revealed that he often equated the quality of articles with their ranking in Google. In this respect, though these professionals have developed admirable coping strategies for dealing with information problems (e.g., working out elaborate file structures or preservation techniques) over the years, it is clear that there is always room for improvement. The need for information literacy was also seen in interviewees' responses to questions about their perceptions of new and recently hired employees. Just as in the findings of Project Information Literacy, the interviewees often saw that students entered the workplace with impressive technological skills (e.g., being able to create a Web page). At the same time, they swiftly found that they often had little sense of how to employ these skills critically within new environments or the daily information practices in the workplace (e.g., how to keep up with developments in the field). Thus, the Argentine architect bemoaned the students' lack of attention to the importance of making personal contacts, while the Chilean translator found that students often failed to evaluate information that they found on the internet.

Responses from all three sets of interviews thereby demonstrate the importance of information and information literacy within the workplace. At the same time, one of the benefits of studying three different countries is that interviewees also revealed a number of differences between common workplace information practices in Argentina, Chile, and the United States. One of the major departures was related to the context or the varying environmental conditions of each region and its subsequent effect on information practices. In Chile, the teacher talked about how she still used many textual resources because the internet connection was not always very stable. Similarly, the high price of books in Chile affected the graphic designer's information habits because he had to wait until he visited Argentina for a conference in order to stock up on the most recent publications. And these differences were not limited to offline resources. The United States-based translator, for example, perceived that it was much harder to find Spanish resources through English Google, which meant that she had adopted a variety of adaptive strategies to find the information that she needed.

Another interesting difference revolved around the use of social media. For Argentine and Chilean respondents, social media tended to be used as a tool to maintain private relationships rather than to engage in professional activity. Thus,

the Argentine lawyer found that the idea of using social media to search for colleagues online was strange, while the Chilean editor used LinkedIn to catch up with old friends from his university rather than to make new professional connections. This was in direct contrast to the United States, where professionals felt obliged to use social media to contact colleagues and make connections in the field, even though a couple expressed discomfort doing so. There were similar differences related to professional networks. In Colorado, for instance, interviewees regularly relied on national professional associations and networks, possibly linked to the lack of local professional associations that focused on Spanish-language topics and issues. In Argentina, however, interviewees asserted that, though they were members of professional associations, they rarely attended events or engaged with other members because they preferred to rely on personal contexts and introductions. A couple of interviewees in Chile mentioned that there was no professional association within the country with which they could be affiliated. These differences can probably be related to the centralized nature of professions within much of Latin America (e.g., the architect community in Argentina is much smaller than in the United States, as well as being centered in Buenos Aires) as well as the more interpersonal and socially structured nature of the cultures studied.

Spanish-Speaking Classrooms

Together, these themes provide a tiny snapshot of workplace information practice for a project that aimed to explore what workplace information literacy looks like in fields that a Spanish major may enter upon graduation. This means that though these interviews are interesting in themselves, they were originally recorded in order to structure educational needs. Information literacy instruction plays an important role within current librarian professional practice and at the University of Colorado, Boulder. As the Romance language librarian, this focus means that I am integrated into the undergraduate curriculum, providing research instruction in both of the writing courses that the department offers, SPAN 3000 (Advanced Spanish-Language Skills, a fifth-semester, high-intermediate/advanced course) and SPAN 3010 (Advanced Rhetoric and Composition, a course that is taken after the sixth semester of language study). Forming a neat pairing, these courses allow me to introduce research and inquiry concepts into the first course, and then to revise and reinforce these concepts in the second course. An added bonus is that the graduate students who teach SPAN 3000 gain an additional research refresher that tends to help them in their own work. But as the instructor of SPAN 3010 and I worked together, we grew increasingly dissatisfied with the structure of the advanced class. As SPAN 3010 is taken toward the end of the

undergraduate degree program, it became apparent that a focus on academic information literacy practices was increasingly anachronous; not only would most students be leaving academia but many of the pay-walled resources that they were using would be unavailable after graduation. At the same time, both the instructor and I realized the importance of real-world Spanish and information abilities. These ideas formed the nucleus of this project.

When I started thinking about how to integrate these concepts into a writing course, I was influenced by the concept of personal learning environments (PLEs). These are defined as “the tools, communities and services that constitute the individual educational platforms learners use to direct their own learning and pursue educational goals” (ELI 2009), and thus they form a way for learners to reflect and think about the objects and sources that contribute to their personal learning goals, whether these are formal or informal or digital or analog. Typically represented visually (for examples, see *EdTechPost* n.d.), the benefit of the PLE is that it respects the idea that the way that people learn and think about information is very personal, yet it also creates a structuring framework to organize and think about the tools and sources of information that one uses to participate within the information environment of a community. This means that, despite the frequent focus on technology, PLEs are not just a set of applications (ELI 2009, 1). Instead, the PLE represents a new approach to learning, which is driven by personal interest and in light of community practices—a space for the learner to create, explore, and communicate (Dalsgaard 2006, 2). Within the context of this project, these ideas are represented by the fact that each professional has adapted his or her own strategies for dealing and working with information in the workplace (see figure 10.1). Thus, by listening to the interviews and thinking about the information environments that the professionals describe, students would get a sense of how professionals approach information in the workplace. In turn, by thinking about their own learning environments and then comparing the two, students would be able to reflect on their own practices and decide whether they want to change or develop aspects of their own PLEs before they arrive in the workplace. This is a holistic and critical approach to workplace information literacy that scaffolds the broad, open information environments of today while providing a student-centered approach to learning that focuses on self-regulation and participation.

Since this research was carried out, concepts of workplace information literacy have been integrated into SPAN 3010. Centering on a close understanding of the interviews that were carried out with professionals, the instructor and I dedicate class time to introducing students to the concept of a PLE before leading a discussion about the purpose and importance of reflecting on one’s information



Figure 10.1 Visual Representation of the Argentine Architect’s Personal Learning Environment

environments. This discussion is supplemented by images of PLEs that we had pulled from the Web. The class then listens to two of the interviews (the Argentine journalist and the bilingual journalist), paying careful attention to the sources that the interviewees used, the reasons why they use them, and how they evaluate information in the workplace. A discussion ensues about the differences between the two professionals as well as student practices. For homework, students draw their own PLE (see figures 10.2 and 10.3). Although this lesson plan has been introduced into only one class so far, initial analysis of the PLE homework drawings shows that students engage productively with the assignment, reflecting widely on their uses of information for school and for leisure. Analysis of these diagrams is still ongoing, but one of the most noticeable themes that has emerged relates to the stark differences between academic and leisure practices. Within their personal lives, students indicate that they rely on a number of social sources—for example, friends, parents, classmates, and acquaintances (in person and through social media). Similarly, students demonstrate that they use a wide variety of multimedia sources in their personal life, including Khan

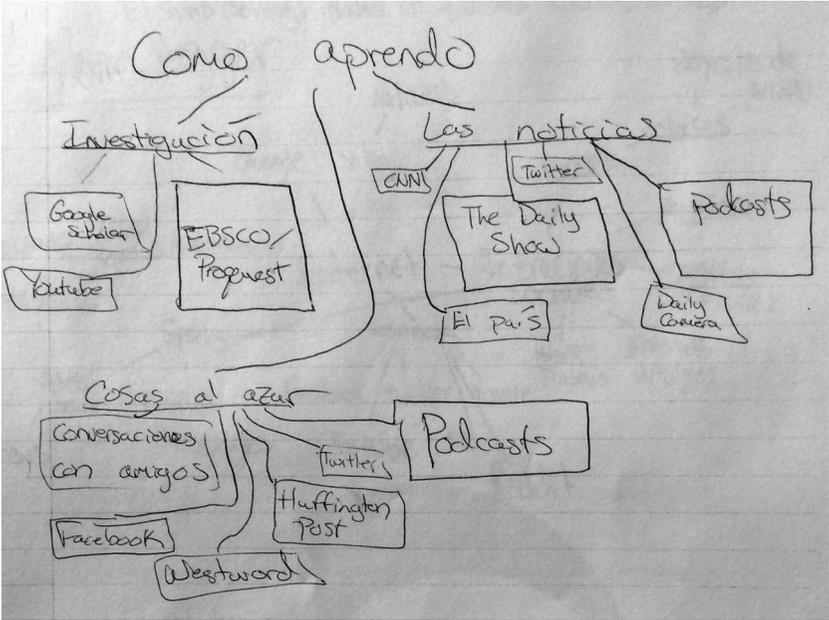


Figure 10.2 Visual Representations of Student A's Personal Learning Environment

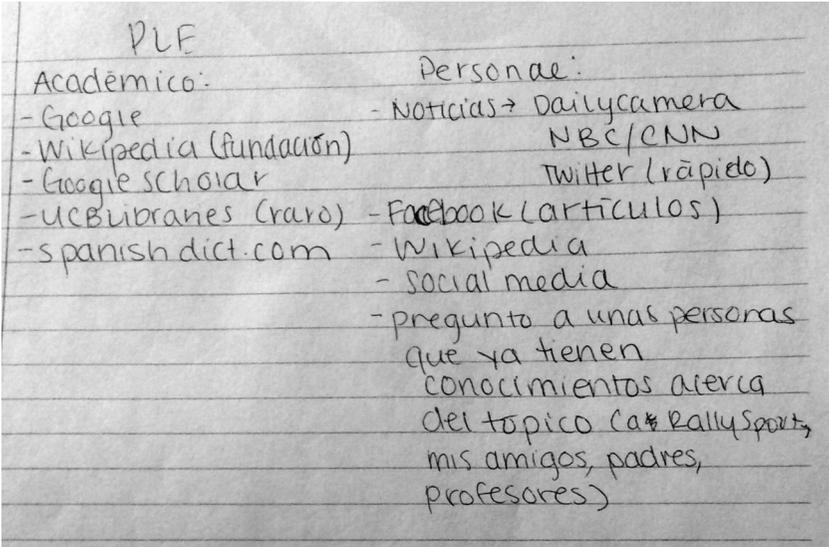


Figure 10.3 Visual Representations of Student B's Personal Learning Environment

Academy videos, TV news, NPR segments, podcasts, cell phone apps, and events. In contrast, students indicate that the sources they use for academic research are almost entirely textual. Although the academic environment is very different from the workplace, this rigid separation of sources provides evidence that students associate textual sources with “serious” work. This may further help to demonstrate why, as Project Information Literacy points out, students find it hard to go beyond the use of Web sources in the workplace. The reliance on social sources is also particularly interesting, given the extensive use of these sources in the workplace, and suggests that further bridging work may be needed to help students make connections between their leisure and workplace information practices.

This course marks just the beginning of what I expect to be a fruitful partnership with SPAN 3010, and in the future, I hope that these interviews can be adapted for other professional Spanish classes. I further plan to release these interviews under a Creative Commons license so they can be adopted outside the University of Colorado, Boulder. Initial analysis of student PLE diagrams also suggests other fruitful areas of research. One idea would be to engage in deeper reflection about the differences between Spanish, bilingual, and personal learning environments. This could also involve activities that are inspired by Kramsch’s (1993, 228) research into activities that teach students about the boundaries between cultures, for example:

- What differences do you see between your learning environment and the one that you heard about in the interview?
- Thinking about these differences, have you identified any area of your own PLE that you would like to improve—for example, information management, note-taking tools, and doing research in Spanish?
- Imagine you have to teach a class of Costa Rican students how to do research in the US workplace. Knowing what you do about the differences between Spanish and English research, what would you focus on?

Future engagement with this topic could include asking students to interview their own bilingual or native speakers in a profession of their choice, either in person or via online video conferencing services.

Conclusion

In this chapter, I set out to explore the concept of workplace information literacy as well as what this might look like and how it might be integrated into the classroom. The analysis of existing research on workplace information literacy demonstrates the growing importance of this topic as well as the idea that

information literacy cannot be confined to academic representations and understandings. The results from twelve interviews that were carried out with Spanish-speaking and bilingual (English/Spanish) professionals demonstrate the timeliness of this topic because answers reveal that professionals engage in a variety of information activities and that they need to develop advanced competencies with a wide range of digital, physical, and social information sources in the workplace. Finally, in providing an example of how workplace information literacy can be integrated into the curriculum, this chapter has demonstrated the feasibility of this approach and has opened up the conversation about how to proceed. In highlighting how librarians' engagement in the changing world of information practices neatly complements world language educators' strengths, this chapter demonstrates the need for librarians and these educators to collaborate and further explore this topic.

This chapter describes one librarian's attempt to integrate workplace information literacy into the world language curriculum, and I hope it will contribute to the start of a productive conversation on this topic. At the same time, many questions remain to be answered. One key problem that did not form the focus of this chapter, but which should be raised as part of future conversation, is, first, whether it is possible to really prepare students for the workplace, and, second, whether this is a role that higher education should undertake. As I have considered in more detail elsewhere, the question of whether education that is centered on the workplace undermines the goals of a liberal arts education by focusing on graduate employability rather than intellectual agility is a tricky one, though I believe that the use of reflective PLE pedagogy goes some way toward mitigating these concerns (Hicks 2015). Similarly, we must also raise the larger question of transfer; if we see information literacy as a situated and social practice, then it is important that we consider what and how student learning can be transferred from an academic to a workplace setting. Most students will find that access to library resources will disappear after graduation, whereas this study, as well as findings from Project Information Literacy, demonstrates that typical academic research is neither directly transferrable to the workplace nor always valued. We must also be wary of assuming that immediacy and access to information mean that students are inherently more able to wrangle these new digital landscapes; though students may be more accustomed to online searching, for example, numerous studies indicate that they may lack the critical thinking that must go hand in hand with these skills. These questions are complex, and they tie in with a number of conversations that are being held on campus today. Most important, however, is the fact that these ideas demonstrate the need to move beyond stereotypes; just as language educators teach more than grammar, librarian educators

focus on more than books and play an active role in engaging with students as they are learning within information societies today. Just like language learning, information literacy cannot be reduced to the comprehension of a set of codes. Instead, it forms a rich sociocultural practice that helps to engage learners with dynamic information environments, both in the workplace and beyond.

Appendix 10A: Interview Questions (Also Translated into Spanish)

What is your job title/industry?

How long have you worked in this position? In the field?

What is your highest educational qualification?

What training did you get?

Can you tell me about a typical job/process when you may have to look for information?

RQ1. How is the information environment constituted for novices and experienced people in the field?

- What sources of information do you use/feel are important in your job?
 - Prompt: Physical, textual, social, online, colleagues/peers/supervisor
 - Prompt: Has this changed?
 - Prompt: What technologies do you use? Physical objects? Web pages?
 - Prompt: How do you know what is good? Reliable? How do you evaluate?
 - Prompt: How do you know where to search/know exists?
 - Prompt: If search is ongoing, how do you keep up?
 - Prompt: Where do you ask for help?
 - Prompt: Is there anything you still want to know/learn?
 - Prompt: Is this different from research in English/Spanish?

RQ2. What types of information are considered important by novices and experienced people in learning about their practices and profession?

- How do you seek information about your job?
- How do you seek information about your profession?

- How do you keep up? Learn?
- How has this changed since you started your job?
- What information competencies do employers need and expect from graduates?
- Do you think new graduates are prepared for this job? If not, why not?

RQ3. How is this information experienced?

- What challenges did you face during this transition from college/school to the workplace?
- What information competencies, learned and developed in college/school, did you use for solving information problems in the workplace?
- What personal characteristics do you think are necessary to be able to succeed?
- What adaptive strategies did you develop to gain an edge in the workplace?
 - Prompt: Training, mentoring, supervisor, social media, online community, coworker, formal versus informal
- Would any of this be different in a Spanish/English-speaking country?

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